

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

**REGULAR MEETING ORDER OF BUSINESS**

333 South Beaudry Avenue, Board Room  
1208 Magnolia Avenue, Gardena, CA 90247  
9945 Laurel Canyon Blvd, Pacoima, CA 91331  
11:00 a.m., Tuesday, May 13, 2025

**Roll Call**

**Pledge of Allegiance**

**Board President's Reports**

Labor Partners

Committee Chair Reports

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

Student Board Member Report

**Superintendent's Reports**

**Consent Items**

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

**General Public Comment (Approximately 3:30 P.M.)**

Providing Public Comment

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

Each speaker will be allowed a single opportunity to provide comments to the Board, with the exception of public hearings, and shall be given two minutes for their remarks. **Speakers signed up to speak on an agenda item must constrain their remarks specifically to the item or items on the agenda or may be ruled out of order.**

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

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

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

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

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

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

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

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

#### Attending the Meeting

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

## New Business for Action

1. [Board of Education Report No. 291-24/25](#)  
Division of Instruction  
(Adoption of Reading Difficulties Risk Screening Instrument) Recommends adoption of one state-approved reading difficulties risk screening instrument to screen all kindergarten through second grade students annually for the risk of reading difficulties, including dyslexia, beginning in the 2025-26 school year.
2. [Board of Education Report No. 124-24/25](#)  
Division of Adult and Career Education  
(Approval of Adult Education Career Technical Education (CTE) Advisory Committee) Recommends approval of the establishment of the Career Technical Education (CTE) Advisory Committee for the Division of Adult and Career Education (DACE) to fulfill the requirements of the Perkins Grant (Strengthening Career Technical Education Act). Approval will allow DACE to maintain grant eligibility and continue offering state-of-the-art equipment and programs across 15 industry sectors.
3. [Board of Education Report No. 304-24/25](#)  
Facilities Services Division  
(Define and Approve Three Early Education Center Outdoor Classroom Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of three projects to provide outdoor classrooms at early education centers, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$16,756,045.
4. [Board of Education Report No. 322-24/25](#)  
Facilities Services Division  
(Define and Approve 86 Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of 86 projects essential for replacing and upgrading critical systems and components of school buildings, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$9,754,697.
5. [Board of Education Report No. 324-24/25](#)  
Facilities Services Division  
Division of Adult and Career Education  
Information Technology Services  
(Define and Approve Two Projects to Provide Adult and Career Education Facilities Upgrades and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of two projects to upgrade Adult and Career Education facilities, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$12,220,730.

6. [Board of Education Report No. 327-24/25](#)  
Facilities Services Division  
Eco-Sustainability Office  
(Define and Approve Six Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of six Sustainable Environment Enhancement Developments for Schools Projects, as described in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan, for a combined budget of \$1,080,000.
7. [Board of Education Report No. 328-24/25](#)  
Facilities Services Division  
(Define and Approve 17 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 17 Board District Priority and Region Priority projects, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$971,739.
8. [Board of Education Report No. 326-24/25](#)  
Facilities Services Division  
Office of the Superintendent  
(Define and Approve the 2025-2026 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of up to 48 projects to provide facilities renovations at 45 District school sites in order to fulfill the Los Angeles Unified School District's responsibilities imposed by Proposition 39, as detailed in Exhibits A, B, and C, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a cumulative budget of up to \$2,369,284.
9. [Board of Education Report No. 272-24/25](#)  
Procurement Services Division  
(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment "A" to include the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Purchase Orders; Goods and General Services: District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; Book/Instructional Material Purchase Orders; and approval of Professional Service Contracts (exceeding \$250,000): New Contracts; Goods and General Services Contracts (exceeding \$250,000): New Contracts; and Piggyback Contracts as listed on Attachment "B."
10. [Board of Education Report No. 258-24/25](#)  
Procurement Services Division – Facilities Contracts  
(Approval of Facilities Contract Actions) Recommends the ratification of the Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment "A" including award of advertised construction contracts; award of job order contracts; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services/amendments for architectural and engineering contracts; emergency contracts/purchase orders for professional services.



11. [Board of Education Report No. 310-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Alfred B. Nobel Charter Middle) Recommends approval of the renewal petition for Alfred B. Nobel Charter Middle, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 1,995 students in grades 6-8 in each year of the charter term.
12. [Board of Education Report No. 311-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Dearborn Elementary Charter Academy) Recommends approval of the renewal petition for Dearborn Elementary Charter Academy, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 548 students in grades TK-5 in each year of the charter term.
13. [Board of Education Report No. 312-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for El Oro Way Charter for Enriched Studies) Recommends approval of the renewal petition for El Oro Way Charter for Enriched Studies, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 477 students in grades TK-5 in each year of the charter term.
14. [Board of Education Report No. 313-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Encino Charter Elementary) Recommends approval of the renewal petition for Encino Charter Elementary, located in Board District 4 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 546 students in grades TK-5 in each year of the charter term.
15. [Board of Education Report No. 314-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Hamlin Charter Academy) Recommends approval of the renewal petition for Hamlin Charter Academy, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 326 students in grades TK-5 in each year of the charter term.
16. [Board of Education Report No. 315-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Louis Armstrong Middle) Recommends approval of the renewal petition for Louis Armstrong Middle, with a benchmark in the area of academics, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 1,584 students in grades 6-8 in each year of the charter term.
17. [Board of Education Report No. 316-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Superior Street Elementary) Recommends approval of the renewal petition for Superior Street Elementary, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 487 students in grades TK-5 in each year of the charter term.

18. [Board of Education Report No. 317-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Topeka Charter School for Advanced Studies)  
Recommends approval of the renewal petition for Topeka Charter School for Advanced Studies, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 622 students in grades TK-5 in each year of the charter term.
19. [Board of Education Report No. 318-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(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.
20. [Board of Education Report No. 319-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Woodlake Elementary Community Charter) Recommends approval of the renewal petition for Woodlake Elementary Community Charter, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 577 students in grades TK-5 in each year of the charter term.
21. [Board of Education Report No. 320-24/25](#) **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Woodland Hills Elementary Charter for Enriched Studies) Recommends approval of the renewal petition for Woodland Hills Elementary Charter for Enriched Studies, located in Board District 4 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 669 students in grades TK-5 in each year of the charter term.
22. [Board of Education Report No. 321-24/25](#)  
Charter Schools Division  
(Approval of the Proposed Material Revision for Collegiate Charter High School of Los Angeles) Recommends approval of the material revision for Collegiate Charter High School of Los Angeles to transfer operations, governance and management to Equitas Academy Charter School, Inc.; relocate outside the community; and revise related charter elements and provisions. Collegiate Charter High School of Los Angeles is presently located in Board District 2 and Region East.

23. [Board of Education Report No. 331-24/25](#)  
Division of Special Education  
Medical Services Division  
(Delegation of Authority to Negotiate and Execute Master Contracts for Special Education Supports and Services and Special Education Health and Nursing Services) Recommends the Board of Education delegate authority to the Superintendent and/or his designee(s) to execute NPS/A Master Contracts for Special Education Supports and Services, including Related Services and NPA Master Contracts for Special Education Health and Nursing Services for the 2025-26 school year, and each specific school year thereafter. Pursuant to state requirements (Education Code Section 56360 et seq. and Title 5 of the California Code of Regulations), stating each Special Education Local Plan Area (“SELPA”) ensure a continuum of program options are available to meet the needs of students with Individualized Education Programs (“IEP”) in special education and related services.
24. [Board of Education Report No. 305-24/25](#)  
Human Resources Division  
(Approval of Routine Personnel Actions) Recommends approval of 4,822 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts).
25. [Board of Education Report No. 306-24/25](#)  
Procurement Services Division  
(Provisional Internship Permits) Recommends approval for 5 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.
26. [Board of Education Report No. 309-24/25](#)  
Business and Finance Division  
(Donations of Money to the District) Recommends approval of the donation of money to the District totaling \$769,343.30 and Donations of Money to the Associated Student Body totaling \$225,000.00.
27. [Board of Education Report No. 330-24/25](#)  
Office of the Chief Financial Officer  
(Impact Fee Policy Update) Recommends approval to update the District’s Impact Fee Policy that outlines certain guidelines for the use, collection, and expenditure of impact fees, to add a fourth type of construction project eligible for a Board authorized exemption, (Attachment A: Impact Fee Policy, Section 6.2, Board Authorized Exemptions Eligibility).
28. [Board of Education Report No. 308-24/25](#)  
Business and Finance Division  
(Report of Cash Disbursements, Request to Reissue Expired Warrants) Recommends the ratification of cash disbursements amounting to \$1,036,182,884.85 made by the District from March 1, 2025, to March 31, 2025. It also seeks approval for the reissuance of expired warrants totaling \$137.55.

## Board Member Resolutions for Action

29. [Ms. Griego, Dr. Rivas, Ms. Gonez - Aligning Site-Based Professional Development, Collaboration, and Decision-Making in the Community School and Pilot Models \(Res-066-24/25\) \(Noticed April 8, 2025\)](#)

### VERSION 2

Whereas, Community Schools are public schools that provide instruction, curriculum, services and support that fit each neighborhood's needs, created and run by the people who know our children best;

Whereas, The mission of the Los Angeles Unified School District Community Schools Initiative (CSI) is to improve student outcomes through addressing students' academic, cognitive, physical, mental, and social-emotional needs. Needs of children and youth are met by building a positive school climate and trusting relationships, along with providing rich and rigorous learning opportunities that prepare all students to be ready for the world;

Whereas, To fulfill these purposes, Community Schools must have the time and space for creative and collaborative problem-solving, and each local school community must be engaged authentically in the governance of their local school;

Whereas, Pilot schools are teacher-designed and -led District schools that are part of a Memorandum of Understanding between the District and UTLA that provides certain autonomies over budget, governance, curriculum, and assessment, and the school calendar to meet their specific students' needs; and

Whereas, The structure which supports authentic engagement and shared decision making at a community school is the Local School Leadership Council (LSLC); now, therefore be it

Resolved, That the Community School LSLCs and Pilot schools will have decision making purview over all site based professional development, including all banked time and after school professional development, except for professional development mandated by state or federal law and topics specifically approved by the Governing Board of the Los Angeles Unified School District;

Resolved further, That the Community Schools Steering Committee (CSSC) will create a "Community School Professional Development" subcommittee to support Community Schools development, and effective site-based professional development that could align with the school's Assets and Needs Assessment (ANA) data, student academic outcome data, school experience survey data, and whole child data;

Resolved further, That the CSSC will appoint two Los Angeles Unified School District representatives and two UTLA representatives to serve on the Community Schools Professional Development Subcommittee;

Resolved further, That the Community Schools Steering Committee Professional Development Subcommittee be provided an opportunity to give meaningful input on the implementation of Board-approved professional development topics; [The Community School Steering Committee](#)

Professional Development Subcommittee will provide differentiated support to Priority Schools as needed, and, be it finally

Resolved, That the above actions shall be effective by the beginning of the 2025/2026 school year.

30. Ms. Ortiz Franklin, Ms. Gonez, Ms. Griego - Parental Package: LAUSD as an Equitable Employer of Choice for Thriving Families (Res-068-24/25) (Noticed April 8, 2025)

**VERSION 2**

**12:30 P.M. TIME CERTAIN**

Whereas, The Los Angeles Unified School District prepares all students to thrive in college, career and beyond with the core beliefs of equity, collaboration and excellence being applied to students, staff, and all families;

Whereas, The LAUSD Strategic Plan Pillar 5 Investing in Staff sets a vision to recognize, empower, and support our staff and a clear focus to recruit, develop and retain our talented and dedicated staff, along with sustaining staff wellness;

Whereas, The LAUSD Strategic Plan Pillar 3 Engagement and Collaboration propels us towards being a model district for authentic family engagement which begins in the earliest years setting a foundation for and honoring that the first and most important teacher for each child is their parent/caregiver;

Whereas, Becoming an employer of choice requires providing comprehensive and competitive compensation and support including benefits that promote the holistic wellness of our employees during all stages of their life;

Whereas, In 2024, Under Pressure: The U. S. Surgeon General's Advisory on the Mental Health and Well-Being of Parents elevated the importance of parental stress, mental health and well-being, stressors unique to parenting, and the bidirectional relationship between parental mental health and child outcomes; recommending employers take action by expanding policies and programs that support the well-being of parents and caregivers in the workplace such as: offering paid parental, medical and sick leave; flexible and fair work schedules; access to child care; and implementing training for managers on work-life harmony and a family-friendly culture;

Whereas, Research documents that the postpartum period is a critical time for the health, development and well-being of both the mother and baby and paid parental leave policies bolster the maternal mental and physical health, and leaves of shorter than 12 weeks are associated with higher rates of maternal depression, stress and anxiety, increased work stress and overload, and reduced understanding of infant development and bonding;

Whereas, Employers that have extended their paid parental leaves saw higher rates of retention, for example when Google extended its paid leave from 12 to 18 weeks, attrition dropped by 50% and when Aetna extended its maternity leave the share of women returning to work increased from 77 to 91%;

Whereas, Research documents that women who receive paid maternity leave are significantly more likely to return to work and employee stability is unquestionably critical for supporting academic achievement;

Whereas, In 2024 the Learning Policy Institute's updated their research-based teacher turnover calculator, which estimates the cost of recruiting, hiring, and training a new teacher in large, public school districts such as Boston Public Schools and Chicago Public Schools can cost \$29,650 and \$29,762 respectively and that the cost of losing teachers also negatively impacts student achievement and instructional quality, resulting in greater potential costs in tutoring and professional development;

Whereas, After California passed its paid family leave policy, research found long-term child physical

health improvements lasting through elementary school, and poverty risk among mothers of infants decreased by more than 10%, among other positive effects;

Whereas, California became the first state to provide paid family leave in 2004, which gives a portion of an employees' salary to take leave to care for a seriously ill family member, bond with a new child, or participate in a qualifying event because of a family member's military deployment for those that pay into state disability, yet the majority of public employees including LAUSD employees do not have access to this benefit and they must use vacation or illness time to receive pay during their leave, receiving half-pay or no pay when earned illness depletes;

~~Whereas, Recognizing the importance of this benefit in January 2025, California increased leave payments for paid family leave to 90% of income for workers making up to \$60,000 a year and 70% for workers that make more than that;~~

Whereas, AB65 (Aguiar-Currie), currently in committee, is a statewide effort supported by educators to provide 14 weeks of fully paid pregnancy leave to school employees who currently must take their earned illness, partial pay and unpaid time for pregnancy, childbirth, miscarriage and recovery from such experiences;

~~Whereas, District employees whose bargaining unit has not chosen to bargain to participate in state disability, must use vacation or sick time in order to receive compensation during their Family and Medical Leave, Pregnancy Disability Leave, and when they run out of full time pay receive half time pay or unpaid leave;~~

Whereas, Inequitable access to paid parental leave places an inequitable burden on employees, often times resulting in employees being forced to make impossible choices to return before it is optimal for their own and their family's wellness or face financial hardship; this burden is most heavily felt by women and employees who are single parents, who do not earn vacation, without access to child care support and those historically under-resourced;

Whereas, California passed SB 729, which requires large and small group health care service plan contracts and disability insurance policies issued, amended, or renewed on or after July 1, 2025, to provide coverage for the diagnosis and treatment of infertility and fertility services;

Whereas, In Vitro Fertilization (IVF) is the leading use of Assistive Reproductive Technology (ART); the use of home births and doulas are on the rise; and none of these supports are currently covered by any health care plan offered to LAUSD employees;

Whereas, Research documents the critical role early learning and care programs play in the cognitive, socioemotional learning, school readiness, and health and well-being of our earliest learners and provides essential resources and supports to parents and caregivers; and as an education institution it is our responsibility to ensure our employees have equitable access to high quality, affordable early learning and care; and

Whereas, the Economic Policy Institute reported in February 2025 the average cost of infant-care in California is \$21,945, more than twice the cost of in-state tuition for California public universities and roughly 18.4% of the median family income when the Department of Health and Human Services deems childcare "affordable" at no more than 7% of family income;

Whereas, In June 2021 the Governing Board of the Los Angeles Unified School District unanimously passed "Mommy, Daddy and Me," a student-board member authored resolution calling for a plan, informed by student-parents, that creates a more robust and comprehensive student maternity support system, and an ideal school setting for student-parents; now, therefore it be,



Resolved, That the Governing Board of the Los Angeles Unified School District values all families and is committed to being an employer of choice as a critical component of being a premier school district, including for parent-employees and employees planning to become parents; respecting the full scope of family building and thriving, including:

- Family planning, becoming pregnant (inclusive of fertility treatment like that of Assisted Reproductive Technology (ART) such as in vitro fertilization (IVF) or intrauterine insemination (IUI)), adoption and fostering, physical and mental health from miscarriage and loss;
- Pregnancy, parental and family leave, including prenatal and postpartum care and education, adequate time and support for preparation, recovery and returning to work, access to high quality lactation spaces and necessary accommodations;
- Early learning and care from 0-5 years old, including seeking partnerships with family childcare and non-profit providers and cost-savings for affordable care, and placement in and strategic growth of LAUSD infant centers and Early Education Centers (EECs); and
- Education from preschool through college, encouraging and supporting employees to enroll their children in LA Unified Early Education Centers and UTK-12 programs, offering employees priority where possible.

Resolved further, That the Los Angeles Unified School District, consistent with and subject to Equal Employment Opportunity (EEO) and privacy laws, will evaluate the following data, where available, in preparation for a written report and public presentation to the Board:

- General employee demographics for context such as age, gender, race/ethnicity, location, parental status, marital status, labor union representation, and retention;
- Average and range of time actually taken off by staff for all leave types related to reasons of pregnancy, family bonding, kin care for a child's illness, prenatal care including but not limited to whether the days were paid or unpaid and by position type;
- Potential budgetary implications for offering paid family leave programs for at least 12 weeks, given historical data of the number of employees that take such leave in LAUSD and Los Angeles more broadly;
- Percentage of employee-parents with children enrolled in LAUSD EECs and UTK-12 schools; and
- Health care plan coverage and cost for prenatal, postnatal and family planning including but not limited to assisted reproductive technology, delivery, doula, home birth, midwife support, and lactation support.

Resolved further, That the District, consistent with and subject to EEO and privacy laws, will conduct or procure a study on the needs, concerns, and experiences for LA Unified employees and/or employees in Los Angeles related to reproductive health and parenting support in preparation for a written report and public presentation to the Board of information, as it relates to improving the experience of employees, such as:

- Interest in becoming a parent or caregiver;
- Fertility and Family Planning Needs including interest and awareness of access to ART;
- Impact of access or lack thereof to District-provided reproductive supports on an employee's satisfaction, retention and ability to work;
- Health care benefits; Desired time and actual time taken for pre- and postpartum care and child bonding;
- Barriers to why individuals do not take more time for all stages of their child's life from birth through college;
- Average and range of costs of child care;
- Age of children when childcare started; and
- If children are enrolled in LAUSD schools, why, what school level(s), distance from home



Resolved further, That the District shall take immediate steps to support growing families, by (1) confirming provisions of adequate, accessible, and welcoming lactation spaces and training around such spaces for all staff at school sites, regions, and central offices, (2) identifying a dedicated liaison within the relevant departments and sites to support employee-parents in understanding and utilizing benefits, completing leave forms, understanding service credit and impacts to retirement, confirming appropriate payroll adjustments, planning returns to work – including part-time and adjusted schedules, and enrolling in an LAUSD early education program in a friendly, clear, and streamlined manner, and (3) identifying childcare provider partners who can provide affordable and backup childcare on an as-needed basis to employees; and, be it finally

Resolved, That in response to the quantitative and qualitative data and employee/labor engagement, disaggregated by age, gender, race/ethnicity, location, parental status, and labor union representation, where possible and legally permissible, as well as available research, best practices, and any requirements for bargaining, the District will prepare a plan and present it at a Board Meeting or Committee of the Whole no later than November 2025.

- The plan shall include:
  - Specific, measurable outcomes to becoming an employer of choice, including for employee-parents;
  - Feedback from labor and employee-parents on the plan;
  - Legislative advocacy, including but not limited to legislation for longer-term substitute teachers and staff (beyond 60 days), state-supported family leave, and more state-subsidized infant and toddler programs;
  - The ability to donate to colleagues' illness days for prenatal doctor appointments and child sickness, as offered for catastrophic illness
  - Personalized projected cost of health care and impacts to retirement savings associated with family planning (i.e. personalized calculator);
  - Improved practices and professional development on appropriate accommodations for lactating employees, including but not limited to a dedicated space at all district sites; ~~and~~
  - Improved practices and professional development on sensitivity for parent-employees, inclusive of consideration of disproportionate impact on parent-employees of absences due to child illness, parental leave, and the like; and
  - Improved practices and professional development on assisting employees in enrolling their children into LAUSD schools, including but not limited to inter/intra District transfers to LAUSD schools in close proximity to the employee's worksite
- The plan may include:
  - Specific timeframes for implementation, feasibility and cost of components;
  - A pilot program, similar to the pilots organized by LA County and LA City;
  - Planning days for substitute teachers and teachers when a teacher goes on leave, exploration of job sharing and clear communication on what exists already;
  - Back up daycare coverage to affordable, available providers;
  - Recommendations to the Health Benefits Committee on potential health care plan design offerings to provide fertility and family planning in alignment with all relevant legislation including but not limited to those provided through SB 729, full coverage of doulas, midwives, home births, contraception, lactation visits at home or District Wellness Centers, and/or other supports;
  - Recommendations on where to open Infant and Early Education Centers to meet the needs of employees and the community, guided by data on access to programs and partnering with family childcare and non-profit providers;
  - Option for remote work or flexible scheduling for childcare accommodations where possible;
  - Additional compensated days/time for pregnancy appointments and child sickness;

- Leveraging bond dollars or other resources for lactation spaces for employees and students;
- Partnering/researching cost-sharing models with labor, such as New York Department of Education and American Federation of Teachers; and
- Professional development and coaching on policies, supports, sensitivity and cultural competency in supporting family building, including how employee attendance is incentivized and acknowledged.

### **Resolutions Requested by the Superintendent**

31. Motion Declaring Salaries Indefinite to Comply with Law and Allow for Implementation of Labor Agreements (Sup Res-007-24/25)

That the Board of Education (Board) hereby declares salaries and benefits for all District employees, including union represented, management, supervisory, District represented, and other unrepresented certificated, classified and unclassified, to be indefinite and subject to change on or after July 1, 2025, for the 2025-2026 school year, in order to ensure compliance with California Constitution Article XVI, Section 6, and to allow for implementation of labor agreements. Changes include, but are not limited to, retroactive increases in salaries, adjustments to salary rates, tables and differentials. The District shall act to implement such changes as the District deems necessary. All such changes are to be consistent with the collective bargaining process, where appropriate, and all Board Rules, policies and practices are subject to revision to carry out any of the changes described above. The above actions are listed by way of example, not limitation, and may be supplemented or revised at the discretion of the Board of Education.

### **Correspondence and Petitions**

32. Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary (ROC-011-24/25)

**PUBLIC HEARING**

### **Minutes for Board Approval**

33. Minutes for Board Approval (Min-007-24/25)

January 13, 2025 Regular Board Meeting, 11:00 a.m.

March 11, 2025 Regular Closed Session, 9:00 a.m.

April 3, 2025 Special Board Meeting, 9:30 a.m.

### **Miscellaneous Business**

34. Adoption of the 2025-2026 Board Meeting Schedule (070-24/25)

### **Board Member Resolutions for Action (continued)**

35. Ms. Newbill – Recognizing May as Mental Health Awareness Month and Focusing on Student Mental Health (Res-076-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District has a goal of reaching 100 percent graduation and must provide a learning environment that promotes social-emotional learning and support for students and adults;

Whereas, Childhood and adolescence are critical times for physical and mental development, and the development of good mental health is important for overall good health and well-being throughout the lifespan;

Whereas, While approximately 1 in 5 children have a diagnosable mental disorder and approximately 1 in 10 children have a serious emotional or behavioral disorder that is severe enough to cause substantial impairment in functioning at home, at school, or in the community;

Whereas, Chronic absenteeism in students is strongly linked to mental health challenges, with studies showing that students with poor mental health are more likely to be absent from school. Conversely, chronic absenteeism can also exacerbate or trigger mental health issues, creating a cycle of negative consequences;

Whereas, A screening of 572 District students revealed that 88 percent reported experiencing three or more traumatic events, with 55 percent showing symptoms of PTSD, depression, or anxiety, [according to the L.A. Trust for Children's Health](#);

Whereas, It is currently estimated that 70 to 80 percent of children with mental health disorders may not receive any care at all;

Whereas, In 2021, the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System for LAUSD students indicated that 42 percent of high school students reported a prolonged sense of sadness or hopelessness every day for two or more continuous weeks; 22 percent of middle school and 18 percent of high school students seriously considered attempting suicide; and over 9 percent of middle school and 10 percent of high school students attempted suicide;

Whereas, The District envisions an environment where every student has equitable access to timely, effective, and culturally responsive mental health and wellness services seamlessly integrated into the school community;

Whereas, The District's Student and Family Wellness Hotline, which was created during the pandemic to provide families continued access to wellness services, received over 35,000 calls between April 2020 and June 2022 for a wide range of supports, including mental health, attendance and enrollment, access to basic needs, specialized student programs and immunization information;

Whereas, Schools serve as vital gateways to connecting students and families with mental health services. By fostering strong partnerships with over 60 community mental health agencies, including the District's School Mental Health Clinics and Wellness Centers, the District can ensure that students and their families have easy access to support;

Whereas, Families can call the Student and Family Wellness Hotline at 213-241-3840 to get access to mental health services, and other essential school and community resources. The wellness line is open weekdays from 8-4:30pm and closed on major holidays;

Whereas, As part of the 2022-26 Strategic Plan, Los Angeles Unified called for prioritizing telehealth programs, allowing students to connect to health care professionals through video conferencing technology and the District began offering telehealth services to its schools in the fall 2023;

Whereas, Families can directly refer their children to our School Mental Health Clinics and Wellness Centers for individual, family, and group counseling services. These services are available both in-person

and through telehealth; and

Whereas, Each LAUSD Region is supported by a mental health team, including Psychiatric Social Workers based on most school campuses. These professionals are ready to assist families in accessing mental health services both at their child's school and within their community; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares May as Mental Health Awareness Month and directs the Superintendent and District staff, to inform families of the resources and activities available through the District promoting education and awareness of the mental health needs of our students and families.

36. Ms. Newbill – Recognizing May 2025 as National Foster Care Youth Awareness Month (Res-077-24/25) (Waiver of Board Rule 72)

Whereas, May is National Foster Care Youth Awareness Month, intended to raise awareness about the needs of children and youth in the foster care system;

Whereas, In 2024, there were approximately 46,000 students in California's foster care system who often face significant barriers to academic success, including school instability, chronic absenteeism, and higher rates of suspension and expulsion.

Whereas, Youth in foster care experience rates of homelessness ranging from 11 to 38 percent, disproportionately higher than the general population;

Whereas, During the 2024-2025 school year, Los Angeles Unified School District had students from preschool to post-high school in the foster care system;

Whereas, Half of all children in foster care have endured four or more adverse childhood experiences such as abuse, neglect, and abandonment, which can negatively affect their health and development;

Whereas, Organizations across the nation have declared May as Foster Care Youth Awareness Month to recognize resource parents (also known as foster parents), relative/nonrelative caregivers, volunteers, mentors, advocates, child welfare representatives, and others within the community and to increase awareness of the urgent needs of children and youth in foster care;

Whereas, Students in foster care are identified as a unique student population under the Local Control Funding Formula and Local Control and Accountability Plan due to being among the lowest academically achieving groups in California;

Whereas, Older students in foster care often face housing and food insecurities, challenges that have been exacerbated by the lasting residual effects of the COVID-19 pandemic, including disruptions in access to stable resources and support networks, underscoring the ongoing and urgent need for comprehensive and personalized assistance;

Whereas, The Los Angeles Unified School District Student Health & Human Services provides services to students in the foster care system, including Know Your Rights cards, Foster Youth Achievement Program, college counseling, support with school transitions, and access to conferences and career fairs, and ensures the educational rights of foster youth are honored; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares May 2025 as Foster Care Youth Awareness Month and recognizes the unique needs of children in foster care and the ongoing importance of empowering students in foster care by emphasizing the need for community-wide efforts to provide holistic support, strengthen connections and create pathways for educational and personal success.

## **Adjournment**

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:  
<https://www.lausd.org/boe#calendar73805/20250529/event/71709>

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

# TAB 1



## Board of Education Report

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**File #:** Rep-291-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Division of Instruction

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### **Adoption of Reading Difficulties Risk Screening Instrument**

Division of Instruction

#### **Brief Description:**

(Adoption of Reading Difficulties Risk Screening Instrument) Recommends adopting of one state-approved reading difficulties risk screening instrument to screen all kindergarten through second grade students annually for the risk of reading difficulties, including dyslexia, beginning in the 2025-26 school year.

#### **Action Proposed:**

In compliance with California Education Code Section 53008, the adoption of Amplify Education's mCLASS with DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills) and mCLASS Lectura (Spanish language counterpart) as the District's reading difficulties screening instrument for students in kindergarten through second grade; and authorize the Interim Chief Procurement Officer or designee to negotiate and execute a purchase agreement not-to-exceed the amount of \$1.5 million per year for grades Kindergarten, 1 and 2 student licenses, and professional development with Amplify Education for its mCLASS with DIBELS 8 and mCLASS Lectura screening instrument.

#### **Background:**

According to the requirements of Education Code Section 53008, beginning with the 2025-26 school year, local educational agencies (LEAs), are required to assess each of their students in kindergarten through grade two for risk of reading difficulties using a Reading Difficulties Risk Screener Selection Panel (RDRSSP) approved screening instrument or instruments. The law requires that the results of the screenings be used by LEAs as part of a broader process that further evaluates pupil needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows for further diagnosis. The statute specifies that screening instruments identified by the RDRSSP are: (1) not considered an evaluation or diagnostic tool to establish eligibility for special education and related services, and (2) must be appropriate for students in multiple languages. Alternative protocols are established for students for whom a screening instrument does not exist in a language in which the student is fluent.

On December 16, 2024, the RDRSSP approved the following list of screening instruments and corresponding information overviews:

**Organization:** Amira Learning or HMH

**Title:** Amira

**Grade Levels:** Kindergarten, Grade One, and Grade Two

**Languages:** English and Spanish

**Information Overview:** <https://www.cde.ca.gov/ci/cl/amirainfooverview.asp>



**File #:** Rep-291-24/25, **Version:** 1

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

**In Control:** Division of Instruction

Organization: Amplify Education

Title: mCLASS with DIBELS Edition 8 and mCLASS Lectura

Grade Levels: Kindergarten, Grade One, and Grade Two

Languages: English and Spanish

Information Overview: <https://www.cde.ca.gov/ci/cl/mclassinfooverview.asp>

Organization: University of California San Francisco (UCSF) Dyslexia Center

Title: Multitudes

Grade Levels: Kindergarten, Grade One, and Grade Two

Languages: English and Spanish

Information Overview: <https://www.cde.ca.gov/ci/cl/multitudesinfooverview.asp>

Organization: Stanford University, Brain Development and Education Lab

Title: Rapid Online Assessment of Reading (ROAR)

Grade Levels: Grade One and Grade Two

Languages: English only

Information Overview: <https://www.cde.ca.gov/ci/cl/roarinfooverview.asp>

Further, state law requires the governing board of an LEA serving pupils in kindergarten, grades 1, and 2, to adopt at a public meeting, on or before June 30, 2025, one or more screening instruments from the list adopted by the RDRSSP. The screening instrument or instruments adopted shall provide assessments for both English-speaking pupils and non-English speaking pupils, in languages reflecting the primary languages of pupils in the LEA, to the extent assessments in those languages are available.

mCLASS with DIBELS 8 and mCLASS Lectura has a strong research base, validated by decades of literacy studies, and are widely used across districts nationwide for their accuracy in identifying students at risk for reading challenges. It provides real-time, actionable data that allows educators to tailor instruction and interventions based on student needs.

Beginning in 2010, LAUSD began using the latest, updated versions of the DIBELS assessment system, providing reliable data to support early literacy. Elementary teachers have developed an understanding and familiarity with both DIBELS 8 and Lectura, the Spanish-language counterpart, through consistent implementation and professional development over the last 15 years. District educators understand how to administer the assessments, interpret results, and use the data to inform targeted instruction and monitor student progress.

The Division of Instruction engaged District offices and key stakeholders at multiple levels to review the state-approved screening tools and gather feedback, including:

- District departments and offices, including Government Relations, Office of the General Counsel, Multilingual & Multicultural Education Department (MMED), and the Special Education Division (SPED) to ensure statutory compliance and alignment with existing policies.
- The Office of Data and Accountability and Information Technology Services to ensure the feasibility and seamless integration of technology upgrades and enhancements.
- Interventionists, Dyslexia Working Group, and UTLA representatives including the UTLA Elementary Vice President, UTLA Elementary Committee Members, and the UTLA Educational Policy and Curriculum Committee on instructional alignment and usability of potential screeners from teachers.

- Administrators include Assistant Principals, Principals, and the Elementary Principal Organization Cabinet.
- Region leadership, including Administrators of Instruction and Region Coordinators to discuss coherence, efficiency, and effectiveness.
- Parent and community stakeholders, including representatives from the parent advisory committees and literacy advocacy groups, ensure transparency and inclusivity in the decision-making process.

Stakeholder input was overwhelmingly in support of continuing to use mCLASS with DIBELS 8 and mCLASS Lectura as the screening instrument.

### **Expected Outcomes:**

Implementation of the reading difficulties risk screening tool will improve the identification of kindergarten through second grade students potentially at risk for reading difficulties. Screening will be used by educators like other types of formative and summative assessments to inform individualized instruction, measure a pupil's progress, identify pupil learning needs, improve literacy outcomes, and enable parents and educators to discuss pupil needs in a more informed way.

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

A “Yes” vote adopting mCLASS with DIBELS 8 and mCLASS Lectura as the official screening instrument ensures compliance with California Education Code Section 53008 by June 30, 2025.

A “No” vote will delay the District’s adoption of a reading difficulties risk screening instrument by the state-mandated deadline, which could result in non-compliance. Not complying with the screening mandate would violate state law and may also result in higher rates of struggling readers requiring costly remediation.

### **Policy Implications:**

Policy implications include adjustments to interim assessment policy and practices, reclassification criteria, professional development, and instructional policies related to literacy and language arts. The District will create systems as a part of the broader process of utilizing assessment results to inform instruction and intervention.

### **Budget Impact:**

The projected combined annual cost to effectuate the screening of kindergarten through second- grade students in the 2025-26 school year is estimated at approximately \$3.2 million, which includes staff training, administering the screenings, and the purchase of K-2 licenses (approximately 87,200 student licenses) for the screening instrument. The cost of K-2 DIBELS/Lectura licenses is approximately \$784,800, and the cost to deliver initial training by the vendor, Amplify, is \$699,500. Additionally, a three-hour mandatory professional development for teachers is estimated at approximately \$1,548,330. MiSiS enhancements will be needed to track data, the associated cost is \$150,000. The District has received a one-time allocation of approximately \$1.9 million from the State to offset costs related to professional development for administering pupil screenings. District staff will identify alternate funding within existing program budgets to cover the remaining costs for the 2025-26 school year, estimated at \$1.13 million.

### **Student Impact:**

If a pupil is identified as being at risk of having reading difficulties after being screened using an approved screening instrument, the LEA must provide the pupil with support and services, appropriate to the specific

challenges identified by the screening instrument and other pertinent information about the pupil. The support and services may include any of the following:

1. Evidence-based literacy instruction focuses on the pupil's specific needs.
2. Progress monitoring.
3. Early intervention in the regular general education program.
4. One-on-one or small group tutoring.
5. Further evaluation or diagnostic assessment.

### Equity Impact:

Adopting Amplify Education's reading difficulties risk screening instrument ensures that all LAUSD kindergarten through second-grade students, regardless of background or status, have access to screening using evidence-based, culturally, linguistically, and developmentally appropriate instrument to ensure early identification and intervention for reading difficulties.

| Component                      | Score     | Score Rationale   |
|--------------------------------|-----------|---|
| <b>Recognition</b>             | <b>4</b>  | Use of Amplify Education's reading difficulties risk screening instrument actively recognizes and addresses inequities in education by assessing all students, including English Learners, students with disabilities, socio-economically disadvantaged students, homeless, and foster youth. |
| <b>Resource Prioritization</b> | <b>4</b>  | Resources are prioritized in kindergarten to second grade for students identified by the screening as having reading difficulties.  |
| <b>Results</b>                 | <b>4</b>  | The RDRS reading difficulties screening is highly likely to result in closing opportunity gaps by providing equitable access to instructional support, resources, and interventions for historically underserved students.  |
| <b>TOTAL</b>                   | <b>12</b> |   |

### Issues and Analysis:

State law requires LEAs to provide parents/guardians with information about the screening, including the date (s) of the screening, and the opt-out process (must be completed no later than 15 calendar days before the administration of the screening instrument). Screening results must be provided promptly, and in no more than 45 days after administration, and shall be accompanied by information about how to read the results, and instructional implications, and next steps if a student is at-risk of reading difficulties.

### Attachments:

None

### Submitted:

04/17/25


File #: Rep-291-24/25, Version: 1  
In Control: Division of Instruction

Agenda Date: 5/13/2025


RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent


APPROVED & PRESENTED BY:

  
KARLA V. ESTRADA  
Deputy Superintendent of Instruction

REVIEWED BY:


  
DEVORA NAVERA REED  
General Counsel

APPROVED & PRESENTED BY:

  
FRANCES BAEZ  
Chief Academic Officer  
Division of Instruction

☒ Approved as to form.

REVIEWED BY:

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

# TAB 2



## Board of Education Report

**File #:** Rep-124-24/25, **Version:** 1  
**In Control:** Adult & Career Education

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

### **Approval of Adult Education Career Technical Education (CTE) Advisory Committee** Division of Adult and Career Education

#### **Brief Description:**

(Approval of Adult Education Career Technical Education (CTE) Advisory Committee) Recommends approval of the establishment of the Career Technical Education (CTE) Advisory Committee for the Division of Adult and Career Education (DACE) to fulfill the requirements of the Perkins Grant (Strengthening Career Technical Education Act). Approval will allow DACE to maintain grant eligibility and continue offering state-of-the-art equipment and programs across 15 industry sectors.

#### **Action Proposed:**

Approval for 2025-2026 CTE Advisory Committee for Perkins Grant (Strengthening Career Technical Education Act).

#### **Background:**

The Perkins grant legislation requires that grant recipients collaborate with a committee of diverse stakeholders to annually review and provide recommendations to enhance DACE's CTE programs, ensuring alignment with industry needs and equitable access to training opportunities for adult learners. Per the California Department of Education (CDE) Perkins application, the committee should include representation from the following categories: CTE teaching staff, school administrators, post-secondary CTE providers, city/county workforce development agencies, and others serving vulnerable populations, local businesses, and industry partners. To meet grant requirements, the Division of Adult and Career Education (DACE) holds an annual meeting for stakeholders to advise and provide input on DACE's CTE programs. The group, called the *CTE Advisory Committee*, provides recommendations that are considered for the following year. Participants are selected based on industry experience. Appointed members should have recent practical experience, exhibit interest in the CTE program, and understand a specialized area and are willing to contribute their knowledge. Members serve for at least one year but may continue serving. Most members serve a maximum of three years. Members are recommended by various adult education staff (Principals, CTE Specialist, Allied Health Program Specialist, CTE Teachers, Student Outreach Navigators, etc.)

#### **Expected Outcomes:**

The Perkins V grant provides supplemental funding and allows DACE to offer additional supplemental funding, allowing DACE schools to purchase CTE equipment and offer additional CTE programs to prepare adult learners for jobs in high-demand industry sectors. Equipment for CTE programs can be extremely costly. This supplemental funding allows DACE to maintain and create state-of-the-art classrooms in 15 industry sectors, support career guidance, and increase certifications, credentials, and training attainment.

**File #:** Rep-124-24/25, **Version:** 1  
**In Control:** Adult & Career Education

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

**Board Options and Consequences:**

A “Yes” vote - Approving the DACE CTE Advisory Committee will enable the Division to meet grant requirements and continue to support students.

A “No” vote - Declining to approve the CTE Advisory Committee may lead to grant ineligibility and would limit DACE’s ability to develop and support CTE programs at each school site.

**Policy Implications:**

None

**Budget Impact:**

This is a reimbursement-based grant and DACE has qualified to receive approximately \$1,205,053 for program year 2025-2026

**Student Impact:**

Approximately 20,096 DACE students participated in CTE programs and received services supported by the Perkins V grant during the 2023-2024 school year. The Perkins V grant award provides supplemental funding allowing DACE schools to purchase state-of-the-art CTE equipment and offer additional CTE programs to prepare adult learners for jobs in high-demand industry sectors.

**Equity Impact:**

| Component                      | Score     | Score Rationale   |
|--------------------------------|-----------|---|
| <b>Recognition</b>             | <b>4</b>  | DACE actively recognizes vulnerable student populations and engages in targeted outreach to provide equity and access to special populations.   |
| <b>Resource Prioritization</b> | <b>3</b>  | The DACE CTE Committee prioritizes and allocates resources to schools based on demonstrated need. Programs are prioritized to provide entry-level training opportunities for students with high barriers to employment. |
| <b>Results</b>                 | <b>3</b>  | DACE programs are likely to result in closed opportunity gaps as the majority of students enrolled have identified barriers. More than half of students who complete CTE programs supported by Perkins find employment. |
| <b>TOTAL</b>                   | <b>10</b> |   |

**Issues and Analysis:**

Not Applicable

**Attachments:**

Attachment A - CTE Advisory Committee Membership Roster

**Submitted:**


04/11/25




**File #:** Rep-124-24/25, **Version:** 1  
**In Control:** Adult & Career Education

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

**RESPECTFULLY SUBMITTED,**

  
 ALBERTO M. CARVALHO  
 Superintendent

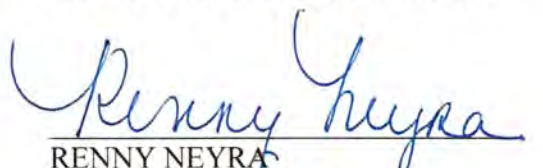
**APPROVED & PRESENTED BY:**

  
 KARLA V. ESTRADA  
 Deputy Superintendent of Instruction

**REVIEWED BY:**


  
 DEVORA NAVERA REED  
 General Counsel

**APPROVED & PRESENTED BY:**


  
 RENNY NEYRA  
 Executive Director  
 Division of Adult and Career Education

✓ Approved as to form.

**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Financial Officer

**APPROVED & PRESENTED BY:**

  
 PIA SADAQATMAL  
 Chief of Transitional Programs  
 Office of Transitional Programs

✓ Approved as to budget impact statement.

**Los Angeles Unified School District**  
**Division of Adult and Career Education**  
**CTE Advisory Committee Membership Roster**

| <b>Name</b>                             | <b>Organization/Institution<br/>Representing/Industry Sector</b>            | <b>Title</b>  | <b>Years<br/>Serving</b> | <b>CDE's Recommended<br/>Categories</b>       | <b>Email<br/>Address</b>   |
|---|---|---|--------------------------|---|--|
| Olga Perez                              | California Employment Development<br>Department (EDD)                       | Labor Market Consultant<br>(Policy, Accountability, and<br>Compliance Branch) | 2                        | Employment<br>Development<br>Department (EDD) | OlgaPerez@EDD.CA.GOV   |
| Federico Saucedo/<br>Alejandra Gonzales | Career Education and Development at<br>Glendale College                     | Dean  | New this<br>year         | Postsecondary<br>Administrator                | <a href="mailto:fsaucedo@glendale.edu">fsaucedo@glendale.edu</a>           |
| Byron Boykin                            | Chef Boykin Brothers<br>(North African and Latino Restaurant)               | Business Owner  | 2                        | Local Business                                | <a href="mailto:chefbyronboykin@gmail.com">chefbyronboykin@gmail.com</a>   |
| Mike Carey                              | Delorean Time Machine Events (Transportation<br>Rentals for Special Events) | Business Owner  | 1                        | Local Business                                | <a href="mailto:mike.carey@lausd.net">mike.carey@lausd.net</a>             |
| Tania Alquicira                         | Edison Middle School  | Parent  | 1                        | Parent  | <a href="mailto:t.alquicira0801@gmail.com">t.alquicira0801@gmail.com</a>   |
| Ana Pena                                | Education, Child Development, and Family<br>Services                        | Case Manager  | 1                        | Workforce Development                         | <a href="mailto:anapena@teaching.ucla.edu">anapena@teaching.ucla.edu</a>   |
| Ruth Aguilar                            | El Proyecto del Barrio Sun Valley WorkSource<br>Center                      | Business Service Rep  | New this<br>year         | Workforce Development                         | <a href="mailto:Raguilera@wscalnetwork.org">Raguilera@wscalnetwork.org</a> |

| Name               | Organization/Institution<br>Representing/Industry Sector         | Title   | Years<br>Serving | CDE's Recommended<br>Categories | Email<br>Address   |
|--------------------|--|---|------------------|---------------------------------|--|
| Ka'Shandra Hall    | HACLA Watts Los Angeles WorkSource Center                        | Senior Community Case Manager                   | 2                | Workforce Development           | <a href="mailto:kashandra.hall@hacla.org">kashandra.hall@hacla.org</a> |
| Tamara Marderosian | Information and Communication Technologies                       | WIOA Navigator Teacher Advisor                  | 1                | CTE Teaching Staff              | <a href="mailto:t.marderosian@lausd.net">t.marderosian@lausd.net</a>   |
| Ben Garcia         | LA/OC Building Trades Council's Apprenticeship<br>Readiness Fund | MC3 Program Director                            | 2                | Industry Partner                | <a href="mailto:Ben@laocmc3.org">Ben@laocmc3.org</a>                   |
| Megan Carroll      | LAUSD - DACE   | Coordinator, Strategic Planning                 | 1                | Administrator                   | <a href="mailto:mmc78271@lausd.net">mmc78271@lausd.net</a>             |
| Sam Powers         | LAUSD - DACE   | Student Outreach Navigator/Ext.<br>Partnerships | 1                | CTE Teaching Staff              | <a href="mailto:spowers@lausd.net">spowers@lausd.net</a>               |
| Eleanor Comegys    | LAUSD - DACE   | Student Outreach Navigator                      | 2                | CTE Teaching Staff              | <a href="mailto:eec2513@lausd.net">eec2513@lausd.net</a>               |
| Ana Martinez       | LAUSD - DACE   | Specialist, CTE                                 | 3                | Administrator                   | <a href="mailto:amarti07@lausd.net">amarti07@lausd.net</a>             |
| Martha Martinez    | LAUSD - DACE   | Perkins Advisor                                 | 3                | CTE Teaching Staff              | <a href="mailto:Mcm4382@lausd.net">Mcm4382@lausd.net</a>               |
| Alejandra Salcedo  | LAUSD - DACE   | Specialist, Federal Grants                      | 3                | Administrator                   | <a href="mailto:axs60041@lausd.net">axs60041@lausd.net</a>             |

| Name                     | Organization/Institution<br>Representing/Industry Sector  | Title   | Years<br>Serving | CDE's Recommended<br>Categories       | Email<br>Address   |
|--------------------------|---|---|------------------|---------------------------------------|--|
| Jose Alvarez             | LAUSD-DACE  | Student Outreach Navigator                          | New this<br>year | Workforce Development                 | <a href="mailto:jma70461@lausd.net">jma70461@lausd.net</a>   |
| Jearline Dixon           | Los Angeles County Office of Education<br>Division of Student Programs,<br>Career Technical Education | Regional Coordinator                                | 1                | Special Populations -<br>Disabilities | <a href="mailto:Dixon_Jearline@lacoe.edu">Dixon_Jearline@lacoe.edu</a>   |
| Markay Lynn              | Los Angeles Police Department   | Landscape Los Angeles Police<br>Department employee | 1                | Industry partner                      | <a href="mailto:dmarkaylynn@yahoo.com">dmarkaylynn@yahoo.com</a>   |
| Besty Monahan            | North Los Angeles Regional Center   | Human Resources Manager                             | 1                | Industry Partner                      | <a href="mailto:bmonahan@nlaoc.org">bmonahan@nlaoc.org</a>   |
| Ana Quiles               | North Los Angeles Regional Center   | Board President                                     | 2                | Special Populations -<br>Disabilities | <a href="mailto:ariquiles@yahoo.com">ariquiles@yahoo.com</a>   |
| Samuel Limon Orozco      | North Valley Occupational Center  | Graphic Design Teacher                              | 1                | CTE Teaching Staff                    | <a href="mailto:s.limonorozco@lausd.net">s.limonorozco@lausd.net</a>   |
| Cindy Cevallos           | North Valley Occupational Center  | Graphic Design-Student                              | 1                | Student                               | <a href="mailto:Csalas1700@yahoo.com">Csalas1700@yahoo.com</a>   |
| Eli Romero               | Pacific Gateway WorkSource Center   | Regional Manager                                    | 1                | Workforce Development                 | <a href="mailto:Eli.romero@pacific-gateway.org">Eli.romero@pacific-gateway.org</a>   |
| Julio Cruz/ Jorge Orozco | Para Los Ninos  | Program Manager                                     | 1                | Industry Partner                      | <a href="mailto:jcruz@paralosninos.org">jcruz@paralosninos.org</a><br><a href="mailto:jorozco@paralosninos.org">jorozco@paralosninos.org</a> |

| Name              | Organization/Institution<br>Representing/Industry Sector | Title   | Years<br>Serving | CDE's Recommended<br>Categories | Email<br>Address   |
|-------------------|--|---|------------------|---------------------------------|--|
| Tada Stewart      | Sears Heating and Air Conditioning                       | HVAC Employee                                       | 1                | Local Business                  | Emslunker@gmail.com  |
| David Earhart     | Slawson Occupational Center                              | CTE Teacher   | 3                | CTE Teaching Staff              | <a href="mailto:dearhart@lausd.net">dearhart@lausd.net</a> |
| Amanda Gonzales   | UCLA Community Engagement                                | Program Manager                                     | New this<br>year | Workforce Development           | Agonzalez@college.ucla.edu                                 |
| Mary Keipp        | UCLA Community Based Learning Programs                   | Program Director of the<br>Community Youth Programs | 1                | Workforce Development           | mkeipp@college.ucla.edu                                    |
| Sebastian Cornejo | West Valley Occupational Center                          | Child Development –Student                          | New this<br>year | Parent                          | sebdcornejo@gmail.com                                      |
| Noah Willet       | West Valley Occupational Center                          | Electrician – Student                               | New this<br>year | Student                         | noahpwillett@gmail.com                                     |

The Perkins grant legislation requires that grant recipients collaborate with a committee of diverse stakeholders to annually review and provide recommendations for the agency's CTE program. Per the California Department of Education (CDE) Perkins application, the committee should include representation from the following categories: CTE teaching staff, school administrators, post-secondary CTE providers, city/county workforce development agencies and others serving vulnerable populations, local business and industry partners, parents, and students. DACE holds annual meetings (usually during the months of May and June) in which the above stakeholders have opportunities to advise and provide input on DACE's CTE programs. The group, called the CTE Advisory Committee, provides recommendations which are considered for program year investments.

[Return to Order of Business](#)

**TAB 3**



## Board of Education Report

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**File #:** Rep-304-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Facilities

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### **Define and Approve Three Early Education Center Outdoor Classroom Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

Facilities Services Division and Early Childhood Education Division

#### **Brief Description:**

(Define and Approve Three Early Education Center Outdoor Classroom Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of three projects to provide outdoor classrooms at early education centers, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$16,756,045.

#### **Action Proposed:**

Define and approve three Early Education Center (EEC) Outdoor Classroom Projects (Projects), as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for these proposed projects is \$16,756,045.

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

#### **Background:**

The Los Angeles Unified School District (Los Angeles Unified or District) School Upgrade Program includes a spending target entitled "Early Childhood Education Facilities Upgrades and Expansions." Projects developed under this category of need are included in the Facilities SEP.

The proposed Projects will create dynamic, nature-based outdoor learning spaces to enable the District's youngest learners to acquire a deep, intuitive understanding of the natural world through hands-on experiences. The outdoor classroom may include learning stations with the following components:

- Music and movement
- Climbing and balance
- Messy materials
- Nature art
- Water play
- Sand play
- Garden
- Dirt digging
- Building materials



**In Control: Facilities**

The proposed Projects will provide outdoor classrooms by dividing the existing playground areas into distinct activity areas with paving, new playground matting, and landscaping. Grant EEC and Pinewood EEC will also receive campus upgrades which include new heating, ventilation, and air conditioning units, roofing, irrigation system, exterior painting, and necessary upgrades to the fire alarm system and utilities, along with Americans with Disabilities Act accessibility upgrades and any other required improvements or mitigations to ensure compliance with local, state, and/or federal facilities requirements.

**Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on May 1, 2025, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

**Expected Outcomes:**

Staff anticipates the Board of Education will define and approve the proposed Projects, as described in Exhibit A, and amend the Facilities SEP to incorporate therein. Approval will authorize staff to proceed with the implementation of the proposed Projects.

**Board Options and Consequences:**

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to implement the proposed Projects. If the proposal is not approved, Bond Program funds will not be expended, access to nature-based green space will remain limited, and early education facilities needs will remain unaddressed.

**Policy Implications:**

This action is consistent with the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by providing capital improvements at schools.

**Budget Impact:**

The total combined budget for the proposed Projects is \$16,756,045. The proposed Projects will be funded with Bond Program funds earmarked specifically for Early Childhood Education facilities upgrades and expansions.

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

**Student Impact:**

The proposed Projects will establish nurturing, nature-based outdoor spaces that support whole-child development and learning, as well as address early education facilities needs that are necessary to improve student health, safety, and educational quality to benefit approximately 250 students.

Expected developmental outcomes include enhanced imaginative play, increased physical and mental well-being, and environmental stewardship. These outdoor classrooms will encourage and support community,

student, and parent engagement through the creation of partnerships that help establish and maintain the newly developed garden spaces. These spaces can also reduce stress for staff, families, and children. Children and their parents will be able to connect with the natural world as a regular part of their healthy growth and development in the areas that lack parks and green environments.

### **Equity Impact:**

The proposed Projects were identified by the Early Childhood Education Division (ECED) in consultation with Regions and school site administrators. Sites were selected based upon each center's proximity and access to existing community green space, and evidence of parent, administrator, and staff commitment to the success of the program. Other factors considered included income level, center enrollment, community interest, and demographics.

### **Issues and Analysis:**

Staff's proposal supports ECED's commitment to providing a quality early education experience that will prepare students for success in school and life, while valuing and respecting the needs, languages, and cultures of all students, families, staff, and respective communities.

The Office of Environmental Health and Safety will evaluate the Projects' proposals in accordance with the California Environmental Quality Act to ensure compliance. If through the planning and design process, it is determined that the proposed Projects' scopes will not sufficiently address the facilities needs identified, the Projects' scope, schedule, and budget will be revised accordingly.

### **Attachments:**

Exhibit A - Three Early Education Center Outdoor Classroom Projects

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation


### **Submitted:**

04/11/25

File #: Rep-304-24/25, Version: 1  
In Control: Facilities

Agenda Date: 5/13/2025

RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent  
Business Services and Operations


APPROVED BY:

  
PEDRO SALCIDO  
Deputy Superintendent,

REVIEWED BY:


  
DEVORA NAVERA REED  
General Counsel

APPROVED BY:


  
KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

✓ Approved as to form.

REVIEWED BY:

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

APPROVED BY:

  
DEAN TAGAWA, EdD  
Executive Director  
Early Childhood Education Division

✓ Approved as to budget impact statement.

PRESENTED BY:

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

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

**Exhibit A  
Three Early Education Center Outdoor Classroom Projects**

**1. Wilton Early Education Center Outdoor Classroom Project**

- *Region West, Board District 1*
- *Project Scope:* This project provides an outdoor classroom by dividing the existing playground area into distinct activity areas. The scope of work includes replacing playground matting, installing shrubs and trees, irrigation upgrades, above-ground garden boxes, a music play area, a tricycle path, and various site furnishings.
- *Project Budget:* \$615,880
- *Construction Schedule:* Construction is anticipated to begin in Q1-2026 and be completed by Q3-2026.

**2. Grant Early Education Center Outdoor Classroom and Campus Upgrade Project**

- *Region West, Board District 5*
- *Project Scope:* This project provides an outdoor classroom by dividing the existing playground area into distinct activity areas with paving, new playground matting, and landscaping. The project also provides new heating, ventilation, and air conditioning (HVAC) units, roofing, irrigation system, exterior painting of the Children's Center Building and Classroom Building, as well as necessary upgrades to the fire alarm system and utilities. Americans with Disabilities Act (ADA) upgrades include accessible path of travel, parking area, door hardware, student and faculty restrooms, and a drinking water station.
- *Project Budget:* \$9,426,191
- *Construction Schedule:* Construction is anticipated to begin in Q2-2027 and be completed by Q4-2028.

**3. Pinewood Early Education Center Outdoor Classroom and Campus Upgrade Project**

- *Region North, Board District 6*
- *Project Scope:* This project provides an outdoor classroom by dividing the existing playground area into distinct activity areas with paving, new playground matting, and landscaping. The project also provides new heating, ventilation, and air conditioning (HVAC) units, roofing, irrigation system, exterior painting of the Children's Center Building, as well as necessary upgrades to the fire alarm system and utilities. Americans with Disabilities Act (ADA) upgrades include accessible path of travel, parking area, door hardware, a children's restroom, and a drinking water station.
- *Project Budget:* \$6,713,974
- *Construction Schedule:* Construction is anticipated to begin in Q2-2027 and be completed by Q3-2028.

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

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

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

**William O. Ross IV**  
31<sup>st</sup> District PTSA  
**Rachelle Anema (Alternate)**  
L.A. Co. Auditor-Controller's Office  
**Bevin Ashenmiller (Alternate)**  
Tenth District PTSA  
**Ashley Kaiser (Alternate)**  
Assoc. General Contractors of CA  
**Vacant**  
Assoc. of CA School Admin - Retired  
**Vacant**  
LAUSD Student Parent

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

**RESOLUTION 2025-18****BOARD REPORT NO. 304-24/25**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THREE EARLY EDUCATION CENTER OUTDOOR CLASSROOM PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes the Board of Education (Board) define and approve three Early Education Center (EEC) Outdoor Classroom Projects (Projects) at Wilton EEC, Grant EEC, and Pinewood EEC, as described in Board Report No. 304-24/25, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein; and

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

WHEREAS, The School Upgrade Program includes a spending target entitled "Early Childhood Education Facilities Upgrades and Expansions." Projects developed under this category of need are included in the Facilities SEP; and

WHEREAS, The proposed Projects will provide outdoor classrooms by dividing the existing playground areas into distinct activity areas with paving, new playground matting, and landscaping. Grant EEC and Pinewood EEC will also receive campus upgrades which include new heating, ventilation, and air conditioning units, roofing, irrigation system, exterior painting, and necessary upgrades to the fire alarm system and utilities, along with Americans with Disabilities Act accessibility upgrades and any other required improvements or mitigations to ensure compliance with local, state, and/or federal facilities requirements; and

WHEREAS, The proposed projects were identified by the Early Childhood Education Division in consultation with Regions and school site administrators. Sites were selected based upon each center's proximity and access to existing community green space, and evidence of parent, administrator, and staff commitment to the success

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THREE EARLY EDUCATION CENTER OUTDOOR CLASSROOM PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

of the program. Other factors considered included income level, center enrollment, community interest, and demographics; and

WHEREAS, The total combined budget for the proposed Projects is \$16,756,045 and will be funded with Bond Program funds earmarked specifically for Early Childhood Education facilities upgrades and expansions; and

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

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve three EEC Outdoor Classroom Projects, with a combined budget of \$16,756,045, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 304-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on May 1, 2025, by the following vote:

AYES: 9

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner  
Chair

/Robert Campbell/

Robert Campbell  
Vice-Chair



## **Early Childhood Education Projects**

Bond Oversight Committee Meeting  
May 1, 2025

## Early Childhood Education Projects

| Item          | Board District | Region | School       | Description                          | Anticipated Construction Start | Anticipated Construction Completion | Project Budget      |
|---------------|----------------|--------|--------------|--------------------------------------|--------------------------------|-------------------------------------|---------------------|
| 1             | 1              | West   | Wilton EEC   | Outdoor Classroom                    | Q1-2026                        | Q3-2026                             | \$615,880           |
| 2             | 5              | West   | Grant EEC    | Outdoor Classroom and Campus Upgrade | Q2-2027                        | Q4-2028                             | \$9,426,191         |
| 3             | 6              | North  | Pinewood EEC | Outdoor Classroom and Campus Upgrade | Q2-2027                        | Q3-2028                             | \$6,713,974         |
| <b>Total:</b> |                |        |              |                                      |                                |                                     | <b>\$16,756,045</b> |



# Wilton Early Education Center

## Outdoor Classroom

**Project Scope:**

- Outdoor classroom activity areas
- Landscaping
- Playground matting
- Irrigation system upgrades

**Enrollment:** 96

**Current Greening:** 2%

**Construction Schedule:** Q1-2026 to Q3-2026

**Project Budget:** \$615,880

**Project Budget Breakdown:**

| Site & Environmental | Plans | Construction | Management | Other/Reserve |
|----------------------|-------|--------------|------------|---------------|
| 4.6%                 | 7.5%  | 80.0%        | 1.6%       | 6.3%          |



# Grant Early Education Center

## Outdoor Classroom and Campus Upgrade

**Project Scope:**

- Outdoor classroom activity areas
- Paving
- Landscaping
- Playground matting
- Heating, ventilation, and air conditioning (HVAC) units
- Roofing
- Irrigation system
- Exterior painting
- Accessibility upgrades
- Fire alarm system upgrades
- Utilities upgrades

**Enrollment:** 63

**Current Greening:** 10%

**Construction Schedule:** Q2-2027 to Q4-2028

**Project Budget:** \$9,426,191

**Project Budget Breakdown:**

| Site & Environmental | Plans | Construction | Management | Other/Reserve |
|----------------------|-------|--------------|------------|---------------|
| 1.1%                 | 11.8% | 74.9%        | 5.5%       | 6.7%          |





# Pinewood Early Education Center

## Outdoor Classroom and Campus Upgrade

**Project Scope:**

- Outdoor classroom activity areas
- Paving
- Landscaping
- Playground matting
- Heating, ventilation, and air conditioning (HVAC) units
- Roofing
- Irrigation system
- Exterior painting
- Accessibility upgrades
- Fire alarm system upgrades
- Utilities upgrades

**Enrollment:** 94

**Current Greening:** 8%

**Construction Schedule:** Q2-2027 to Q3-2028

**Project Budget:** \$6,713,974

**Project Budget Breakdown:**

| Site & Environmental | Plans | Construction | Management | Other/Reserve |
|----------------------|-------|--------------|------------|---------------|
| 1.6%                 | 11.7% | 74.6%        | 5.5%       | 6.6%          |





# Examples of Completed Projects



# Questions?

[Return to Order of Business](#)

**TAB 4**





## Board of Education Report

**File #:** Rep-322-24/25, **Version:** 1

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

**In Control:** Facilities

### **Define and Approve 86 Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

Facilities Services Division

#### **Brief Description:**

(Define and Approve 86 Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of 86 projects essential for replacing and upgrading critical systems and components of school buildings, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$9,754,697.

#### **Action Proposed:**

Define and approve 86 projects to provide critical replacements and upgrades of school building/site systems and components (Projects), as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for these proposed Projects is \$9,754,697.

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

#### **Background:**

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

The project proposals contained in this Board Report align with these priorities. Exhibit A includes a project to provide fire alarm system replacement at Eagle Rock Elementary School along with 85 projects to provide new secure entry systems at various schools.

#### **Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its

meeting on May 1, 2025, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

### **Expected Outcomes:**

Staff anticipate that the Board of Education will adopt the proposed amendment to the Facilities SEP to define and approve 86 projects that address critical replacement and upgrade needs. Approval will authorize staff to proceed with the implementation of the proposed Projects to improve student health, safety, and educational quality.

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

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

### **Policy Implications:**

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

### **Budget Impact:**

The total combined budget for the 86 proposed Projects is \$9,754,697 and will be funded with Bond Program funds earmarked specifically for critical replacements and upgrades of school building/site systems and components.

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

### **Student Impact:**

Approval of the proposed Projects enables the District to continue ongoing efforts to undertake facilities improvements that help ensure the approximately 76,100 current and future students attending these 86 schools are provided with a safe school environment that promotes teaching and learning.

### **Equity Impact:**

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

### **Issues and Analysis:**

It may be necessary to undertake feasibility studies, site analysis, scoping, and/or due diligence activities on the proposed Projects prior to initiating design. As necessary, the Office of Environmental Health and Safety (OEHS) will evaluate the proposed Projects in accordance with the California Environmental Quality Act



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**File #:** Rep-322-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Facilities

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(CEQA) to ensure compliance. If, through the planning and design process, it is determined the proposed project scopes will not sufficiently address the critical needs identified, the project scope, schedule, and budget will be revised accordingly.

**Attachments:**

Exhibit A - Projects That Address Critical Replacement and Upgrade Needs

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation

**Submitted:**

04/08/25


File #: Rep-322-24/25, Version: 1  
In Control: Facilities

Agenda Date: 5/13/2025

RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent

APPROVED BY:

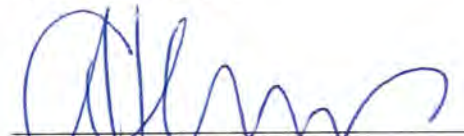
  
PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations

REVIEWED BY:


  
DEVORA NAVERA REED  
General Counsel

✓ Approved as to form.

APPROVED BY:

  
KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

REVIEWED BY:

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

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

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

**Exhibit A**  
**Projects That Address Critical Replacement and Upgrade Needs**

**Eagle Rock Elementary School Fire Alarm System Replacement Project**

*Region East, Board District 5*

*Project Scope:* This project replaces an antiquated, manual-pull fire alarm system with a new automatic and fully addressable system that includes removal of existing panels, wiring, and raceways.

*Project Budget:* \$5,504,697

*Schedule:* Construction is anticipated to begin in Q2-2027 and be completed by Q4-2028.

***Projects to Provide Secure Entry Systems***

| #  | BD | Region | School                                       | School Type                        | Budget*  |
|----|----|--------|--|------------------------------------|----------|
| 1  | 1  | S      | Crenshaw Magnet HS: STEMM                    | High School                        | \$50,000 |
| 2  | 1  | S      | Dorsey HS                                    | High School                        | \$50,000 |
| 3  | 1  | S      | Iovine and Young Center IDTE Magnet          | High School                        | \$50,000 |
| 4  | 1  | S      | Middle College HS                            | High School                        | \$50,000 |
| 5  | 1  | S      | Muir MS                                      | Middle School                      | \$50,000 |
| 6  | 1  | S      | Young Continuation HS                        | Continuation High School           | \$50,000 |
| 7  | 1  | S      | Youth Opportunities Unlimited Alternative HS | Opportunity/Community Day Programs | \$50,000 |
| 8  | 2  | E      | Boyle Heights Continuation HS                | Continuation High School           | \$50,000 |
| 9  | 2  | E      | Bravo Medical Magnet HS                      | High School                        | \$50,000 |
| 10 | 2  | E      | Highland Park Continuation HS                | Continuation High School           | \$50,000 |
| 11 | 2  | E      | Liechty MS                                   | Middle School                      | \$50,000 |
| 12 | 2  | E      | McAlister HS San Fernando Campus             | Opportunity/Community Day Programs | \$50,000 |
| 13 | 2  | E      | Mendez HS                                    | High School                        | \$50,000 |
| 14 | 2  | E      | Newmark Continuation HS                      | Continuation High School           | \$50,000 |
| 15 | 2  | E      | Nightingale MS                               | Middle School                      | \$50,000 |
| 16 | 2  | E      | Secondary Community Day School               | Opportunity/Community Day Programs | \$50,000 |
| 17 | 2  | E      | Wilson HS                                    | High School                        | \$50,000 |
| 18 | 2  | W      | King Magnets MS                              | Middle School                      | \$50,000 |
| 19 | 2  | W      | Marshall HS                                  | High School                        | \$50,000 |
| 20 | 3  | N      | Aggeler Community Day School                 | Opportunity/Community Day Programs | \$50,000 |
| 21 | 3  | N      | Armstrong MS                                 | Middle School                      | \$50,000 |
| 22 | 3  | N      | Canoga Park HS                               | High School                        | \$50,000 |
| 23 | 3  | N      | Canoga Park MS                               | Middle School                      | \$50,000 |
| 24 | 3  | N      | Chatsworth Charter HS                        | High School                        | \$50,000 |
| 25 | 3  | N      | Cleveland Charter HS                         | High School                        | \$50,000 |
| 26 | 3  | N      | Frost MS                                     | Middle School                      | \$50,000 |
| 27 | 3  | N      | Hale Charter Academy MS                      | Middle School                      | \$50,000 |
| 28 | 3  | N      | Henry MS                                     | Middle School                      | \$50,000 |
| 29 | 3  | N      | Holmes MS                                    | Middle School                      | \$50,000 |
| 30 | 3  | N      | Lawrence MS                                  | Middle School                      | \$50,000 |
| 31 | 3  | N      | North Hollywood HS                           | High School                        | \$50,000 |
| 32 | 3  | N      | North Hollywood HS Zoo Magnet                | High School                        | \$50,000 |

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

**Exhibit A**  
**Projects That Address Critical Replacement and Upgrade Needs**

*Projects to Provide Secure Entry Systems*

| #  | BD | Region | School  | School Type                        | Budget*  |
|----|----|--------|---|------------------------------------|----------|
| 33 | 3  | N      | Northridge MS                                     | Middle School                      | \$50,000 |
| 34 | 3  | N      | Pearl Journalism/Communications Magnet HS         | High School                        | \$50,000 |
| 35 | 3  | N      | Porter MS   | Middle School                      | \$50,000 |
| 36 | 3  | N      | Reed MS   | Middle School                      | \$50,000 |
| 37 | 3  | N      | Rogers Continuation HS                            | Continuation High School           | \$50,000 |
| 38 | 3  | N      | Valley Academy of Arts and Sciences               | High School                        | \$50,000 |
| 39 | 3  | N      | Wooden Continuation HS                            | Continuation High School           | \$50,000 |
| 40 | 4  | N      | Grey Continuation HS                              | Continuation High School           | \$50,000 |
| 41 | 4  | N      | Portola Charter MS                                | Middle School                      | \$50,000 |
| 42 | 4  | N      | Thoreau Continuation HS                           | Continuation High School           | \$50,000 |
| 43 | 4  | N      | Woodland Hills Academy                            | Middle School                      | \$50,000 |
| 44 | 4  | W      | Bancroft MS                                       | Middle School                      | \$50,000 |
| 45 | 4  | W      | Fairfax HS  | High School                        | \$50,000 |
| 46 | 4  | W      | Venice HS   | High School                        | \$50,000 |
| 47 | 4  | W      | Wright STEAM Magnet MS                            | Middle School                      | \$50,000 |
| 48 | 5  | E      | South Gate HS                                     | High School                        | \$50,000 |
| 49 | 5  | E      | South Gate MS                                     | Middle School                      | \$50,000 |
| 50 | 5  | W      | Berendo MS  | Middle School                      | \$50,000 |
| 51 | 6  | N      | Burke Continuation HS                             | Continuation High School           | \$50,000 |
| 52 | 6  | N      | Chavez Learning Academies                         | High School                        | \$50,000 |
| 53 | 6  | N      | East Valley HS                                    | High School                        | \$50,000 |
| 54 | 6  | N      | Einstein Continuation HS                          | Continuation High School           | \$50,000 |
| 55 | 6  | N      | Grant HS  | High School                        | \$50,000 |
| 56 | 6  | N      | London Community Day School                       | Opportunity/Community Day Programs | \$50,000 |
| 57 | 6  | N      | London Continuation HS                            | Continuation High School           | \$50,000 |
| 58 | 6  | N      | Madison MS  | Middle School                      | \$50,000 |
| 59 | 6  | N      | Mission Continuation HS                           | Continuation High School           | \$50,000 |
| 60 | 6  | N      | Monroe HS   | High School                        | \$50,000 |
| 61 | 6  | N      | Mount Lukens Continuation HS                      | Continuation High School           | \$50,000 |
| 62 | 6  | N      | Olive Vista MS                                    | Middle School                      | \$50,000 |
| 63 | 6  | N      | Pacoima MS  | Middle School                      | \$50,000 |
| 64 | 6  | N      | Polytechnic HS                                    | High School                        | \$50,000 |
| 65 | 6  | N      | Romer MS  | Middle School                      | \$50,000 |
| 66 | 6  | N      | San Fernando HS                                   | High School                        | \$50,000 |
| 67 | 6  | N      | San Fernando MS                                   | Middle School                      | \$50,000 |
| 68 | 6  | N      | Sepulveda MS                                      | Middle School                      | \$50,000 |
| 69 | 6  | N      | Sun Valley Magnet: Engineering, Arts & Technology | Middle School                      | \$50,000 |
| 70 | 6  | N      | Sylmar Charter HS                                 | High School                        | \$50,000 |
| 71 | 6  | N      | Verdugo Hills HS                                  | High School                        | \$50,000 |
| 72 | 7  | S      | Angel's Gate Continuation HS                      | Continuation High School           | \$50,000 |

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

**Exhibit A**  
**Projects That Address Critical Replacement and Upgrade Needs**

*Projects to Provide Secure Entry Systems*

| #            | BD | Region | School                                      | School Type              | Budget*            |
|--------------|----|--------|---|--------------------------|--------------------|
| 73           | 7  | S      | Banning HS                                  | High School              | \$50,000           |
| 74           | 7  | S      | Dodson MS                                   | Middle School            | \$50,000           |
| 75           | 7  | S      | Drew MS                                     | Middle School            | \$50,000           |
| 76           | 7  | S      | Fleming MS                                  | Middle School            | \$50,000           |
| 77           | 7  | S      | Fremont HS                                  | High School              | \$50,000           |
| 78           | 7  | S      | Gardena HS                                  | High School              | \$50,000           |
| 79           | 7  | S      | King-Drew Medicine & Science Magnet HS      | High School              | \$50,000           |
| 80           | 7  | S      | Narbonne HS                                 | High School              | \$50,000           |
| 81           | 7  | S      | Patton Continuation HS                      | Continuation High School | \$50,000           |
| 82           | 7  | S      | Peary MS                                    | Middle School            | \$50,000           |
| 83           | 7  | S      | Vladovic Harbor Teacher Preparation Academy | High School              | \$50,000           |
| 84           | 7  | S      | Willenberg Special Education Center         | High School              | \$50,000           |
| 85           | 7  | S      | Wilmington STEAM Magnet MS                  | Middle School            | \$50,000           |
| <b>Total</b> |    |        |   |                          | <b>\$4,250,000</b> |

\* Project budgets of \$50,000 per system are based on the average cost for similar completed projects. Obtaining project definition approval now will allow for the immediate purchase of equipment and will accelerate the completion of these projects.

*Total Project Budget:* \$4,250,000

*Construction Schedule:* Construction is anticipated to begin in Q3-2025 and be completed by Q4-2026.

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

**Joseph P. Buchman – Legal Counsel**  
Burke, Williams & Sorensen, LLP  
**Lori Raineri and Keith Weaver – Oversight Consultants**  
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**Neelura Bell**  
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CA Tax Reform Assn.  
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L.A. Co. Federation of Labor AFL-CIO  
**Aleigh Lewis**  
L.A. City Controller's Office  
**Jennifer McDowell**  
L.A. City Mayor's Office  
**Brian Mello**  
Assoc. General Contractors of CA  
**Santa Ramirez**  
Tenth District PTSA

**William O. Ross IV**  
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**Ashley Kaiser (Alternate)**  
Assoc. General Contractors of CA  
**Vacant**  
Assoc. of CA School Admin - Retired  
**Vacant**  
LAUSD Student Parent

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

**RESOLUTION 2025-19****BOARD REPORT NO. 322-24/25**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 86 PROJECTS TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve 86 projects that provide critical replacements and upgrades of school building/site system and components (Projects) with a combined budget of \$9,754,697 as described in Board Report 322-24/25 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein; and

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

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

WHEREAS, The proposed Projects include a project to provide fire alarm system replacement at Eagle Rock Elementary School along with 85 projects to provide new secure entry systems at various schools; and

WHEREAS, The proposed Projects are consistent with the Los Angeles Unified School District (Los Angeles Unified or District)'s long-term goal to address unmet school facilities needs and significantly

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 86 PROJECTS TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures. Moreover, the proposed secure entrance projects support the Protecting Our Students and School Sites Board Resolution; and

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve 86 projects that provide critical replacements and upgrades with a combined budget of \$9,754,697 and amend the Facilities SEP to incorporate therein, as described in Board Report 322-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on May 1, 2025, by the following vote:

AYES: 9

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner  
Chair

/Robert Campbell/

Robert Campbell  
Vice-Chair



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

Bond Oversight Committee Meeting  
May 1, 2025



## Critical Replacements and Upgrades

| Item          | Board District | Region  | School        | Description                   | Anticipated Construction Start | Anticipated Construction End | Budget             |
|---------------|----------------|---------|---------------|-------------------------------|--------------------------------|------------------------------|--------------------|
| 1             | 5              | East    | Eagle Rock ES | Fire Alarm System Replacement | Q2-2027                        | Q4-2028                      | \$5,504,697        |
| 2             | Various        | Various | 85 Schools    | Secure Entry Systems          | Q3-2025                        | Q4-2026                      | \$4,250,000        |
| <b>Total:</b> |                |         |               |                               |                                |                              | <b>\$9,754,697</b> |

# Eagle Rock Elementary School

## Fire Alarm System Replacement

### Project Scope:

This project replaces a manual-pull fire alarm system with a new automatic and fully addressable system that includes removal of existing panels, wiring, and raceways as well as patching and painting of walls.

**Enrollment:** 756

**Construction Schedule:** Q2 2027 – Q4 2028

**Project Budget:** \$5,504,697

### Project Budget Breakdown:

| Site & Environmental | Plans | Construction | Management | Other/Reserve |
|----------------------|-------|--------------|------------|---------------|
| 1.0%                 | 11.9% | 75.1%        | 5.4%       | 6.6%          |



Existing Fire Alarm Control Panel



Example of New Fire Alarm Control Panel



Existing Initiation & Notification Device

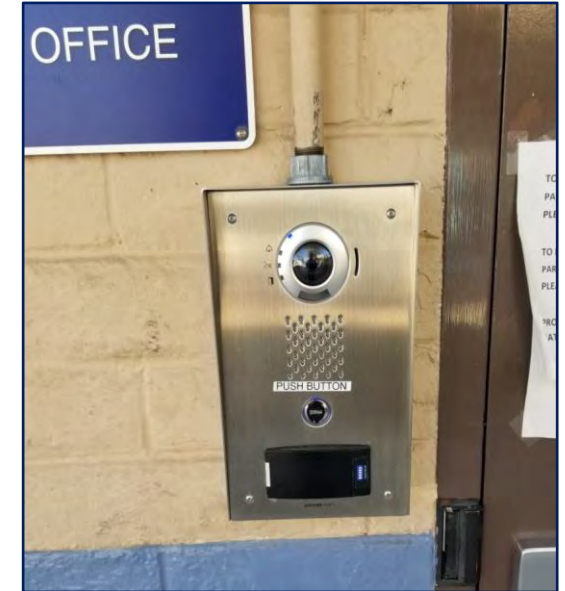


Example of New Smoke Detector Initiating Device & Speaker-Strobe Notification Device

# Secure Entry System Program

## Background

- Approximately 240 projects to provide secure entry systems, previously approved by the Board of Education under this program, have been completed
- On average, approximately 70 projects were completed each year
- This phase focused on providing secure entry systems at elementary schools and special education centers
- The overall goal is to provide secure entry systems to all District schools



# Secure Entry System Program

## Next Phase

- Provide secure entry systems at all remaining span, middle, and high schools in the District
- FSD staff partners with the Regions to prioritize execution of projects

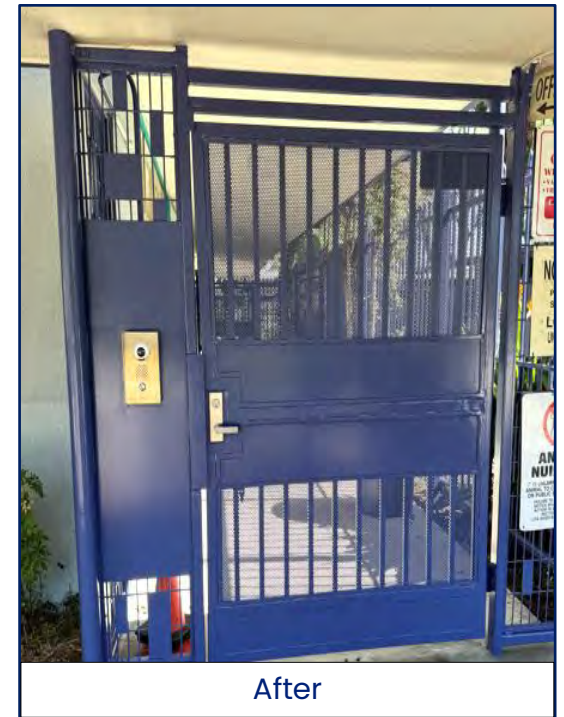
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***Number of Proposed Projects: 85***

***Estimated Budget: \$4,250,000***

***Anticipated Construction Schedule:***

Q3-2025 to Q4-2026



Dearborn Charter Academy Elementary School

# Questions?

# TAB 5





## Board of Education Report

**File #:** Rep-324-24/25, **Version:** 1

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

**In Control:** Facilities

### **Define and Approve Two Projects to Provide Adult and Career Education Facilities Upgrades and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

Facilities Services Division, Division of Adult and Career Education, and Information Technology Services

#### **Brief Description:**

(Define and Approve Two Projects to Provide Adult and Career Education Facilities Upgrades and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of two projects to upgrade Adult and Career Education facilities, as detailed in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$12,220,730.

#### **Action Proposed:**

Define and approve two projects to provide adult and career education facilities upgrades (Projects), as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for these proposed projects is \$12,220,730.

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

#### **Background:**

The School Upgrade Program includes a spending target entitled "*Adult and Career Education Facilities Upgrades*." Projects developed under this category of need include upgrade of digital convergence systems, computing devices, school information technology systems and equipment, among other project types, and are included in the Facilities SEP.

The project proposals contained in this Board Report align with these priorities. Exhibit A includes projects to provide communications and network upgrades at East Los Angeles Occupational Center (ELAOC) and East Los Angeles Skills Center (ELASC).

ELAOC and ELASC are prioritized for communication and network upgrades due to their high volume of trouble calls and network connectivity issues. The existing phone, Public Address (PA), Local Area Network (LAN), Wireless Local Area Network (WLAN), and fiber optic infrastructures are obsolete, leading to operational inefficiencies, frequent disruptions, and an inability to meet the demands of a high-performance 21st-century learning environment.

#### **Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on May 1, 2025. Pursuant to the Memorandum of Understanding (MOU) with the BOC, the District provided the BOC with the opportunity to consider the bond funded proposal and make a recommendation to

**In Control: Facilities**

the Board as to whether to approve or disapprove the proposal prior to presenting the item to the Board for final action. Following discussion, a vote was taken which resulted in two ayes, three nays, four abstentions, and four absences, as referenced in Exhibit B. Having fulfilled the requirements under the MOU, the proposal will proceed to the Board without a BOC recommendation. The presentation that was provided is included as Exhibit C.

**Expected Outcomes:**

Staff anticipates that the Board will define and approve the proposed Projects and amend the Facilities SEP to incorporate therein. Approval will authorize staff to proceed with implementation of the proposed Projects to improve student health, safety, and the learning environment.

**Board Options and Consequences:**

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to undertake the proposed Projects. If the proposed action is not approved, Bond Program funds will not be expended, and the facilities needs will remain unaddressed.

**Policy Implications:**

The proposed Projects are consistent with the District's commitment to address unmet school facilities needs, as described in Los Angeles Unified local bond measures, and provide facilities upgrades to existing adult and career education campuses. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by providing communications and network upgrades at adult and career education campuses.

**Budget Impact:**

The total combined budget for the two proposed Projects is \$12,220,730. The proposed Projects will be funded with Bond Program funds earmarked specifically for upgrades to adult and career education facilities.

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

**Student Impact:**

Approval of the proposed Projects enables Los Angeles Unified to continue ongoing efforts to undertake facilities improvements that help ensure approximately 6,500 current and future students are provided with safe school environments that promote teaching and learning.

**Equity Impact:**

Once the proposed Projects are completed at ELAOC and ELASC, the campuses will have access to high-speed internet connectivity to incorporate online resources and web-based educational programs, support new technologies for Career Technical Education programs and training, and provide students with digital literacy.

**Issues and Analysis:**

Staff will implement all opportunities to minimize construction impacts on school operations and existing education programs.

It may be necessary to undertake feasibility studies, site analysis, scoping, and/or due diligence activities on the



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**File #:** Rep-324-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Facilities

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proposed Projects prior to initiating design. As necessary, the Office of Environmental Health and Safety will evaluate the proposed Projects in accordance with the California Environmental Quality Act to ensure compliance. If through the planning and design process it is determined that the proposed Projects' scopes will not sufficiently address the needs identified, the Projects' scopes, schedules and budgets will be revised accordingly.

**Attachments:**

Exhibit A - Projects to Provide Adult and Career Education Facilities Upgrades

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation

**Submitted:**

04/08/25


File #: Rep-324-24/25, Version: 1  
In Control: Facilities

Agenda Date: 5/13/2025

**RESPECTFULLY SUBMITTED,**

**APPROVED BY:**


  
ALBERTO M. CARVALHO  
Superintendent

  
PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations

**REVIEWED BY:**

**APPROVED BY:**


  
DEVORA NAVERA REED  
General Counsel


  
KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

✓ Approved as to form.

**REVIEWED BY:**

**APPROVED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

  
RENNY NEYRA  
Executive Director  
Division of Adult and Career Education

✓ Approved as to budget impact statement.

**REVIEWED BY:**

**PRESENTED BY:**

  
SOHEIL KATAL  
Chief Information Officer  
Information Technology Services

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

✓ Approved as to technology impact.

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

**Exhibit A**

**Projects to Provide Adult and Career Education Facilities Upgrades**

**1. East Los Angeles Occupational Center Communications and Network Upgrades Project**

- *Board District 2, Region East*
- *Project Scope:* This project provides digital convergence of legacy public address systems over the data network, new phone systems, installation of new network equipment, and wireless access points. The upgraded systems will support multimedia technologies that include voice, video, and data, as well as new video camera and intrusion alarm systems.
- *Project Budget:* \$7,053,685
- *Construction Schedule:* Construction is anticipated to begin in Q1-2026 and be completed by Q3-2026.

**2. East Los Angeles Skills Center Communications and Network Upgrades Project**

- *Board District 2, Region East*
- *Project Scope:* This project provides digital convergence of legacy public address systems over the data network, new phone systems, installation of new network equipment, and wireless access points. The upgraded systems will support multimedia technologies that include voice, video, and data, as well as new video camera and intrusion alarm systems.
- *Project Budget:* \$5,167,045
- *Construction Schedule:* Construction is anticipated to begin in Q1-2026 and be completed by Q3-2026.

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

**Joseph P. Buchman – Legal Counsel**  
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**Lori Raineri and Keith Weaver – Oversight Consultants**  
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Tenth District PTSA  
**Ashley Kaiser (Alternate)**  
Assoc. General Contractors of CA  
**Vacant**  
Assoc. of CA School Admin - Retired  
**Vacant**  
LAUSD Student Parent  
**Timothy Popejoy**  
Bond Oversight Administrator  
**Perla Zitle**  
Bond Oversight Coordinator

**RESOLUTION 2025-17****BOARD REPORT NO. 324-24/25**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE TWO PROJECTS  
TO PROVIDE ADULT AND CAREER EDUCATION FACILITIES UPGRADES AND  
AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO  
INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve two projects to provide adult and career education facilities upgrades (Projects) with a combined budget of \$12,220,730 as described in Board Report 324-24/25 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein; and

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

WHEREAS, The School Upgrade Program includes a spending target entitled "*Adult and Career Education Facilities Upgrades*." Projects developed under this category of need include upgrade of digital convergence systems, computing devices, school information technology systems and equipment, among other project types, and are included in the Facilities SEP; and

WHEREAS, The proposed Projects provide communications and network upgrades at East Los Angeles Occupational Center (ELAOC) and East Los Angeles Skills Center (ELASC); and

WHEREAS, The total combined project budget for the proposed Projects is \$12,220,730. The proposed Projects will be funded by Bond Program funds targeted in the School Upgrade Program for upgrades to adult and career education facilities; and

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE TWO PROJECTS TO PROVIDE ADULT AND CAREER EDUCATION FACILITIES UPGRADES AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, The proposed Projects will provide ELAOC and ELASC access to high-speed internet connectivity to incorporate online resources and web-based educational programs, support new technologies for Career Technical Education programs and training, and provide students with digital literacy; and

WHEREAS, This action is consistent with the Los Angeles Unified's commitment to address unmet school facilities needs, as described in Los Angeles Unified local bond measures, and provide upgrades to existing adult and career education campuses; and

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

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

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. The BOC recommends that the Board of Education define and approve two projects to provide adult and career education facilities upgrades with a combined budget of \$12,220,730 and amend the Facilities SEP to incorporate therein, as described in Board Report 324-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

NOT ADOPTED on May 1, 2025, by the following vote:

AYES: 2

ABSTENTIONS: 4

NAYS: 3

ABSENCES: 4

---

D. Michael Hamner  
Chair

---

Robert Campbell  
Vice-Chair



## **Adult and Career Education Facilities Upgrades**

Bond Oversight Committee Meeting  
May 1, 2025

# Adult and Career Education Facilities Upgrades

## Communications and Network Upgrades

**Description of Work:** These projects will provide digital convergence of legacy public address systems over the data network, new phone systems, installation of new network equipment, and wireless access points. The upgraded systems will support multimedia technologies that include voice, video, and data, as well as new video camera and intrusion alarm systems.

| Item   | Board District | Region | School                               | Enrollment | Anticipated Construction Start | Anticipated Construction Completion | Project Budget |
|--------|----------------|--------|--------------------------------------|------------|--------------------------------|-------------------------------------|----------------|
| 1      | 2              | East   | East Los Angeles Occupational Center | 3,962      | Q1-2026                        | Q3-2026                             | \$7,053,685    |
| 2      | 2              | East   | East Los Angeles Skills Center       | 2,513      | Q1-2026                        | Q3-2026                             | \$5,167,045    |
| Total: |                |        |                                      |            |                                |                                     | \$12,220,730   |








**Project Budget Breakdown:**

| Site & Environmental | Construction | Management | Other/Reserve |
|----------------------|--------------|------------|---------------|
| 0.2%                 | 88.3%        | 6.8%       | 4.7%          |

# Communications and Network Upgrade Projects


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The scope of work includes surveying, planning, designing, procuring, installing, configuring, testing and acceptance of new 10 Gigabit fiber infrastructure, LAN/WLAN equipment, copper ethernet cabling/network cabinets, VoIP telephone system, new integrated IP PA Intercommunications solution, intrusion alarm system, and video camera system at the school sites.


| Targeted Components  | Project Output   | Benefit to Students & Schools  |
|--|--|--|
|  Fiber Optic Cabling   | 10G fiber for <b>improved</b> capacity and bandwidth speeds                                    | Improves access to online content and provides a safer connection for increased security to enhance online and remote learning instruction.                                  |
|  Local Area Network (LAN) / Wireless Local Area Network (WLAN) | <b>Faster</b> internet speeds to the classroom and <b>modernized</b> backup batteries          | Improves speeds for streaming instructional content, utilizing applications such as Zoom, and accessing / downloading i.e. digital textbook content from the District's LMS. |
|  Copper Ethernet Cabling / Network Cabinets                    | 1G ethernet cabling for <b>new</b> wireless access points and network cabinets                 | Enhances reliability and stability of wireless network connections, ensuring uninterrupted access to online resources and educational tools.                                 |
|  Voice-over-Internet Protocol (VoIP) Phone                     | <b>Enhanced</b> calling service and integration with PA system with less risk of phone outages | Allows teachers, support staff, and administrators to connect with parents and other school stakeholders more easily and reliably.   |
|  Public Address (PA)   | <b>More reliable</b> and integrated PA and phone systems                                       | Improves safety and emergency communications throughout a school and school classrooms.  |
|  Intrusion Alarm (IA)  | <b>Real-time</b> monitoring and alerts   | Improves campus safety and security by providing alerts for unauthorized access or potential threats.  |
|  Video Camera  | <b>High-definition</b> cameras and remote monitoring capabilities                              | Enhances campus safety by providing coverage of key areas, deterring vandalism, theft, and other negative activities.  |




LAN




NEW LAN




PA




NEW PA



PHONES



NEW PHONES



# Adult and Career Education Facilities Upgrades

## Communications and Network Upgrades Status

75

### Upgraded

| Item | Board District | Region | School                                | Construction Completion |
|------|----------------|--------|---------------------------------------|-------------------------|
| 1    | 2              | East   | Evans Community Adult School          | 2019                    |
| 2    | 5              | East   | Slawson Southeast Occupational Center | 2021                    |

### In Progress

| Item | Board District | Region | School                               | Anticipated Construction Start | Anticipated Construction Completion |
|------|----------------|--------|--------------------------------------|--------------------------------|-------------------------------------|
| 1    | 3              | North  | Rinaldi Adult Center                 | Q2-2025                        | Q4-2025                             |
| 2    | 4              | North  | West Valley Occupational Center      | Q2-2025                        | Q4-2025                             |
| 3    | 4              | West   | Venice Skills Center                 | Q1-2026                        | Q3-2026                             |
| 4    | 6              | North  | North Valley Occupational Center     | Q1-2026                        | Q3-2026                             |
| 5    | 7              | South  | Harbor Occupational Center           | Q3-2025                        | Q1-2026                             |
| 6    | 7              | South  | Waters Employment Preparation Center | Q2-2025                        | Q4-2025                             |

### Proposed

| Item | Board District | Region | School                               | Anticipated Construction Start | Anticipated Construction Completion |
|------|----------------|--------|--------------------------------------|--------------------------------|-------------------------------------|
| 1    | 2              | East   | East Los Angeles Occupational Center | Q1-2026                        | Q3-2026                             |
| 2    | 2              | East   | East Los Angeles Skills Center       | Q1-2026                        | Q3-2026                             |

### Pending

| Item | Board District | Region | School                                     | Anticipated Board Approval |
|------|----------------|--------|--|----------------------------|
| 1    | 5              | East   | Tweedy Learning Center                     | Q4-2025                    |
| 2    | 1              | West   | Diane Watson Career Training Center        | Q4-2025                    |
| 3    | 4              | West   | Westchester-Emerson Community Adult School | Q4-2025                    |
| 4    | 2              | East   | Mid-City Adult Learning Center             | Q4-2025                    |
| 5    | 7              | South  | San Pedro Adult Learning Center            | Q4-2025                    |
| 6    | 1              | West   | Los Angeles Technology Center              | Q3-2026                    |

# Questions?

[Return to Order of Business](#)



# TAB 6



## Board of Education Report

**File #:** Rep-327-24/25, **Version:** 1

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

**In Control:** Facilities

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

#### **Brief Description:**

(Define and Approve Six Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of six Sustainable Environment Enhancement Developments for Schools Projects, as described in Exhibit A, and the amendment of the Facilities Services Division Strategic Execution Plan, for a combined budget of \$1,080,000.

#### **Action Proposed:**

Define and approve six SEEDS Projects at Garvanza Elementary Technology/Leadership Magnet, Laurel Cinematic Arts & Creative Technologies Magnet, Mosk Elementary School, Norwood Elementary School, Rockdale Visual & Performing Arts Magnet Elementary School, and Westport Heights Elementary School (Projects), as described in Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for the six proposed Projects is \$1,080,000.

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

#### **Background:**

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

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

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

The Greening Index ranks the six schools as follows: Garvanza Elementary Technology/Leadership Magnet (439), Laurel Cinematic Arts & Creative Technologies Magnet (54), Mosk Elementary School (109), Norwood Elementary School (64), Rockdale Visual & Performing Arts Magnet Elementary School (418), and Westport Heights Elementary School (578). Therefore, Laurel Cinematic Arts & Creative Technologies Magnet, Mosk Elementary School, and Norwood Elementary School are eligible for the additional \$50,000 allocation.

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

#### Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on May 1, 2025, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

#### **Expected Outcomes:**

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

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

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

#### **Policy Implications:**

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

#### **Budget Impact:**

The combined project budget for the six proposed Projects is \$1,080,000. The Projects will be funded with Bond Program funds earmarked specifically for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency.

The combined project budget includes contributions of \$130,000 from Bond Program funds earmarked for Board District Priority Projects in Board District 4, \$100,000 from Bond Program funds earmarked for Board District Priority Projects in Board District 2, and \$100,000 from Bond Program funds earmarked for Region Priority Projects in Region East. These contributions will be transferred to funds earmarked in the SUP for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency. The breakdown of these contributions by project is shown in Exhibit A.

**Student Impact:**

The proposed SEEDS projects at Garvanza Elementary Technology/Leadership Magnet, Laurel Cinematic Arts & Creative Technologies Magnet, Mosk Elementary School, Norwood Elementary School, Rockdale Visual & Performing Arts Magnet Elementary School, and Westport Heights Elementary School will provide outdoor learning spaces that create environments for student-centered, experiential, and engaged learning. These SEEDS learning gardens will facilitate educational programs related to nutrition, health, literacy, math, and science, and may also be used during recess and lunchtime by approximately 1,800 current and future students. These proposed Projects also encourage and support community, student, and parent engagement through the creation of partnerships that help establish and maintain the newly developed garden spaces.

**Equity Impact:**

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

**Issues and Analysis:**

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

**Attachments:**

Exhibit A - Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects  
 Exhibit B - BOC Resolution  
 Exhibit C - BOC Presentation


**Submitted:**

04/08/25



RESPECTFULLY SUBMITTED,

APPROVED BY:


  
ALBERTO M. CARVALHO  
Superintendent

  
PEDRO SALCIDO  
Deputy Superintendent,  
Business Services & Operations

REVIEWED BY:

APPROVED BY:


  
DEVORA NAVERA REED  
General Counsel


  
JAIME TORRENS  
Senior Advisor to the Superintendent

✓ Approved as to form.

REVIEWED BY:

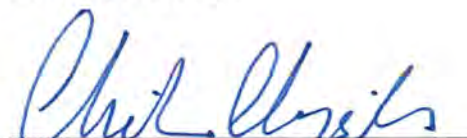
APPROVED BY:

  
NOLBERTO DELGADO  
Deputy Chief Financial Officer  
Facilities Services Division  
✓ Approved as to budget impact statement.

  
KRISZTINA TOKES  
Chief Facilities Executive

APPROVED BY:

APPROVED & PRESENTED BY:

  
CHRISTOS CHRYSILIOU  
Chief Eco-Sustainability Officer  
Eco-Sustainability Office

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



## **EXHIBIT A**

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

| Item  | Board District | Region | School  | Partner Organization     | Schoolyard % Green | Project Description  | Project Budget <sup>1</sup> | Anticipated Construction Start | Anticipated Construction Completion |
|-------|----------------|--------|---|--------------------------|--------------------|--|-----------------------------|--------------------------------|-------------------------------------|
| 1     | 2              | E      | Garvanza Elementary Technology/Leadership Magnet <sup>2</sup>     | Enrich LA                | 2.49%              | Construct an outdoor learning environment of approximately 4,700 square feet. The project includes the addition of new decomposed granite, salvaged log benches, native planting areas with shade trees and mulch, and a “Student Farm” by Enrich LA that includes raised beds.  | \$300,000                   | Q1-2026                        | Q4-2026                             |
| 2     | 4              | W      | Laurel Cinematic Arts & Creative Technologies Magnet <sup>3</sup> | City of West Hollywood   | 5.03%              | Construct an outdoor learning environment of approximately 7,100 square feet. The project includes the removal of asphalt and the addition of a grass field, salvaged log benches, and native planting areas with shade trees and mulch.   | \$250,000                   | Q1-2026                        | Q4-2026                             |
| 3     | 4              | N      | Mosk ES   | School                   | 17.27%             | Construct an outdoor learning environment of approximately 1,620 square feet. The project includes the removal of asphalt and the addition of raised garden beds, new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees and mulch. | \$150,000                   | Q1-2026                        | Q4-2026                             |
| 4     | 5              | S      | Norwood ES  | School                   | 4.93%              | Construct an outdoor learning environment of approximately 2,270 square feet. The project includes the removal of asphalt and the addition of new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees and mulch.                     | \$150,000                   | Q1-2026                        | Q4-2026                             |
| 5     | 5              | E      | Rockdale Visual & Performing Arts Magnet ES                       | Garden School Foundation | 16.76%             | Construct an outdoor learning environment of approximately 2,250 square feet. The project includes the removal of asphalt and the addition of new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees and mulch.                     | \$100,000                   | Q1-2026                        | Q4-2026                             |
| 6     | 4              | W      | Westport Heights ES <sup>4</sup>                                  | School                   | 13.21%             | Construct an outdoor learning environment of approximately 2,800 square feet. The project includes the removal of asphalt and the addition of new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees and mulch.                     | \$130,000                   | Q1-2026                        | Q4-2026                             |
| TOTAL |                |        |   |                          |                    |  | \$1,080,000                 |                                |                                     |

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

<sup>2</sup> The budget for Garvanza Elementary Technology/Leadership Magnet includes \$100,000 of SEEDS funds plus a contribution of \$100,000 of Board District Priority funds from Board District 2 and a contribution of \$100,000 of Region Priority funds from Region East.

<sup>3</sup> The budget for Laurel Cinematic Arts & Creative Technologies Magnet includes \$150,000 of SEEDS/SEEDS+ funds plus a contribution of \$100,000 of Board District Priority funds from Board District 4.

<sup>4</sup> The budget for Westport Heights ES includes \$100,000 of SEEDS funds plus a contribution of \$30,000 of Board District Priority funds from Board District 4.

Greening Index:

Garvanza Elementary Technology/Leadership Magnet Greening Index Rank No. 439

Laurel Cinematic Arts & Creative Technologies Magnet Greening Index Rank No. 54

Mosk Elementary School Greening Index Rank No. 109

Norwood Elementary School Greening Index Rank No. 64

Rockdale Visual & Performing Arts Magnet Elementary School Greening Index Rank No. 418

Westport Heights Elementary School Greening Index Rank No. 578

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

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

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

**William O. Ross IV**  
31<sup>st</sup> District PTSA  
**Rachelle Anema (Alternate)**  
L.A. Co. Auditor-Controller's Office  
**Bevin Ashenmiller (Alternate)**  
Tenth District PTSA  
**Ashley Kaiser (Alternate)**  
Assoc. General Contractors of CA  
**Vacant**  
Assoc. of CA School Admin - Retired  
**Vacant**  
LAUSD Student Parent

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

**RESOLUTION 2025-15****BOARD REPORT 327-24/25**

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

WHEREAS, District Staff proposes the Board of Education define and approve six Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects at Garvanza Elementary Technology/Leadership Magnet, Laurel Cinematic Arts & Creative Technologies Magnet, Mosk Elementary School, Norwood Elementary School, Rockdale Visual & Performing Arts Magnet Elementary School, and Westport Heights Elementary School (Projects), which have a total combined budget of \$1,080,000, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, as defined in Board Report No. 327-24/25; and

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

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

WHEREAS, The Los Angeles Unified Greening Index ranks the six project schools as follows: Garvanza Elementary Technology/Leadership Magnet (439), Laurel Cinematic Arts & Creative Technologies Magnet (54), Mosk Elementary School (109), Norwood Elementary School (64), Rockdale Visual & Performing Arts Magnet Elementary School (418), and Westport Heights Elementary School (578); and

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

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

WHEREAS, The combined project budget for the six proposed Projects is \$1,080,000. The Projects will be funded with Bond Program funds earmarked specifically for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency; and

WHEREAS, The combined project budget includes contributions of \$130,000 from Bond Program funds earmarked for Board District Priority Projects in Board District 4, \$100,000 from Bond Program funds earmarked for Board District Priority Projects in Board District 2, and \$100,000 from Bond Program funds earmarked for Region Priority Projects in Region East. These contributions will be transferred to funds earmarked in the SUP for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency. The breakdown of these contributions by project is shown in Exhibit A of Board Report No. 327-24/25; and

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

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

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

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. The School Construction Citizens' Bond Oversight Committee (BOC) recommends the Board of Education define and approve six SEEDS Projects at Garvanza Elementary Technology/Leadership Magnet, Laurel Cinematic Arts & Creative Technologies Magnet, Mosk Elementary School, Norwood Elementary School, Rockdale Visual & Performing Arts Magnet Elementary School, and Westport Heights Elementary School, with a total combined budget of \$1,080,000, and amend the Facilities SEP to incorporate therein, as defined in Board Report No. 327-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee's website.

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

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

ADOPTED on May 1, 2025, by the following vote

AYES: 7

ABSTENTIONS: 1

NAYS: 1

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner  
Chair

/Robert Campbell/

Robert Campbell  
Vice-Chair



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

Bond Oversight Committee Meeting  
May 1, 2025

# Sustainable Environment Enhancement Developments for Schools (SEEDS)<sup>87</sup>

## Overview

- SEEDS projects provide outdoor learning spaces in collaboration with school and community led efforts
- The program provides the infrastructure and site work needed, such as asphalt removal, irrigation systems, and soils testing, to make the site “garden ready”
- The school site and/or partner outfits the outdoor learning space with the plant materials and landscaping features that align with the school’s instructional vision and program to move towards 30% green/natural schoolyards
- 105 SEEDS projects have been approved by the Board of Education
  - 79 projects have been completed
  - 3 under construction
  - 23 pending construction start



Lankershim ES



Victoria ES



# Sustainable Environment Enhancement Developments for Schools (SEEDS) <sup>88</sup>

## Funding

- Originally provided up to \$25,000 to projects
- In 2015, increased to \$35,000
- In 2016, increased to \$100,000
- In 2022, an additional \$50,000 was made available to SEEDS+ schools
- \$13M of Bond funds have been allocated to the SEEDS Program
  - Approximately \$7.85M has been allocated to approved SEEDS projects
  - Approximately \$5.15M remaining

## Selection Criteria

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



# Sustainable Environment Enhancement Developments for Schools (SEEDS) <sup>89</sup>

| Item  | Board District | Region | School  | Partner Organization     | Schoolyard % Green | Enrollment | Project Description  | Project Budget <sup>1</sup> | Anticipated Construction Start | Anticipated Construction Completion |
|-------|----------------|--------|---|--------------------------|--------------------|------------|--|-----------------------------|--------------------------------|-------------------------------------|
| 1     | 2              | E      | Garvanza Technology & Leadership Magnet ES <sup>2</sup>           | Enrich LA                | 2.49%              | 236        | Construct an outdoor learning environment of approximately 4,700 square feet. The project includes the addition of new decomposed granite, salvaged log benches, native planting areas with shade trees and mulch, and a "Student Farm" by Enrich LA that includes raised beds.  | \$300,000                   | Q1-2026                        | Q4-2026                             |
| 2     | 4              | W      | Laurel Cinematic Arts & Creative Technologies Magnet <sup>3</sup> | City of West Hollywood   | 5.03%              | 263        | Construct an outdoor learning environment of approximately 7,100 square feet. The project includes the removal of asphalt and the addition of a grass field, salvaged log benches, and native planting areas with shade trees and mulch.   | \$250,000                   | Q1-2026                        | Q4-2026                             |
| 3     | 4              | N      | Mosk ES   | School                   | 17.27%             | 487        | Construct an outdoor learning environment of approximately 1,620 square feet. The project includes the removal of asphalt and the addition of raised garden beds, new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees and mulch. | \$150,000                   | Q1-2026                        | Q4-2026                             |
| 4     | 5              | S      | Norwood ES  | School                   | 4.93%              | 347        | Construct an outdoor learning environment of approximately 2,270 square feet. The project includes the removal of asphalt and the addition of new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees and mulch.                     | \$150,000                   | Q1-2026                        | Q4-2026                             |
| 5     | 5              | E      | Rockdale Visual & Performing Arts Magnet ES                       | Garden School Foundation | 16.76%             | 326        | Construct an outdoor learning environment of approximately 2,250 square feet. The project includes the removal of asphalt and the addition of new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees and mulch.                     | \$100,000                   | Q1-2026                        | Q4-2026                             |
| 6     | 4              | W      | Westport Heights ES <sup>4</sup>                                  | School                   | 13.21%             | 169        | Construct an outdoor learning environment of approximately 2,800 square feet. The project includes the removal of asphalt and the addition of new decomposed granite, salvaged log benches and stools, and native planting areas with shade trees and mulch.                     | \$130,000                   | Q1-2026                        | Q4-2026                             |
| TOTAL |                |        |   |                          |                    |            |  | \$1,080,000                 |                                |                                     |

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

<sup>2</sup> The budget for Garvanza Tech & Leadership Magnet ES includes \$100,000 of SEEDS funds plus a contribution of \$100,000 of Board District Priority funds from Board District 2 and a contribution of \$100,000 of Region Priority funds from Region East.

<sup>3</sup> The budget for Laurel Cinematic Arts & Creative Technologies Magnet includes \$150,000 of SEEDS/SEEDS+ funds plus a contribution of \$100,000 of Board District Priority funds from Board District 4.

<sup>4</sup> The budget for Westport Heights ES includes \$100,000 of SEEDS funds plus a contribution of \$30,000 of Board District Priority funds from Board District 4.

## Greening Index:

Garvanza Technology & Leadership Magnet ES Greening Index Rank No. 439

Laurel Cinematic Arts & Creative Technologies Magnet Greening Index Rank No. 54

Mosk ES Greening Index Rank No. 109

Norwood ES Greening Index Rank No. 64

Rockdale Visual & Performing Arts Magnet ES Greening Index Rank No. 418

Westport Heights ES Greening Index Rank No. 578

# SEEDS Project Scope

## Projects typically involve:

- Outdoor learning spaces
- Shade trees and mulch
- Native planting areas
- Decomposed granite
- Salvaged log benches and stools
- Asphalt removal



Garvanza Technology & Leadership Magnet ES Concept – Subject to Change

# Questions?

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# TAB 7



## Board of Education Report

**File #:** Rep-328-24/25, **Version:** 1

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

**In Control:** Facilities

### **Define and Approve 17 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

Facilities Services Division

#### **Brief Description:**

(Define and Approve 17 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends the definition and approval of 17 Board District Priority and Region Priority projects, as detailed in Exhibit A, and the amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, for a combined budget of \$971,739.

#### **Action Proposed:**

Define and approve 17 Board District Priority (BDP) and Region Priority (RP) projects, as listed on Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$971,739.

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

#### **Background:**

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

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

#### **Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on May 1, 2025, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

#### **Expected Outcomes:**

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

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

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



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

**Policy Implications:**

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

**Budget Impact:**

The total combined budget for the 17 proposed projects is \$971,739. Fourteen projects are funded by Bond Program funds earmarked specifically for BDP projects. Three projects are funded by Bond Program funds earmarked specifically for RP projects.

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

**Student Impact:**

The proposed projects will upgrade, modernize, and/or improve school facilities to enhance the safety and educational quality of the learning environment to benefit approximately 11,800 current and future students.

**Equity Impact:**

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

**Issues and Analysis:**

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

**Attachments:**

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

**Submitted:**

04/08/25

**File #:** Rep-328-24/25, **Version:** 1  
**In Control:** Facilities

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

**RESPECTFULLY SUBMITTED,**

  
 ALBERTO M. CARVALHO  
 Superintendent


**APPROVED BY:**

  
 PEDRO SALCIDO  
 Deputy Superintendent,  
 Business Services and Operations

**REVIEWED BY:**


  
 DEVORA NAVERA REED  
 General Counsel

**APPROVED BY:**

  
 KRISZTINA TOKES  
 Chief Facilities Executive  
 Facilities Services Division

✓ Approved as to form.

**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Financial Officer

**PRESENTED BY:**

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

✓ Approved as to budget impact statement.

## EXHIBIT A

### BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS

| Item         | Board District | Region | School                                      | Project   | Managed Program  | Project Budget    | Anticipated Construction Start | Anticipated Construction Completion |
|--------------|----------------|--------|---|---|------------------|-------------------|--------------------------------|-------------------------------------|
| 1            | 1              | S      | 74th St. ES                                 | Install motorized parking lot gate                        | RP <sup>1</sup>  | \$ 99,229         | Q3-2025                        | Q4-2025                             |
| 2            | 1              | W      | Cienega ES                                  | Install new chain link fence                              | BDP <sup>2</sup> | \$ 34,594         | Q3-2025                        | Q4-2025                             |
| 3            | 2              | E      | Franklin HS                                 | Install new electronic free-standing marquee              | RP <sup>3</sup>  | \$ 49,913         | Q4-2025                        | Q4-2025                             |
| 4            | 3              | N      | Burbank ES                                  | Install new chain link privacy fence                      | BDP              | \$ 17,397         | Q3-2025                        | Q4-2025                             |
| 5            | 3              | N      | Burbank ES                                  | Provide exterior lunch tables and benches                 | BDP              | \$ 54,035         | Q2-2025                        | Q4-2025                             |
| 6            | 3              | N      | Colfax Charter ES*                          | Provide exterior benches                                  | BDP              | \$ 11,380         | Q2-2025                        | Q4-2025                             |
| 7            | 3              | N      | Melvin ES                                   | Install new chain link privacy fence                      | BDP              | \$ 45,445         | Q3-2025                        | Q4-2025                             |
| 8            | 3              | N      | Nobel Charter MS*                           | Add cameras to existing video surveillance (CCTV) system  | BDP <sup>4</sup> | \$ 56,199         | Q4-2025                        | Q2-2026                             |
| 9            | 3              | N      | Porter Ranch Community School               | Provide furniture for staff dining area                   | BDP              | \$ 31,568         | Q2-2025                        | Q4-2025                             |
| 10           | 3              | N      | Sherman Oaks Charter ES*                    | Provide exterior lunch tables and benches                 | BDP              | \$ 55,109         | Q2-2025                        | Q4-2025                             |
| 11           | 3              | N      | Topeka Charter School for Advanced Studies* | Install new chain link privacy fence                      | BDP              | \$ 22,691         | Q3-2025                        | Q4-2025                             |
| 12           | 3              | N      | Welby Way Charter ES*                       | Provide classroom furniture                               | BDP              | \$ 47,098         | Q2-2025                        | Q4-2025                             |
| 13           | 4              | N      | Woodland Hills Academy                      | Install audio/visual equipment and lighting in auditorium | BDP              | \$ 134,361        | Q4-2025                        | Q1-2026                             |
| 14           | 6              | N      | Fulton College Preparatory School**         | Install water bottle filling stations                     | RP               | \$ 62,352         | Q3-2025                        | Q4-2025                             |
| 15           | 6              | N      | Romer MS**                                  | Install new electronic wall-mounted marquee               | BDP              | \$ 76,483         | Q4-2025                        | Q1-2026                             |
| 16           | 7              | S      | Baca Arts Academy                           | Provide interactive displays                              | BDP              | \$ 114,133        | Q2-2025                        | Q3-2025                             |
| 17           | 7              | S      | Normont ES                                  | Provide classroom furniture                               | BDP              | \$ 59,752         | Q2-2025                        | Q4-2025                             |
| <b>TOTAL</b> |                |        |   |   |                  | <b>\$ 971,739</b> |                                |                                     |

\* LAUSD affiliated charter school

\*\* LAUSD school with co-located charter(s)

<sup>1</sup> 74th St. ES - Although this is a Region South (RS) RP project, Board District 1 (BD1) will contribute \$29,770 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD1 spending target to the RS spending target.

<sup>2</sup> Cienega ES - Although this is a Board District 1 (BD1) BDP project, Region West (RW) will contribute \$17,300 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RW spending target to the BD1 spending target.

<sup>3</sup> Franklin HS - Although this is a Region East (RE) RP project, Board District 2 (BD2) will contribute \$24,960 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD2 spending target to the RE spending target.

<sup>4</sup> Nobel Charter MS - Although this is a Board District 3 (BD3) BDP project, the school will contribute \$56,200 towards this budget. The project budget shown here does not include this contribution. This approval is for the bond-funded portion only.

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

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

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

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

**William O. Ross IV**  
31<sup>st</sup> District PTSA  
**Rachelle Anema (Alternate)**  
L.A. Co. Auditor-Controller's Office  
**Bevin Ashenmiller (Alternate)**  
Tenth District PTSA  
**Ashley Kaiser (Alternate)**  
Assoc. General Contractors of CA  
**Vacant**  
Assoc. of CA School Admin - Retired  
**Vacant**  
LAUSD Student Parent

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

**RESOLUTION 2025-20****BOARD REPORT NO. 328-24/25**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 17 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes the Board of Education define and approve 17 Board District Priority and Region Priority Projects (as listed on Exhibit A of Board Report No. 328-24/25) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$971,739; and

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

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

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

WHEREAS, Funding for the 17 proposed projects will come from Board District Priority Funds and Region Priority Funds; and

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

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 17 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends the Board of Education define and approve 17 Board District Priority and Region Priority Projects with a combined budget of \$971,739, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 328-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on May 1, 2025, by the following vote:

AYES: 9

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner  
Chair

/Robert Campbell/

Robert Campbell  
Vice-Chair



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

Bond Oversight Committee Meeting  
May 1, 2025

# Board District Priority and Region Priority Projects

100

| Item         | Board District | Region | School                                      | Project Description                                       | Managed Program  | Project Budget    | Anticipated Construction Start | Anticipated Construction Completion |
|--------------|----------------|--------|---|---|------------------|-------------------|--------------------------------|-------------------------------------|
| 1            | 1              | S      | 74th St. ES                                 | Install motorized parking lot gate                        | RP <sup>1</sup>  | \$ 99,229         | Q3-2025                        | Q4-2025                             |
| 2            | 1              | W      | Cienega ES                                  | Install new chain link fence                              | BDP <sup>2</sup> | \$ 34,594         | Q3-2025                        | Q4-2025                             |
| 3            | 2              | E      | Franklin HS                                 | Install new electronic free-standing marquee              | RP <sup>3</sup>  | \$ 49,913         | Q4-2025                        | Q4-2025                             |
| 4            | 3              | N      | Burbank ES                                  | Install new chain link privacy fence                      | BDP              | \$ 17,397         | Q3-2025                        | Q4-2025                             |
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| 12           | 3              | N      | Welby Way Charter ES*                       | Provide classroom furniture                               | BDP              | \$ 47,098         | Q2-2025                        | Q4-2025                             |
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| <b>TOTAL</b> |                |        |   |   |                  | <b>\$ 971,739</b> |                                |                                     |

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<sup>4</sup> Nobel Charter MS - Although this is a Board District 3 (BD3) BDP project, the school will contribute \$56,200 towards this budget. The project budget shown here does not include this contribution. This approval is for the bond-funded portion only.

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



# Woodland Hills Academy

## Audio/Visual Equipment and Lighting in Auditorium (Item #13)

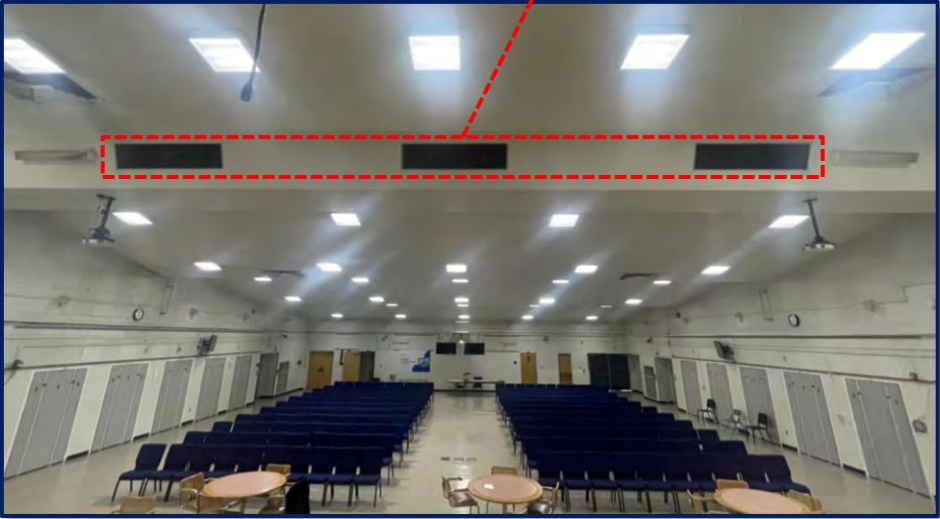
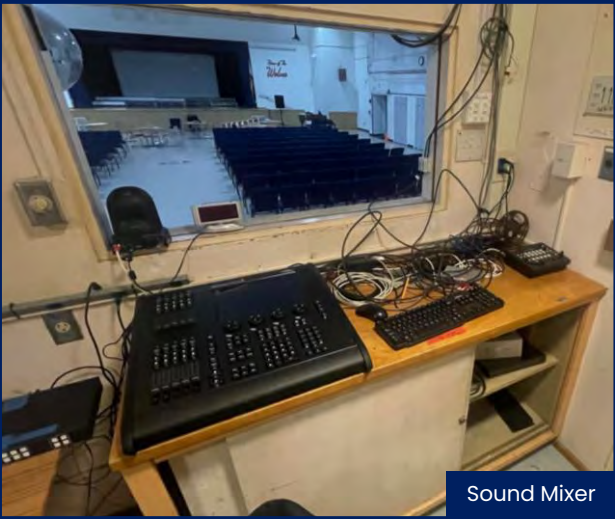
This project is to install new sound systems, projectors, and light fixtures in the auditorium.

**Construction Schedule:** Q4 2025 – Q1 2026

**Project Budget:** \$134,361

### Project Budget Breakdown:

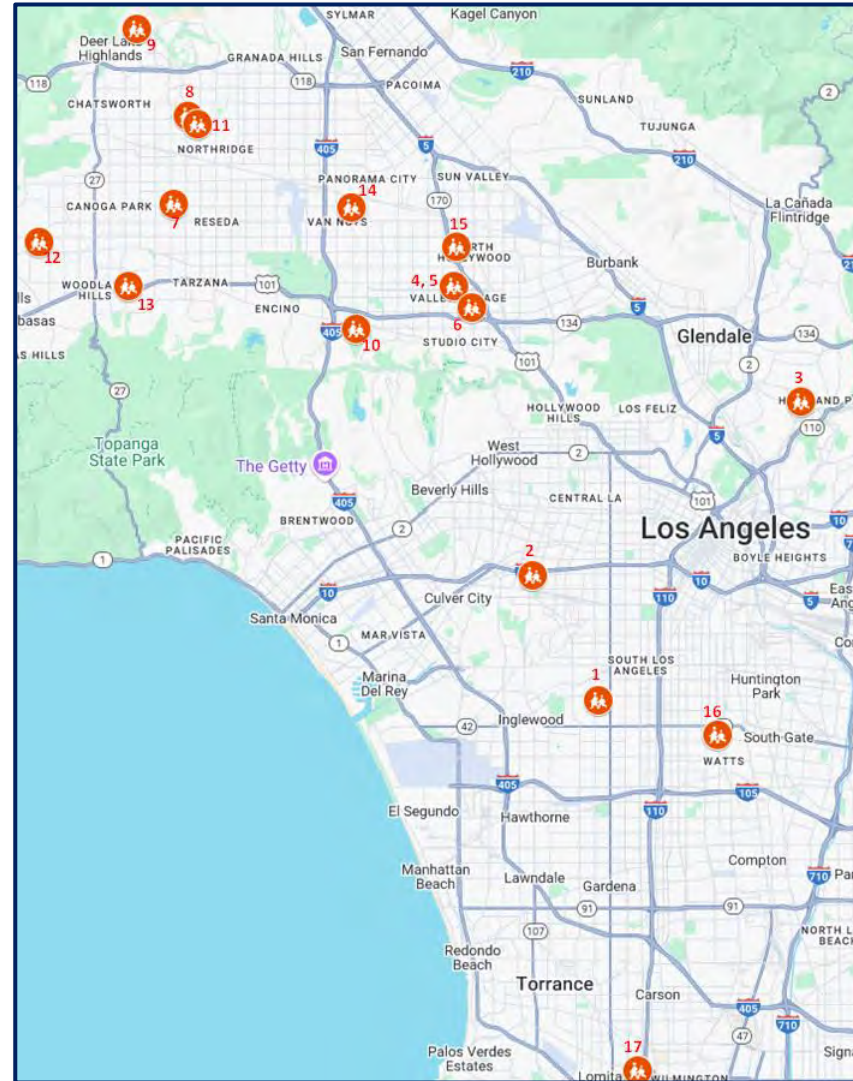
|           |       |
|-----------|-------|
| Materials | 42.1% |
| Labor     | 48.8% |
| Reserve   | 9.1%  |



# Map of Board District Priority and Region Priority Projects <sup>102</sup>

## (Prepared by BOC Staff)

|  |
|--|
| <b>1. 74th Street Elementary (K- 5)</b><br>2112 W 74TH ST, LOS ANGELES, CA 90047;<br>323-753-2338; <a href="https://explore.lausd.org/school/1664401/74th-Street-Elementary">https://explore.lausd.org/school/1664401/74th-Street-Elementary</a> ;<br>Enrollment: 378 students (99 in Magnet); Board District 1; Region South; HEET (C/D) CoS  |
| <b>2. Cienega Elementary (K- 5)</b><br>2611 S ORANGE DR, LOS ANGELES, CA 90016;<br>323-939-1138; <a href="https://explore.lausd.org/school/1306801/Cienega-Elementary">https://explore.lausd.org/school/1306801/Cienega-Elementary</a> ; Enrollment:<br>364 students (72 in Dual Language); Board District 1; Region West; LA Mid-City CoS   |
| <b>3. Benjamin Franklin High School (6-12)</b><br>820 N AVENUE 54, LOS ANGELES, CA 90042;<br>323-550-2000; <a href="https://explore.lausd.org/school/1864301/Benjamin-Franklin-High-School">https://explore.lausd.org/school/1864301/Benjamin-Franklin-High-School</a> ;<br>Enrollment: 1,289 students (590 in Magnet); Board District 2; Region East; Egl Rk/Highld Pk CoS                      |
| <b>4. Burbank Boulevard Elementary (K- 5)</b><br>12215 ALBERS ST, NORTH HOLLYWOOD, CA 91607;<br>818-763-6497; <a href="https://explore.lausd.org/school/1263001/Burbank-Boulevard-Elementary">https://explore.lausd.org/school/1263001/Burbank-Boulevard-Elementary</a> ;<br>Enrollment: 326 students (95 in Magnet); Board District 3; Region North; No Hlywd/Val Vlg CoS                       |
| <b>5. Burbank Boulevard Elementary (K- 5)</b><br>12215 ALBERS ST, NORTH HOLLYWOOD, CA 91607;<br>818-763-6497; <a href="https://explore.lausd.org/school/1263001/Burbank-Boulevard-Elementary">https://explore.lausd.org/school/1263001/Burbank-Boulevard-Elementary</a> ;<br>Enrollment: 326 students (95 in Magnet); Board District 3; Region North; No Hlywd/Val Vlg CoS                       |
| <b>6. Colfax Charter Elementary (K- 5) *</b><br>4935 COLFAX AVE, VALLEY VILLAGE, CA 91601;<br>818-761-5115; <a href="https://explore.lausd.org/school/1316401/Colfax-Charter-Elementary">https://explore.lausd.org/school/1316401/Colfax-Charter-Elementary</a> ;<br>Enrollment: 778 students; Board District 3; Region North; No Hlywd/Val Vlg CoS  |
| <b>7. Melvin Avenue Elementary (K- 5)</b><br>7700 MELVIN AVE, RESEDA, CA 91335;<br>818-886-7171; <a href="https://explore.lausd.org/school/1523301/Melvin-Avenue-Elementary">https://explore.lausd.org/school/1523301/Melvin-Avenue-Elementary</a> ;<br>Enrollment: 396 students (131 in Magnet); Board District 3; Region North; Cleveland CoS  |
| <b>8. Alfred B Nobel Charter Middle School (6- 8) *</b><br>9950 TAMPA AVE, NORTHRIDGE, CA 91324;<br>818-773-4700; <a href="https://explore.lausd.org/school/1827201/Alfred-B-Nobel-Charter-Middle-School">https://explore.lausd.org/school/1827201/Alfred-B-Nobel-Charter-Middle-School</a> ; Enrollment: 1,788 students (1,024 in Magnet); Board District 3; Region North; Cnga Pk/Chtswrth CoS |
| <b>9. Porter Ranch Community School (K- 8)</b><br>12450 MASON AVE, PORTER RANCH, CA 91326;<br>818-709-7100; <a href="https://explore.lausd.org/school/1230301/Porter-Ranch-Community-School">https://explore.lausd.org/school/1230301/Porter-Ranch-Community-School</a> ;<br>Enrollment: 1309 students (147 in Dual Language); Board District 3; Region North; Cnga Pk/Chtswrth CoS              |



|  |
|--|
| <b>10. Sherman Oaks Elem Charter School (K- 5)*</b><br>14755 GREENLEAF ST, SHERMAN OAKS, CA 91403;<br>818-784-8283; <a href="https://explore.lausd.org/school/1669901/Sherman-Oaks-Elementary-Charter-School">https://explore.lausd.org/school/1669901/Sherman-Oaks-Elementary-Charter-School</a> ; Enrollment: 519 students; Board District 3; Region North; Van Nuys/Val Gln CoS   |
| <b>11. Topeka Drive Charter for Adv. Studies (K- 5)*</b><br>9815 TOPEKA DR, NORTHRIDGE, CA 91324;<br>818-886-2266; <a href="https://explore.lausd.org/school/1720101/Topeka-Drive-Charter-for-Advanced-Studies">https://explore.lausd.org/school/1720101/Topeka-Drive-Charter-for-Advanced-Studies</a> ; Enrollment: 625 students; Board District 3; Region North; Cnga Pk/Chtswrth CoS  |
| <b>12. Welby Way Charter Elementary and Gifted-High Ability Magnet (K- 5)*</b><br>23456 WELBY WAY, WEST HILLS, CA 91307;<br>818-348-1975; <a href="https://explore.lausd.org/school/1763701/Welby-Way-Charter-Elementary-and-Gifted-High-Ability-Magnet">https://explore.lausd.org/school/1763701/Welby-Way-Charter-Elementary-and-Gifted-High-Ability-Magnet</a> ; Enrollment: 756 students (380 in Magnet); Board District 3; Region North; Taft CoS |
| <b>13. Woodland Hills Academy (6- 8)</b><br>20800 BURBANK BLVD, WOODLAND HILLS, CA 91367;<br>818-226-2900; <a href="https://explore.lausd.org/school/1834401/Woodland-Hills-Academy">https://explore.lausd.org/school/1834401/Woodland-Hills-Academy</a> ;<br>Enrollment: 609 students (144 in Magnet); Board District 4; Region North; Taft CoS   |
| <b>14. Robert Fulton College Preparatory School (6-12)**</b><br>7477 KESTER AVE, VAN NUYS, CA 91405;<br>818-947-2100; <a href="https://explore.lausd.org/school/1814201/Robert-Fulton-College-Preparatory-School">https://explore.lausd.org/school/1814201/Robert-Fulton-College-Preparatory-School</a> ; Co-Located Charter: Lashon Academy; Enrollment: 1,229 students (184 in Magnet); Board District 6; Region North; Panorama City CoS            |
| <b>15. Roy Romer Middle School (6- 8)**</b><br>6501 LAUREL CANYON BLVD, NORTH HOLLYWOOD, CA 91606; 818-505-2200;<br><a href="https://explore.lausd.org/school/1811601/Roy-Romer-Middle-School">https://explore.lausd.org/school/1811601/Roy-Romer-Middle-School</a> ; Co-Located Charter: ISANA Palmati Charter School; Enrollment: 713 students (331 in Magnet); Board District 6; Region North; No Hlywd/Val Vlg CoS                                 |
| <b>16. Judith F Baca Arts Academy (K- 6)</b><br>1536 E 89TH ST, LOS ANGELES, CA 90002;<br>323-826-3560; <a href="https://explore.lausd.org/school/1688601/Judith-F-Baca-Arts-Academy">https://explore.lausd.org/school/1688601/Judith-F-Baca-Arts-Academy</a> ;<br>Enrollment: 509 students (181 in Dual Language); Board District 7; Region South; Rivera CoS   |
| <b>17. Normont Elementary (K- 5)</b><br>1001 W 253RD ST, HARBOR CITY, CA 90710;<br>310-326-5261; <a href="https://explore.lausd.org/school/1564401/Normont-Elementary">https://explore.lausd.org/school/1564401/Normont-Elementary</a> ; Enrollment:<br>278 students (95 in Dual Language); Board District 7; Region South; Harbr City/Lomta CoS   |

# Questions?

[Return to Order of Business](#)

# TAB 8





## Board of Education Report

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**File #:** Rep-326-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Facilities

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**Define and Approve the 2025-2026 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

Facilities Services Division and Office of the Superintendent

**Brief Description:**

(Define and Approve the 2025-2026 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein)

Recommends definition and approval of up to 48 projects to provide facilities renovations at 45 District school sites in order to fulfill the Los Angeles Unified School District's responsibilities imposed by Proposition 39, as detailed in Exhibits A, B, and C, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a cumulative budget of up to \$2,369,284.

**Action Proposed:**

Define and approve 2025-2026 Education Code Section 47614 (Proposition 39) facilities renovations for up to 48 projects at 45 District school sites, as listed on Exhibits A, B, and C, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The not-to-exceed cumulative budget for this renovation effort is \$2,369,284.

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

**Background:**

With the passage of Proposition 39 in November 2000, California Education Code Section 47614 was amended with the intent that public school facilities should be shared fairly among all public-school students, including those in charter schools. Proposition 39 requires that school districts make available, to all charter schools operating in their school district that submitted a legally sufficient facilities request, facilities in conditions reasonably equivalent to those in which the charter students would be accommodated if they were attending other public schools of the district. Facilities provided shall be contiguous, furnished and equipped, and shall remain the property of the school district.

Each of the charter schools identified on Exhibits A and B submitted a legally sufficient facilities request to the District and may occupy District school sites for the 2025-2026 school year pursuant to Proposition 39. In accordance with the requirements and timelines of Proposition 39, preliminary proposals are issued on February 1<sup>st</sup> and final offers are issued on April 1<sup>st</sup> each year.

With approval of this proposed action, Bond Program funds earmarked for charter school facilities projects will be made available to immediately execute renovations at multiple District school sites in order to fulfill the District's responsibilities imposed by Proposition 39. These facilities improvements will increase the likelihood that the District school and charter school will successfully and safely co-locate on a single school site with

minimal interference and disruption to their respective educational programs. The scope of work to be undertaken at each school site and its associated schedule and budget may vary depending on site conditions and needs.

The 2025-2026 Proposition 39 Facilities Renovation Effort includes various facilities renovations, reconfigurations, technology, furniture and equipment, and communication/safety systems purchases and upgrades, such as:

Low Voltage Systems: Local area data networks, phone and public address systems, and independent intrusion alarms. Modifications to reconfigure facilities for District-operated programs or another charter school where an existing charter school occupant will relocate to another District school site, relocate to a private/third party site, or cease operations.

Site Renovations and Reconfigurations: Miscellaneous renovations and reconfigurations to classroom space identified for charter school use. Improvements to school facilities where charter schools currently occupy space but will not continue occupancy in the 2025-2026 school year will be reconfigured, including connecting low-voltage systems for District-operated or other programs, as appropriate.

Technology Equipment: Repurpose and purchase computers, laptop carts and/or end user peripherals.

Furniture & Equipment: Repurpose existing furniture and equipment, and plan, purchase and deliver new furniture and equipment (e.g., desks, chairs, bookshelves, waste bins, emergency radio systems, but excluding technology equipment).

Office of Environmental Health and Safety: California Environmental Quality Act (CEQA) analysis, including associated regulatory obligations.

The space allocated to each charter school by the District must be furnished, equipped and available for occupancy by the charter school for a period of at least 10 working days prior to the first day of instruction of the charter school. For good cause, this period is subject to reduction by the District, but to no fewer than seven working days. As such, work will commence immediately after Board approval to ensure adequate facilities are allocated in a timely manner to each charter school.

Exhibit B lists all existing co-location sites on which charter schools will continue to occupy the same space in 2025-2026 as they currently occupy in the 2024-2025 school year (i.e., “No Change”). Although there is typically no new scope required for these sites, the District may need to perform some renovation work in order to continue to ensure the conditions of the facilities occupied by a charter school remain reasonably equivalent. The potential scope of work for each “No Change” site may vary depending on site conditions and needs. If any additional work is required, District staff will follow the Budget Modification Request process for the corresponding sites referenced in Exhibit B, in accordance with District policy.

Exhibit C lists co-location sites on which spaces are presently configured for charter schools that will not continue occupancy in the 2025-2026 school year. Sites vacated will be returned to previous conditions with all low voltage systems reconnected to District-operated programs, as appropriate, and rekeyed as necessary.

#### Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its



**In Control: Facilities**

meeting on May 1, 2025, as referenced in Exhibit D. The presentation that was provided is included as Exhibit E. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified School District's ability to successfully implement the Facilities SEP.

**Expected Outcomes:**

Approval of the proposed action will allow the execution of the 2025-2026 Proposition 39 facilities renovations for up to 48 projects at 45 District school sites.

Renovations for the 24 projects in Exhibit A are for charter schools that are expected to serve a collective total in-district classroom average daily attendance of approximately 4,700 students in approximately 311 classrooms, special education spaces, and administrative offices.

Of the 21 projects in Exhibit B, charter schools are expected to continue serving a collective total in-district classroom average daily attendance of approximately 4,800 students in approximately 327 classrooms, special education spaces, and administrative offices.

Charter schools are expected to serve a collective total in-district classroom average daily attendance of approximately 10,530 students.

**Board Options and Consequences:**

A "yes" vote will result in the Facilities SEP being amended and the District utilizing Bond Program funds earmarked for charter school facilities projects to complete facilities renovations at District school sites as identified in Exhibits A, B, and C.

A "no" vote will result in the District being obligated to use General Funds to complete the facilities renovation projects identified in Exhibits A, B, and C due to the obligation to allocate the use of reasonably equivalent, contiguous, furnished and equipped facilities to the charter schools pursuant to Proposition 39 for the 2025-2026 school year.

**Policy Implications:**

This action does not change District policies.

**Budget Impact:**

The not-to-exceed cumulative budget for this renovation effort is \$2,369,284. The renovation effort is funded with Bond Program funds earmarked specifically for charter school facilities upgrades and expansions. Should a charter school not accept the District's offer of space, the school site may be allocated to another charter school, or renovations at that individual school site will not be undertaken and the associated funding will not be expended.

The not-to-exceed budget is based on the best information presently available to the District. However, due to the current economic climate, these anticipated costs may require adjustments due to a variety of factors, such as the availability of the District's current workforce, and delays and increased costs of manufacturing, sales, and distribution of materials and supplies. Individual project budgets will be reviewed regularly and will be adjusted accordingly to enable the successful completion of each project.

**Student Impact:**

Pursuant to Proposition 39, public school facilities should be shared fairly among all public-school pupils, including those in charter schools. Through this proposed action, the Board of Education authorizes staff to fulfill this mandate.

**Equity Impact:**

Proposition 39 is a state law passed by California voters in 2000, which requires school districts to make facilities (including both classroom and non-classroom spaces) available to public charter schools serving students who reside in the district.

**Issues and Analysis:**

Proposition 39 requires school districts to make available, to all charter schools operating in their school district that submit a legally sufficient facilities request, facilities in conditions reasonably equivalent to those in which the charter students would be accommodated if they were attending other public schools in the district. Facilities provided shall be contiguous, furnished, equipped and available for occupancy by the charter school for a period of at least 10 working days prior to the first day of instruction of the charter school.

To fulfill this mandate, the District faces numerous challenges including:

- Extremely brief amount of time between a charter school's May 1<sup>st</sup> acceptance of the District's final offer and the deadline for the District to provide occupancy at least 10 working days before each charter school's first day of instruction.
- Due to the current economic climate, a variety of factors such as availability of the District's current workforce, and delays and increased costs in manufacturing, sales, and distribution of materials and supplies.
- Very narrow window of time to assess the type, amount and condition of the District's existing technology, furniture and equipment, match it to the charter schools' grade levels and plan, repurpose/purchase, receive and deliver additional/supplemental technology, furniture and equipment.
- Varying conditions of allocated spaces on different school sites, including amount and type of furniture and equipment that may change between original site survey and actual occupancy.
- Limited sources of reasonably equivalent existing furniture and equipment, and lead time required to research, locate, validate, repair and repurpose it.

The District has implemented numerous successful strategies to reduce project costs and timelines including:

- Establishing procedures to streamline the process from pre-planning to post-occupancy.
- Re-purposing existing furniture and equipment recovered from charter schools that vacated District facilities or have expiring furniture and equipment leases.
- Creating templates for reasonably equivalent furniture and equipment for specific grade levels in order to improve planning, repurposing/purchasing and delivery.

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**File #:** Rep-326-24/25, **Version:** 1

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

**In Control:** Facilities

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- Standardizing manufactured item selections to speed purchase, production, and delivery.

**Attachments:**

Exhibit A - 2025-26 Proposition 39 Facilities Renovations

Exhibit B - 2025-26 Proposition 39 Facilities Renovations “No Change” Projects

Exhibit C - 2025-26 Proposition 39 Facilities Renovations “Vacating” Projects

Exhibit D - BOC Resolution

Exhibit E - BOC Presentation

**Submitted:**

04/08/25


**File #:** Rep-326-24/25, **Version:** 1  
**In Control:** Facilities

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

**RESPECTFULLY SUBMITTED,**

  
 ALBERTO M. CARVALHO  
 Superintendent

**APPROVED BY:**

  
 PEDRO SALCIDO  
 Deputy Superintendent,  
 Business Services and Operations

**REVIEWED BY:**

  
 DEVORA NAVERA REED  
 General Counsel

✓ Approved as to form.

**APPROVED BY:**


  
 CAROLYN SPAHT GONZALEZ  
 Chief of Staff  
 Office of the Superintendent

**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Financial Officer  
 Facilities Services Division

✓ Approved as to budget impact statement.

**APPROVED BY:**

  
 KRISZTINA TOKES  
 Chief Facilities Executive

**PRESENTED BY:**

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

**Exhibit A**  
**2025-26 Proposition 39 Facilities Renovations**

**111**

| #  | Board District | Region | District Campus                        | Charter School                             | Type (G=Growth; N=New; R=Reconfiguration; RD=Reduction) | CURRENT Charter School Offices | CURRENT Charter School Instructional Spaces | CURRENT Charter School Sp. Ed. Rooms | NEW Charter School Offices | NEW Charter School Instructional Spaces | NEW Charter School Sp. Ed. Rooms | FORMER Charter School Spaces to Reconfigure | Charter School Spaces to Reconfigure to Office | Charter School Spaces to Repurpose (Furniture Relocations Only) | TOTAL Charter School Spaces to Occupy (Instructional, Administrative, and Special Ed.) | Project Budget | Construction Start | Substantial Completion |
|----|----------------|--------|--|--|---|--------------------------------|---|--------------------------------------|----------------------------|---|----------------------------------|---|--|---|--|----------------|--------------------|------------------------|
| 1  | 1              | S      | 24th St. ES                            | Crown Preparatory Academy                  | R   | 1                              | 23  | 2                                    | 0                          | 0                                       | 0                                | 0   | 0  | 1   | 26   | \$16,700       | Q2-2025            | Q3-2025                |
| 2  | 1              | S      | 42nd St. ES                            | ISANA Nascent Academy                      | R/RD  | 1                              | 11  | 3                                    | 0                          | 0                                       | 0                                | 3   | 0  | 2   | 12   | \$60,400       | Q2-2025            | Q3-2025                |
| 3  | 1              | W      | 6th Ave. ES                            | Lashon Academy - City Campus               | G   | 1                              | 6   | 2                                    | 0                          | 3                                       | 0                                | 0   | 0  | 0   | 12   | \$140,400      | Q2-2025            | Q3-2025                |
| 4  | 1              | S      | Audubon MS                             | Crenshaw Arts/Tech Charter HS (CATCH)      | R/RD  | 1                              | 7   | 2                                    | 0                          | 0                                       | 0                                | 1   | 0  | 1   | 9  | \$28,200       | Q2-2025            | Q3-2025                |
| 5  | 1              | S      | Harte Preparatory MS                   | Ednovate - South LA College Prep           | G   | 1                              | 17  | 2                                    | 0                          | 1                                       | 1                                | 0   | 0  | 0   | 22   | \$78,300       | Q2-2025            | Q3-2025                |
| 6  | 1              | S      | Manual Arts HS                         | Global Education Academy MS                | N/R   | 0                              | 0   | 0                                    | 1                          | 5                                       | 2                                | 2   | 0  | 0   | 8  | \$364,500      | Q2-2025            | Q3-2025                |
| 7  | 1              | S      | Obama Global Preparation Academy       | ISANA Nascent Academy                      | N/R   | 0                              | 0   | 0                                    | 1                          | 5                                       | 2                                | 4   | 0  | 0   | 8  | \$252,800      | Q2-2025            | Q3-2025                |
| 8  | 2              | E      | 2nd St. ES                             | Extera Public School - 2nd St.             | R/RD  | 1                              | 8   | 2                                    | 0                          | 0                                       | 0                                | 1   | 0  | 1   | 10   | \$28,200       | Q2-2025            | Q3-2025                |
| 9  | 2              | E      | Belmont HS                             | Los Angeles Academy of Arts and Enterprise | R   | 1                              | 11  | 2                                    | 0                          | 0                                       | 0                                | 0   | 0  | 1   | 14   | \$16,700       | Q2-2025            | Q3-2025                |
| 10 | 2              | E      | Stevenson College & Career Preparatory | Collegiate Charter HS of Los Angeles       | RD  | 1                              | 10  | 2                                    | 0                          | 0                                       | 0                                | 2   | 0  | 0   | 11   | \$30,500       | Q2-2025            | Q3-2025                |
| 11 | 3              | N      | Canoga Park MS                         | Ingenium Charter School                    | RD  | 1                              | 15  | 2                                    | 0                          | 0                                       | 0                                | 2   | 0  | 0   | 16   | \$30,500       | Q2-2025            | Q3-2025                |

**Exhibit A**  
**2025-26 Proposition 39 Facilities Renovations**

**112**

| #  | Board District | Region | District Campus                          | Charter School                      | Type (G=Growth; N=New;<br>R=Reconfiguration; RD=Reduction) | CURRENT Charter School Offices | CURRENT Charter School Instructional Spaces | CURRENT Charter School Sp. Ed. Rooms | NEW Charter School Offices | NEW Charter School Instructional Spaces | NEW Charter School Sp. Ed. Rooms | FORMER Charter School Spaces to Reconfigure | Charter School Spaces to Reconfigure to Office | Charter School Spaces to Repurpose (Furniture Relocations Only) | TOTAL Charter School Spaces to Occupy (Instructional, Administrative, and Special Ed.) | Project Budget | Construction Start | Substantial Completion |
|----|----------------|--------|--|-------------------------------------|--|--------------------------------|---|--------------------------------------|----------------------------|---|----------------------------------|---|--|---|--|----------------|--------------------|------------------------|
| 12 | 4              | W      | Marina Del Rey MS                        | Goethe International Charter School | G/R  | 1                              | 17  | 2                                    | 0                          | 1                                       | 0                                | 0   | 0  | 0   | 21   | \$62,600       | Q2-2025            | Q3-2025                |
| 13 | 4              | W      | Westchester Enriched Sciences Magnets    | WISH Academy HS                     | R  | 1                              | 14  | 4                                    | 0                          | 0                                       | 0                                | 0   | 0  | 1   | 19   | \$16,700       | Q2-2025            | Q3-2025                |
| 14 | 5              | W      | Hobart ES                                | Vista Horizon Global Academy        | G  | 1                              | 8   | 2                                    | 0                          | 1                                       | 0                                | 0   | 0  | 0   | 12   | \$46,800       | Q2-2025            | Q3-2025                |
| 15 | 5              | W      | Sonia Sotomayor Arts and Sciences Magnet | ISANA Octavia Academy               | N  | 0                              | 0   | 0                                    | 1                          | 8                                       | 2                                | 0   | 0  | 0   | 11   | \$435,600      | Q2-2025            | Q3-2025                |
| 16 | 5              | E      | West Vernon ES                           | Gabriella Charter School #2         | RD   | 1                              | 10  | 2                                    | 0                          | 0                                       | 0                                | 3   | 0  | 0   | 10   | \$18,600       | Q2-2025            | Q3-2025                |
| 17 | 6              | N      | Erwin ES                                 | Ararat Charter School               | RD   | 1                              | 9   | 2                                    | 0                          | 0                                       | 0                                | 1   | 0  | 0   | 11   | \$19,000       | Q2-2025            | Q3-2025                |
| 18 | 6              | N      | Fair ES                                  | New Horizons Charter Academy        | RD   | 1                              | 8   | 2                                    | 0                          | 0                                       | 0                                | 0   | 0  | 0   | 11   | \$7,500        | Q2-2025            | Q3-2025                |
| 19 | 6              | N      | Fair ES                                  | Ararat Charter School               | N  | 0                              | 0   | 0                                    | 1                          | 2                                       | 2                                | 0   | 0  | 0   | 5  | \$199,800      | Q2-2025            | Q3-2025                |
| 20 | 6              | N      | Maclay MS                                | Bert Corona Charter HS              | G/R  | 1                              | 10  | 2                                    | 0                          | 0                                       | 1                                | 0   | 0  | 1   | 14   | \$70,000       | Q2-2025            | Q3-2025                |
| 21 | 6              | N      | Valerio ES                               | Lashon Academy - Valley Campus      | RD   | 1                              | 4   | 2                                    | 0                          | 0                                       | 0                                | 1   | 0  | 0   | 6  | \$19,000       | Q2-2025            | Q3-2025                |
| 22 | 7              | S      | Curtiss MS                               | Magnolia Science Academy #3         | R/RD   | 1                              | 13  | 2                                    | 0                          | 0                                       | 1                                | 2   | 1  | 1   | 15   | \$84,700       | Q2-2025            | Q3-2025                |



**Exhibit A**  
**2025-26 Proposition 39 Facilities Renovations**

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| #  | Board District | Region | District Campus | Charter School                   | Type (G=Growth; N=New;<br>R=Reconfiguration; RD=Reduction) | CURRENT Charter School Offices | CURRENT Charter School Instructional Spaces | CURRENT Charter School Sp. Ed. Rooms | NEW Charter School Offices | NEW Charter School Instructional Spaces | NEW Charter School Sp. Ed. Rooms | FORMER Charter School Spaces to Reconfigure | Charter School Spaces to Reconfigure to Office | Charter School Spaces to Repurpose (Furniture Relocations Only) | TOTAL Charter School Spaces to Occupy (Instructional, Administrative, and Special Ed.) | Project Budget | Construction Start | Substantial Completion |
|----|----------------|--------|-----------------|----------------------------------|--|--------------------------------|---|--------------------------------------|----------------------------|---|----------------------------------|---|--|---|--|----------------|--------------------|------------------------|
| 23 | 7              | S      | Dymally HS      | Watts Learning Center Charter MS | RD   | 1                              | 19  | 2                                    | 0                          | 0                                       | 0                                | 2   | 0  | 0   | 20   | \$30,500       | Q2-2025            | Q3-2025                |
| 24 | 7              | S      | Gardena HS      | New Millennium Secondary School  | RD   | 1                              | 6   | 2                                    | 0                          | 0                                       | 0                                | 1   | 0  | 0   | 8  | \$19,000       | Q2-2025            | Q3-2025                |
|    |                |        |                 |                                  |  | 20                             | 226   | 43                                   | 4                          | 26                                      | 11                               | 25  | 1  | 9   | 311  | \$ 2,077,000   |                    |                        |

Notes

- Operators are entitled to occupy, but specific occupants may change based on May 1st responses.
- There are 24 projects planned at 23 District campuses

## 2025-26 Proposition 39 Facilities Renovations "No Change" Projects

| #  | Board District | Region | District Campus                       | Charter School                    | Type (NC=No Change) | CURRENT Charter School Offices | CURRENT Charter School Instructional Spaces | CURRENT Charter School Sp. Ed. Rooms | NEW Charter School Offices | NEW Charter School Instructional Spaces | NEW Charter School Sp. Ed. Rooms | Project Number | Amended Project Name  |
|----|----------------|--------|---------------------------------------|-----------------------------------|---------------------|--------------------------------|---|--------------------------------------|----------------------------|---|----------------------------------|----------------|---|
| 1  | 1              | S      | King ES                               | New Heights Charter School        | NC                  | 1                              | 15  | 2                                    | 0                          | 0                                       | 0                                | 10374566       | King ES - 2024-26 Prop 39                                     |
| 2  | 1              | W      | Wilton ES                             | Magnolia Science Academy #6       | NC                  | 1                              | 6   | 2                                    | 0                          | 0                                       | 0                                | 10374578       | Wilton ES - 2024-26 Prop 39                                   |
| 3  | 2              | E      | Breed ES                              | Extera Public School - Breed      | NC                  | 1                              | 6   | 2                                    | 0                          | 0                                       | 0                                | 10374554       | Breed ES - 2024-26 Prop 39                                    |
| 4  | 2              | E      | Eastman ES                            | Extera Public School #2 – Eastman | NC                  | 1                              | 6   | 2                                    | 0                          | 0                                       | 0                                | 10374557       | Eastman ES - 2024-26 Prop 39                                  |
| 5  | 3              | N      | Armstrong MS                          | High Tech LA Charter MS           | NC                  | 1                              | 8   | 1                                    | 0                          | 0                                       | 0                                | 10373260       | Armstrong MS - 2023-26 Prop 39                                |
| 6  | 3              | N      | Kindergarten Learning Academy         | Ararat Charter School             | NC                  | 1                              | 6   | 1                                    | 0                          | 0                                       | 0                                | 10370596       | Kindergarten Learning Academy - 2019-26 Prop 39               |
| 7  | 4              | W      | Stoner ES                             | ICEF Vista Academy ES             | NC                  | 1                              | 6   | 2                                    | 0                          | 0                                       | 0                                | 10373300       | Stoner ES - 2023-26 Prop 39                                   |
| 8  | 4              | N      | Sutter MS                             | Ingenium Charter MS               | NC                  | 1                              | 7   | 2                                    | 0                          | 0                                       | 0                                | 10374571       | Sutter MS - 2024-26 Prop 39                                   |
| 9  | 4              | W      | Webster MS                            | Magnolia Science Academy #4       | NC                  | 1                              | 6   | 2                                    | 0                          | 0                                       | 0                                | 10374576       | Webster MS - 2024-26 Prop 39                                  |
| 10 | 4              | W      | Westchester Enriched Sciences Magnets | WISH Community School             | NC                  | 1                              | 16  | 2                                    | 0                          | 0                                       | 0                                | 10374575       | Westchester Enriched Sciences Magnets - 2024-26 Prop 39 (WISH |
| 11 | 4              | W      | Wright STEAM Magnet MS                | WISH Community School             | NC                  | 1                              | 23  | 3                                    | 0                          | 0                                       | 0                                | 10374579       | Wright STEAM Magnet MS - 2024-26 Prop 39                      |
| 12 | 5              | E      | Clinton MS                            | Animo Jackie Robinson Charter HS  | NC                  | 1                              | 21  | 4                                    | 0                          | 0                                       | 0                                | 10373264       | Clinton MS - 2023-26 Prop 39                                  |
| 13 | 5              | W      | Fletcher ES                           | ISANA Octavia Academy             | NC                  | 1                              | 8   | 2                                    | 0                          | 0                                       | 0                                | 10373277       | Fletcher ES - 2023-26 Prop 39                                 |
| 14 | 5              | E      | Jones ES                              | Synergy Charter Academy           | NC                  | 1                              | 14  | 2                                    | 0                          | 0                                       | 0                                | 10373287       | Jones ES - 2023-26 Prop 39                                    |
| 15 | 5              | W      | Le Conte MS                           | Citizens of the World - Hollywood | NC                  | 1                              | 20  | 4                                    | 0                          | 0                                       | 0                                | 10373289       | Le Conte MS - 2023-26 Prop 39                                 |

## 2025-26 Proposition 39 Facilities Renovations "No Change" Projects

| #  | Board District | Region | District Campus                                   | Charter School                 | Type (NC=No Change) | CURRENT Charter School Offices | CURRENT Charter School Instructional Spaces | CURRENT Charter School Sp. Ed. Rooms | NEW Charter School Offices | NEW Charter School Instructional Spaces | NEW Charter School Sp. Ed. Rooms | Project Number | Amended Project Name  |
|----|----------------|--------|---|--------------------------------|---------------------|--------------------------------|---|--------------------------------------|----------------------------|---|----------------------------------|----------------|---|
| 16 | 5              | W      | Selma ES  | Larchmont Charter School       | NC                  | 1                              | 25  | 7                                    | 0                          | 0                                       | 0                                | 10374619       | Selma ES - 2024-26 Prop 39  |
| 17 | 5              | E      | Trinity ES  | Gabriella Charter School #2    | NC                  | 1                              | 11  | 2                                    | 0                          | 0                                       | 0                                | 10374572       | Trinity ES - 2024-26 Prop 39  |
| 18 | 6              | N      | Fulton College Preparatory School                 | Lashon Academy - Valley Campus | NC                  | 1                              | 26  | 2                                    | 0                          | 0                                       | 0                                | 10374562       | Fulton College Preparatory School - 2024-26 Prop 39                 |
| 19 | 6              | N      | Glenwood ES                                       | ISANA Palmati Academy          | NC                  | 1                              | 4   | 2                                    | 0                          | 0                                       | 0                                | 10374563       | Glenwood ES - 2024-26 Prop 39                                       |
| 20 | 6              | N      | Romer MS  | ISANA Palmati Academy          | NC                  | 1                              | 10  | 2                                    | 0                          | 0                                       | 0                                | 10374570       | Romer MS - 2024-26 Prop 39  |
| 21 | 6              | N      | Sun Valley Magnet: Engineering, Arts & Technology | ISANA Cardinal Academy         | NC                  | 1                              | 12  | 2                                    | 0                          | 0                                       | 0                                | 10372516       | Sun Valley Magnet: Engineering, Arts & Technology - 2022-26 Prop 39 |
|    |                |        |   |                                |                     | 21                             | 256   | 50                                   | 0                          | 0                                       | 0                                |                |   |

## 2025-26 Proposition 39 Facilities Renovations "Vacating" Projects

| # | Board District | Region | District Campus        | Charter School                      | Type (V=To Be Vacated) | CURRENT Charter School Offices | CURRENT Charter School Instructional Spaces | CURRENT Charter School Sp. Ed. Rooms | FORMER Charter School Spaces to Reconfigure | TOTAL Charter School Spaces to Occupy (Instructional, Administrative, and Special Ed.) | Project Budget to Vacate Work (A) | FY25 Unspent Budget Balance (B) | Additional Budget Needed to Reconfigure Campus (A) - (B) = (C) | Amount Previously Spent on Upgrades (D) | New Project Budget (A) + (D) = (E) | Project Number | Amended Project Name   |
|---|----------------|--------|------------------------|-------------------------------------|------------------------|--------------------------------|---|--------------------------------------|---|--|-----------------------------------|---------------------------------|--|---|------------------------------------|----------------|--|
| 1 | 2              | E      | Virgil MS              | Citizens of the World - Silver Lake | V                      | 1                              | 7   | 2                                    | -10   | 0  | \$122,500                         | \$13,574                        | \$108,926  | \$6,426                                 | \$128,926                          | 10373308       | Virgil MS - 2023-26 Prop 39                                      |
| 2 | 4              | W      | Webster MS             | Citizens of the World - Mar Vista   | V                      | 1                              | 5   | 2                                    | -8  | 0  | \$99,500                          | \$24,108                        | \$75,392   | \$892                                   | \$100,392                          | 10373310       | Webster MS - 2023-26 Prop 39 (Citizens of the World - Mar Vista) |
| 3 | 5              | W      | Irving STEAM Magnet MS | ISANA Octavia Academy               | V                      | 1                              | 8   | 2                                    | -11   | 0  | \$154,000                         | \$46,034                        | \$107,966  | \$66                                    | \$154,066                          | 10374565       | Irving STEAM Magnet MS - 2024-26 Prop 39                         |
|   |                |        |                        |                                     |                        | 3                              | 20  | 6                                    | -29   | 0  | \$376,000                         | \$83,716                        | \$292,284  | \$7,384                                 | \$383,384                          |                |  |

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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

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

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

**William O. Ross IV**  
31<sup>st</sup> District PTSA  
**Rachelle Anema (Alternate)**  
L.A. Co. Auditor-Controller's Office  
**Bevin Ashenmiller (Alternate)**  
Tenth District PTSA  
**Ashley Kaiser (Alternate)**  
Assoc. General Contractors of CA  
**Vacant**  
Assoc. of CA School Admin - Retired  
**Vacant**  
LAUSD Student Parent

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

**RESOLUTION 2025-16****BOARD REPORT NO. 326-24/25**

**RECOMMENDING THE BOARD DEFINE AND APPROVE THE 2025-2026 EDUCATION CODE SECTION 47614 (PROPOSITION 39) FACILITIES RENOVATION EFFORT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve the 2025-2026 Education Code Section 47614 (Proposition 39) facilities renovations for up to 48 projects at 45 District school sites, as listed on Exhibits A, B, and C, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein for a not-to-exceed cumulative budget of \$2,369,284; and

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

WHEREAS, District Staff has concluded that each of the charter schools identified in attached Board Report 326-24/25 submitted a legally sufficient facilities request to the District and may locate on District school sites for the 2025-2026 school year pursuant to Proposition 39; and

WHEREAS, Bond Program funds earmarked for charter school facilities projects will be available to immediately execute renovations at multiple District school sites in order to satisfy the District's responsibilities under Education Code 47614 and related regulations; and

WHEREAS, The facilities improvements will increase the likelihood that the District school and charter school will successfully co-locate on a single school site with minimal interference and disruption to their respective educational programs; and

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE 2025-2026 EDUCATION CODE SECTION 47614 (PROPOSITION 39) FACILITIES RENOVATION EFFORT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, the 2025-2026 Proposition 39 Facilities Renovation Effort includes various facilities renovations, reconfigurations, technology, furniture and equipment, and communications/safety systems purchases and upgrades; and

WHEREAS, The space allocated to each charter school by the District must be furnished, equipped and available for occupancy by the charter school for a period of at least 10 working days prior to the first day of instruction of the charter school; and

WHEREAS, Funding for the 2025-2026 Education Code Section 47614 (Proposition 39) facilities renovation projects will come from Bond Program funds earmarked for charter school facilities projects; and

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

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve the 2025-2026 Education Code Section 47614 (Proposition 39) facilities renovations for up to 48 project at 45 District school sites as listed on Exhibits A, B, and C with a not-to-exceed cumulative budget of \$2,369,284, and amend the Facilities SEP to incorporate therein, as described in Board Report 326-24/25, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on May 1, 2025, by the following vote:

AYES: 9

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner  
Chair

/Robert Campbell/

Robert Campbell  
Vice-Chair





## **Proposition 39 Facilities Renovation Effort (2025–26 School Year)**

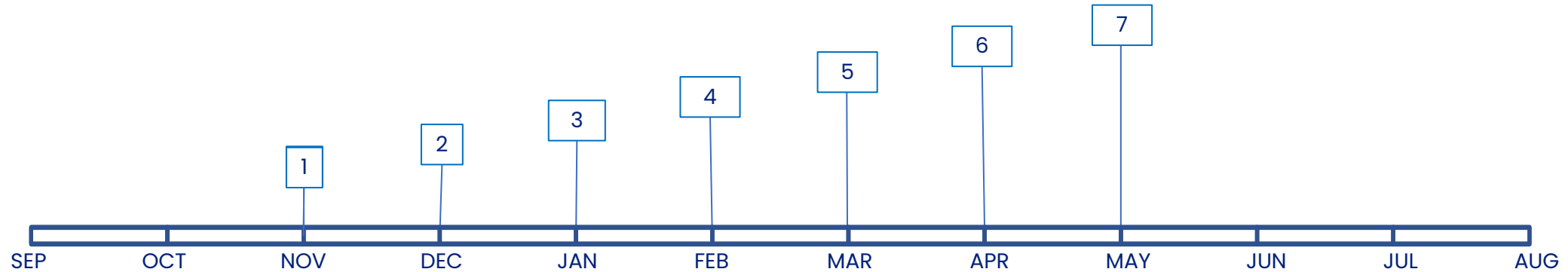
Bond Oversight Committee Meeting  
May 1, 2025

# Proposition 39 Facilities Renovation

## Background

- In November 2000, the passage of Proposition 39 amended California Education Code § 47614 with the intent that public school facilities should be shared fairly among all public school students, including those in charter schools.
- As a result, school districts are required to make available, to all charter schools operating in their school district that submitted a legally sufficient facilities request, facilities in conditions reasonably equivalent to those in which the charter students would be accommodated if they were attending other public schools of the district.
- Each of the charter schools identified on Exhibits A and B of the Board Report submitted a legally sufficient facilities request to the District and may occupy District school sites for the 2025–2026 school year pursuant to Proposition 39.
- The District is obligated to pay for all costs associated with the effort to provide reasonably equivalent space.
- There are Bond Program funds earmarked specifically for this effort under the *Charter Schools Facilities Upgrades* category. If Bond Program funds are not approved for use, then General Funds would need to be expended instead.

# Annual Deadlines In Accordance with Proposition 39 Implementing Regulations



- 1 By Nov 1<sup>st</sup>, charter schools submit a written request for use of LAUSD school facilities, including their projected in-district classroom Average Daily Attendance (ADA).
- 2 By Dec 1<sup>st</sup>, after careful review of each charter school facilities request and ADA, LAUSD agrees or objects to their ADA projections in writing.
- 3 By Jan 2<sup>nd</sup>, the charter school responds to any objections by reaffirming or modifying the ADA projections.
- 4 By Feb 1<sup>st</sup>, LAUSD prepares in writing a Preliminary Proposal to charter schools with eligible facilities requests.
- 5 By Mar 1<sup>st</sup>, charter schools respond to the Preliminary Proposal expressing any concerns, addressing differences, and making counter-proposals.
- 6 By Apr 1<sup>st</sup>, LAUSD submits in writing a Final Notification of Facilities Offered for each charter school.
- 7 By May 1<sup>st</sup>, the charter schools either accept or reject the final offers. If the final offer is accepted, LAUSD will prepare the rooms for charter occupancy 10 working days before their first day of instruction.

# Proposition 39 Facilities Renovation

## Scope of Work

- Projects are not fully scoped until after May 1<sup>st</sup> when it is known which charters have accepted space.
- At the current stage, projects are budgeted with the assumption that the space will need to be completely reconfigured and assumes that there is not adequate furniture in the inventory (for example, the District may need to purchase new furniture if there isn't adequate inventory to provide grade-level specific needs of the charter school).
- The scope of work for each site may include all or just some of the items below:
  - Low voltage systems, including local area data networks, phones, public address (PA) systems, and independent intrusion alarm
  - Repurpose and purchase reasonably equivalent computers, laptop carts, and/or end-user peripherals
  - Renovations and reconfigurations to classroom space
  - Repurpose existing furniture and equipment, or plan, purchase, and deliver new furniture and equipment
  - Procurement and delivery of moving materials (boxes, storage containers, etc.), and relocation of room contents

# Proposition 39 Facilities Renovation

## Summary of 2025–26 Space Configurations

123

| Type  | Count     | Budget             |
|---|-----------|--------------------|
| <b>Sites with Upgrades</b> <ul style="list-style-type: none"> <li><b>New:</b> Charter is offered space that is not currently configured for charter use</li> <li><b>New/Reconfiguration:</b> Charter school is offered space already configured for charter use</li> <li><b>Growth:</b> Charter is offered additional space that is not configured for charter use</li> <li><b>Reconfiguration/Reduction:</b> Charter is offered different space on campus due to District operational needs or space has been reduced due to declining enrollment</li> </ul> | 24        | \$2,077,000        |
| <b>Sites with No Change</b> <ul style="list-style-type: none"> <li>Charter to remain in existing District campus spaces</li> </ul>  | 21        | \$0                |
| <b>Vacating Sites</b> <ul style="list-style-type: none"> <li>Charter has vacated or will vacate the site; host school may demonstrate a need to return to original configuration</li> </ul>   | 3         | \$292,284          |
| <b>Total</b>  | <b>48</b> | <b>\$2,369,284</b> |

# Questions?

[Return to Order of Business](#)

# TAB 9





## Board of Education Report

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**File #:** Rep-272-24/25, **Version:** 1  
**In Control:** Procurement Services

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

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### **Approval of Procurement Actions** Procurement Services Division

#### **Brief Description:**

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

#### **Action Proposed:**

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

#### **Background:**

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

#### **Expected Outcomes:**

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

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

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

**File #:** Rep-272-24/25, **Version:** 1

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

**In Control:** Procurement Services

**Policy Implications:**

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

**Budget Impact:**

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

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

Request for approval of procurement actions not under delegated authority listed in Attachment “B” includes:

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

**Student Impact:**

Not applicable.

**Equity Impact:**

See attached for applicable items.

**Issues and Analysis:**

There are no policy implications on these agreements. The Business and Government Services Team, Office of the General Counsel, has reviewed and approved the agreements as to form, except where “authorization to negotiate and execute” is sought.

**Attachments:**

Attachment A - Ratification of Contracts Awarded Under Delegated Authority

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

Previously adopted Board report reference in the policy implications section:

- Adopted May 8, 2018: [Board Report No. 444-17/18](https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)  
<[https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share\\_link](https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)>
- California Education Code Section 17604: [CE Code 17604](https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link)  
<[https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share\\_link](https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link)>

**Submitted:**

04/08/25

**APPROVED & PRESENTED BY:**



ALBERTO M. CARVALHO  
Superintendent

A handwritten signature in blue ink, appearing to be "S." followed by a flourish.

PEDRO SALCIDO  
Deputy Superintendent  
Business Services & Operations

REVIEWED BY:



DEVORA NAVERA REED  
General Counsel

✓ Approved as to form.

**APPROVED & PRESENTED BY:**

5/2/20

SUNG YON LEE  
Deputy Chief Business Officer  
Office of the Deputy Chief Business Officer

**REVIEWED BY:**

NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

**APPROVED & PRESENTED BY:**



MATTHEW FRIEDMAN  
Interim Chief Procurement Officer  
Procurement Services Division

## ATTACHMENT A

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

**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS  
ALREADY AWARDED NOT EXCEEDING \$250,000**

**Item A**

**BUSINESS SERVICES AND OPERATIONS \$75,000**

| <u>CONTRACTOR</u>                                    | <u>IDENTIFI-<br/>CATION NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE OF<br/>FUNDS</u> | <u>AMOUNT</u> |
|--|---------------------------------|----------------------|----------------------------|---------------|
| <b>The Council of<br/>the Great City<br/>Schools</b> | C9097<br>C9097-1                | 02/03/25 – 07/31/25  | General<br>Funds<br>(100%) | \$75,000*     |

Ratification of an informally competed contract and amendment procured through an Informal Request for Proposals (IRFP) process, conducted by Procurement Services Division, to provide assessment and advisory services: related to the District’s budget and budgeting process; presenting multi-year projections in a candid, transparent, and easily digestible manner to key stakeholders; alignment and integration of fiscal teams with the Chief Financial Officer’s Office; and development of a plan to establish a centralized Grants Unit.

The Council of the Great City Schools (CGCS) brings together many of the nation’s largest urban public-school systems in a coalition dedicated to the improvement of education for children in the inner cities. CGCS provides access to a team of experts that lend leadership and strategic support for Superintendents and their executive teams to improve leadership and management, and to ensure they are operating effectively and efficiently. CGCS was founded in 1956 and is comprised of 78 member districts, of which LAUSD is the second largest.

One proposal was received and deemed qualified. The proposal was evaluated on the qualifications and experience of the firm and personnel; project approach and implementation plan; price; and Small Business Enterprise (SBE) participation.

This contract action aligns with the District’s Strategic Plan Pillar 4 – Operational Effectiveness, specifically priority 4C which requires the District to sustainably, equitably, and efficiently implement school and District budgets.

Initial Contract Value: \$75,000 (Contract Term: 02/03/25 - 4/30/25)

Amendment No. 1: \$0 (New end date by this amendment: 07/31/25)

\*Aggregate Contract Value: \$75,000

## ATTACHMENT A

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

**Requester:**

Pedro Salcido, Deputy Superintendent

Office of the Deputy Superintendent of Business Services and Operations

**Equity Impact:**

| <b>Component</b>               | <b>Score</b> | <b>Score Rationale</b>  |
|--------------------------------|--------------|---|
| <b>Recognition</b>             | <b>2</b>     | These services vaguely recognize historical inequities.   |
| <b>Resource Prioritization</b> | <b>2</b>     | While the services are supporting the central office, the outcomes from the services are to ensure the District's resources are prioritized based on student need.  |
| <b>Results</b>                 | <b>2</b>     | Part of the services provided support creation of a centralized Grants office that can increase grant funding received to support our students and schools. Centralizing grant efforts will increase alignment and coherence, thereby enabling a more focused, targeted, and strategic approach to applying for and securing grant funding. |
| <b>TOTAL</b>                   | <b>6</b>     |   |

## ATTACHMENT A

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

**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS  
ALREADY AWARDED NOT EXCEEDING \$250,000**

**Item B****DIVISION OF INSTRUCTION****\$180,000**

| <u>CONTRACTOR</u>                           | <u>IDENTIFI-<br/>CATION NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE OF<br/>FUNDS</u> | <u>AMOUNT</u> |
|---|---------------------------------|----------------------|----------------------------|---------------|
| <b>Herbie Hancock<br/>Institute of Jazz</b> | C8591                           | 07/01/25 – 06/30/28  | General<br>Funds<br>(100%) | \$180,000     |

Ratification of an informally competed contract procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to provide an Education Through Jazz Music Program for middle and high school music students Districtwide.

Typically, about 45 secondary schools in the district have established jazz programs and participate in this program over the course of the three-year contract. The number of participating schools is flexible to accommodate all schools with established jazz programs in at least one of the four components described below over the course of the three-year contract.

Criteria for school participation: 1) Credentialed music teacher with an established jazz program; 2) Teacher agreement to facilitate rehearsals and follow-up sessions with students; and 3) Agreement to participate in at least one adjudicated jazz festival per year either in LAUSD such as the Annual Beyond the Bell (BTB) Jazz Festival or festivals such as the Music in the Parks or Southern California School Band and Orchestra Jazz Festivals among others..

There are four components to the services provided yearly. Every effort is made to accommodate schools in at least one of the components described below over the course of the three-year contract. Schools are rotated yearly to accommodate as many schools as possible and to provide varied experiences for students.

1. Jazz in the Classroom Program: Jazz combos/bands at seven secondary schools (approximately 75 students which includes all students from the school's jazz program) receive 25 weeks of instruction in jazz improvisation and techniques.

2. Jazz Concerts: Ten secondary schools receive jazz performances by professional musicians, which are followed by a Master Class for all jazz group students. The Institute performs 25 concerts a year (coordinated as school-wide assemblies based on the capacity of the auditorium). From one to three assemblies are held at each site at the discretion of the school principal.

## ATTACHMENT A

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

3. Jazz Master Classes: A series of ten sessions led by jazz teachers and master student musicians is provided to 15 high school jazz bands (approximately 100 students which include all student members of each school's jazz band), with the goal of increasing students' knowledge and inspiring them to explore additional jazz opportunities available.

4. All-District Jazz Academy: Approximately 100 high school students recommended by their music teachers attend Saturday sessions during the Spring semester to receive rigorous instruction, including the exploration of all jazz styles from inception to today, to prepare students for public performances. The Beyond the Bell Music and Entertainment Education Coordinator and one support staff member are part of the jazz academy.

Three proposals were received and all were deemed qualified. The evaluation committee was comprised of three staff members from the Beyond the Bell Branch. The proposals were evaluated according to the following criteria: qualifications and experience of firm and personnel; project approach and implementation plan; Small Business Enterprise (SBE) participation; and price.

Herbie Hancock Institute of Jazz has been doing business with the district since 2013.

This contract action aligns with the District's Strategic Plan, Pillar 2, Joy and Wellness that prioritizes students' connections at school, including through access to before and after-school programs.

**Requester:**

Bethsaida Castillo, Director of Beyond the Bell Branch  
Division of Instruction

**Equity Impact:**

| Component                      | Score     | Score Rationale  |
|--------------------------------|-----------|--|
| <b>Recognition</b>             | <b>4</b>  | Collaboration brings a robust curriculum that covers the history of Jazz Music as a cultural art form and platform for exploring social justice movements and awareness in America.  |
| <b>Resource Prioritization</b> | <b>3</b>  | All resources, either through this contract to Herbie Hancock Institute of Jazz or matched by Beyond the Bell branch are utilized towards greater equity and inclusion across participating middle and high schools.         |
| <b>Results</b>                 | <b>4</b>  | Collaboration surrounds participants with positive role models and illustrates clear college and career pathways for student musicians. This gives context to effort and achievement in school and post-secondary education. |
| <b>TOTAL</b>                   | <b>11</b> |  |



## ATTACHMENT A

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

**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS  
ALREADY AWARDED NOT EXCEEDING \$250,000**

**Item C****DIVISION OF SCHOOL OPERATIONS****\$250,000**

| <u>CONTRACTOR</u> | <u>IDENTIFI-<br/>CATION NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE OF<br/>FUNDS</u> | <u>AMOUNT</u> |
|-------------------|---------------------------------|----------------------|----------------------------|---------------|
| Lauren's Kids     | C8465                           | 01/01/25 – 12/31/25  | General<br>Funds<br>(100%) | \$250,000     |

Ratification of informally competed contract procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to provide an age-appropriate, evidence-based curriculum for preventing sexual abuse and child exploitation across Grades TK-12; a supplemental resource to support the District's Every School Safe Blueprint.

The Safer, Smarter Schools curriculum, developed by the Lauren's Kids Foundation, is a comprehensive K-12 personal safety and abuse prevention initiative designed by experts in child development, sexual violence prevention, and educational practices. This curriculum, which has been implemented nationwide in alignment with state and national educational standards, teaches students critical safety skills in a manner that is developmentally appropriate for each grade level. It covers key topics such as recognizing safe and unsafe situations, reporting incidents to trusted adults, and preventing abuse through education on topics like cyber safety, mental health, bullying, and human trafficking.

Eight proposals were received and five were deemed qualified. The evaluation committee, consisting of three subject matter experts from the Division of School Operations, scored the proposals based on factors such as the qualifications and experience of the vendor; the quality of parent resources; the course content; price; and Small Business Enterprise (SBE) participation.

Lauren's Kids is a new vendor with the District, with extensive experience providing similar services to school districts in 40 states including Tennessee, Florida and Washington.

This action aligns with the District Strategic Plan Pillar 2 Joy and Wellness and the priority is "Welcoming Learning Environments". The resources provided by Lauren's Kids ties into the identified priority and pillar by ensuring that students feel safe, respected, and supported. By creating an atmosphere free from harm, students are empowered to thrive academically and emotionally, promoting a positive and inclusive learning culture.

## ATTACHMENT A

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

**Requester:**

Dr. Alonzo Webb, Senior Director  
Division of School Operations

**Equity Impact:**

| <b>Component</b>               | <b>Score</b> | <b>Score Rationale</b>  |
|--------------------------------|--------------|---|
| <b>Recognition</b>             | <b>4</b>     | Lauren's Kids resources are thoughtfully designed to acknowledge and address historical inequities, ensuring that support and educational materials are accessible and inclusive for all communities. |
| <b>Resource Prioritization</b> | <b>4</b>     | Lauren's Kids resources ensures that support is targeted and impactful where it is most needed as it responds to the specific needs of students.  |
| <b>Results</b>                 | <b>4</b>     | Lauren's Kids resources are crafted to help close opportunity gaps, offering equitable resources that empower all students to succeed.  |
| <b>TOTAL</b>                   | <b>12</b>    |   |

## ATTACHMENT A

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

**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS ALREADY  
AWARDED NOT EXCEEDING \$250,000**

**Item D**

**DIVISION OF SCHOOL OPERATIONS/ INFORMATION TECHNOLOGY      **\$224,000****  
**SERVICES**

| <u>CONTRACTOR</u> | <u>IDENTIFI-<br/>CATION NO.</u> | <u>CONTRACT TERM</u>   | <u>SOURCE OF<br/>FUNDS</u> | <u>AMOUNT</u> |
|-------------------|---------------------------------|--|----------------------------|---------------|
| <b>CASE IQ</b>    | C3928<br>(RFP 2000003484)       | 02/05/25 – 02/04/28<br>includes two (2) one-<br>year renewal options | General Funds<br>(100%)    | \$224,000     |

Ratification of a formally competed contract procured through a Request for Proposals (RFP) process, to provide investigations case management software. The software aids the Student Safety Investigations Team (“SSIT”) in completing investigations in a timely manner, respecting the due process rights of employees, and providing a safe learning environment for all students.

The SSIT requires a state-of-the-art case management system to manage its investigations in an efficient, thorough, and secure manner. The Case IQ system allows an investigator and support team (including supervisors, administrative support, and forensic investigators) to open a case, and to document all relevant milestones, evidence, interviews, and communications. Additionally, the system has the capacity to send event-based notifications to one or many parties involved in case management.

Eight proposals were received, and all were deemed qualified. The source selection committee was comprised of four subject matter experts from Information Technology Services and the Student Safety & Investigations Team. The proposals were evaluated based on the following evaluation criteria: experience and qualification of firm; experience and qualification of proposed personnel; technical solution/project approach; price; Small Business Enterprise (SBE) participation; Work Based Learning Partnership (WBLP) plan; and technical interview/demonstration.

CASE IQ has been doing business with the District since May 2020, and provided case management software under a previous contract.

This action aligns with the District’s Strategic Plan Pillar 4 – Operational Efficiency under priority No. 4B Modernizing Infrastructure, “Improve technology, network, and communications infrastructure in all schools”.

## ATTACHMENT A

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

**Requesters:**

Virgil County, Director of Student Safety & Investigations Team  
Division of School Operations

Soheil Katal, Chief Information Officer  
Information Technology Services

**Equity Impact:**

| Component                      | Score     | Score Rationale   |
|--------------------------------|-----------|---|
| <b>Recognition</b>             | <b>3</b>  | The contract provides software that assists SSIT staff with conducting investigations into the possible mistreatment of students from groups that have been subject to historical inequities, thus beginning to correct these inequities. |
| <b>Resource Prioritization</b> | <b>4</b>  | The contract will assist in the conduct of thorough investigations of employee misconduct related to students in order to ensure student safety and well-being.   |
| <b>Results</b>                 | <b>3</b>  | Because our most vulnerable students are most frequently the target of child abuse, thorough professional investigations that ensure student safety are likely to contribute to closing opportunity and achievement gaps                  |
| <b>TOTAL</b>                   | <b>10</b> |   |

## ATTACHMENT A

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

**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS  
ALREADY AWARDED NOT EXCEEDING \$250,000**

**Item E**

**SPECIAL EDUCATION AND SPECIALIZED PROGRAMS \$78,750**

| <u>CONTRACTOR</u>                   | <u>IDENTIFI-<br/>CATION NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE OF<br/>FUNDS</u> | <u>AMOUNT</u> |
|-------------------------------------|---------------------------------|----------------------|----------------------------|---------------|
| <b>Wholeness Education,<br/>LLC</b> | C9125                           | 02/11/25 – 06/30/25  | General Funds<br>(100%)    | \$78,750      |

Ratification of an informally competed contract procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Division, to develop biliteracy teacher planner templates for all non-Spanish, Dual Language Education (DLE) target languages (Arabic, Armenian, French, Japanese, Korean, and Mandarin) for use at the [34 schools](#) with non-Spanish DLE programs, in alignment with District adopted curriculum, Amplify Core Knowledge Language Arts (CKLA)/Amplify Caminos biliteracy teacher planner. This will create the foundation for subsequent professional development opportunities where DLE teachers and staff will have the opportunity to plan biliteracy programming, specific to their target language and instruction. The development of biliteracy teacher planners will strengthen non-Spanish DLE programs and practices for multilingual multicultural students in all education settings.

Two proposals were received and both were deemed qualified. The evaluation committee was comprised of three staff members from the Multilingual Multicultural Education Department. The proposals were evaluated based on experience and qualifications of the firm; implementation plan; price; and Small Business Enterprise (SBE) participation. The selected contractor was the highest scored proposer.

Wholeness Education, LLC has been doing business with the District since 2018.

This action aligns with the District's Strategic Plan Pillar 1: Academic Excellence. This Strategic Plan Pillar specifically implements high-quality instruction and eliminates opportunity gaps. The pillar targets ongoing professional development and coaching grounded in data to support leadership. Equally, to strategize the analysis and action upon assessment data to guide instructional planning and student personalization. This encourages and promotes multiple opportunities for counselor-student intervention and support.

**Requester:**

Anthony Aguilar, Chief of Special Education and Specialized Programs

## ATTACHMENT A

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

**Equity Impact:**

| <b>Component</b>               | <b>Score</b> | <b>Score Rationale</b>  |
|--------------------------------|--------------|---|
| <b>Recognition</b>             | <b>4</b>     | Wholeness Education LLC actively recognizes and specifies historical inequities to correct through expertise in Armenian and Russian Dual Language Education programs, with a focus on sociocultural competence and socioemotional learning. Their ability to support Russian-speaking students aligns to the current sociopolitical climate, directly addressing the inequities being faced by undocumented students and families. The complex history of bilingual education tied to languages with a rich sociopolitical reality such as Armenian, guide their framework, leading to a recognition of linguistic and cultural reparations. |
| <b>Resource Prioritization</b> | <b>4</b>     | Wholeness Education LLC affectively prioritizes resources based on student need. The contractor provides critical curriculum development, biliteracy planning tools, and standards-based transadaptations of major content area adopted textbooks. These resources are deeply tied to student needs and support the strengthening of the goals of Dual Language Education, leading to academic excellence for our multilingual students.  |
| <b>Results</b>                 | <b>4</b>     | Wholeness Education LLC is extremely likely to result in closed opportunity gaps and/or closing achievement gaps due to the contractor's unique expertise in less commonly taught languages and her ability to develop the resources needed to strengthen the goals of Dual Language Education, including sociocultural competence.   |
| <b>TOTAL</b>                   | <b>12</b>    |   |

## ATTACHMENT A

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

**B. PROFESSIONAL SERVICES REVENUE/GRANT CONTRACTS/ AMENDMENTS/ ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING <\$500,000>**

**Item F****DIVISION OF INSTRUCTION****<\$176,284>**

| <u>CONTRACTOR</u>  | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE OF<br/>FUNDS</u> | <u>AMOUNT</u> |
|--|-------------------------------------|----------------------|----------------------------|---------------|
| <b>Strategic Education<br/>Research Partnership<br/>Institute (SERP)</b> | C9181                               | 03/10/25 – 03/09/27  | Revenue                    | <\$176,284>   |

Ratification of a revenue contract to provide access to the Strategic Adolescent Reading Intervention (STARI) training and professional learning resources for 20 middle schools (five schools per Region).

STARI is a literature focused, Tier II intervention for students who read two or more years below grade level. Using research-based practices and highly engaging texts, STARI addresses gaps in fluency, decoding, reading stamina, and comprehension, aiming to move struggling students to higher levels of proficiency at the end of one year. STARI actively engages students in discussion of cognitively challenging content aligned to the Common Core and other 21<sup>st</sup> century standards, with the goal of closing the achievement gap by helping students.

SERP will provide all STARI materials, online professional learning access, and oversee implementation, including training a Local Project Support Associate for each participating school. Teachers' participation will be compensated outside of their work hours under this program. This revenue contract funds the teacher professional development necessary to implement the program. Teachers who are teaching a literacy intervention course/section at the participating 20 middle schools are given priority to participate in the program.

SERP generates innovative, scalable solutions to our schools' most pressing problems through sustained collaborations among education researchers, practitioners, and designers. It works to improve the learning and engagement of all students and to give teachers and students greater agency. SERP is a new vendor to the District.

This action aligns with the District's Strategic Plan Pillar No. 1- Academic Excellence -Integrate technology and online learning tools to elevate teaching and learning. Pillar No. 2- Joy and Wellness – Improves students' motivation, engagement, and persistence. Pillar No. 3- Engagement



## ATTACHMENT A

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

and Collaboration- Grow and leverage partnerships with institutions of higher education and businesses.

**Requester:**

Chiae Byun-Kitayama, Administrator of Middle School Instruction  
Division of Instruction

**Equity Impact**

| <b>Component</b>               | <b>Score</b> | <b>Score Rationale</b>  |
|--------------------------------|--------------|---|
| <b>Recognition</b>             | <b>3</b>     | This project affirmatively recognizes historical inequities by focusing on fostering reading, learning, motivation, and engagement among Black, Latinx, and low-income students.  |
| <b>Resource Prioritization</b> | <b>3</b>     | This project effectively prioritizes resources based on student need by specifically targeting schools that serve large populations of historically marginalized students.  |
| <b>Results</b>                 | <b>4</b>     | The grant is likely to result in closing achievement gaps because the funds will be used to implement and evaluate strategies for reading intervention to improve reading comprehension skills, critical thinking, and engagement among Black, Latinx, and low-income students. |
| <b>TOTAL</b>                   | <b>10</b>    |   |

## ATTACHMENT A

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

**C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/  
AMENDMENTS/ASSIGNMENTS ALREADY AWARDED**

**Item G****REGION EAST**

| <u>CONTRACTOR /<br/>IDENTIFICATION<br/>NO.</u>   | <u>DESCRIPTION</u>   | <u>CONTRACT TERM</u> | <u>SITE</u>   | <u>AMOUNT</u> |
|--|--|----------------------|---|---------------|
| <b>Communities in<br/>Schools of Los<br/>Angeles, Inc. /<br/><a href="#">C9152</a></b>         | Comprehensive<br>Dropout Prevention<br>Services  | 02/24/25 – 06/30/25  | Hollenbeck<br>Middle School<br>and Stevenson<br>College Prep<br>Middle School | \$0           |
| <b>LA County District<br/>Attorney's Office –<br/>Project Lead /<br/><a href="#">C8517</a></b> | A law-related<br>education program<br>about the criminal<br>justice system for<br>fifth grade students | 03/07/25 – 06/30/30  | Various<br>schools in<br>Region East  | \$0           |

**REGION SOUTH**

|  |   |                     |   |     |
|--|---|---------------------|---|-----|
| <b>Parent Institute for<br/>Quality Education<br/>(PIQE) / <a href="#">C9183</a></b> | Bridge to College<br>Program            | 03/05/25 – 03/19/25 | Phineas<br>Banning<br>Senior High<br>School                 | \$0 |
| <b>Garden School<br/>Foundation, Inc. /<br/><a href="#">C9159</a></b>                | Renovation of<br>School's<br>Greenhouse | 02/01/25 – 01/31/30 | Widney<br>Career<br>Preparatory<br>and Transition<br>Center | \$0 |

## ATTACHMENT A

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

**C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/  
AMENDMENTS/ASSIGNMENTS ALREADY AWARDED**

**Item G (Cont.)****DIVISION OF INSTRUCTION**

| <u>CONTRACTOR /<br/>IDENTIFICATION<br/>NO.</u>       | <u>DESCRIPTION</u>  | <u>CONTRACT TERM</u> | <u>SITE</u>  | <u>AMOUNT</u> |
|--|---|----------------------|--------------|---------------|
| <b>First Gen Empower<br/>/ <a href="#">C9162</a></b> | Workshops and<br>training for faculty<br>and counselors on<br>supporting<br>undocumented<br>students and<br>families, addressing<br>barriers, and<br>advising on<br>opportunities | 02/25/25 – 02/24/30  | Districtwide | \$0           |

**ECO-SUSTAINABILITY OFFICE**

|  |               |                     |              |     |
|--|---------------|---------------------|--------------|-----|
| <b>Moon Valley<br/>Nursery / <a href="#">C3840</a></b> | Tree Donation | 02/24/25 – 02/23/30 | Districtwide | \$0 |
|--|---------------|---------------------|--------------|-----|

**HUMAN RESOURCES DIVISION**

|  |                          |  |              |     |
|--|--------------------------|--|--------------|-----|
| <b>Academy of Art<br/>University / <a href="#">C9156</a></b> | Internship<br>Placements | 02/24/25 – 02/23/30<br>includes two (2) one-<br>year renewal options | Districtwide | \$0 |
|--|--------------------------|--|--------------|-----|

**MEDICAL SERVICES DIVISION**

|   |   |                     |              |     |
|---|---|---------------------|--------------|-----|
| <b>Project IMPACT,<br/>Inc. / <a href="#">C9197</a></b> | Volunteer Health<br>and Mental Health<br>Services | 03/01/25 – 02/28/30 | Districtwide | \$0 |
|---|---|---------------------|--------------|-----|

## ATTACHMENT A

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

**D. APPROVAL OF AFTER THE FACT TRANSACTIONS (ATF)**

The transactions below are unauthorized commitments initiated by the sponsoring school or division without a formal contract or duly issued purchase order in place. This action requires the Board to approve or reject the transactions to allow or deny issuance of payment to the vendor.

**Item H**

**ATF REQUESTS RECEIVED MARCH 2025** **\$426,753**

| <u>CONTRACTOR /<br/>IDENTIFICATION<br/>NO.</u>     | <u>DESCRIPTION</u>              | <u>CONTRACT TERM</u>                       | <u>REQUESTING<br/>SCHOOL OR<br/>OFFICE</u>  | <u>AMOUNT</u> |
|--|---------------------------------|--|---|---------------|
| <a href="#"><u>Winfish Theatrical</u></a>          | After School<br>Theatre Program | 09/03/24 – 01/20/25                        | Wilbur Charter<br>for Enriched<br>Academics | \$19,995      |
| <a href="#"><u>A Toast 2 Artistry</u></a>          | Arts Classes                    | 05/02/23 – 05/24/23                        | Mid-City<br>Prescott SES<br>Magnet          | \$22,000      |
| <a href="#"><u>Inner-City Arts</u></a>             | Art Classes                     | 05/30/23 – 05/31/23                        | Mid-City<br>Prescott SES<br>Magnet          | \$46,865      |
| <a href="#"><u>American<br/>Transportation</u></a> | Bus Shuttle<br>Services         | 01/06/25 – 02/16/25                        | Facilities<br>Services<br>Division          | \$102,816     |
| <a href="#"><u>Zum Services Inc.</u></a>           | Transportation<br>Services      | 10/20/24, 11/17/24,<br>12/15/24 & 02/16/25 | Division of<br>Instruction                  | \$235,077     |

## ATTACHMENT A

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

**E. PROFESSIONAL SERVICES CONTRACTS AUTHORIZED TO NEGOTIATE AND  
EXECUTE**

**Item I**

| <b><u>COMMUNICATIONS, ENGAGEMENT AND COLLABORATION</u></b>             |  |                             |   | <b>\$1,092,715</b>   |
|--|--|-----------------------------|---|----------------------|
| <b><u>CONTRACTOR</u></b>   | <b><u>IDENTIFI-<br/>CATION<br/>NO.</u></b> | <b><u>CONTRACT TERM</u></b> | <b><u>SOURCE OF<br/>FUNDS</u></b>               | <b><u>AMOUNT</u></b> |
| <b>All Peoples<br/>Community Center</b>                                | <a href="#"><u>C3423</u></a>               | 07/26/24 – 07/25/25         | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000             |
| <b>C5 Youth Foundation<br/>of Southern California<br/>aka C5LA</b>     | <a href="#"><u>C3204</u></a>               | 07/31/24 – 07/30/25         | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000             |
| <b>Lifted by Love</b>  | <a href="#"><u>C3203</u></a>               | 06/26/24 – 06/25/25         | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000             |
| <b>Parent Institute for<br/>Quality Education<br/>(PIQE)</b>           | <a href="#"><u>C3426</u></a>               | 08/14/24 – 08/13/25         | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000             |
| <b>National Council of<br/>Negro Women, Inc.<br/>View Park Section</b> | <a href="#"><u>C3425</u></a>               | 08/15/24 – 08/14/25         | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000             |
| <b>Boys &amp; Girls Club of<br/>San Fernando Valley</b>                | <a href="#"><u>C8441</u></a>               | 12/18/24 – 12/17/25         | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000             |
| <b>Tia Chucha's Centro<br/>Cultural and<br/>Bookstore</b>              | <a href="#"><u>C3424</u></a>               | 08/15/24 – 08/14/25         | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000             |

## ATTACHMENT A

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

**E. PROFESSIONAL SERVICES CONTRACTS AUTHORIZED TO NEGOTIATE AND  
EXECUTE**

**Item I (Cont.)**

**COMMUNICATIONS, ENGAGEMENT AND COLLABORATION (CONT.)**

| <u>CONTRACTOR</u>                             | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE<br/>OF FUNDS</u>                      | <u>AMOUNT</u> |
|---|-------------------------------------|----------------------|---|---------------|
| <b>AWOKE</b>                                  | <a href="#"><u>C3201</u></a>        | 07/19/24 – 07/18/25  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000      |
| <b>Neighborhood<br/>Youth Association</b>     | <a href="#"><u>C3437</u></a>        | 08/10/24 – 08/09/25  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000      |
| <b>TeraWatts Robotics<br/>Initiative</b>      | <a href="#"><u>C8455</u></a>        | 01/05/25 – 01/04/26  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000      |
| <b>Change the Tune</b>                        | <a href="#"><u>C1108</u></a>        | 06/01/24 – 08/31/24  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000      |
| <b>Kaimore</b>                                | <a href="#"><u>C3198</u></a>        | 07/19/24 – 07/18/25  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000      |
| <b>Redeemer<br/>Community<br/>Partnership</b> | <a href="#"><u>C3200</u></a>        | 07/21/24 – 07/20/25  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$30,000      |

## ATTACHMENT A

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

**F. PROFESSIONAL SERVICES CONTRACTS AUTHORIZED TO NEGOTIATE AND EXECUTE**

**Item I (Cont.)**

**COMMUNICATIONS, ENGAGEMENT AND COLLABORATION (CONT.)**

| <u>CONTRACTOR</u>                                      | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE<br/>OF FUNDS</u>                      | <u>AMOUNT</u> |
|--|-------------------------------------|----------------------|---|---------------|
| <b>N'Route Help Heal<br/>Organization Inc.</b>         | <a href="#"><u>C3183</u></a>        | 07/12/24 – 07/11/25  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$40,113      |
| <b>Conaxion Inc</b>                                    | <a href="#"><u>C3205</u></a>        | 08/04/24 – 08/03/25  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000      |
| <b>U.N.I Taking<br/>Action For The<br/>Youth (TAY)</b> | <a href="#"><u>C3157</u></a>        | 06/26/24 – 06/25/25  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000      |
| <b>Skid Row 3on3<br/>Streetball League</b>             | <a href="#"><u>C3427</u></a>        | 08/23/24 – 08/22/25  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000      |
| <b>Pretty Women Pray<br/>Not Prey</b>                  | <a href="#"><u>C3180</u></a>        | 06/01/24 – 08/31/24  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$47,922      |
| <b>Shero's Rise</b>                                    | <a href="#"><u>C3393</u></a>        | 08/13/24 – 08/12/25  | Community<br>Challenge<br>Grant Funds<br>(100%) | \$50,000      |



## ATTACHMENT A

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

**G. PROFESSIONAL SERVICES CONTRACTS AUTHORIZED TO NEGOTIATE AND EXECUTE**

**Item I (Cont.)**

**COMMUNICATIONS, ENGAGEMENT AND COLLABORATION (CONT.)**

| <u>CONTRACTOR</u>   | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE<br/>OF FUNDS</u>             | <u>AMOUNT</u> |
|---|-------------------------------------|----------------------|--|---------------|
| <b>THE HURT HELP GROUP</b>                                | <a href="#">C3181</a>               | 06/26/24 – 06/25/25  | Community Challenge Grant Funds (100%) | \$49,680      |
| <b>L.A. Works, Inc.</b>                                   | <a href="#">C1110</a>               | 06/01/24 – 08/31/24  | Community Challenge Grant Funds (100%) | \$50,000      |
| <b>Motivating Our Students Through Experience (MOSTe)</b> | <a href="#">C3202</a>               | 07/28/24 – 07/27/25  | Community Challenge Grant Funds (100%) | \$25,000      |
| <b>Street Soccer USA – Los Angeles</b>                    | <a href="#">C3199</a>               | 07/19/24 – 07/18/25  | Community Challenge Grant Funds (100%) | \$50,000      |

Ratification of 23 Community Challenge grant agreements for a variety of after-school services that support students academically, such as tutoring, literacy programming, homework assistance, robotics, and arts education. These programs also provide social-emotional, and college and career readiness support via sports, mentoring, college visits, leadership workshops, and job and entrepreneurship training. In addition, some programs offer LAUSD parent virtual workshops to better understand A-G requirements, transitioning to college life, financial aid, and more. Grantees are targeting to serve approximately 4,000 students Districtwide for the 2024-25 school year.

## ATTACHMENT A

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

On November 14, 2024 the Board authorized staff to negotiate and award a total of \$2,000,000 in individual Community Challenge grants (\$25,000 to \$50,000 grants) to tax-exempt community organizations over a three-year period (Board Report [087-23/24](#)). The Division of Communications, Engagement & Collaboration was responsible for the management of outreach activities and convening central office teams to assess Community Challenge grant applications.

184 grant applications were received and 164 were deemed qualified. The applicants were selected based on the highest average scores. The evaluation committee was comprised of 15 representatives from the Student, Family, and Community Engagement Office, Division of Instruction, Chief Strategy Officer, Chief Business Officer, Office of Development and Civic Engagement, Budget Services, and Student Mental Health and Wellness Services. The evaluation criteria included qualifications and experience serving high need communities, experience working directly with LAUSD (higher weight given to those with less experience), proposal of services, operations and community relations, and innovation and outcomes,

The majority of the [grantees](#) are new to the District and have experience delivering services to surrounding communities. The organizations serve similar populations as the District providing targeted supports for populations that are most vulnerable like justice-involved youth, homeless students, low-income students, English Language Learners, newcomer migrants, refugees, and those struggling with substance abuse. The programming offered by grantees caters to the specific needs of the communities they are embedded in, and they have shown success based on the levels of participation and impact data they collect.

The Community Challenge Grants align with the District's Strategic Plan Pillar 1 – Academic Excellence, Pillar 2 – Joy and Wellness, and Pillar 3 - Engagement and Collaboration.

**Requester:**

Jana Carter, Chief of Communications, Engagement and Collaboration

**Equity Impact:**

| Component                      | Score    | Score Rationale   |
|--------------------------------|----------|---|
| <b>Recognition</b>             | <b>4</b> | Grantee selection process prioritized organizations that serve in high-need areas as well as TSP students. The program overall recognizes the importance of partnering with organizations that are trusted within the community and work closely with, and have a deep knowledge of, historically disadvantaged groups. |
| <b>Resource Prioritization</b> | <b>4</b> | Preference was given to grantees that serve Priority School and SENI communities which have demonstrated a high need for student support. Organizations who have a demonstrated track record of trust and engagement with those communities will also be given preference.  |

## ATTACHMENT A

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

| <b>Component</b> | <b>Score</b> | <b>Score Rationale</b>   |
|------------------|--------------|--|
| <b>Results</b>   | <b>4</b>     | The Community Challenge Grant is expected to result in an additional network of support for students to receive the academic and social emotional support to succeed in the classroom. |
| <b>TOTAL</b>     | <b>12</b>    |  |

## ATTACHMENT A

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

**Item J – March 2025**

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

|                                   |                                  |                            |
|-----------------------------------|----------------------------------|----------------------------|
| <b>PROFESSIONAL SERVICES</b>      | <b>March 2025 = \$3,863,423</b>  | <b>YTD = \$29,441,249</b>  |
| <b>GOODS AND GENERAL SERVICES</b> | <b>March 2025 = \$51,887,847</b> | <b>YTD = \$297,204,064</b> |
| <b>GRAND TOTAL</b>                | <b>March 2025 = \$55,751,270</b> | <b>YTD = \$326,645,313</b> |

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

|                 | <b><u>March</u><br/><u>Qty of POs</u></b> | <b><u>YTD</u><br/><u>Qty of POs</u></b> | <b><u>March Total</u></b>                       | <b><u>YTD</u><br/><u>Total</u></b> |
|-----------------|---|---|---|------------------------------------|
| Purchase Orders | 503                                       | 3,176                                   | <b>\$3,863,423</b><br><i>(Median - \$4,870)</i> | \$29,441,249                       |

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

|   | <b><u>March Qty of</u><br/><u>POs/</u><br/><u>Transactions</u></b> | <b><u>YTD</u><br/><u>Qty of POs/</u><br/><u>Transactions</u></b> | <b><u>March Total</u></b>                       | <b><u>YTD</u><br/><u>Total</u></b> |
|---|--|--|---|------------------------------------|
| <i>Purchase Orders</i>  | <b>4,915</b>   | 33,589   | <b>\$20,244,153</b><br><i>(Median – \$880)</i>  | \$130,232,879                      |
| DISTRICT CARD<br>TRANSACTIONS (i.e.,<br>P-Card, Fuel Card,<br>Toshiba Card, etc.) | <b>25,780</b>  | 135,550  | <b>\$12,106,111</b><br><i>(Median - \$118)</i>  | \$70,920,505                       |
| Rental Facilities   | <b>6</b>   | 23   | <b>\$34,969</b><br><i>(Median - \$5,288)</i>    | \$321,598                          |
| Travel/Conference<br>Attendance   | <b>209</b>   | 1,461  | <b>\$199,056</b><br><i>(Median – \$614)</i>     | \$1,270,673                        |
| GENERAL STORES<br>DISTRIBUTION<br>CENTER  | <b>166</b>   | 1,056  | <b>\$3,192,819</b><br><i>(Median - \$8,114)</i> | \$19,396,596                       |

## ATTACHMENT A

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

| <b>G. GOODS AND GENERAL SERVICES NOT EXCEEDING \$250,000 (CONT.)</b>  |  |  |  |                                    |
|---|--|--|--|------------------------------------|
| The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services, goods, or general services |  |  |  |                                    |
|   | <b><u>March</u><br/><u>Qty of POs/</u><br/><u>Transactions</u></b> | <b><u>YTD</u><br/><u>Qty of POs/</u><br/><u>Transactions</u></b> | <b><u>March Total</u></b>                                      | <b><u>YTD</u><br/><u>Total</u></b> |
| BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO)   | <b>201</b>   | 2,424  | <b><i>\$16,110,739</i></b><br><b><i>(Median - \$4,662)</i></b> | \$75,061,813                       |

## ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITYA. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/  
AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**Item K****DIVISION OF INSTRUCTION****\$3,248,300**

| <u>CONTRACTOR</u>  | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u>   | <u>SOURCE OF<br/>FUNDS</u> | <u>AMOUNT</u> |
|--|-------------------------------------|--|----------------------------|---------------|
| <b>LDM Group:<br/>Unlocking<br/>Equitable<br/>College Access<br/>for All Students,<br/>LLC</b> | C9231<br>(RFP 2000003962)           | 05/15/25 – 05/14/30<br>includes two (2)<br>one-year renewal<br>options | General<br>Funds<br>(100%) | \$1,764,000   |

Approval of formally competed contract, procured through a Request for Proposals (RFP) process, to support services related to the Advanced Placement Program (AP) Summer Institute (APSI). The services provide equitable access to support teacher preparation and students in AP coursework.

The AP Summer Institute (APSI) is a District sponsored program – specifically designed for teachers teaching or wanting to teach an AP course(s). It provides essential training for approximately 300 AP teachers, prioritizing first-time AP educators and those teaching new AP courses like AP African American Studies, AP Precalculus and AP Seminar as English 10. If funds are available, additional teachers who were previously trained (but would like a follow-up for new changes) may be invited to participate.

This professional development ensures high-quality AP instruction, enhancing student readiness and success on AP exams. The program aligns with College Board requirements and supports the District's equity and college-readiness goals by expanding AP access for underrepresented students. The efficacy of the APSI and its impact can be viewed on the [APSI Efficacy Report](#).

One proposal was received and deemed qualified. The source selection committee was comprised of three subject matter experts from the Division of Instruction. The proposal was evaluated based on the following criteria: qualifications and experience of firm; program implementation/work plan; reporting; price; partnership and development; Small Business Enterprise (SBE); and Work-Based Learning Plan.

## ATTACHMENT B

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

LDM Group has been doing business with the District since 2017.

This action aligns with the District's Strategic Plan Pillar 1: Academic Excellence, Pillar 2: Joy and Wellness, Pillar 3: Engagement, Pillar 4: Operational Effectiveness, and Pillar 5: Investing in Staff, by enhancing instruction, fostering collaboration and empowering staff.

**Requester:**

John Vladovic, Executive Director of Secondary Education  
Division of Instruction

**Equity Impact:**

| Component                      | Score     | Score Rationale  |
|--------------------------------|-----------|--|
| <b>Recognition</b>             | <b>4</b>  | The AP Summer Institute proposal actively recognizes and specifies historical inequities by directly addressing gaps in access to advanced coursework for historically underserved student populations. The APSI outlines strategies to correct them through expanded learning opportunities, and professional development for educators |
| <b>Resource Prioritization</b> | <b>4</b>  | Resources are effectively prioritized by focusing funding and professional development where it is most needed, the initiative promotes equitable participation in AP courses, such as identifying high priority schools, prioritizing first time AP teachers and strengthening pathways to college readiness for all students.          |
| <b>Results</b>                 | <b>4</b>  | The project will likely to result in the closing of opportunity and achievement gaps. By adding new AP courses, investing in teacher training, the AP Summer Institute directly aligns with efforts to foster inclusivity and equitable academic outcomes across the District.   |
| <b>TOTAL</b>                   | <b>12</b> |  |



## ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITYA. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/  
AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**Item L****MEDICAL SERVICES DIVISION/INFORMATION TECHNOLOGY SERVICES** **\$697,938**

| <u>CONTRACTOR</u>             | <u>IDENTIFI-<br/>CATION NO.</u> | <u>CONTRACT TERM</u>                                    | <u>SOURCE OF<br/>FUNDS</u> | <u>AMOUNT</u> |
|-------------------------------|---------------------------------|---|----------------------------|---------------|
| <b>ContinuumCloud<br/>LLC</b> | C9123<br>(RFP 2000003802)       | 05/16/25 – 05/15/26<br>plus four (4) renewal<br>options | General<br>Funds<br>(100%) | \$697,938     |

Approval of formally competed contract, procured through a Request for Proposals (RFP) process, to provide and implement an electronic health records (“EHR”) solution that meets the comprehensive needs of the District. The EHR system will serve as a critical tool to facilitate effective health management for students, contribute to a safe and supportive school environment, and adhere to modern educational health standards. Additionally, the system must ensure the secure maintenance of health records in compliance with HIPAA and all applicable regulations governing the privacy and protection of student health information.

Certificated and classified staff, such as PSWs, PSA, Student and Family Resource Navigators, will utilize the EHR to document services and treatment encounters they have with students and families. Eligible documented encounters captured in the EHR, will be submitted for reimbursement to the County and State. Lastly, through reports generated by the EHR platform, performance metrics and strategic goals can be monitored and reported

This request seeks approval for the first year of a five-year contract. Staff will request an amendment to increase the capacity to cover years two through five (05/16/26 through 05/15/30), once funding, in the amount of approximately \$2,000,000 is secured. Funding is anticipated to come from a Children and Youth and Behavioral Health Initiative (CYBHI) capacity grant.

Seven proposals were received and five were deemed qualified. The source selection committee was comprised of five subject matter experts from the Medical Services Division and Information Technology Services. The proposals were evaluated based on the following criteria: qualifications and experience of firm; qualifications and experience of personnel; technical solution/project approach; Small Business Enterprise (SBE); Work Based Learning Plan (WBLP); and price.

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

ContinuumCloud LLC has been providing similar services to the District since 2001 and has been providing similar services to the School District of Philadelphia and Dallas Independent School District.

This action aligns with the District's Strategic Plan Pillar 2/ Priority B: Whole Child Well Being, by supporting a continuum of mental and physical health services for all students and families at school, wellness centers, and through telehealth programs.

**Requesters:**

Smita Malhotra, Chief Medical Director  
Medical Services Division

Soheil Katal, Chief Information Officer  
Information Technology Services

**Equity Impact:**

| <b>Component</b>               | <b>Score</b> | <b>Score Rationale</b>   |
|--------------------------------|--------------|--|
| <b>Recognition</b>             | <b>4</b>     | The support of electronic health records technology ensures students of all backgrounds are provided the health support they need in a timely manner and that no student falls through the cracks.   |
| <b>Resource Prioritization</b> | <b>4</b>     | The ability to track student needs as determined by qualified personnel – and to integrate those data with the student information system of record – enables resource to be allocated effectively and efficiently, according to student need. |
| <b>Results</b>                 | <b>4</b>     | Timely delivery of support services to students – particularly to those from traditionally underrepresented populations – is a significant factor in the district's efforts to close opportunity gaps.   |
| <b>TOTAL</b>                   | <b>12</b>    |  |

## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY****A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/  
AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000****Item M****MEDICAL SERVICES DIVISION****\$1,260,500**

| <u>CONTRACTOR</u>                          | <u>IDENTIFI-<br/>CATION NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE OF<br/>FUNDS</u> | <u>AMOUNT</u> |
|--|---------------------------------|----------------------|----------------------------|---------------|
| <b>Hansine Fisher &amp;<br/>Associates</b> | C9198<br>(RFP 2000003933)       | 07/01/25 – 06/30/30  | General<br>Funds<br>(100%) | \$1,260,500   |

Approval of formally competed contract procured through the Request for Proposals (RFP) process, to provide California Department of Health Care Services (DHCS) approved software, training, and consultation services for continued and successful operation of the School Medi-Cal Administrative Activities (SMAA), and Random Moment Time Survey (RMTS). The SMAA program reimburses school districts for the federal share (50%) of certain costs for administering the Medi-Cal program. Those activities include outreach and referral; facilitating the Medi-Cal application; arranging non-emergency/non-medical transportation; program planning and policy development; and MAA claims coordination. The RMTS is a federally approved, web-based, and accepted statistical sampling method that will be used to capture the amount of time spent providing both administrative activities and direct services to Medi-Cal enrolled students. The District currently has more than 4,000 staff members and contractors who participate in the SMAA program.

Two proposals were received, and both were deemed qualified. The source selection committee was comprised of four subject matter experts from the Office of Student Medical Services and Information Technology Services. The proposals were evaluated based on the following criteria: qualifications & experience of the firm; personnel qualifications/experience; program implementation/work plan; fees for services; Small Business Enterprise (SBE) utilization; and Work-Based Learning Plan. Hansine Fisher & Associates was the highest scored proposer.

Hansine Fisher & Associates has been doing business with the District since 2010.

This action aligns with the District's Strategic Plan Pillar 4 – Operational Effectiveness Priority: Sustainable Budgeting. This contract will allow LAUSD to receive over \$50M annually for Medi-Cal reimbursements. These funds allow us to ensure all students have access to equitable resources by appropriately allocating funds and services based on need.

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

Ron Tanimura, Director of Student Medical Services & Medi-Cal Programs,  
Medical Services Division

**Equity Impact:**

| <b>Component</b>               | <b>Score</b> | <b>Score Rationale</b>  |
|--------------------------------|--------------|---|
| <b>Recognition</b>             | <b>3</b>     | The vendor understands the concept of Medi-Cal reimbursements and the need to maximize reimbursements to meet the most underserved.             |
| <b>Resource Prioritization</b> | <b>4</b>     | Vendors often come up with ideas to maximize reimbursements. These reimbursements go back to meet the needs of the whole child.                 |
| <b>Results</b>                 | <b>4</b>     | These reimbursements have focused on closing the achievement gap and the additional revenue will be directed to closing the health disparities. |
| <b>TOTAL</b>                   | <b>11</b>    |   |

## ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITYA. APPROVAL OF PROFESSIONAL SERVICE REVENUE/ GRANT CONTRACTS/AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING <\$500,000>**Item N****FOOD SERVICES DIVISION**

&lt;\$990,000&gt;

| <u>CONTRACTOR</u>   | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE<br/>OF FUNDS</u> | <u>AMOUNT</u> |
|---|-------------------------------------|----------------------|----------------------------|---------------|
| City of Los Angeles<br>Department of Recreation and Parks (RAP) | C9237                               | 06/12/25 – 08/01/25  | Revenue                    | <\$990,000>   |

Approval of a revenue contract to provide low-income children within LAUSD communities with one lunch meal per day during the months when school is closed for summer recess.

For the past eight years, LAUSD has partnered with the City of Los Angeles Recreation and Park (LA RAP) in a vendor capacity to provide meals for the city's Summer Feeding Program. Through this program, children under 18 years of age are provided lunch each weekday during the months when schools are closed for summer recess.

Parks and recreation centers selected by the LA RAP serve at Summer Feeding Program sites. Lunch meals will be distributed on weekdays at approximately [102 RAP sites](#) located within LAUSD school boundaries, benefitting our student communities during summer recess. 81% of LAUSD students qualify for free or reduced-price meals during the school year. These students may potentially face food insecurity when school is not in session during summer recess.

This action aligns with the District's Strategic Plan Pillar: 2 – Joy and Wellness - Priority: 2B- Whole-Child Well-Being – Promote whole child wellbeing through integrated health, nutrition and wellness services.

**Requester:**

Manish Singh, Director of Food Services Division

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

**Equity Impact:**

| <b>Component</b>               | <b>Score</b> | <b>Score Rationale</b>  |
|--------------------------------|--------------|---|
| <b>Recognition</b>             | <b>3</b>     | 81% of students qualify for free or reduced-price meals during the school year. LAUSD will provide a lunch meal to our school community students participating in summer recess programs. |
| <b>Resource Prioritization</b> | <b>3</b>     | LAUSD's vendor partnership with the City of Los Angeles RAP Program provides a lunch meal to students who may not have access to meals when the school year is not in session.            |
| <b>Results</b>                 | <b>4</b>     | Children within LAUSD school community will have access to a nutritious, fresh meal during the summer session   |
| <b>TOTAL</b>                   | <b>10</b>    |   |

## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY****C. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/  
AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY  
EXCEEDING \$250,000**

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

**Item O****FACILITIES SERVICES DIVISION****\$10,000,000**

| <u>CONTRACTOR</u>   | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u>   | <u>SOURCE OF<br/>FUNDS</u>                         | <u>AMOUNT</u> |
|---|-------------------------------------|--|--|---------------|
| <b>McGrath<br/>Rental Corp.,<br/>dba Mobile<br/>Modular</b> | C9220<br>(IFB 2000003664)           | 06/01/25 – 05/31/30<br>includes two (2)<br>one-year renewal<br>options | Bond<br>Funds<br>(95%)<br>General<br>Funds<br>(5%) | \$10,000,000  |

Approval of a formally competed contract, procured through an Invitation for Bid (IFB) process, for the lease, month-to-month rental, relocation, and optional purchase of Division of the State Architect (DSA)-approved, single-story modular relocatable classroom and restroom buildings – including general, kindergarten, and specialty classrooms.

These buildings will primarily serve as interim housing to support instructional programs at school sites undergoing major modernization projects. All leased buildings will comply with the Americans with Disabilities Act (ADA) accessibility requirements and will be provided on an as-needed basis. If a building is required for more than five years, the District will have the option to purchase.

The competed IFB received two responsive bids. The winning bidder, McGrath Rental Corp., was deemed the lowest cost, responsive and responsible bidder. McGrath Rental Corp. has been doing business with the District since 2012.

This action aligns with the District's Strategic Plan Pillar 4: Operational Effectiveness.

**Requester:**

Issam Dahdul, Director of Asset Management  
Facilities Services Division

**Equity Impact:**

Not Applicable.



## ATTACHMENT B

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

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

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

**Item P****PROCUREMENT SERVICES DIVISION****\$25,000,000**

| <u>CONTRACTOR</u>                   | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u> | <u>SOURCE<br/>OF FUNDS</u> | <u>AMOUNT</u> |
|-------------------------------------|-------------------------------------|----------------------|----------------------------|---------------|
| iColor Printing<br>& Mailing, Inc.; | C9233                               | 05/19/25 – 05/16/30  | Various per                | \$25,000,000  |
| WTPC, Inc.,                         | C9234                               |                      | requesting                 |               |
| dba World                           | C9235                               |                      | school or                  |               |
| Trading;                            | (IFB 2000003953)                    |                      | office                     |               |
| Paradise                            |                                     |                      | (100%)                     |               |
| Printing                            |                                     |                      |                            |               |
| Services                            |                                     |                      |                            |               |

Approval of formally competed contracts procured through the Invitation for Bid (IFB) process, for Districtwide school and office printing services. These contracts ensure the timely completion of project deadlines associated with the start of a new school year. These projects include Parent/Student Handbooks, Transportation Bus Information Poster Mailers, Early Education, and General Enrollment Campaigns, Virtual Academy Projects and the Region South Books, which are either delivered internally (e.g., through the Mail Unit or Truck Operations) or mailed via the US Postal Service. Additional projects include Los Angeles Unified School District (LAUSD) W-2 forms, school banners and signage, vehicle wraps, and reimaging of cafeteria artwork. The authorization to increase or decrease the amounts of these contracts will be limited to the aggregate value of \$25,000,000.

Seven bids were received, with six deemed responsive and responsible. This resulted in two primary awards and two secondary awards, amongst three of the six bidders. The awards were based on the lowest overall price per category submitted by the lowest responsive and responsible bidders for the primary awards. Secondary awards were made to the next lowest responsive and responsible bidders and will be used as backup providers for large and high-volume requirements where multiple suppliers will be needed.

## ATTACHMENT B

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

iColor Printing & Mailing Inc., previously held the primary contract under the prior IFB for Printing Services. iColor Printing & Mailing Inc. has been doing business with the Los Angeles Unified School District since 2013. Paradise Printing Inc. has been doing business with the District since 2013.

This action aligns with the District's Strategic Plan Pillar 3A: Strong Relationships and Pillar 3B: Accessible Information. By ensuring the timely delivery of critical materials such as the Superintendent's Parent/Student Handbooks, Transportation Bus Information Poster Mailers, and Early Education Campaigns, the District strengthens its connection with students, families, communities, and staff, fostering positive and effective relationships through the means of commutation materials. Additionally, the distribution of key documents such as W-2 forms, school banners, and signage ensures that essential information is readily accessible to the LAUSD community, further promoting transparency and accessibility. This proactive approach directly supports the District's commitment to open communication and collaboration, ensuring that all receive the information they need to succeed.

**Requester:**

John Choe, Director of Material Management & Purchasing

**Equity Impact:**

| Component                      | Score    | Score Rationale   |
|--------------------------------|----------|---|
| <b>Recognition</b>             | <b>3</b> | The LAUSD Printing Services contract is designed to meet increased demands of required solutions for printing products to homes, classrooms and admin offices. The resource affirmatively recognizes historical inequities through its printed instructional materials by providing recognition to all areas of the District. These projects include the Parent/Student Handbook (printed in 5 languages), the We Are One Poster and Family Guide project, which provide information regarding the right to a free public education regardless of immigration, or citizenship status, or religious belief as well as a nondiscrimination statement. |
| <b>Resource Prioritization</b> | <b>1</b> | Projects are prioritized based on incoming requests by schools and offices. Repro fulfills the requests by providing appropriate, accurate, and adequate information in various forms to students, teacher, and administrators. Repro ensures that all families are in reach of education materials regardless of socioeconomic backgrounds.  |
| <b>Results</b>                 | <b>3</b> | Providing schools and offices with a wide array of printed products is likely to close the opportunity and achievement  |

## ATTACHMENT B

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

| Component    | Score    | Score Rationale  |
|--------------|----------|--|
|              |          | gaps by providing the necessary and required information into the hands of student families and administrative staff. Examples are the Child Find Poster and IEP (Special Education), Section 504 and Students with disabilities and Title IX Nondiscrimination (Educational Equity Compliance). Disadvantaged communities. Research has shown that healthy learning environments and project-based learning both lead to improved learning outcomes, which are then extremely likely to result in closing achievement gaps. |
| <b>TOTAL</b> | <b>7</b> |  |

## ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY****D. APPROVAL OF PIGGYBACK GOODS AND GENERAL SERVICES CONTRACTS**

Authorize the utilization of a piggyback contract in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts.

**Item Q**

**DIVISION OF INSTRUCTION / FACILITIES SERVICES** **\$63,000,000**  
**DIVISION / INFORMATION TECHNOLOGY SERVICES**

| <u>CONTRACTOR</u>  | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM</u>  | <u>SOURCE OF<br/>FUNDS</u>                                 | <u>AMOUNT</u> |
|--|-------------------------------------|---|--|---------------|
| <b>Amazon;<br/>B&amp;H Photo;<br/>Best Buy;<br/>Fisher Scientific;<br/>Home Depot;<br/>Lakeshore;<br/>School Health;<br/>BSN Sports,<br/>LLC;<br/>School Specialty;<br/>CDW-G;<br/>W.W. Grainger</b> | Various*                            | 05/15/25 – 05/14/27<br>coterminous with the<br>exercisable option<br>year of the<br>piggyback contract,<br>and subject to the<br>exercise thereof | Various per<br>requesting<br>school or<br>office<br>(100%) | \$63,000,000  |

\*C9150 (Omnia #R-TC-17006); C9270 (School Buys #0000-4443); C9271 (TIPS USA #230105); C9272 (Omnia #2021002889); C9273 (Omnia #16154); C9230 (Omnia #R201104); C9274 (Omnia #R201104); C9275 (TIPS USA #230105); C9276 (Omnia R230305); C9277 (School Buys #00004442); C9278 (E&I #CNR01496)

Approval of piggyback contracts through Omnia, TIPS USA, E & I Cooperative Services, and School Buys to provide various school supplies and instructional materials Districtwide. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate amount of \$63,000,000

These contracts are essential for enabling schools and offices to efficiently purchase the necessary supplies and equipment required for smooth operations. By establishing these contracts, we will ensure the timely and consistent provision of critical educational supplies needed for classroom instruction, as well as other essential items required for the day-to-day functioning of office operations.

## ATTACHMENT B

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

Without this approval, Procurement would be forced to solicit multiple competitive bids for each individual order, which would significantly delay purchasing timelines. Such delays could lead to operational challenges and burdens that would ultimately affect the District's ability to meet its objectives in a timely manner.

This action aligns with the District's Strategic Plan Pillar 1: Academic Excellence Pillar 4: Operational Effectiveness by providing educational supplies used for classroom instruction and essential items for offices.

**Requesters:**

Dr. Frances Baez, Chief Academic Officer  
Division of Instruction

Krisztina Tokes, Chief Facilities Executive  
Facilities Services Division

Soheil Katal, Chief Information Officer  
Information Technology Services

**Equity Impact:**

| Component                      | Score    | Score Rationale   |
|--------------------------------|----------|---|
| <b>Recognition</b>             | <b>1</b> | Access to the goods and services ordered will be available to all district staff, students, parents, and community. It does not recognize any historical inequities   |
| <b>Resource Prioritization</b> | <b>1</b> | Will be available to district staff, students, parents, and community members of LAUSD. Access is not prioritized based on student need.  |
| <b>Results</b>                 | <b>2</b> | Access to the contract goods and services will ensure students, parents, District staff, and community members to have access to goods and services, which may result in closed opportunity gaps and/or closing achievement gaps. |
| <b>TOTAL</b>                   | <b>4</b> |   |

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# TAB 10



## Board of Education Report

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**File #:** Rep-258-24/25, **Version:** 1  
**In Control:** Facilities Contract Actions

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

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### **Approval of Facilities Contracts Actions**

Procurement Services Division - Facilities Contracts

#### **Brief Description:**

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

#### **Action Proposed:**

Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; assignment and assumption of rights and delegation of duties for architectural and engineering agreements; extra services/amendments for architectural and engineering contracts and approve the proposed contracts listed in Attachment B including a plumbing repair and replacement task order contracts and a design build contract for an electrification project at the Sun Valley Bus Garage.

#### **Background:**

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

#### **Expected Outcomes:**

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

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

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

**File #:** Rep-258-24/25, **Version:** 1  
**In Control:** Facilities Contract Actions

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

**Policy Implications:**

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

**Budget Impact:**

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

**Student Impact:**

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

**Equity Impact:**

Not Applicable.

**Issues and Analysis:**

There are no policy implications on these agreements.

**Attachments:**

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

**Linked Materials**

Previously adopted Board report(s) referenced:

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

**Submitted:**

04/08/25

**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED BY:**

  
PEDRO SALCIDO  
Deputy Superintendent,  
Business Services & Operations

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

**APPROVED BY:**

  
SUNG VON LEE  
Deputy Chief Business Officer  
Business Services and Operations

☒ Approved as to form.

**REVIEWED BY:**


  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

**APPROVED & PRESENTED BY:**

  
MATTHEW A. FRIEDMAN  
Interim Chief Procurement Officer  
Procurement Services Division

☒ Approved as to budget impact statement

**REVIEWED BY:**

  
KRISZTINA TOKES  
Chief Facilities Executive

☒ Approved as to facilities impact

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

A. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS –  
CAMPUS SAFETY SYSTEMS BUNDLE EAST REGION (E1)**Item A****\$3,034,019**

| <u>CONTRACTOR</u>            | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>         | <u>CONTRACT<br/>TERM</u> |           |
|------------------------------|-------------------------------------|----------------------------|--------------------------|-----------|
| <b>ConvergeOne,<br/>Inc.</b> | 2410129 / C5638                     | 28 <sup>th</sup> Street ES | 05/13/25 -<br>Completion | \$174,985 |
|                              | 2410130 / C6737                     | Belvedere ES               |                          | \$161,913 |
|                              | 2410131 / C6740                     | Bushnell Way ES            |                          | \$187,075 |
|                              | 2410132 / C6746                     | Carver MS                  |                          | \$176,078 |
|                              | 2410133 / C6748                     | Chavez ES                  |                          | \$183,669 |
|                              | 2410134 / C6749                     | Evergreen Avenue ES        |                          | \$163,113 |
|                              | 2410135 / C6756                     | Gage MS                    |                          | \$272,139 |
|                              | 2410136 / C6757                     | Liechty MS                 |                          | \$235,443 |
|                              | 2410137 / C6758                     | Murchison Street ES        |                          | \$192,629 |
|                              | 2410138 / C6759                     | Nevin Avenue ES            |                          | \$192,989 |
|                              | 2410139 / C6760                     | Ochoa LC                   |                          | \$235,252 |
|                              | 2410140 / C6766                     | Sheridan Street ES         |                          | \$174,767 |
|                              | 2410141 / C6773                     | Southeast MS               |                          | \$232,582 |
|                              | 2410142 / C6776                     | Stevenson CCP              |                          | \$280,744 |
|                              | 2410143 / C6778                     | White ES                   |                          | \$170,641 |

Board Member:  
Dr. Rocío Rivas  
Karla Griego

Ratification of fifteen (15) formally competed best value contracts, selected from six (6) bids received, to provide campus safety systems improvement upgrades consisting of video surveillance and monitoring systems and IP enabled intrusion alarm systems per District specifications as authorized on December 12, 2023 ([Board Report No. 024-23/24](#)).

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

The contractor has worked with the District since 2013.

**Contract Value: \$3,034,019** (Certificates of Participation 2023A Funds 100%/defeased with Measure US bond proceeds)

**Requester:**

Soheil Katal, Chief Information Officer  
 Information Technology Services

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS –  
OUTDOOR CLASSROOM AND CAMPUS UPGRADE BUNDLE**Item B****\$5,625,000**

| <u>CONTRACTOR</u>                                     | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u> |
|---|-------------------------------------|---|--------------------------|---------------|
| <b>Prime Axis<br/>General Builder,<br/>Inc. (SBE)</b> | 2510013 / C9107                     | <u>75<sup>th</sup> Street EEC</u>   | 03/04/25 –<br>Completion | \$3,250,000   |
|   |                                     | Outdoor Classroom and<br>Campus Upgrade Project   |                          |               |
|   | 2510020 / C9108                     | Board Member:<br><u>Tanya Ortiz Franklin</u>  | 03/04/25 –<br>Completion | \$2,375,000   |
|   |                                     | <u>Holmes Avenue EEC</u><br>Outdoor Classroom and<br>Campus Upgrade Project<br>Board Member:<br><u>Karla Griego</u> |                          |               |

Ratification of two (2) formally competed best value contracts selected from four (4) bids received to provide outdoor classroom and campus upgrades at 75<sup>th</sup> Street EEC and Holmes Avenue EEC as authorized on April 13, 2021 ([Board Report No. 282-20/21](#)).

The 75th Street EEC project will provide an outdoor classroom with at least 10 learning stations, by dividing the existing playground into distinct activity areas covering approximately 12,700 square feet. It will also provide new heating, ventilation, and air-conditioning (HVAC) units, and necessary upgrades to the fire alarm system. Americans with Disabilities Act (ADA) upgrades will include an accessible path of travel and restroom and drinking water station upgrades. The Holmes Avenue EEC project will provide an outdoor classroom with at least 10 learning stations, by dividing the existing playground into distinct activity areas covering approximately 7,700 square feet. It will also provide new HVAC units, and necessary upgrades to the fire alarm system, including ADA accessibility upgrades as needed.

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

The contractor has worked with the District since 2014.

**Contract Value: \$5,625,000** (Bond Funds 100%)

**Requester:**

Ed Cadena, Director of Facilities Project Execution  
Facilities Services Division



## ATTACHMENT A

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

**Item C**

| <u>CONTRACTOR</u>                                     | <u>IDENTIFICATION<br/>NO.</u> | <u>DESCRIPTION</u>   | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                          |
|---|-------------------------------|--|--------------------------|--|
| <b>Prime Axis<br/>General Builder,<br/>Inc. (SBE)</b> | 2510066 / C9175               | <u>Vine Street EEC</u><br>Outdoor Classroom<br>and Campus Upgrade<br>Project<br>Board Member:<br><u>Nick Melvoin</u> | 03/10/25 –<br>Completion | \$5,465,000<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed best value contract selected from six (6) bids received to provide outdoor classroom and campus upgrades at Vine Street EEC as authorized on May 10, 2022 ([Board Report No. 295-21/22](#)).

The project will provide an outdoor classroom, with at least 10 learning stations, by dividing the existing playground into distinct activity areas covering approximately 22,000 square feet. It will also provide new heating, ventilation, and air-conditioning (HVAC) units, new roofing, new playground matting, and necessary upgrades to the fire alarm system. ADA upgrades will include an accessible path of travel and restroom and drinking water station upgrades.

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

The contractor has worked with the District since 2014.

**Requester:**

Ed Cadena, Director of Facilities Project Execution  
Facilities Services Division

## ATTACHMENT A

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

**Item D**

| <u>CONTRACTOR</u>                                | <u>IDENTIFICATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                        |
|--|-------------------------------|---|--------------------------|--------------------------------------|
| <b>Community<br/>Playgrounds,<br/>Inc. (SBE)</b> | 2510071 / C9261               | <u>Maple PC</u><br>Replacement of Play<br>Structure & Matting<br>Board Member:<br><u>Karla Griego</u> | 01/13/25 –<br>Completion | \$277,870<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed contract selected from four (4) bids received to replace the play structure and matting at Maple PC as authorized on December 13, 2022 ([Board Report No. 090-22/23](#)).

The project will replace the campus' deteriorated play structure and approximately 1,600 square feet of matting.

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

The contractor has worked with the District since 2017.

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

**Item E**

| <u>CONTRACTOR</u>                          | <u>IDENTIFICATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                          |
|--|-------------------------------|---|--------------------------|--|
| <b>Fredrick<br/>Towers, Inc.<br/>(SBE)</b> | 2510089 / C9172               | <u>El Sereno EEC</u><br>Outdoor Classroom<br>and Campus Upgrade<br>Project<br>Board Member:<br><u>Dr. Rocío Rivas</u> | 03/07/25 –<br>Completion | \$3,895,000<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed best value contract selected from eight (8) bids received to provide outdoor classroom and campus upgrades at El Sereno EEC as authorized on April 5, 2022 ([Board Report No. 265-21/22](#)).

The project will provide an outdoor classroom, with at least 10 learning stations, by dividing the existing playground into distinct activity areas covering 16,290 square feet. It will also provide new HVAC units, necessary upgrades to the fire alarm system, and upgrades to the parking lot including repaving and restriping. ADA upgrades will include an accessible path of travel and restroom and drinking water station upgrades.

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

The contractor has worked with the District since 1994.

**Requester:**

Ed Cadena, Director of Facilities Project Execution  
Facilities Services Division

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS – GREEN  
SCHOOLYARD IMPROVEMENTS BUNDLE**Item F** **\$4,080,000**

| <u>CONTRACTOR</u>   | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>         | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u> |
|---|-------------------------------------|----------------------------|--------------------------|---------------|
| <b>Beta<br/>Investments &amp;<br/>Contracts, Inc.<br/>(SBE)</b> | 2510090 /<br>C9236                  | <u>Breed Street ES</u>     | 03/26/25 –<br>Completion | \$1,740,000   |
|   | 2510091 /<br>C9238                  | <u>Evergreen Avenue ES</u> | 03/26/25 –<br>Completion | \$1,260,000   |
|   | 2510092 /<br>C9239                  | <u>Lorena Street ES</u>    | 03/26/25 –<br>Completion | \$1,080,000   |
| Board Member:<br><u>Dr. Rocío Rivas</u>                         |                                     |                            |                          |               |

Ratification of three (3) formally competed contracts selected from six (6) bids received to provide green schoolyard improvements at Breed Street ES, Evergreen Avenue ES and Lorena Street ES as authorized on December 12, 2023 ([Board Report No. 024-23/24](#)). The Greening 1.0 Index ranks the three schools as follows: Breed Street ES (53), Evergreen Avenue ES (41), and Lorena Street ES (62).

The scope of work consists of asphalt removal, new planting, trees, turf, and decomposed granite within existing and new planting areas.

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

The contractor has worked with the District since 1994.

**Contract Value: \$4,080,000** (Expanded Learning Opportunities Program Funds 100%)

**Requester:**

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

## ATTACHMENT A

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

**Item G**

| <u>CONTRACTOR</u>                 | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                          |
|-----------------------------------|-------------------------------------|---|--------------------------|--|
| <b>Ian Thomas<br/>Group (SBE)</b> | 2510131 / C9267                     | <u>Cleveland EEC<br/>Outdoor Classroom<br/>and Campus Upgrade<br/>Project<br/>Board Member:<br/><u>Scott M. Schmerelson</u></u> | 04/01/25 –<br>Completion | \$5,988,500<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed best value contract selected from six (6) bids received to provide outdoor classroom and campus upgrades at Cleveland EEC as authorized on May 10, 2022 ([Board Report No. 295-21/22](#)).

The project will provide an outdoor classroom, with at least 10 learning stations, by dividing the existing playground into distinct activity areas covering 20,350 square feet. It will also provide new HVAC units, new roofing, new playground matting, and necessary upgrades to the fire alarm system. ADA upgrades will include an accessible path of travel and restroom and drinking water station upgrades.

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

The contractor has worked with the District since 2009.

**Requester:**

Ed Cadena, Director of Facilities Project Execution  
Facilities Services Division

## ATTACHMENT A

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

**Item H**

| <u>CONTRACTOR</u>                                     | <u>IDENTIFICATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                          |
|---|-------------------------------|---|--------------------------|--|
| <b>Eberhard, a<br/>Tecta America<br/>Company, LLC</b> | 2510134 / C9164               | <u>Erwin ES</u><br>Roofing<br>Replacement<br>Project<br>Board Member:<br><u>Kelly Gonez</u> | 02/25/25 –<br>Completion | \$2,536,669<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed contract selected from four (4) bids received to deliver a roofing replacement project at Erwin ES as authorized on September 12, 2023 ([Board Report No. 035-23/24](#)).

The project provides approximately 90,000 square feet of new roofing at 27 buildings, including the installation of new gutters and downspouts.

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

The contractor has worked with the District since 2006.

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## JOB ORDER CONTRACTS AWARDS –

ELECTRICAL AND LOW VOLTAGE CONTRACTING BENCH

\$30,000,000

**Item I**CONTRACTORIDENTIFICATION  
NO.CONTRACT TERM

| <b>CATEGORY A – CCTV &amp; Intrusion Alarm Installation</b>           |                 |                     |
|---|-----------------|---------------------|
| Reyes Electrical Contractor, Inc. (SBE)                               | 2430024 / C1131 | 06/18/24 - 06/17/25 |
| Alternate Power & Construction, Inc. (SBE)                            | 2430026 / C636  | 06/21/24 - 06/20/25 |
| First Fire Systems, Inc. dba First Fire Alarm Systems (SBE)           | 2430028 / C771  | 06/18/24 - 06/17/25 |
| Convergeone, Inc.   | 2530000 / C2697 | 08/14/24 - 08/13/25 |
| <b>CATEGORY B – Public Address (PA) &amp; Telephone Installations</b> |                 |                     |
| Reyes Electrical Contractor, Inc. (SBE)                               | 2430025 / C1132 | 06/18/24 - 06/17/25 |
| Alternate Power & Construction, Inc. (SBE)                            | 2430027 / C637  | 06/21/24 - 06/20/25 |
| First Fire Systems, Inc. dba First Fire Alarm Systems (SBE)           | 2430029 / C772  | 06/17/24 - 06/16/25 |
| Convergeone, Inc.   | 2530001 / C2699 | 08/14/24 - 08/13/25 |

Ratification of eight (8) formally competed Job Order Contract awards procured via RFQ R-24044 to provide electrical and low voltage contracting services Districtwide. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of \$30,000,000.

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

## NOT-TO-EXCEED AGGREGATE AMOUNT

\$30,000,000 (100% Bond Funds)

**Requester:**

Soheil Katal, Chief Information Officer  
Information Technology Services

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## JOB ORDER CONTRACTS AMENDMENTS

**Item J**

| <u>CONTRACTOR</u>   | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM<br/>INCLUDING THIS<br/>AMENDMENT</u> | <u>AMOUNT</u>                         |
|---|-------------------------------------|---|---------------------------------------|
| <b>Paradise Construction &amp;<br/>Contract Management, Inc<br/>(SBE)</b> | 2430019/<br>C1203<br>2430019.02     | 03/28/24 – 03/27/25                                   | \$300,000*<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed Job Order Contract Amendment to increase contract capacity of a formally competed contract to provide relocation of portable buildings contracting services Districtwide to support bond funded projects.

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

The contractor has worked with the District since 2019.

|                                  |            |
|----------------------------------|------------|
| Initial Contract Value:          | \$ 350,000 |
| Amendment No. 1                  | \$ 500,000 |
| *Amendment No. 2                 | \$ 300,000 |
| <i>(Executed Date: 02/24/25)</i> |            |

**Aggregate Contract Value: \$1,150,000**

**Requester:**

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

\* *Current Ratification*



## ATTACHMENT A

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY  
JOB ORDER CONTRACTS AMENDMENTS**

**Item K**

| <u>CONTRACTOR</u>                               | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>CONTRACT TERM<br/>INCLUDING THIS<br/>AMENDMENT</u> | <u>AMOUNT</u>                         |
|---|-------------------------------------|---|---------------------------------------|
| <b>Thomasville Construction,<br/>Inc. (SBE)</b> | 2430034/<br>C1120<br>2430034.04     | 06/17/24 – 06/16/25                                   | \$900,000*<br>Bond<br>Funds<br>(100%) |

Ratification of formally competed Job Order Contract Amendment to increase contract capacity of a formally competed contract to provide general contracting services Districtwide.

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

The contractor has worked with the District since 2017.

|                                  |                              |
|----------------------------------|------------------------------|
| Initial Contract Value:          | \$ 500,000                   |
| Amendment No. 1                  | \$ Terms Revised (\$0 value) |
| Amendment No. 2                  | \$ 1,500,000                 |
| Amendment No. 3                  | \$ Terms Revised (\$0 value) |
| *Amendment No. 4                 | \$ 900,000                   |
| <i>(Executed Date: 02/28/25)</i> |                              |

**Aggregate Contract Value: \$2,900,000**

**Requester:**

Ed Cadena, Director of Facilities Project Execution  
Facilities Services Division

\* *Current Ratification*

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## Item L

## B. APPROVAL OF CHANGE ORDERS

March 2025 = \$6,901,175

|  |  | <u>QUANTITY</u> | <u>AMOUNT</u> |
|--|--|-----------------|---------------|
|  | i. New Construction contract change orders that do not individually exceed 10 percent for March 2025 (Average Transaction: \$25,346; Median Transaction: \$10,170)           | 50              | \$1,267,283   |
|  | ii. New Construction contract credit change orders for March 2025:   | 5               | <\$353,212>   |
|  | iii. Existing Facilities contract change orders that do not individually exceed 15 percent for March 2025 (Average Transaction: \$12,929; Median Transaction: \$5,111):      | 477             | \$6,167,006   |
|  | iv. Existing Facilities contract credit change orders for March 2025:  | 23              | <\$179,902>   |
|  | v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for March 2025, requiring 75 percent approval by the Board: | 0               | \$0           |

|           |   |    |              |
|-----------|---|----|--------------|
| <b>C.</b> | <b>COMPLETION OF CONTRACTS – March 2025</b> | 47 | \$13,498,692 |
|-----------|---|----|--------------|

|           |  |    |             |
|-----------|--|----|-------------|
| <b>D.</b> | <b>AWARD OF INFORMAL CONTRACTS<br/>(Not Exceeding \$114,800)</b>                           |    |             |
|           | A & B Letters for March 2025 (Average Transaction: \$55,862; Median Transaction: \$37,152) | 25 | \$1,396,542 |

## ATTACHMENT A

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY**  
**AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS**

**Item M**

| <u>CONTRACTOR</u>                         | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                          |
|---|-------------------------------------|---|--------------------------|--|
| <b>PBWS<br/>Architects, LLP<br/>(SBE)</b> | 2420062/<br>C8581                   | <u>San Fernando HS</u><br>Football Stadium Upgrades<br>Project<br>Board Member:<br><u>Kelly Gonez</u> | 03/07/25-<br>closeout    | \$1,449,884<br>Bond<br>Funds<br>(100%) |

Ratification of design contract to provide architectural and engineering services (procured via RFQ R-13019) for site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the San Fernando High School football stadium upgrades project as authorized on December 12, 2023 ([Board Report No. 130-23/24](#)).

The project includes, but is not limited to, the replacement of the football stadium bleachers for home and visiting spectators including an announcer's booth, field lighting, scoreboard, and electrical transformer. New permanent building to replace buildings housing the restrooms, concessions, and ticket booth functions. Associated landscape, hardscape, and infrastructure improvements. Requirements from the ADA, DSA, California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal regulations.

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

The contractor has worked with the District since 2010.

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

**Item N**

| <u>CONTRACTOR</u>                               | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                        |
|---|-------------------------------------|---|--------------------------|--------------------------------------|
| <b>Morrissey<br/>Associates, Inc.<br/>(SBE)</b> | 2520009/<br>C7004                   | <u>Hart Street ES</u><br>Playground & Campus<br>Exterior Upgrades Project<br>Board Member:<br><u>Scott M. Schmerelson</u> | 02/19/25-<br>completion  | \$747,145<br>Bond<br>Funds<br>(100%) |

Ratification of design contract to provide architectural and engineering services (procured via RFQ R-24025) for site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the Playground and Campus Exterior Upgrades Project as authorized on March 12, 2024 ([Board Report No. 215-23/24](#)).

The project replaces approximately 96,000 square feet of paving in the main and kindergarten playgrounds. Hardscape upgrades inclusive of solar reflective coating at playgrounds. Replacement of playground equipment as necessary. Greening improvements may include playfields with new irrigation, outdoor learning and activity stations, landscaping, and planting areas that are necessary to meet the District's goal to convert 30% of existing hard-surface schoolyard space to green/natural spaces (currently the schoolyard is approximately 7% green). The school is ranked 159 on the Greening 1.0 Index. Installation of privacy fencing as required. Upgrades to existing trash enclosure. Infrastructure upgrades including sanitary sewer and storm drainage utilities as necessary. Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.

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

The contractor has worked with the District since 2018.

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

**Item O**

| <u>CONTRACTOR</u>  | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>   | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                        |
|--|-------------------------------------|--|--------------------------|--------------------------------------|
| <b>John Friedman<br/>Alice Kimm<br/>Architects, Inc.<br/>(SBE)</b> | 2520012/<br>C8430                   | <u>Plasencia ES</u><br>Playground & Campus Exterior<br>Upgrades Project<br>Board Member:<br><u>Dr. Rocío Rivas</u> | 02/20/25-<br>completion  | \$763,049<br>Bond<br>Funds<br>(100%) |

Ratification of design contract to provide architectural and engineering services (procured via RFQ R-24025) for site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the Playground and Campus Exterior Upgrades Project as authorized on March 12, 2024 ([Board Report No. 215-23/24](#)).

The project includes but is not limited to replace paving in the main and kindergarten playgrounds. Hardscape upgrades, greening improvements, infrastructure upgrades and improvements to ensure compliance with the ADA, DSA, CEQA, and the DTSC. The project is necessary to meet the District's goal to convert 30% of existing hard-surface schoolyard space to green/natural spaces. The school is ranked 45 on the Greening 1.0 Index.

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

The contractor has worked with the District since 2001.

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

**Item P**

| <u>CONTRACTOR</u>                               | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                        |
|---|-------------------------------------|---|--------------------------|--------------------------------------|
| <b>Morrissey<br/>Associates, Inc.<br/>(SBE)</b> | 2520014/<br>C9104                   | <u>Coliseum Street ES</u><br>Accessibility Enhancement<br>Project<br>Board Member:<br><u>Sherlett Hendy Newbill</u> | 02/11/25-<br>closeout    | \$550,466<br>Bond<br>Funds<br>(100%) |

Ratification of design contract to provide architectural and engineering services (procured via RFQ R-24025) for site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the accessibility enhancement project as authorized on November 20, 2024 ([Board Report No. 103-24/25](#)).

The project upgrades the following facilities to comply with ADA and improve program accessibility: path of travel, restrooms, drinking fountains, concrete ramps, metal ramps, stage lift, and other miscellaneous upgrades.

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

The contractor has worked with the District since 2018.

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

**Item Q**

| <u>CONTRACTOR</u>                 | <u>IDENTIFI-<br/>CATION<br/>NO.</u> | <u>DESCRIPTION</u>  | <u>CONTRACT<br/>TERM</u> | <u>AMOUNT</u>                       |
|-----------------------------------|-------------------------------------|---|--------------------------|-------------------------------------|
| <b>tBP/Architecture,<br/>Inc.</b> | 2520048/<br>C9106                   | <u>Pinewood ES</u><br>Accessibility Enhancement<br>Project<br>Board Member:<br><u>Kelly Gonez</u> | 02/24/25-<br>completion  | \$66,354<br>Bond<br>Funds<br>(100%) |

Ratification of design contract to provide architectural and engineering services (procured via RFQ R-24025) for site analysis/preliminary schematic design, final schematic design, design development, construction document, bid/proposal and award, and construction and closeout phases for the accessibility enhancement project as authorized on March 27, 2023 ([Board Report No. 183-22/23](#)).

The project upgrades the following facilities to comply with ADA and improve program accessibility: path of travel, restroom, covered walkway, parking area, new elevator, and new stage lift with stage adapt.

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

The contractor has worked with the District since 2003.

**Requester:**

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

## ATTACHMENT A

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

**EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS**      **\$2,585,491**

**Item R**

|               |  |
|---------------|--|
| CONTRACT NOS. | 1620140/C487; 1620142/C3075; 1620142/C3075; 1720048/C2869; 1820025/C2943; 1820027/C3078; 1820027/C3078; 1920002/C24; 1920002/C24; 1920019/C625; 1920019/C625; 1920019/C625; 1920019/C625; 1920023/C1140; 1920023/C1140; 1920023/C1140; 1920023/C1140; 1920023/C1140; 1920023/C1140; 2020012/C3085; 2120144/C3086; 2120144/C3086; 2120146/C3050; 2120147/C278; 2220020/C2877; 2320030/C2815; 2320037/C3067; 2420042/C3021 |
|---------------|--|

Extra services are for design work that is not covered under the original Agreement. February and March Extra Services are listed at the following link: [BOE 258 Extra Services](#)

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



## ATTACHMENT A

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY**

**EMERGENCY CONTRACTS/PURCHASE ORDERS FOR PROFESSIONAL SERVICES**

Notice of contract actions taken to respond effectively to the January 2025 Severe Windstorm and Wildfire Conditions as authorized by the Board of Education per Board Report [201-24/25](#), dated January 14, 2025.

**Item S**

|  |  |                      | <b>\$2,502,699</b>                        |
|--|--|----------------------|---|
| <u>CONTRACTOR /<br/>IDENTIFICATION NO.</u> | <u>DESCRIPTION</u>                               | <u>CONTRACT TERM</u> | <u>AMOUNT</u>                             |
| <b>AIR, Inc /<br/>2590077/C9195</b>        | Building and Site<br>Decontamination<br>Services | 03/20/25-05/20/25    | \$2,502,699<br>General<br>Funds<br>(100%) |

[Return to Order of Business](#)

11

# TAB 11



## Board of Education Report

**File #:** Rep-310-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Renewal Petition for Alfred B. Nobel Charter Middle (Affiliated Charter School)** **[PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Alfred B. Nobel Charter Middle) Recommends approval of the renewal petition for Alfred B. Nobel Charter Middle, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 1,995 students in grades 6-8 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Alfred B. Nobel Charter Middle (“Charter School”), located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve to up 1,995 students in grades 6-8 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report

#### **Background:**

Alfred B. Nobel Charter Middle is a 6-8 middle school currently serving 1,788 students on a District site at 9950 Tampa Avenue, Northridge, CA, 91324 in Board District 3 and Region North. Alfred B. Nobel Charter Middle was originally approved by the LAUSD Board of Education on June 12, 2012. On April 18, 2017, the charter school was renewed for a five-year term to serve 2,497 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alfred B. Nobel Charter Middle expires June 30, 2025.

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

An initial Public Hearing was held on April 8, 2025

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

#### **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. 310, accompanying documents, and transcript of

**File #:** Rep-310-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

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, Alfred B. Nobel Charter Middle is part of the District for purposes of special education.

As an affiliated charter, all revenues generated by the school will be received by LAUSD. The District will allocate school resources in the same manner as it does a non-charter school except as otherwise specified in the statute and in applicable District policies.

**Student Impact:**

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

**Equity Impact:**

Not applicable

**Issues and Analysis:**

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

**Attachments:**

Attachment A- Staff Assessment and Recommendation Report  
 Attachment B- Alfred B. Nobel Charter Middle 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/1CzrkLUNnXA6MSzdxCD9qd0zC07d3zGgt?usp=sharing>

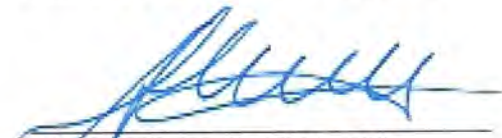
**Submitted:**

04/08/25


File #: Rep-310-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 5/13/2025

**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent


**APPROVED & PRESENTED BY:**

  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

**APPROVED & PRESENTED BY:**

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

☒ Approved as to form.

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

**STAFF ASSESSMENT AND RECOMMENDATION REPORT****RENEWAL PETITION**

Board of Education Report 310-24/25

May 13, 2025

|   |   |  |              |   |
|---|---|--|--------------|---|
| School Name:  | <b>Alfred B. Nobel Charter Middle<br/>(Affiliated Charter School)</b> |  |              | <b>BOARD IS<br/>REQUIRED TO<br/>TAKE ACTION BY:<br/><br/>May 14, 2025</b> |
| Type of Charter School:   | <b>Conversion Affiliated Charter School</b>                           |  |              |   |
| Charter Operator  | <b>Los Angeles Unified School District</b>                            |  |              |   |
| Location Code:  | <b>8272</b>   |  |              |   |
| Type of Site(s):  | <b>District Site</b>  |  |              |   |
| Site Address(es):   | <b>9950 Tampa Avenue, Northridge, CA, 91324</b>                       |  |              |   |
| Board District(s):  | <b>3</b>  | Region(s):                                 | <b>North</b> |   |
| Grade Levels Served:  | <b>6-8</b>  | Current Enrollment:                        | <b>1,788</b> |   |
| Grade Levels Authorized in<br>Current Charter:                          | <b>6-8</b>  | Approved Enrollment in<br>Current Charter: | <b>2,497</b> |   |
| <b>CONSIDERATION:</b>   | <b>Renewal</b>  |  |              |   |
| <b>CDE PERFORMANCE<br/>CATEGORY:</b><br>(PER CDE'S 2025 CLASSIFICATION) | <b>High Performing</b>  |  |              |   |
| <b>STAFF<br/>RECOMMENDATION:</b>  | <b>Approval for a six (6)-year charter term (2025-2031)</b>           |  |              |   |
| <b>PROPOSED<br/>BENCHMARKS:</b>   | None  |  |              |   |

**STAFF ASSESSMENT****I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Alfred B. Nobel Charter Middle ("Nobel" or "Charter School"), located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 1,995 students in grades 6-8 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy.

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; and Organizational Management, 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 Alfred B. Nobel Charter Middle's renewal petition and record, staff recommends a term length of six (6) 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

|  | <b>Alfred B. Nobel Charter Middle</b>   |
|--|---|
| <b>Initial Authorization:</b>  | On June 12, 2012, Alfred B. Nobel Charter Middle was authorized by the LAUSD Board of Education to serve 2,500 students in grades 6-8.  |
| <b>Most Recent Renewal</b>   | The charter was renewed on April 18, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 2,497 students in grades 6-8.<br><br>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Alfred B. Nobel Charter Middle expires June 30, 2025. |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable  |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable  |
| <b>Submission of Renewal Petition Application:</b>                     | Alfred B. Nobel Charter Middle submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.   |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable  |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Alfred B. Nobel Charter Middle implements the District's Master Plan for English Learners and Standard English Learners.  |
| <b>Special Education SELPA</b>   | As a District-affiliated charter school, Alfred B. Nobel Charter Middle is a member of the LAUSD SELPA.   |

#### B. Charter School Operator

As a District-affiliated charter school, Alfred B. Nobel Charter Middle is subject to the governance and control of the LAUSD Board of Education.

### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

#### a. Summary

Nobel 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 Alfred B. Nobel Charter Middle 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.

**Alfred B Nobel Charter Middle School Dashboard Indicators**

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

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

c. English Language Arts Indicator

In 2022, 2023, and 2024 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 numerically significant student groups.

**Alfred B Nobel Charter Middle School - English Language Arts Indicator - 2021-2022**

| Student Group                   | Charter Participation Rate | Charter Level | Charter ELA (DFS) | State Level | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|-------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>High</b>   | <b>40.5</b>       | <b>Low</b>  | <b>-12.2</b>    | <b>Higher</b>                     |
| Black or African American       | Met                        | Medium        | 5.2               | Low         | -57.7           | Higher                            |
| Asian                           | Met                        | Very High     | 85.3              | Very High   | 63.0            | Higher                            |
| Filipino                        | Met                        | Very High     | 82.8              | High        | 42.9            | Higher                            |
| Latino                          | Met                        | High          | 13.7              | Low         | -38.6           | Higher                            |
| Two or More Races               | Met                        | Very High     | 84.1              | High        | 25.1            | Higher                            |
| White                           | Met                        | Very High     | 51.9              | High        | 21.9            | Higher                            |
| English Learner                 | Not Met                    | Low           | -51.7             | Low         | -61.2           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | High          | 17.8              | Low         | -41.4           | Higher                            |
| Students with Disabilities      | Met                        | Low           | -55.1             | Very Low    | -97.3           | Higher                            |

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

### Alfred B Nobel Charter Middle School - English Language Arts Indicator - 2022-2023

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color   | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>39.9</b>       | <b>-0.5</b>    | <b>Orange</b> | <b>-13.6</b>    | <b>Higher</b>                     |
| Black or African American       | Met                        | Orange        | -15.8             | -21.0          | Orange        | -59.6           | Higher                            |
| Asian                           | Met                        | Blue          | 83.7              | -1.6           | Blue          | 61.8            | Higher                            |
| Filipino                        | Met                        | Blue          | 88.6              | 5.9            | Green         | 44.0            | Higher                            |
| Latino                          | Met                        | Green         | 15.9              | 2.2            | Orange        | -40.2           | Higher                            |
| Two or More Races               | Met                        | Green         | 75.5              | -8.5           | Green         | 24.3            | Higher                            |
| White                           | Met                        | Blue          | 51.8              | -0.1           | Green         | 20.8            | Higher                            |
| English Learner                 | Met                        | Orange        | -62.3             | -9.4           | Orange        | -67.7           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | 14.5              | -3.4           | Orange        | -42.6           | Higher                            |
| Students with Disabilities      | Met                        | Orange        | -62.6             | -7.6           | Red           | -96.3           | Higher                            |

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

### Alfred B Nobel Charter Middle School - English Language Arts Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color   | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Blue</b>   | <b>63.1</b>       | <b>23.2</b>    | <b>Orange</b> | <b>-13.2</b>    | <b>Higher</b>                     |
| Black or African American       | Met                        | Green         | 7.9               | 23.7           | Orange        | -58.9           | Higher                            |
| Asian                           | Met                        | Blue          | 104.6             | 20.9           | Blue          | 60.7            | Higher                            |
| Filipino                        | Met                        | Blue          | 114.2             | 25.5           | Blue          | 45.8            | Higher                            |
| Latino                          | Met                        | Blue          | 42.7              | 26.8           | Orange        | -39.3           | Higher                            |
| Two or More Races               | Met                        | Blue          | 104.2             | 28.6           | Green         | 24.3            | Higher                            |
| White                           | Met                        | Blue          | 73.5              | 21.7           | Green         | 19.2            | Higher                            |
| English Learner                 | Met                        | Yellow        | -8.9              | 53.4           | Orange        | -67.6           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Blue          | 38.8              | 24.3           | Orange        | -40.9           | Higher                            |
| Students with Disabilities      | Met                        | Yellow        | -38.9             | 23.7           | 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, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

## Alfred B Nobel Charter Middle School - Math Indicator - 2021-2022

| Student Group                   | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>High</b>   | <b>2.2</b>         | <b>Low</b>  | <b>-51.7</b>     | <b>Higher</b>                     |
| Black or African American       | Met                        | Low           | -39.3              | Very Low    | -106.9           | Higher                            |
| Asian                           | Met                        | Very High     | 59.7               | Very High   | 48.4             | Higher                            |
| Filipino                        | Met                        | Very High     | 49.7               | High        | 2.7              | Higher                            |
| Latino                          | Met                        | Low           | -31.9              | Low         | -83.4            | Higher                            |
| Two or More Races               | Met                        | Very High     | 51.4               | Medium      | -9.9             | Higher                            |
| White                           | Met                        | High          | 18.4               | Medium      | -13.4            | Higher                            |
| English Learner                 | Not Met                    | Low           | -76.1              | Low         | -92.0            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | -20.4              | Low         | -84.0            | Higher                            |
| Students with Disabilities      | Not Met                    | Low           | -90.1              | Very Low    | -130.8           | Higher                            |

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

## Alfred B Nobel Charter Middle School - Math Indicator - 2022-2023

| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color   | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>12.7</b>        | <b>10.5</b>    | <b>Orange</b> | <b>-49.1</b>     | <b>Higher</b>                     |
| Black or African American       | Met                        | Orange        | -49.4              | -10.2          | Red           | -104.5           | Higher                            |
| Asian                           | Met                        | Blue          | 72.5               | 12.8           | Blue          | 50.8             | Higher                            |
| Filipino                        | Met                        | Blue          | 62.3               | 12.6           | Green         | 7.4              | Higher                            |
| Latino                          | Met                        | Green         | -19.2              | 12.7           | Orange        | -80.8            | Higher                            |
| Two or More Races               | Met                        | Blue          | 68.6               | 17.2           | Yellow        | -7.4             | Higher                            |
| White                           | Met                        | Green         | 27.2               | 8.8            | Yellow        | -11.1            | Higher                            |
| English Learner                 | Met                        | Yellow        | -68.9              | 8.2            | Orange        | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | -12.8              | 7.6            | Yellow        | -80.8            | Higher                            |
| Students with Disabilities      | Not Met                    | Red           | -95.1              | -2.2           | Orange        | -127.3           | Higher                            |

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

## Alfred B Nobel Charter Middle School - Math Indicator - 2023-2024

| Student Group             | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color   | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>       | <b>Met</b>                 | <b>Blue</b>   | <b>31.9</b>        | <b>19.2</b>    | <b>Orange</b> | <b>-47.6</b>     | <b>Higher</b>                     |
| Black or African American | Met                        | Yellow        | -34.7              | 14.7           | Red           | -102.2           | Higher                            |
| Asian                     | Met                        | Blue          | 96.5               | 24.0           | Blue          | 49.5             | Higher                            |

| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| Filipino                        | Met                        | Blue          | 94.1               | 31.8           | Green       | 10.4             | Higher                            |
| Latino                          | Met                        | Blue          | 0.8                | 20.0           | Orange      | -79.2            | Higher                            |
| Two or More Races               | Met                        | Green         | 60.7               | -7.9           | Yellow      | -5.3             | Higher                            |
| White                           | Met                        | Blue          | 50.6               | 23.4           | Yellow      | -10.3            | Higher                            |
| English Learner                 | Met                        | Yellow        | -31.9              | 37.0           | Orange      | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Blue          | 3.4                | 16.2           | Orange      | -78.2            | Higher                            |
| Students with Disabilities      | Met                        | Yellow        | -71.5              | 23.6           | Red         | -124.3           | Higher                            |

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Very High was higher than the state's Status Level of Medium and the charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Green was higher than the state's color of Yellow and the charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's performance color of Blue was higher than the state's color of Orange and the charter school's English Learner Progress Rate was higher than the state's rate.

**Alfred B Nobel Charter Middle School - English Learner Progress Indicator - 2021-2022**

| Student Group   | Charter ELPAC Participation Rate | Charter Level | Charter EL Progress Rate | State Level | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Very High     | 82.9%                    | Medium      | 50.3%                  | Higher                      |

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

**Alfred B Nobel Charter Middle School - English Learner Progress Indicator - 2022-2023**

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Green         | 74.4%                    | -8.5%          | Yellow      | 48.7%                  | Higher                      |

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

**Alfred B Nobel Charter Middle School - English Learner Progress Indicator - 2023-2024**

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Blue          | 88.6%                    | 14.2%          | Orange      | 45.7%                  | Higher                      |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for eight of nine 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 eight of nine 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 for all nine numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Alfred B. Nobel Charter Middle was named by the California Department of Education (CDE) as a 2024 California Distinguished School.

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| <b>2022-2023</b>           | <i>Accomplished</i>          |
| <b>2023-2024</b>           | <i>Accomplished</i>          |
| <b>Concerns</b>            | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| <b>2022-2023</b>           | <i>Proficient</i>            |
| <b>2023-2024</b>           | <i>Proficient</i>            |
| <b>Concerns</b>            | No unresolved issues pending |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| <b>2022-2023</b>           | <i>Accomplished</i>          |
| <b>2023-2024</b>           | <i>Accomplished</i>          |
| <b>Concerns</b>            | No unresolved issues pending |

**VI. FISCAL MANAGEMENT AND PERFORMANCE**

As an affiliated charter school, the District is responsible for the fiscal management of Alfred B. Nobel Charter Middle.

# Alfred B. Nobel Charter Middle

## Academic Performance - English Language Arts

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

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                                |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|--|----|---------------|--------------------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG   | BD | Location Code | School                         | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N  | 3  | 8272          | Alfred B. Nobel Charter Middle | All Students                        | 1,908                               | 40.5                    | High                     | -12.2                  | Low                     | Higher                         | 1,841                               | Green                                 | 39.9                    | -0.5               | Maintained               | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |
|  |    |               |                                | American Indian or Alaska Native    | *                                   | -                       | No Performance Level     | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2                 | Maintained              | --                             |
|  |    |               |                                | Asian                               | 255                                 | 85.3                    | Very High                | 63                     | Very High               | Higher                         | 248                                 | Blue                                  | 83.7                    | -1.6               | Maintained               | Blue                                 | 61.8                   | -1.2              | Maintained              | Higher                         |
|  |    |               |                                | Black or African American           | 92                                  | 5.2                     | Medium                   | -57.7                  | Low                     | Higher                         | 89                                  | Orange                                | -15.8                   | -21                | Declined Significantly   | Orange                               | -59.6                  | -2                | Maintained              | Higher                         |
|  |    |               |                                | English Learner                     | 97                                  | -51.7                   | Low                      | -61.2                  | Low                     | Higher                         | 114                                 | Orange                                | -62.3                   | -9.4               | Declined                 | Orange                               | -67.7                  | -6.5              | Declined                | Higher                         |
|  |    |               |                                | Filipino                            | 125                                 | 82.8                    | Very High                | 42.9                   | High                    | Higher                         | 129                                 | Blue                                  | 88.6                    | 5.9                | Increased                | Green                                | 44                     | 1.1               | Maintained              | Higher                         |
|  |    |               |                                | Foster Youth                        | *                                   | -                       | No Performance Level     | -85.6                  | Very Low                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |
|  |    |               |                                | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5                | Declined                | --                             |
|  |    |               |                                | Latino                              | 847                                 | 13.7                    | High                     | -38.6                  | Low                     | Higher                         | 832                                 | Green                                 | 15.9                    | 2.2                | Maintained               | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         |
|  |    |               |                                | Native Hawaiian or Pacific Islander | *                                   | -                       | No Performance Level     | -29.1                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -32.5                  | -3.4              | Declined                | --                             |
|  |    |               |                                | Socioeconomically Disadvantaged     | 917                                 | 17.8                    | High                     | -41.4                  | Low                     | Higher                         | 901                                 | Green                                 | 14.5                    | -3.4               | Declined                 | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |
|  |    |               |                                | Students with Disabilities          | 151                                 | -55.1                   | Low                      | -97.3                  | Very Low                | Higher                         | 161                                 | Orange                                | -62.6                   | -7.6               | Declined                 | Red                                  | -96.3                  | 1.8               | Maintained              | Higher                         |
|  |    |               |                                | Two or More Races                   | 90                                  | 84.1                    | Very High                | 25.1                   | High                    | Higher                         | 94                                  | Green                                 | 75.5                    | -8.5               | Declined                 | Green                                | 24.3                   | -0.8              | Maintained              | Higher                         |
|  |    |               |                                | White                               | 482                                 | 51.9                    | Very High                | 21.9                   | High                    | Higher                         | 433                                 | Blue                                  | 51.8                    | -0.1               | Maintained               | 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%                             | 98%   | 98%                       | 93%             | 99%      | 100%         | 83%            | 98%    | 100%                                | 98%                             | 95%                        | 98%               | 97%   |
| Participation Rate Met 2022 *        | Yes                                     | Yes                              | Yes   | Yes                       | No              | Yes      | Yes          | No             | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023   | 98%                                     | --                               | 99%   | 98%                       | 97%             | 99%      | 100%         | 67%            | 97%    | 100%                                | 97%                             | 95%                        | 100%              | 97%   |
| Participation Rate Met 2023          | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | No             | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023



# Alfred B. Nobel Charter Middle

## Academic Performance - Math

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

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                                |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|--------------------------------|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                         | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 3  | 8272          | Alfred B. Nobel Charter Middle | All Students                        | 1,920                                      | 2.2                     | High                     | -51.7                  | Low                     | Higher                         | 1,850                                      | Green                                 | 12.7                    | 10.5               | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                                | American Indian or Alaska Native    | *  | -                       | No Performance Level     | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                                | Asian                               | 258  | 59.7                    | Very High                | 48.4                   | Very High               | Higher                         | 247  | Blue                                  | 72.5                    | 12.8               | Increased                | Blue                                 | 50.8                   | 2.3               | Maintained              | Higher                         |
|   |    |               |                                | Black or African American           | 93   | -39.3                   | Low                      | -106.9                 | Very Low                | Higher                         | 89   | Orange                                | -49.4                   | -10.2              | Declined                 | Red                                  | -104.5                 | 2.6               | Maintained              | Higher                         |
|   |    |               |                                | English Learner                     | 99   | -76.1                   | Low                      | -92.0                  | Low                     | Higher                         | 114  | Yellow                                | -68.9                   | 8.2                | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | Higher                         |
|   |    |               |                                | Filipino                            | 126  | 49.7                    | Very High                | 2.7                    | High                    | Higher                         | 128  | Blue                                  | 62.3                    | 12.6               | Increased                | Green                                | 7.4                    | 4.8               | Increased               | Higher                         |
|   |    |               |                                | Foster Youth                        | *  | -                       | No Performance Level     | -126.3                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |                                | Homeless Youth                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |                                | Latino                              | 849  | -31.9                   | Low                      | -83.4                  | Low                     | Higher                         | 840  | Green                                 | -19.2                   | 12.7               | Increased                | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                                | Native Hawaiian or Pacific Islander | *  | -                       | No Performance Level     | -71.3                  | Low                     | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |                                | Socioeconomically Disadvantaged     | 926  | -20.4                   | Medium                   | -84.0                  | Low                     | Higher                         | 907  | Green                                 | -12.8                   | 7.6                | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |                                | Students with Disabilities          | 152  | -90.1                   | Low                      | -130.8                 | Very Low                | Higher                         | 163  | Red                                   | -95.1                   | -2.2               | Maintained               | Orange                               | -127.3                 | 5.5               | Increased               | Higher                         |
|   |    |               |                                | Two or More Races                   | 89   | 51.4                    | Very High                | -9.9                   | Medium                  | Higher                         | 93   | Blue                                  | 68.6                    | 17.2               | Increased Significantly  | Yellow                               | -7.4                   | 2.5               | Maintained              | Higher                         |
|   |    |               |                                | White                               | 488  | 18.4                    | High                     | -13.4                  | Medium                  | Higher                         | 437  | Green                                 | 27.2                    | 8.8                | Increased                | 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%  | 99%                       | 94%             | 100%     | 100%         | 83%            | 98%    | 100%                                | 98%                             | 92%                        | 96%               | 98%   |
| Participation Rate Met 2022 *         | Yes                                      | Yes                              | Yes   | Yes                       | No              | Yes      | Yes          | No             | Yes    | Yes                                 | Yes                             | No                         | Yes               | Yes   |
| Percent of students tested in 2023    | 98%                                      | --                               | 99%   | 97%                       | 96%             | 98%      | 100%         | 67%            | 99%    | 100%                                | 97%                             | 94%                        | 99%               | 97%   |
| Participation Rate Met 2023           | Yes                                      | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | No             | Yes    | Yes                                 | Yes                             | No                         | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Alfred B. Nobel Charter Middle

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                                |                 |   |  |              |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|--------------------------------|-----------------|---|--|--------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                         | Student Group   | 2022 School   |  |              | 2022 State   |              |                                 | 2023 School   |                                       |  |                    | 2023 State               |                                      |  |                   |                         |                                 |
|  |    |               |                                |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 3  | 8272          | Alfred B. Nobel Charter Middle | English Learner | 41  | 82.9%  | Very High    | 50.3%  | Medium       | Higher                          | 43  | Green                                 | 74.4%  | -8.5%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2022                | 49                            | 49                           | 100.0%                        | Yes                    |
| 2023                | 60                            | 59                           | 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   |       |       |
| Alfred B. Nobel Charter Middle   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 82.9% | 47.5% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 12.2% | 31.4% |
| ELs Who Decreased at Least One ELPI Level  | 4.9%  | 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   |       |       |
| Alfred B. Nobel Charter Middle   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 74.4% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 23.3% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 2.3%  | 18.6% |

# Alfred B. Nobel Charter Middle

## Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |                                   |  |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                           |                               |   |
|---|--------|-------------------|-----------------------------------|--|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|---------------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School                            | Student Group                          | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change      | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 3      | 8272              | Alfred B. Nobel<br>Charter Middle | All Students                           | 2,084  | 20.0%   | High                        | 30.0%  | Very High                  | Lower   | 1,977  | Yellow                                      | 14.8%   | -5.2%                 | Declined<br>Significantly      | Yellow                                     | 24.3%  | -5.7                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                                   | American Indian or<br>Alaska Native    | *  | --  | No<br>Performance<br>Level  | 42.9%  | Very High                  | --  | 0  | --  | --  | --                    | Yellow                         | 36.1%                                      | -6.8   | Declined<br>Significantly | --                            |   |
|   |        |                   |                                   | Asian                                  | 271  | 6.3%  | Medium                      | 11.5%  | High                       | Lower   | 259  | Green                                       | 5.0%  | -1.3%                 | Declined                       | Yellow                                     | 10.1%  | -1.4                      | Declined                      | Lower   |
|   |        |                   |                                   | Black or African<br>American           | 104  | 17.3%   | High                        | 42.9%  | Very High                  | Lower   | 97   | Red   | 21.6%   | 4.3%                  | Increased                      | Yellow                                     | 36.4%  | -6.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                                   | English Learner                        | 63   | 38.1%   | Very High                   | 33.6%  | Very High                  | Higher  | 68   | Orange                                      | 26.5%   | -11.6%                | Declined                       | Yellow                                     | 26.3%  | -7.3                      | Declined<br>Significantly     | Higher  |
|   |        |                   |                                   | Filipino                               | 127  | 4.7%  | Low                         | 16.2%  | High                       | Lower   | 131  | Green                                       | 3.1%  | -1.7%                 | Declined                       | Yellow                                     | 13.8%  | -2.4                      | Declined                      | Lower   |
|   |        |                   |                                   | Foster Youth                           | *  | --  | No<br>Performance<br>Level  | 42.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 33.6%  | -8.5                      | Declined<br>Significantly     | --  |
|   |        |                   |                                   | Homeless Youth                         | *  | --  | No<br>Performance<br>Level  | 45.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 38.7%  | -6.4                      | Declined<br>Significantly     | --  |
|   |        |                   |                                   | Latino                                 | 915  | 26.3%   | Very High                   | 35.8%  | Very High                  | Lower   | 898  | Yellow                                      | 18.2%   | -8.2%                 | Declined<br>Significantly      | Yellow                                     | 28.4%  | -7.4                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                                   | Native Hawaiian or<br>Pacific Islander | *  | --  | No<br>Performance<br>Level  | 43.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 37.6%  | -6.3                      | Declined<br>Significantly     | --  |
|   |        |                   |                                   | Socioeconomically<br>Disadvantaged     | 1,021  | 26.1%   | Very High                   | 37.4%  | Very High                  | Lower   | 1,000  | Yellow                                      | 18.6%   | -7.5%                 | Declined<br>Significantly      | Yellow                                     | 29.9%  | -7.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                                   | Students with<br>Disabilities          | 178  | 37.1%   | Very High                   | 39.6%  | Very High                  | Lower   | 185  | Yellow                                      | 22.7%   | -14.4%                | Declined<br>Significantly      | Yellow                                     | 33.1%  | -6.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                                   | Two or More Races                      | 109  | 13.8%   | High                        | 25.1%  | Very High                  | Lower   | 110  | Yellow                                      | 12.7%   | -1.0%                 | Declined                       | Yellow                                     | 21.6%  | -3.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                                   | White                                  | 549  | 21.7%   | Very High                   | 21.9%  | Very High                  | Lower   | 477  | Yellow                                      | 15.7%   | -6.0%                 | Declined<br>Significantly      | Yellow                                     | 18.5%  | -3.5                      | Declined<br>Significantly     | Lower   |

Data Sources: California School Dashboard Research data files 2023

# Alfred B. Nobel Charter Middle

## Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |                                |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|--------------------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                         | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 3  | 8272          | Alfred B. Nobel Charter Middle | All Students                        | 2,115              | 0.0%   | Very Low                 | 3.1%  | Medium                  | Lower   | 2,008              | Yellow                                | 1.4%   | 1.4%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                                | American Indian or Alaska Native    | *                  | --   | No Performance Level     | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |                                | Asian                               | 272                | 0.0%   | Very Low                 | 0.9%  | Very Low                | Lower   | 262                | Yellow                                | 0.8%   | 0.8%               | Increased                | Green                                | 1.1%  | 0.2%              | Maintained              | Lower                                  |
|   |    |               |                                | Black or African American           | 104                | 0.0%   | Very Low                 | 7.9%  | High                    | Lower   | 98                 | Orange                                | 4.1%   | 4.1%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower                                  |
|   |    |               |                                | English Learner                     | 65                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 75                 | Orange                                | 2.7%   | 2.7%               | Increased                | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                | Filipino                            | 128                | 0.0%   | Very Low                 | 1.2%  | Low                     | Lower   | 131                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | Lower                                  |
|   |    |               |                                | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |                                | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |                                | Latino                              | 932                | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 910                | Yellow                                | 1.6%   | 1.6%               | Increased                | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                | Native Hawaiian or Pacific Islander | *                  | --   | No Performance Level     | 4.5%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |                                | Socioeconomically Disadvantaged     | 1,036              | 0.0%   | Very Low                 | 4.0%  | Medium                  | Lower   | 1,016              | Yellow                                | 2.0%   | 2.0%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                | Students with Disabilities          | 182                | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 186                | Orange                                | 4.8%   | 4.8%               | Increased Significantly  | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                | Two or More Races                   | 109                | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 113                | Yellow                                | 0.9%   | 0.9%               | Increased                | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                                | White                               | 561                | 0.0%   | Very Low                 | 2.6%  | Medium                  | Lower   | 489                | Yellow                                | 1.2%   | 1.2%               | Increased                | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023

## Alfred B. Nobel Charter Middle

### Enrollment Report

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

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |                                |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|--------------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                         | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 8272     | Alfred B. Nobel Charter Middle | 1,839      | 52.3%    | 36.8% | 0.0%                             | 12.2% | 4.6%                      | 2.7%            | 5.9%     | 0.1%         | 0.2%     | 47.4%  | 0.0%              | 0.2%                                | 1.0%         | 52.3%                            | 8.2%                       | 4.5%              | 24.1% |
| Statewide   |    |          |                                | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |                                | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |                                |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|--------------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                         | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 8272     | Alfred B. Nobel Charter Middle | 1,940      | 48.8%    | 33.8% | 4.8%                             | 13.1% | 4.8%                      | 2.8%            | 6.2%     | 0.2%         | 0.0%     | 45.5%  | 0.0%              | 0.3%                                | 0.8%         | 49.7%                            | 8.5%                       | 5.4%              | 23.9% |
| Statewide   |    |          |                                | 5,852,544  | 59.9%    | N/A   | 0.4%                             | 9.5%  | 4.7%                      | 19.0%           | 2.2%     | 0.5%         | 3.2%     | 56.1%  | 0.7%              | 0.4%                                | 2.2%         | 61.5%                            | 13.1%                      | 4.3%              | 20.1% |
| Los Angeles Unified                                 |    |          |                                | 538,295    | 81.0%    | 11.1% | 5.9%                             | 3.4%  | 7.4%                      | 21.3%           | 1.6%     | 0.7%         | 1.7%     | 74.2%  | 0.1%              | 0.2%                                | 1.5%         | 82.0%                            | 14.1%                      | 2.0%              | 9.7%  |

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

# Alfred B. Nobel Charter Middle

## RECLASSIFICATION RATES

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

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

| RG | BD | Loc Code | School                         | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|--------------------------------|------------|---|--------|-------|---------------------------------|
| N  | 3  | 8272     | Alfred B. Nobel Charter Middle | 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>

# Alfred B. Nobel Charter Middle

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

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

| RG | BD | Loc Code | School                         | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|--------------------------------|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |                                |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |                                |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 3  | 8272     | Alfred B. Nobel Charter Middle | LTEL 6+ Years                   | 20         | 5.8%    | 226,535    | 11.1%   | 6          | 1.8%    | 211,218    | 10.6%   |
|    |    |          |                                | At-Risk 4-5 Years               | 2          | 0.6%    | 144,190    | 7.1%    | 3          | 0.9%    | 136,190    | 6.8%    |
|    |    |          |                                | EL 0-3 Years                    | 13         | 3.8%    | 505,487    | 24.8%   | 27         | 8.0%    | 519,652    | 26.0%   |
|    |    |          |                                | EL 4+ Years Not At-Risk or LTEL | 19         | 5.5%    | 236,323    | 11.6%   | 14         | 4.2%    | 207,773    | 10.4%   |
|    |    |          |                                | EL total                        | 54         | 15.6%   | 1,112,535  | 54.5%   | 50         | 14.8%   | 1,074,833  | 53.8%   |
|    |    |          |                                | RFEP                            | 292        | 84.4%   | 927,723    | 45.5%   | 287        | 85.2%   | 924,460    | 46.2%   |
|    |    |          |                                | Total (Ever)                    | 346        | 100.0%  | 2,040,258  | 100.0%  | 337        | 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>

## Alfred B. Nobel Charter Middle

### 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/cn/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

**2023-2024 Special Education Enrollment**

| RG                  | BD | Location Code | School                         | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|--------------------------------|-------------------|----------------|----------------|
| N                   | 3  | 8272          | Alfred B. Nobel Charter Middle | 1,839             | 151            | 8.2%           |
| Statewide           |    |               |                                | 5,837,690         | 799,980        | 13.7%          |
| Los Angeles Unified |    |               |                                | 529,902           | 79,906         | 14.8%          |

**2022-2023 Special Education Enrollment**

| RG                  | BD | Loc Code | School                         | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|----------|--------------------------------|-------------------|----------------|----------------|
| N                   | 3  | 8272     | Alfred B. Nobel Charter Middle | 1,940             | 164            | 8.5%           |
| Statewide           |    |          |                                | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |                                | 538,295           | 75,935         | 14.1%          |

**2023-2024 Special Education Enrollment**

| RG                  | BD | Loc Code | School                         | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|--------------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 3  | 8272     | Alfred B. Nobel Charter Middle | 81.5%            | 18.5%           | 22     | 0    | 2      | 1     | 0     | 1     | 1     | 0   | 47     | 1    | 62     | 14     | 0     | 0    |
| Los Angeles Unified |    |          |                                | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

**2022-2023 Special Education Enrollment**

| RG                  | BD | Loc Code | School                         | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|--------------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 3  | 8272     | Alfred B. Nobel Charter Middle | 84.8%            | 15.2%           | 16     | 0    | 2      | 0     | 0     | 2     | 1     | 0   | 46     | 1     | 78     | 15     | 0     | 3    |
| 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).



# Alfred B. Nobel Charter Middle

LAUSD Location Code: 8272

Region: North

Board District: 3

## Academic Performance - English Language Arts

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

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |  |   |                            |                       |                                |  |                           |                      |                               |                                      |  |   |                            |                       |                                |  |                           |                      |                               |                                      |
|--|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| Student Group  | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
| All Students   | 1,841  | Green                                       | 39.9                       | -0.5                  | Maintained                     | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Higher                               | 1,780  | Blue  | 63.1                       | 23.2                  | Increased<br>Significantly     | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or<br>Alaska Native  | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian  | 248  | Blue  | 83.7                       | -1.6                  | Maintained                     | Blue                                       | 61.8                      | -1.2                 | Maintained                    | Higher                               | 220  | Blue  | 104.6                      | 20.9                  | Increased<br>Significantly     | Blue                                       | 60.7                      | -1.2                 | Maintained                    | Higher                               |
| Black or African<br>American   | 89   | Orange                                      | -15.8                      | -21.0                 | Declined<br>Significantly      | Orange                                     | -59.6                     | -2.0                 | Maintained                    | Higher                               | 83   | Green                                       | 7.9                        | 23.7                  | Increased<br>Significantly     | Orange                                     | -58.9                     | 0.8                  | Maintained                    | Higher                               |
| English Learner  | 114  | Orange                                      | -62.3                      | -9.4                  | Declined                       | Orange                                     | -67.7                     | -6.5                 | Declined                      | Higher                               | 142  | Yellow                                      | -8.9                       | 53.4                  | Increased<br>Significantly     | Orange                                     | -67.6                     | 0.2                  | Maintained                    | Higher                               |
| Filipino   | 129  | Blue  | 88.6                       | 5.9                   | Increased                      | Green                                      | 44.0                      | 1.1                  | Maintained                    | Higher                               | 107  | Blue  | 114.2                      | 25.5                  | Increased<br>Significantly     | Blue                                       | 45.8                      | 1.8                  | Maintained                    | Higher                               |
| Foster Youth   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -89.2                     | -2.5                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -87.3                     | 1.9                  | Maintained                    | --                                   |
| Homeless Youth   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino   | 832  | Green                                       | 15.9                       | 2.2                   | Maintained                     | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 840  | Blue  | 42.7                       | 26.8                  | Increased<br>Significantly     | Orange                                     | -39.3                     | 0.9                  | Maintained                    | Higher                               |
| Long-Term English<br>Learner   | --   | --  | --                         | --                    | --                             | --   | --                        | --                   | --                            | --                                   | 12   | No Color                                    | -67.0                      | 69.9                  | Increased<br>Significantly     | Red  | -109.6                    | 3.4                  | Declined                      | --                                   |
| Native Hawaiian or<br>Pacific Islander   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -32.5                     | -3.4                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically<br>Disadvantaged   | 901  | Green                                       | 14.5                       | -3.4                  | Declined                       | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 939  | Blue  | 38.8                       | 24.3                  | Increased<br>Significantly     | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with<br>Disabilities  | 161  | Orange                                      | -62.6                      | -7.6                  | Declined                       | Red  | -96.3                     | 1.8                  | Maintained                    | Higher                               | 157  | Yellow                                      | -38.9                      | 23.7                  | Increased<br>Significantly     | Red  | -95.6                     | 0.7                  | Maintained                    | Higher                               |
| Two or More Races  | 94   | Green                                       | 75.5                       | -8.5                  | Declined                       | Green                                      | 24.3                      | -0.8                 | Maintained                    | Higher                               | 81   | Blue  | 104.2                      | 28.6                  | Increased<br>Significantly     | Green                                      | 24.3                      | 0.0                  | Maintained                    | Higher                               |
| White  | 433  | Blue  | 51.8                       | -0.1                  | Maintained                     | Green                                      | 20.8                      | -1.2                 | Maintained                    | Higher                               | 430  | Blue  | 73.5                       | 21.7                  | Increased<br>Significantly     | 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<br>or Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific<br>Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested<br>in 2023 ** | 98%  | --                                  | 99%   | 98%                          | 97%             | 99%      | 100%         | 67%            | 97%    | 100%                                      | 97%                                | 95%                           | 100%                 | 97%   |
| Participation<br>Rate Met 2023 *            | Yes  | --                                  | Yes   | Yes                          | Yes             | Yes      | Yes          | No             | Yes    | Yes                                       | Yes                                | Yes                           | Yes                  | Yes   |
| Percent of<br>students tested<br>in 2024    | 100% | --                                  | 100%  | 100%                         | 100%            | 99%      | 100%         | 100%           | 100%   | 100%                                      | 99%                                | 98%                           | 99%                  | 99%   |
| Participation<br>Rate Met 2024              | Yes  | --                                  | Yes   | Yes                          | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                       | Yes                                | Yes                           | Yes                  | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Alfred B. Nobel Charter Middle

LAUSD Location Code: 8272

Region: North

Board District: 3

## Academic Performance - Math

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/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<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | School 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|--|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|---|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                           | 1,850   | Green                                       | 12.7                       | 10.5                  | Increased                   | Orange                                     | -49.1                     | 2.6                  | Maintained                    | Higher                               | 1,781   | Blue  | 31.9                       | 19.2                  | Increased<br>Significantly     | Orange                                     | -47.6                     | 1.5                  | Maintained                    | Higher                               |
| American Indian<br>or Alaska Native    | 0   | --  | --                         | --                    | --                          | Yellow                                     | -87.3                     | 4.6                  | Increased                     | --                                   | 0   | --  | --                         | --                    | --                             | Orange                                     | -86.6                     | 0.7                  | Maintained                    | --                                   |
| Asian                                  | 247   | Blue  | 72.5                       | 12.8                  | Increased                   | Blue                                       | 50.8                      | 2.3                  | Maintained                    | Higher                               | 222   | Blue  | 96.5                       | 24.0                  | Increased<br>Significantly     | Blue                                       | 49.5                      | -1.3                 | Maintained                    | Higher                               |
| Black or African<br>American           | 89  | Orange                                      | -49.4                      | -10.2                 | Declined                    | Red  | -104.5                    | 2.6                  | Maintained                    | Higher                               | 83  | Yellow                                      | -34.7                      | 14.7                  | Increased                      | Red  | -102.2                    | 2.4                  | Maintained                    | Higher                               |
| English Learner                        | 114   | Yellow                                      | -68.9                      | 8.2                   | Increased                   | Orange                                     | -93.4                     | -1.4                 | Maintained                    | Higher                               | 149   | Yellow                                      | -31.9                      | 37.0                  | Increased<br>Significantly     | Orange                                     | -93.4                     | 0.0                  | Maintained                    | Higher                               |
| Filipino                               | 128   | Blue  | 62.3                       | 12.6                  | Increased                   | Green                                      | 7.4                       | 4.8                  | Increased                     | Higher                               | 107   | Blue  | 94.1                       | 31.8                  | Increased<br>Significantly     | Green                                      | 10.4                      | 3.0                  | Increased                     | Higher                               |
| Foster Youth                           | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -127.4                    | 1.4                  | Maintained                    | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -125.1                    | 2.3                  | Maintained                    | --                                   |
| Homeless Youth                         | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -101.3                    | 0.5                  | Maintained                    | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -106.0                    | -4.7                 | Maintained                    | --                                   |
| Latino                                 | 840   | Green                                       | -19.2                      | 12.7                  | Increased                   | Orange                                     | -80.8                     | 2.6                  | Maintained                    | Higher                               | 838   | Blue  | 0.8                        | 20.0                  | Increased<br>Significantly     | Orange                                     | -79.2                     | 1.6                  | Maintained                    | Higher                               |
| Long-Term<br>English Learner           | --  | --  | --                         | --                    | --                          | --   | --                        | --                   | --                            | --                                   | 11  | No Color                                    | -157.9                     | -6.9                  | Declined                       | Red  | -163.5                    | -0.4                 | Maintained                    | --                                   |
| Native Hawaiian<br>or Pacific Islander | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Orange                                     | -71.3                     | 0.0                  | Maintained                    | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -72.5                     | -1.2                 | Maintained                    | --                                   |
| Socioeconomically<br>Disadvantaged     | 907   | Green                                       | -12.8                      | 7.6                   | Increased                   | Yellow                                     | -80.8                     | 3.2                  | Increased                     | Higher                               | 941   | Blue  | 3.4                        | 16.2                  | Increased<br>Significantly     | Orange                                     | -78.2                     | 2.6                  | Maintained                    | Higher                               |
| Students with<br>Disabilities          | 163   | Red   | -95.1                      | -2.2                  | Maintained                  | Orange                                     | -127.3                    | 5.5                  | Increased                     | Higher                               | 156   | Yellow                                      | -71.5                      | 23.6                  | Increased<br>Significantly     | Red  | -124.3                    | 2.9                  | Maintained                    | Higher                               |
| Two or More<br>Races                   | 93  | Blue  | 68.6                       | 17.2                  | Increased<br>Significantly  | Yellow                                     | -7.4                      | 2.5                  | Maintained                    | Higher                               | 80  | Green                                       | 60.7                       | -7.9                  | Declined                       | Yellow                                     | -5.3                      | 2.1                  | Maintained                    | Higher                               |
| White                                  | 437   | Green                                       | 27.2                       | 8.8                   | Increased                   | Yellow                                     | -11.1                     | 2.3                  | Maintained                    | Higher                               | 431   | Blue  | 50.6                       | 23.4                  | Increased<br>Significantly     | 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<br>or Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific<br>Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested<br>in 2023 ** | 98%                                      | --                                  | 99%   | 97%                          | 96%             | 98%      | 100%         | 67%            | 99%    | 100%                                      | 97%                                | 94%                           | 99%                  | 97%   |
| Participation<br>Rate Met 2023 *            | Yes                                      | --                                  | Yes   | Yes                          | Yes             | Yes      | Yes          | No             | Yes    | Yes                                       | Yes                                | No                            | Yes                  | Yes   |
| Percent of<br>students tested<br>in 2024    | 99%                                      | --                                  | 100%  | 100%                         | 100%            | 99%      | 67%          | 100%           | 99%    | 100%                                      | 99%                                | 98%                           | 98%                  | 99%   |
| Participation<br>Rate Met 2024              | Yes                                      | --                                  | Yes   | Yes                          | Yes             | Yes      | No           | Yes            | Yes    | Yes                                       | Yes                                | Yes                           | Yes                  | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# Alfred B. Nobel Charter Middle

LAUSD Location Code: 8272      Region: North      Board District: 3

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 43  | Green                                 | 74.4%  | -8.5%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 35  | Blue                                  | 88.6%  | 14.2%              | Increased Significantly  | Orange                               | 45.7%  | -3.0%             | Declined                | Higher                          |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | *   | No Color                              | --   | --                 | No Change Level          | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 47                            | 47                           | 100%                          | Yes                    |
| 2023                | 60                            | 59                           | 98%                           | 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 |
| Alfred B. Nobel Charter Middle  |       |       |
| ELs Who Progressed at Least One ELPI Level  | 85.7% | 43.8% |
| ELs Who Maintained ELPI Level 4   | 2.9%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 8.6%  | 34.9% |
| ELs Who Decreased at Least One ELPI Level   | 2.9%  | 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 |
| Alfred B. Nobel Charter Middle  |       |       |
| ELs Who Progressed at Least One ELPI Level  | 74.4% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 23.3% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 2.3%  | 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.](#)

# Alfred B. Nobel Charter Middle

LAUSD Location Code: 8272

Region: North

Board District: 3

## Chronic Absenteeism

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

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

| Student Group                       | Number of students enrolled who meet criteria | School 2023 Performance Level (color) | School 2023 Chronic Absenteeism Percentage | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Chronic Absenteeism Percentage | State 2023 Change | State 2023 Change Level | School to State Chronic Absenteeism Percentage Comparison | Number of students enrolled who meet criteria | School 2024 Performance Level (color) | School 2024 Chronic Absenteeism Percentage | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Chronic Absenteeism Percentage | State 2024 Change | State 2024 Change Level | School to State Chronic Absenteeism Percentage Comparison |
|-------------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| All Students                        | 1,977   | Yellow                                | 14.8%                                      | -5.2%              | Declined Significantly   | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Lower   | 1,863   | Green                                 | 9.1%                                       | -5.6%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Lower   |
| American Indian or Alaska Native    | 0   | --                                    | --   | --                 | --                       | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 259   | Green                                 | 5.0%                                       | -1.3%              | Declined                 | Yellow                               | 10.1%                                     | -1.4              | Declined                | Lower   | 227   | Blue                                  | 2.2%                                       | -2.8%              | Declined                 | Green                                | 7.5%                                      | -2.5%             | Declined                | Lower   |
| Black or African American           | 97  | Red                                   | 21.6%                                      | 4.3%               | Increased                | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | Lower   | 88  | Yellow                                | 15.9%                                      | -5.7%              | Declined                 | Yellow                               | 31.3%                                     | -5.1%             | Declined                | Lower   |
| English Learner                     | 68  | Orange                                | 26.5%                                      | -11.6%             | Declined                 | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Higher  | 59  | Yellow                                | 13.6%                                      | -12.9%             | Declined                 | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Lower   |
| Filipino                            | 131   | Green                                 | 3.1%                                       | -1.7%              | Declined                 | Yellow                               | 13.8%                                     | -2.4              | Declined                | Lower   | 108   | Green                                 | 2.8%                                       | -0.3%              | Maintained               | Green                                | 9.6%                                      | -4.2%             | Declined                | Lower   |
| 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  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 898   | Yellow                                | 18.2%                                      | -8.2%              | Declined Significantly   | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Lower   | 880   | Yellow                                | 10.3%                                      | -7.8%              | Declined Significantly   | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Lower   |
| Long-Term English Learner           | --  | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 13  | No Color                              | 7.7%                                       | -17.3%             | Declined                 | Yellow                               | 23.9%                                     | -4.3%             | Declined                | --  |
| Native Hawaiian or Pacific Islander | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 37.6%                                     | -6.3              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.6%                                     | -5.0%             | Declined                | --  |
| Socioeconomically Disadvantaged     | 1,000   | Yellow                                | 18.6%                                      | -7.5%              | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Lower   | 998   | Yellow                                | 11.7%                                      | -6.9%              | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Lower   |
| Students with Disabilities          | 185   | Yellow                                | 22.7%                                      | -14.4%             | Declined Significantly   | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Lower   | 168   | Yellow                                | 14.3%                                      | -8.4%              | Declined Significantly   | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Lower   |
| Two or More Races                   | 110   | Yellow                                | 12.7%                                      | -1.0%              | Declined                 | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Lower   | 103   | Green                                 | 8.7%                                       | -4.0%              | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Lower   |
| White                               | 477   | Yellow                                | 15.7%                                      | -6.0%              | Declined Significantly   | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Lower   | 454   | Yellow                                | 10.6%                                      | -5.2%              | Declined Significantly   | Yellow                               | 13.5%                                     | -4.9%             | 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](#).

# Alfred B. Nobel Charter Middle

LAUSD Location Code: 8272

Region: North

Board District: 3

## Suspension Rate Indicator

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

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  | 2,008              | Yellow                                | 1.4%   | 1.4%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 1,881              | Green                                 | 0.9%   | -0.5%              | Declined                 | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 262                | Yellow                                | 0.8%   | 0.8%               | Increased                | Green                                | 1.1%  | 0.2%              | Maintained              | Lower   | 230                | Blue                                  | 0.4%   | -0.3%              | Declined                 | Blue                                 | 1.0%  | 0.0%              | Maintained              | Lower                                  |
| Black or African American                                 | 98                 | Orange                                | 4.1%   | 4.1%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower   | 91                 | Green                                 | 2.2%   | -1.9%              | Declined                 | Orange                               | 8.4%  | -0.4%             | Declined                | Lower                                  |
| English Learner   | 75                 | Orange                                | 2.7%   | 2.7%               | Increased                | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 63                 | Green                                 | 1.6%   | -1.1%              | Declined                 | Green                                | 3.4%  | -0.3%             | Declined                | Lower                                  |
| Filipino  | 131                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | Lower   | 108                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.2%  | -0.1%             | Maintained              | Lower                                  |
| Foster Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 910                | Yellow                                | 1.6%   | 1.6%               | Increased                | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 886                | Green                                 | 1.2%   | -0.4%              | Declined                 | Green                                | 3.4%  | -0.4%             | Declined                | Lower                                  |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 14                 | No Color                              | 7.1%   | -0.5%              | Declined                 | 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                            | 1,016              | Yellow                                | 2.0%   | 2.0%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 1,014              | Green                                 | 1.4%   | -0.6%              | Declined                 | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 186                | Orange                                | 4.8%   | 4.8%               | Increased Significantly  | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 170                | Blue                                  | 1.8%   | -3.1%              | Declined Significantly   | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 113                | Yellow                                | 0.9%   | 0.9%               | Increased                | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 104                | Blue                                  | 0.0%   | -0.9%              | Declined                 | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 489                | Yellow                                | 1.2%   | 1.2%               | Increased                | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 459                | Green                                 | 0.7%   | -0.6%              | Declined                 | Green                                | 2.6%  | 0.3%              | Declined                | Lower                                  |

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

Data Sources: [California School Dashboard Research data files 2023](#)

## ATTACHMENT C

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

DESEGREGATION IMPACT STATEMENT (DIS)

ALFRED B. NOBEL CHARTER MIDDLE

BOARD OF EDUCATION REPORT 310 – 24/25

May 13, 2025

**I. Category of Proposed Action:**

The proposed action would renew the charter for six (6) years, beginning July 1, 2025, until June 30, 2031 to serve up to 1,995 students in grades 6-8 in each year of the charter term.

**II. Summary Description of Current District Practice:**

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

**III. Proposed Change:**

The approval of this charter petition would renew the charter of Alfred B. Nobel Charter Middle for six (6) years beginning July 1, 2025, until June 30, 2031.

**IV. Effects of This Proposal:**

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

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

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

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

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

PREPARED BY:

BRENT AUGENBLICK

Specialist

Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III

Executive Director

Student Integration Services

[Return to Order of Business](#)

# TAB 12



## Board of Education Report

**File #:** Rep-311-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Renewal Petition for Dearborn Elementary Charter Academy (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Dearborn Elementary Charter Academy) Recommends approval of the renewal petition for Dearborn Elementary Charter Academy, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 548 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Dearborn Elementary Charter Academy ("Charter School"), located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025 until June 30, 2031, to serve up to 548 students in grades TK-5 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### **Background:**

Dearborn Elementary Charter Academy is a TK-5 school currently serving 517 students on a District facility at 9240 Wish Ave., Northridge, 91325 in Board District 3 and Region North. Dearborn Elementary Charter Academy was originally approved by the LAUSD Board of Education on June 12, 2012. On May 9, 2017, the charter school was renewed for a five-year term to serve up to 643 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 Dearborn Elementary Charter Academy expires June 30, 2025.

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

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

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

#### **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

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**In Control:** Charter Schools Division

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

Education as the chartering authority. This Board Report No. 311, 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, Dearborn Elementary Charter Academy 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- Dearborn Elementary Charter Academy 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/11IF3E32nEaCLYQ9\\_Yx5sOWpln5pTLDum?usp=sharing](https://drive.google.com/drive/folders/11IF3E32nEaCLYQ9_Yx5sOWpln5pTLDum?usp=sharing)

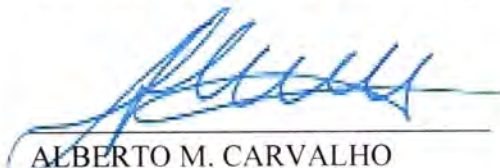
**Submitted:**

04/08/25

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In Control: Charter Schools Division

Agenda Date: 5/13/2025

**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

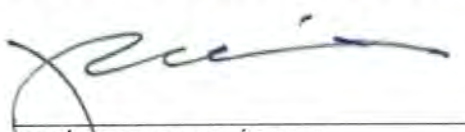
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

**STAFF ASSESSMENT AND RECOMMENDATION REPORT****RENEWAL PETITION**

Board of Education Report 311-24/25

May 13, 2025

|   |  |  |   |
|---|--|--|---|
| School Name:  | <b>Dearborn Elementary Charter Academy<br/>(Affiliated Charter School)</b> |  | <b>BOARD IS<br/>REQUIRED TO<br/>TAKE ACTION BY:<br/><br/>May 14, 2025</b> |
| Type of Charter School:   | <b>Conversion Affiliated Charter School</b>                                |  |   |
| Charter Operator  | <b>Los Angeles Unified School District</b>                                 |  |   |
| Location Code:  | <b>3377</b>  |  |   |
| Type of Site(s):  | <b>District Site</b>   |  |   |
| Site Address(es):   | <b>9240 Wish Ave., Northridge, CA 91325</b>                                |  |   |
| Board District(s):  | <b>3</b>   | Region(s):                                 | <b>North</b>  |
| Grade Levels Served:  | <b>TK-5</b>  | Current Enrollment:                        | <b>517</b>  |
| Grade Levels Authorized in<br>Current Charter:                          | <b>TK-5</b>  | Approved Enrollment in<br>Current Charter: | <b>643</b>  |
| <b>CONSIDERATION:</b>   | <b>Renewal</b>   |  |   |
| <b>CDE PERFORMANCE<br/>CATEGORY:</b><br>(PER CDE'S 2025 CLASSIFICATION) | <b>High Performing</b>   |  |   |
| <b>STAFF<br/>RECOMMENDATION:</b>  | <b>Approval for a six (6)-year term (2025-2031)</b>                        |  |   |
| <b>PROPOSED<br/>BENCHMARKS:</b>   | None   |  |   |

**STAFF ASSESSMENT****I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Dearborn Elementary Charter Academy ("Dearborn" or "Charter School"), located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 548 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, Programs and Operations; and Fiscal 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 Dearborn Elementary Charter Academy's 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

|  | <b>Dearborn Elementary Charter Academy</b>  |
|--|---|
| <b>Initial Authorization:</b>  | On June 12, 2012, Dearborn Elementary Charter Academy was authorized by the LAUSD Board of Education to serve 550 students in grades K-5.   |
| <b>Most Recent Renewal</b>   | <p>The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 643 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Dearborn Elementary Charter Academy expires June 30, 2025.</p> |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable  |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable  |
| <b>Submission of Renewal Petition Application:</b>                     | Dearborn Elementary Charter Academy submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.  |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable  |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Dearborn Elementary Charter Academy implements the District's Master Plan for English Learners and Standard English Learners.   |
| <b>Special Education SELPA</b>   | As a District-affiliated charter school, Dearborn Elementary Charter Academy is a member of the LAUSD SELPA.  |

#### B. Charter School Operator

As a District-affiliated charter school, Dearborn Elementary Charter Academy is subject to the governance and control of the LAUSD Board of Education.

#### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

##### a. Summary

Dearborn Elementary Charter Academy 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 Dearborn Elementary Charter Academy data sets.

##### b. Measurements of Academic Performance on the California School Dashboard

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

#### Dearborn Elementary Charter Academy 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 | Orange                   | Not Applicable | Yellow              | Not Applicable  | Blue            |

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

##### c. English Language Arts Indicator

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

#### Dearborn Elementary Charter Academy - 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          | 24.6              | Low         | -12.2           | Higher                            |
| Latino                          | Met                        | Medium        | 7.4               | Low         | -38.6           | Higher                            |
| White                           | Met                        | Very High     | 47.4              | High        | 21.9            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | 9.7               | Low         | -41.4           | Higher                            |

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

#### Dearborn Elementary Charter Academy - 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         | 22.8              | -1.8           | Orange      | -13.6           | Higher                            |
| Latino        | Met                        | Yellow        | 7.4               | 0.0            | Orange      | -40.2           | Higher                            |
| White         | Met                        | Blue          | 48.2              | 0.8            | Green       | 20.8            | Higher                            |

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| Socioeconomically Disadvantaged | Met                        | Orange        | -5.1              | -14.8          | Orange      | -42.6           | Higher                            |

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

### Dearborn Elementary Charter Academy - 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         | 19.3              | -3.6           | Orange      | -13.2           | Higher                            |
| Latino                          | Met                        | Yellow        | 5.8               | -1.6           | Orange      | -39.3           | Higher                            |
| White                           | Met                        | Green         | 42.5              | -5.7           | Green       | 19.2            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | 4.3               | 9.4            | Orange      | -40.9           | Higher                            |

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

#### d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students, and for all three numerically significant student groups.

### Dearborn Elementary Charter Academy - 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          | 3.0                | Low         | -51.7            | Higher                            |
| Latino                          | Met                        | Medium        | -9.8               | Low         | -83.4            | Higher                            |
| White                           | Met                        | High          | 22.3               | Medium      | -13.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | -17.3              | Low         | -84.0            | Higher                            |

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

### Dearborn Elementary Charter Academy - 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         | 9.2                | 6.2            | Orange      | -49.1            | Higher                            |
| Latino                          | Met                        | Green         | -6.4               | 3.4            | Orange      | -80.8            | Higher                            |
| White                           | Met                        | Blue          | 42.5               | 20.2           | Yellow      | -11.1            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | -10.4              | 6.9            | Yellow      | -80.8            | Higher                            |

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



### Dearborn Elementary Charter Academy - 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         | 9.1                | -0.1           | Orange      | -47.6            | Higher                            |
| Latino                          | Met                        | Green         | -3.0               | 3.4            | Orange      | -79.2            | Higher                            |
| White                           | Met                        | Green         | 23.3               | -19.2          | Yellow      | -10.3            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | -3.4               | 7.0            | Orange      | -78.2            | Higher                            |

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

#### e. English Learner Progress Indicator

In 2022 and 2023, there was no performance level on the ELPI due to the low number of English Learners, 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 Orange was the same as the state's color of Orange and the charter school's English Learner Progress Rate was higher than the state's rate.

### Dearborn Elementary Charter Academy - 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 | 87.5%                    | Medium      | 50.3%                  | Higher                      |

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

### Dearborn Elementary Charter Academy - English Learner Progress Indicator - 2022-2023

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 81.3%                    | -6.3%          | Yellow      | 48.7%                  | Higher                      |

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

### Dearborn Elementary Charter Academy - English Learner Progress Indicator - 2023-2024

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Orange        | 64.5%                    | -16.7%         | Orange      | 45.7%                  | Higher                      |

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

#### f. College/Career Indicator

Not applicable

#### g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was 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 schools rate of chronic absenteeism was higher than the state for All Students, and for four of six numerically significant student groups.

In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all six numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Not applicable

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| <b>2022-2023</b>           | <i>Accomplished</i>          |
| <b>2023-2024</b>           | <i>Accomplished</i>          |
| <b>Concerns</b>            | No unresolved issues pending |

**VI. FISCAL MANAGEMENT AND PERFORMANCE**

As an affiliated charter school, the District is responsible for the fiscal management of Dearborn Elementary Charter Academy.

# ATTACHMENT B

## Dearborn Elementary Charter Academy

### Academic Performance - English Language Arts

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

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                                     |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|--|----|---------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG   | BD | Location Code | School                              | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N  | 3  | 3377          | Dearborn Elementary Charter Academy | All Students                        | 205                                 | 24.6                    | High                     | -12.2                  | Low                     | Higher                         | 226                                 | Green                                 | 22.8                    | -1.8               | Maintained               | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |
|  |    |               |                                     | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2                 | Maintained              | --                             |
|  |    |               |                                     | Asian                               | *                                   | -                       | No Performance Level     | 63                     | 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                | Maintained              | --                             |
|  |    |               |                                     | English Learner                     | 25                                  | -9.8                    | No Performance Level     | -61.2                  | Low                     | --                             | 24                                  | No Color                              | -70.5                   | -60.7              | Declined Significantly   | Orange                               | -67.7                  | -6.5              | Declined                | --                             |
|  |    |               |                                     | Filipino                            | *                                   | -                       | No Performance Level     | 42.9                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 44                     | 1.1               | Maintained              | --                             |
|  |    |               |                                     | Foster Youth                        | *                                   | -                       | No Performance Level     | -85.6                  | Very Low                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |
|  |    |               |                                     | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5                | Declined                | --                             |
|  |    |               |                                     | Latino                              | 126                                 | 7.4                     | Medium                   | -38.6                  | Low                     | Higher                         | 150                                 | Yellow                                | 7.4                     | 0                  | 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     | 117                                 | 9.7                     | Medium                   | -41.4                  | Low                     | Higher                         | 131                                 | Orange                                | -5.1                    | -14.8              | Declined                 | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |
|  |    |               |                                     | Students with Disabilities          | 23                                  | -40.4                   | No Performance Level     | -97.3                  | Very Low                | --                             | 27                                  | No Color                              | -45.0                   | -4.6               | Declined                 | Red                                  | -96.3                  | 1.8               | Maintained              | --                             |
|  |    |               |                                     | Two or More Races                   | *                                   | -                       | No Performance Level     | 25.1                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 24.3                   | -0.8              | Maintained              | --                             |
|  |    |               |                                     | White                               | 48                                  | 47.4                    | Very High                | 21.9                   | High                    | Higher                         | 47                                  | Blue                                  | 48.2                    | 0.8                | Maintained               | 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 * | 100%                                    | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 99%                             | 100%                       | 100%              | 98%   |
| Participation Rate Met 2022 *        | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023   | 100%                                    | --                               | 100%  | 100%                      | 96%             | 100%     | 100%         | 100%           | 99%    | --                                  | 99%                             | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023          | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Dearborn Elementary Charter Academy

## Academic Performance - Math

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

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                                     |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|-------------------------------------|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                              | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 3  | 3377          | Dearborn Elementary Charter Academy | All Students                        | 205  | 3.0                     | High                     | -51.7                  | Low                     | Higher                         | 227  | Green                                 | 9.2                     | 6.2                | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                                     | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                                     | Asian                               | *  | -                       | 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                     | 25   | -22.0                   | No Performance Level     | -92.0                  | Low                     | --                             | 25   | No Color                              | -26.8                   | -4.8               | Declined                 | Orange                               | -93.4                  | -1.4              | Maintained              | --                             |
|   |    |               |                                     | 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                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |                                     | Latino                              | 126  | -9.8                    | Medium                   | -83.4                  | Low                     | Higher                         | 151  | Green                                 | -6.4                    | 3.4                | Increased                | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                                     | Native Hawaiian or Pacific Islander | 0  | --                      | --                       | -71.3                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |                                     | Socioeconomically Disadvantaged     | 117  | -17.3                   | Medium                   | -84.0                  | Low                     | Higher                         | 132  | Green                                 | -10.4                   | 6.9                | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |                                     | Students with Disabilities          | 23   | -83.8                   | No Performance Level     | -130.8                 | Very Low                | --                             | 27   | No Color                              | -57.1                   | 26.8               | Increased Significantly  | Orange                               | -127.3                 | 5.5               | Increased               | --                             |
|   |    |               |                                     | Two or More Races                   | *  | -                       | No Performance Level     | -9.9                   | Medium                  | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |                                     | White                               | 48   | 22.3                    | High                     | -13.4                  | Medium                  | Higher                         | 47   | Blue                                  | 42.5                    | 20.2               | Increased Significantly  | 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 ** | 100%                                     | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 99%                             | 100%                       | 100%              | 98%   |
| Participation Rate Met 2022 *         | Yes                                      | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023    | 100%                                     | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023           | Yes                                      | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Dearborn Elementary Charter Academy

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                                     |                 |   |  |                      |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|-------------------------------------|-----------------|---|--|----------------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                              | Student Group   | 2022 School   |  |                      | 2022 State   |              |                                 | 2023 School   |                                       |  |                    | 2023 State               |                                      |  |                   |                         |                                 |
|  |    |               |                                     |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level         | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 3  | 3377          | Dearborn Elementary Charter Academy | English Learner | 24  | 87.5%  | No Performance Level | 50.3%  | Medium       | Higher                          | 32  | No Color                              | 81.3%  | -6.3%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2022                | 40                            | 40                           | 100.0%                        | Yes                    |
| 2023                | 53                            | 44                           | 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   |       |       |
| Dearborn Elementary Charter Academy  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 87.5% | 47.5% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 12.5% | 31.4% |
| ELs Who Decreased at Least One ELPI Level  | 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   |       |       |
| Dearborn Elementary Charter Academy  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 85.2% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 7.4%  | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 7.4%  | 18.6% |

# Dearborn Elementary Charter Academy

## Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |   |  |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                      |                               |   |
|---|--------|-------------------|---|--|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|----------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School                                    | Student Group                          | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 3      | 3377              | Dearborn<br>Elementary Charter<br>Academy | All Students                           | 492  | 29.1%   | Very High                   | 30.0%  | Very High                  | Lower   | 533  | Yellow                                      | 25.5%   | -3.5%                 | Declined<br>Significantly      | Yellow                                     | 24.3%  | -5.7                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | American Indian or<br>Alaska Native    | 0  | --  | --                          | 42.9%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 36.1%  | -6.8                 | Declined<br>Significantly     | --  |
|   |        |                   |   | Asian                                  | 16   | 0.0%  | No<br>Performance<br>Level  | 11.5%  | High                       | --  | 21   | No Color                                    | 19.0%   | 19.0%                 | Increased                      | Yellow                                     | 10.1%  | -1.4                 | Declined                      | --  |
|   |        |                   |   | Black or African<br>American           | 20   | 20.0%   | No<br>Performance<br>Level  | 42.9%  | Very High                  | --  | 24   | No Color                                    | 20.8%   | 0.8%                  | Increased                      | Yellow                                     | 36.4%  | -6.5                 | Declined<br>Significantly     | --  |
|   |        |                   |   | English Learner                        | 50   | 30.0%   | Very High                   | 33.6%  | Very High                  | Lower   | 62   | Red   | 35.5%   | 5.5%                  | Increased                      | Yellow                                     | 26.3%  | -7.3                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | Filipino                               | 25   | 12.0%   | No<br>Performance<br>Level  | 16.2%  | High                       | --  | 28   | No Color                                    | 28.6%   | 16.6%                 | Increased                      | Yellow                                     | 13.8%  | -2.4                 | Declined                      | --  |
|   |        |                   |   | Foster Youth                           | *  | --  | No<br>Performance<br>Level  | 42.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 33.6%  | -8.5                 | Declined<br>Significantly     | --  |
|   |        |                   |   | Homeless Youth                         | *  | --  | No<br>Performance<br>Level  | 45.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 38.7%  | -6.4                 | Declined<br>Significantly     | --  |
|   |        |                   |   | Latino                                 | 294  | 34.7%   | Very High                   | 35.8%  | Very High                  | Lower   | 326  | Yellow                                      | 25.8%   | -8.9%                 | Declined<br>Significantly      | Yellow                                     | 28.4%  | -7.4                 | Declined<br>Significantly     | Lower   |
|   |        |                   |   | Native Hawaiian or<br>Pacific Islander | 0  | --  | --                          | 43.9%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 37.6%  | -6.3                 | Declined<br>Significantly     | --  |
|   |        |                   |   | Socioeconomically<br>Disadvantaged     | 292  | 35.6%   | Very High                   | 37.4%  | Very High                  | Lower   | 329  | Yellow                                      | 29.5%   | -6.1%                 | Declined<br>Significantly      | Yellow                                     | 29.9%  | -7.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |   | Students with<br>Disabilities          | 68   | 39.7%   | Very High                   | 39.6%  | Very High                  | Higher  | 81   | Red   | 44.4%   | 4.7%                  | Increased                      | Yellow                                     | 33.1%  | -6.5                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | Two or More Races                      | 33   | 24.2%   | Very High                   | 25.1%  | Very High                  | Lower   | 36   | Red   | 33.3%   | 9.1%                  | Increased                      | Yellow                                     | 21.6%  | -3.5                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | White                                  | 104  | 25.0%   | Very High                   | 21.9%  | Very High                  | Higher  | 98   | Orange                                      | 23.5%   | -1.5%                 | Declined                       | Yellow                                     | 18.5%  | -3.5                 | Declined<br>Significantly     | Higher  |

Data Sources: California School Dashboard Research data files 2023

# Dearborn Elementary Charter Academy

## Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |                                     |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|-------------------------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                              | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 3  | 3377          | Dearborn Elementary Charter Academy | All Students                        | 504                | 0.0%   | Very Low                 | 3.1%  | Medium                  | Lower   | 551                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                                     | American Indian or Alaska Native    | 0                  | --   | --                       | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |                                     | Asian                               | 16                 | 0.0%   | No Performance Level     | 0.9%  | Very Low                | --  | 21                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | --                                     |
|   |    |               |                                     | Black or African American           | 21                 | 0.0%   | No Performance Level     | 7.9%  | High                    | --  | 25                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | --                                     |
|   |    |               |                                     | English Learner                     | 52                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 65                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                     | Filipino                            | 25                 | 0.0%   | No Performance Level     | 1.2%  | Low                     | --  | 29                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | --                                     |
|   |    |               |                                     | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |                                     | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |                                     | Latino                              | 300                | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 333                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                     | Native Hawaiian or Pacific Islander | 0                  | --   | --                       | 4.5%  | Medium                  | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |                                     | Socioeconomically Disadvantaged     | 295                | 0.0%   | Very Low                 | 4.0%  | Medium                  | Lower   | 340                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                     | Students with Disabilities          | 71                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 86                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                     | Two or More Races                   | 34                 | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 39                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                                     | White                               | 108                | 0.0%   | Very Low                 | 2.6%  | Medium                  | Lower   | 104                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023



## Dearborn Elementary Charter Academy

### Enrollment Report

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

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |                                     |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|-------------------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                              | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 3377     | Dearborn Elementary Charter Academy | 519        | 73.8%    | 6.7%  | 0.0%                             | 3.5%  | 4.2%                      | 9.1%            | 4.4%     | 0.2%         | 0.6%     | 62.0%  | 0.0%              | 0.0%                                | 6.2%         | 73.8%                            | 11.4%                      | 3.9%              | 15.8% |
| Statewide   |    |          |                                     | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |                                     | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |                                     |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|-------------------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                              | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 3377     | Dearborn Elementary Charter Academy | 514        | 59.9%    | 5.4%  | 4.5%                             | 4.1%  | 4.5%                      | 10.5%           | 4.5%     | 1.0%         | 1.0%     | 61.3%  | 0.0%              | 0.0%                                | 3.3%         | 60.9%                            | 12.8%                      | 4.7%              | 17.7% |
| 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/ds/filesenr.asp>

# Dearborn Elementary Charter Academy

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## RECLASSIFICATION RATES

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

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

| RG | BD | Loc Code | School                              | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|-------------------------------------|------------|---|--------|-------|---------------------------------|
| N  | 3  | 3377     | Dearborn Elementary Charter Academy | 2021-2022* | 2020-2021 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                                     |            | 2021-2022 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                                     |            | 2021-2022 Reclassification Rate               | --     | --    |                                 |
|    |    |          |                                     | 2022-2023* | 2021-2022 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                                     |            | 2022-2023 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                                     |            | 2022-2023 Reclassification Rate               | --     | --    |                                 |

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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

# Dearborn Elementary Charter Academy

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

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

| RG | BD | Loc Code | School                              | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|-------------------------------------|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |                                     |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |                                     |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 3  | 3377     | Dearborn Elementary Charter Academy | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 10.6%   |
|    |    |          |                                     | At-Risk 4-5 Years               | 3          | 4.2%    | 144,190    | 7.1%    | 3          | 4.3%    | 136,190    | 6.8%    |
|    |    |          |                                     | EL 0-3 Years                    | 46         | 64.8%   | 505,487    | 24.8%   | 43         | 62.3%   | 519,652    | 26.0%   |
|    |    |          |                                     | EL 4+ Years Not At-Risk or LTEL | 5          | 7.0%    | 236,323    | 11.6%   | 1          | 1.4%    | 207,773    | 10.4%   |
|    |    |          |                                     | EL total                        | 54         | 76.1%   | 1,112,535  | 54.5%   | 47         | 68.1%   | 1,074,833  | 53.8%   |
|    |    |          |                                     | RFEP                            | 17         | 23.9%   | 927,723    | 45.5%   | 22         | 31.9%   | 924,460    | 46.2%   |
|    |    |          |                                     | Total (Ever)                    | 71         | 100.0%  | 2,040,258  | 100.0%  | 69         | 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>

## Dearborn Elementary Charter Academy

### Students with Disabilities Report

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

**2023-2024 Special Education Enrollment**

| RG                  | BD | Location Code | School                              | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|-------------------------------------|-------------------|----------------|----------------|
| N                   | 3  | 3377          | Dearborn Elementary Charter Academy | 519               | 59             | 11.4%          |
| Statewide           |    |               |                                     | 5,837,690         | 799,980        | 13.7%          |
| Los Angeles Unified |    |               |                                     | 529,902           | 79,906         | 14.8%          |

**2022-2023 Special Education Enrollment**

| RG                  | BD | Loc Code | School                              | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|----------|-------------------------------------|-------------------|----------------|----------------|
| N                   | 3  | 3377     | Dearborn Elementary Charter Academy | 514               | 66             | 12.8%          |
| Statewide           |    |          |                                     | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |                                     | 538,295           | 75,935         | 14.1%          |

**2023-2024 Special Education Enrollment**

| RG                  | BD | Loc Code | School                              | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|-------------------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 3  | 3377     | Dearborn Elementary Charter Academy | 55.9%            | 44.1%           | 16     | 0    | 0      | 0     | 0     | 1     | 8     | 0   | 4      | 1    | 8      | 21     | 0     | 0    |
| Los Angeles Unified |    |          |                                     | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

**2022-2023 Special Education Enrollment**

| RG                  | BD | Loc Code | School                              | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|-------------------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 3  | 3377     | Dearborn Elementary Charter Academy | 54.5%            | 45.5%           | 20     | 0    | 0      | 0     | 0     | 0     | 9     | 0   | 8      | 1     | 5      | 23     | 0     | 0    |
| Los Angeles Unified |    |          |                                     | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

# Dearborn Elementary Charter Academy

LAUSD Location Code: 3377

Region: North

Board District: 3

## Academic Performance - English Language Arts

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

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

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

| Student Group                       | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|-------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                        | 226  | Green                                       | 22.8                       | -1.8                  | Maintained                     | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Higher                               | 213  | Green                                       | 19.3                       | -3.6                  | Declined                       | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or Alaska Native    | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian                               | *  | 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                     | 24   | No Color                                    | -70.5                      | -60.7                 | Declined Significantly         | Orange                                     | -67.7                     | -6.5                 | Declined                      | --                                   | 23   | No Color                                    | -56.8                      | 13.7                  | Increased                      | 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                    | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -87.3                     | 1.9                  | Maintained                    | --                                   |
| Homeless Youth                      | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino                              | 150  | Yellow                                      | 7.4                        | 0.0                   | Maintained                     | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 137  | Yellow                                      | 5.8                        | -1.6                  | Maintained                     | 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     | 131  | Orange                                      | -5.1                       | -14.8                 | Declined                       | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 157  | Green                                       | 4.3                        | 9.4                   | Increased                      | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with Disabilities          | 27   | No Color                                    | -45.0                      | -4.6                  | Declined                       | Red  | -96.3                     | 1.8                  | Maintained                    | --                                   | 24   | No Color                                    | -56.4                      | -11.3                 | Declined                       | Red  | -95.6                     | 0.7                  | Maintained                    | --                                   |
| Two or More Races                   | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White                               | 47   | Blue  | 48.2                       | 0.8                   | Maintained                     | Green                                      | 20.8                      | -1.2                 | Maintained                    | Higher                               | 43   | Green                                       | 42.5                       | -5.7                  | Declined                       | 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 **   | 100% | --                               | 100%  | 100%                      | 96%             | 100%     | 100%         | 100%           | 99%    | --                                  | 99%                             | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023 *           | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2024      | 100% | --                               | 100%  | 100%                      | 100%            | 100%     | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2024             | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Dearborn Elementary Charter Academy

LAUSD Location Code: 3377

Region: North

Board District: 3

## Academic Performance - Math

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/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<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change Level | School to<br>State DFS<br>Comparison | School 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change Level | School to<br>State DFS<br>Comparison |
|--|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|----------------------------|--------------------------------------|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|----------------------------|--------------------------------------|
| All Students                           | 227   | Green                                       | 9.2                        | 6.2                   | Increased                   | Orange                                     | -49.1                     | 2.6                  | Maintained                 | Higher                               | 213   | Green                                       | 9.1                        | -0.1                  | Maintained                  | Orange                                     | -47.6                     | 1.5                  | Maintained                 | Higher                               |
| American Indian<br>or Alaska Native    | 0   | --  | --                         | --                    | --                          | Yellow                                     | -87.3                     | 4.6                  | Increased                  | --                                   | 0   | --  | --                         | --                    | --                          | Orange                                     | -86.6                     | 0.7                  | Maintained                 | --                                   |
| Asian                                  | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Blue                                       | 50.8                      | 2.3                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Blue                                       | 49.5                      | -1.3                 | Maintained                 | --                                   |
| Black or African<br>American           | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -104.5                    | 2.6                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -102.2                    | 2.4                  | Maintained                 | --                                   |
| English Learner                        | 25  | No Color                                    | -26.8                      | -4.8                  | Declined                    | Orange                                     | -93.4                     | -1.4                 | Maintained                 | --                                   | 23  | No Color                                    | -36.0                      | -9.2                  | Declined                    | Orange                                     | -93.4                     | 0.0                  | Maintained                 | --                                   |
| Filipino                               | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Green                                      | 7.4                       | 4.8                  | Increased                  | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Green                                      | 10.4                      | 3.0                  | Increased                  | --                                   |
| Foster Youth                           | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -127.4                    | 1.4                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Red  | -125.1                    | 2.3                  | Maintained                 | --                                   |
| Homeless Youth                         | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -101.3                    | 0.5                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -106.0                    | -4.7                 | Maintained                 | --                                   |
| Latino                                 | 151   | Green                                       | -6.4                       | 3.4                   | Increased                   | Orange                                     | -80.8                     | 2.6                  | Maintained                 | Higher                               | 137   | Green                                       | -3.0                       | 3.4                   | Increased                   | Orange                                     | -79.2                     | 1.6                  | Maintained                 | Higher                               |
| Long-Term<br>English Learner           | --  | --  | --                         | --                    | --                          | --   | --                        | --                   | --                         | --                                   | 0   | --  | --                         | --                    | --                          | Red  | -163.5                    | -0.4                 | Maintained                 | --                                   |
| Native Hawaiian<br>or Pacific Islander | 0   | --  | --                         | --                    | --                          | Orange                                     | -71.3                     | 0.0                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Orange                                     | -72.5                     | -1.2                 | Maintained                 | --                                   |
| Socioeconomically<br>Disadvantaged     | 132   | Green                                       | -10.4                      | 6.9                   | Increased                   | Yellow                                     | -80.8                     | 3.2                  | Increased                  | Higher                               | 157   | Green                                       | -3.4                       | 7.0                   | Increased                   | Orange                                     | -78.2                     | 2.6                  | Maintained                 | Higher                               |
| Students with<br>Disabilities          | 27  | No Color                                    | -57.1                      | 26.8                  | Increased<br>Significantly  | Orange                                     | -127.3                    | 5.5                  | Increased                  | --                                   | 24  | No Color                                    | -67.4                      | -10.3                 | Declined                    | Red  | -124.3                    | 2.9                  | Maintained                 | --                                   |
| Two or More<br>Races                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Yellow                                     | -7.4                      | 2.5                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Yellow                                     | -5.3                      | 2.1                  | Maintained                 | --                                   |
| White                                  | 47  | Blue  | 42.5                       | 20.2                  | Increased<br>Significantly  | Yellow                                     | -11.1                     | 2.3                  | Maintained                 | Higher                               | 43  | Green                                       | 23.3                       | -19.2                 | Declined<br>Significantly   | 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<br>or Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific<br>Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested<br>in 2023 ** | 100%                                     | --                                  | 100%  | 100%                         | 100%            | 100%     | 100%         | 100%           | 100%   | --  | 100%                               | 100%                          | 100%                 | 100%  |
| Participation<br>Rate Met 2023 *            | Yes                                      | --                                  | Yes   | Yes                          | Yes             | Yes      | Yes          | Yes            | Yes    | --  | Yes                                | Yes                           | Yes                  | Yes   |
| Percent of<br>students tested<br>in 2024    | 100%                                     | --                                  | 100%  | 100%                         | 100%            | 100%     | --           | 100%           | 100%   | --  | 100%                               | 100%                          | 100%                 | 100%  |
| Participation<br>Rate Met 2024              | Yes                                      | --                                  | Yes   | Yes                          | Yes             | Yes      | --           | Yes            | Yes    | --  | Yes                                | Yes                           | Yes                  | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# Dearborn Elementary Charter Academy

LAUSD Location Code: 3377      Region: North      Board District: 3

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 32  | No Performance Color                  | 81.3%  | -6.3%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 31  | Orange                                | 64.5%  | -16.7%             | Declined 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                | 40                            | 40                           | 100%                          | Yes                    |
| 2023                | 53                            | 44                           | 83%                           | No                     |

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  |       |       |
| Dearborn Elementary Charter Academy   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 60.9% | 43.8% |
| ELs Who Maintained ELPI Level 4   | 8.7%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 26.1% | 34.9% |
| ELs Who Decreased at Least One ELPI Level   | 4.3%  | 19.4% |

| 2023 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Dearborn Elementary Charter Academy   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 85.2% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 7.4%  | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 7.4%  | 18.6% |

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.  
Data Sources: [California School Dashboard Research data files.](#)

# Dearborn Elementary Charter Academy

LAUSD Location Code: 3377

Region: North

Board District: 3

## Chronic Absenteeism

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

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

| Student Group                       | Number of students enrolled who meet criteria | School 2023 Performance Level (color) | School 2023 Chronic Absenteeism Percentage | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Chronic Absenteeism Percentage | State 2023 Change | State 2023 Change Level | School to State Chronic Absenteeism Percentage Comparison | Number of students enrolled who meet criteria | School 2024 Performance Level (color) | School 2024 Chronic Absenteeism Percentage | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Chronic Absenteeism Percentage | State 2024 Change | State 2024 Change Level | School to State Chronic Absenteeism Percentage Comparison |
|-------------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| All Students                        | 533   | Yellow                                | 25.5%                                      | -3.5%              | Declined Significantly   | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Higher  | 542   | Yellow                                | 21.8%                                      | -3.7%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Higher  |
| American Indian or Alaska Native    | 0   | --                                    | --   | --                 | --                       | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 21  | No Color                              | 19.0%                                      | 19.0%              | Increased                | Yellow                               | 10.1%                                     | -1.4              | Declined                | --  | 18  | No Color                              | 5.6%                                       | -13.5%             | Declined                 | Green                                | 7.5%                                      | -2.5%             | Declined                | --  |
| Black or African American           | 24  | No Color                              | 20.8%                                      | 0.8%               | Increased                | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | --  | 25  | No Color                              | 36.0%                                      | 15.2%              | Increased                | Yellow                               | 31.3%                                     | -5.1%             | Declined                | --  |
| English Learner                     | 62  | Red                                   | 35.5%                                      | 5.5%               | Increased                | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Higher  | 54  | Orange                                | 33.3%                                      | -2.2%              | Declined                 | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Higher  |
| Filipino                            | 28  | No Color                              | 28.6%                                      | 16.6%              | Increased                | Yellow                               | 13.8%                                     | -2.4              | Declined                | --  | 23  | No Color                              | 13.0%                                      | -15.5%             | Declined                 | 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  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 326   | Yellow                                | 25.8%                                      | -8.9%              | Declined Significantly   | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Lower   | 337   | Yellow                                | 22.3%                                      | -3.5%              | Declined Significantly   | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Higher  |
| Long-Term English Learner           | --  | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 23.9%                                     | -4.3%             | Declined                | --  |
| Native Hawaiian or Pacific Islander | 0   | --                                    | --   | --                 | --                       | Yellow                               | 37.6%                                     | -6.3              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 32.6%                                     | -5.0%             | Declined                | --  |
| Socioeconomically Disadvantaged     | 329   | Yellow                                | 29.5%                                      | -6.1%              | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Lower   | 404   | Yellow                                | 25.0%                                      | -4.5%              | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Higher  |
| Students with Disabilities          | 81  | Red                                   | 44.4%                                      | 4.7%               | Increased                | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Higher  | 75  | Orange                                | 36.0%                                      | -8.4%              | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Higher  |
| Two or More Races                   | 36  | Red                                   | 33.3%                                      | 9.1%               | Increased                | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Higher  | 55  | Yellow                                | 20.0%                                      | -13.3%             | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Higher  |
| White                               | 98  | Orange                                | 23.5%                                      | -1.5%              | Declined                 | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Higher  | 84  | Orange                                | 22.6%                                      | -0.9%              | 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.](#)



# Dearborn Elementary Charter Academy

LAUSD Location Code: 3377

Region: North

Board District: 3

## Suspension Rate Indicator

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

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  | 551                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 552                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 21                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | --  | 18                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Blue                                 | 1.0%  | 0.0%              | Maintained              | --                                     |
| Black or African American                                 | 25                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | --  | 25                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 8.4%  | -0.4%             | Declined                | --                                     |
| English Learner   | 65                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 57                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.4%  | -0.3%             | Declined                | Lower                                  |
| Filipino  | 29                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | --  | 24                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 333                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 343                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.4%  | -0.4%             | Declined                | Lower                                  |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 8.1%  | -0.9%             | Declined                | --                                     |
| Native Hawaiian or Pacific Islander                       | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 4.4%  | -0.5%             | Declined                | --                                     |
| SocioeconomicMRY Disadvantaged                            | 340                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 411                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 86                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 78                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 39                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 57                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 104                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 85                 | 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](#)

## ATTACHMENT C

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

DESEGREGATION IMPACT STATEMENT (DIS)  
 DEARBORN ELEMENTARY CHARTER ACADEMY  
 BOARD OF EDUCATION REPORT 311 – 24/25

May 13, 2025

- I. Category of Proposed Action:  
 The proposed action would renew the charter for six (6) years, beginning July 1, 2025 until June 30, 2031 to serve up to 548 students in grades TK-5 in each year of the charter term.
- II. Summary Description of Current District Practice:  
 Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.
- III. Proposed Change:  
 The approval of this charter petition would renew the charter of Dearborn Elementary Charter Academy for six (6) years beginning July 1, 2025, until June 30, 2031.
- IV. Effects of This Proposal:  
 The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.
- V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:  
 If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.
- VI. If proposed action affects negatively any desegregation program, list other option(s) identified:  
 If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

LUIS E. AGUILAR  
 Specialist  
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
 Executive Director  
 Student Integration Services

[Return to Order of Business](#)

# TAB 13



## Board of Education Report

**File #:** Rep-312-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Renewal Petition for El Oro Way Charter for Enriched Studies (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for El Oro Way Charter for Enriched Studies) Recommends approval of the renewal petition for El Oro Way Charter for Enriched Studies, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 477 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for El Oro Way Charter for Enriched Studies (“Charter School”), located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025 until June 30, 2031, to serve up to 477 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:**

El Oro Way Charter for Enriched Studies is a TK-5 school currently serving 431 students on a District site at 12230 El Oro Way, Granada Hills, CA 91344 in Board District 3 and Region North. El Oro Way Charter for Enriched Studies was originally approved by the LAUSD Board of Education on June 12, 2012. On April 18, 2017, the charter school was renewed for a five-year term to serve up to 499 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 El Oro Way Charter for Enriched Studies expires June 30, 2025.

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

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

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

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

**File #:** Rep-312-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

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. 312, 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, El Oro Way Charter for Enriched Studies 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- El Oro Way Charter for Enriched Studies 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/1GXluyVSRJCNwyWozA17zC58iJzffnDwf?usp=sharing>


**Submitted:**

04/08/25

File #: Rep-312-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 5/13/2025

**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

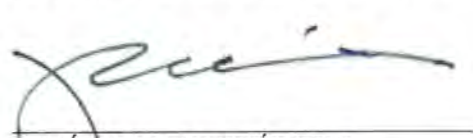
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.



# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 312-24/25  
May 13, 2025

|   |  |  |       |  |
|---|--|--|-------|--|
| School Name:  | El Oro Way Charter for Enriched Studies<br>(Affiliated Charter School) |  |       | BOARD IS<br>REQUIRED TO<br>TAKE ACTION BY:<br><br>May 14, 2025 |
| Type of Charter School:   | Conversion Affiliated Charter School                                   |  |       |  |
| Charter Operator  | Los Angeles Unified School District                                    |  |       |  |
| Location Code:  | 3545   |  |       |  |
| Type of Site(s):  | District Site  |  |       |  |
| Site Address(es):   | 12230 El Oro Way, Granada Hills, CA 91344                              |  |       |  |
| Board District(s):  | 3  | Region(s):                                 | North |  |
| Grade Levels Served:  | TK-5   | Current Enrollment:                        | 431   |  |
| Grade Levels Authorized in<br>Current Charter:                  | TK-5   | Approved Enrollment in<br>Current Charter: | 499   |  |
| CONSIDERATION:  | Renewal  |  |       |  |
| CDE PERFORMANCE<br>CATEGORY:<br>(PER CDE'S 2025 CLASSIFICATION) | High Performing  |  |       |  |
| STAFF<br>RECOMMENDATION:  | Approval for a six (6)-year term (2025-2031)                           |  |       |  |
| PROPOSED<br>BENCHMARKS:   | None   |  |       |  |

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for El Oro Way Charter for Enriched Studies ("Charter School"), located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 477 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; and Organizational Management, 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 El Oro Way Charter for Enriched Studies' 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

|  | <b>El Oro Way Charter for Enriched Studies</b>   |
|--|--|
| <b>Initial Authorization:</b>  | On June 12, 2012, El Oro Way Charter for Enriched Studies was authorized by the LAUSD Board of Education to serve 500 students in grades K-5.  |
| <b>Most Recent Renewal:</b>  | <p>The charter was renewed on April 18, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 499 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for El Oro Way Charter for Enriched Studies expires June 30, 2025.</p> |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable   |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable   |
| <b>Submission of Renewal Petition Application:</b>                     | El Oro Way Charter for Enriched Studies submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.   |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable   |
| <b>Master Plan for English Learners and Standard English Learners:</b> | El Oro Way Charter for Enriched Studies implements the District's Master Plan for English Learners and Standard English Learners.  |
| <b>Special Education SELPA</b>   | As a District-affiliated charter school, El Oro Way Charter for Enriched Studies is a member of the LAUSD SELPA.   |

#### B. Charter School Operator

As a District-affiliated charter school, El Oro Way Charter for Enriched Studies is subject to the governance and control of the LAUSD Board of Education.

#### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

##### a. Summary

El Oro Way Charter for Enriched Studies 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 El Oro Way Charter for Enriched Studies 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.

**El Oro Way Charter for Enriched Studies 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 | No Performance Color     | 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 four 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 two of three 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 three of four numerically significant student groups.

**El Oro Way Charter for Enriched Studies - 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          | 44.7              | Low         | -12.2           | Higher                            |
| Latino                          | Met                        | High          | 29.7              | Low         | -38.6           | Higher                            |
| White                           | Met                        | Very High     | 47.6              | High        | 21.9            | Higher                            |
| English Learner                 | Met                        | Medium        | 5.3               | Low         | -61.2           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | High          | 14.4              | Low         | -41.4           | Higher                            |

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

### El Oro Way Charter for Enriched Studies - 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         | 19.2              | -25.5          | Orange      | -13.6           | Higher                            |
| Latino                          | Met                        | Yellow        | 5.8               | -23.8          | Orange      | -40.2           | Higher                            |
| White                           | Met                        | Green         | 18.2              | -29.4          | Green       | 20.8            | Lower                             |
| Socioeconomically Disadvantaged | Met                        | Orange        | -6.7              | -21.1          | Orange      | -42.6           | Higher                            |

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

### El Oro Way Charter for Enriched Studies - 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          | 11.1              | -8.0           | Orange      | -13.2           | Higher                            |
| Latino                          | Met                        | Yellow         | 4.4               | -1.4           | Orange      | -39.3           | Higher                            |
| White                           | Met                        | Green          | 14.1              | -4.1           | Green       | 19.2            | Lower                             |
| English Learner                 | Met                        | Not Applicable | -34.6             | -17.5          | Orange      | -67.6           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Orange         | -5.1              | 1.6            | Orange      | -40.9           | Higher                            |

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

#### d. Math Indicator

In 2022, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

### El Oro Way Charter for Enriched Studies - 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          | 19.8               | Low         | -51.7            | Higher                            |
| Latino                          | Met                        | High          | 0.9                | Low         | -83.4            | Higher                            |
| White                           | Met                        | High          | 25.4               | Medium      | -13.4            | Higher                            |
| English Learner                 | Met                        | Medium        | -3.9               | Low         | -92.0            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | -10.4              | Low         | -84.0            | Higher                            |

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

### El Oro Way Charter for Enriched Studies - 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         | 16.4               | -3.4           | Orange      | -49.1            | Higher                            |

| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| Latino                          | Met                        | Yellow        | -1.9               | -2.8           | Orange      | -80.8            | Higher                            |
| White                           | Met                        | Green         | 14.6               | -10.7          | Yellow      | -11.1            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | -3.9               | 6.5            | Yellow      | -80.8            | Higher                            |

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

### El Oro Way Charter for Enriched Studies - Math Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color  | Charter Math (DFS) | Charter Change | State Color   | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|----------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>   | <b>8.6</b>         | <b>-7.8</b>    | <b>Orange</b> | <b>-47.6</b>     | <b>Higher</b>                     |
| Latino                          | Met                        | Yellow         | -9.3               | -7.4           | Orange        | -79.2            | Higher                            |
| White                           | Met                        | Green          | 10.8               | -3.8           | Yellow        | -10.3            | Higher                            |
| English Learner                 | Met                        | Not Applicable | -11.0              | -21.3          | Orange        | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow         | -9.0               | -5.1           | Orange        | -78.2            | Higher                            |

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

#### e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school did not have a performance level due to the low number of English Learners, but the charter school's English Learner Progress Rate was lower than the state's rate. In 2023 and 2024, the charter school did not have a performance color due to the low number of English Learners, however the charter school's English Learner Progress Rate was higher than the state's rate in 2023 and lower in 2024.

### El Oro Way Charter for Enriched Studies - 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 | 47.8%                    | Medium      | 50.3%                  | Lower                       |

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

### El Oro Way Charter for Enriched Studies - English Learner Progress Indicator - 2022-2023

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 69.2%                    | 21.4%          | Yellow      | 48.7%                  | Higher                      |

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

## El Oro Way Charter for Enriched Studies - English Learner Progress Indicator - 2023-2024

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 41.5%                    | -27.8%         | Orange      | 45.7%                  | Lower                       |

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, but higher for four of five 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 five 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 for three of six 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; and Organizational Management, Programs, and Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for El Oro Way Charter for Enriched Studies' outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

**VI. FISCAL MANAGEMENT AND PERFORMANCE**

As an affiliated charter school, the District is responsible for the fiscal management of El Oro Way Charter for Enriched Studies.

# El Oro Way Charter For Enriched Studies

## 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/cmf/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |   |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|--|----|---------------|---|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG   | BD | Location Code | School                                  | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N  | 3  | 3545          | El Oro Way Charter For Enriched Studies | All Students                        | 204                                 | 44.7                    | High                     | -12.2                  | Low                     | Higher                         | 202                                 | Green                                 | 19.2                    | -25.5              | Declined Significantly   | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |
|  |    |               |   | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2                 | Maintained              | --                             |
|  |    |               |   | Asian                               | *                                   | -                       | No Performance Level     | 63                     | 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                | Maintained              | --                             |
|  |    |               |   | English Learner                     | 32                                  | 5.3                     | Medium                   | -61.2                  | Low                     | Higher                         | 28                                  | No Color                              | -17.1                   | -22.4              | Declined Significantly   | Orange                               | -67.7                  | -6.5              | Declined                | --                             |
|  |    |               |   | Filipino                            | *                                   | -                       | No Performance Level     | 42.9                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 44                     | 1.1               | Maintained              | --                             |
|  |    |               |   | Foster Youth                        | *                                   | -                       | No Performance Level     | -85.6                  | Very Low                | --                             | 0                                   | --                                    | --                      | --                 | --                       | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |
|  |    |               |   | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5                | Declined                | --                             |
|  |    |               |   | Latino                              | 49                                  | 29.7                    | High                     | -38.6                  | Low                     | Higher                         | 41                                  | Yellow                                | 5.8                     | -23.8              | Declined Significantly   | 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     | 65                                  | 14.4                    | High                     | -41.4                  | Low                     | Higher                         | 65                                  | Orange                                | -6.7                    | -21.1              | Declined Significantly   | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |
|  |    |               |   | Students with Disabilities          | 14                                  | -24.5                   | No Performance Level     | -97.3                  | Very Low                | --                             | 17                                  | No Color                              | -58.1                   | -33.6              | Declined Significantly   | Red                                  | -96.3                  | 1.8               | Maintained              | --                             |
|  |    |               |   | Two or More Races                   | *                                   | -                       | No Performance Level     | 25.1                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 24.3                   | -0.8              | Maintained              | --                             |
|  |    |               |   | White                               | 128                                 | 47.6                    | Very High                | 21.9                   | High                    | Higher                         | 118                                 | Green                                 | 18.2                    | -29.4              | Declined Significantly   | Green                                | 20.8                   | -1.2              | Maintained              | Lower                          |

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

|                                       | ELA Participation Rate By Student Group |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---------------------------------------|---|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|                                       | ALL                                     | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 ** | 100%                                    | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2022 *         | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023    | 100%                                    | --                               | 100%  | 100%                      | 100%            | 100%     | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023           | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023



# El Oro Way Charter For Enriched Studies

## Academic Performance - Math

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

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |   |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|---|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                                  | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 3  | 3545          | El Oro Way Charter For Enriched Studies | All Students                        | 204  | 19.8                    | High                     | -51.7                  | Low                     | Higher                         | 202  | Green                                 | 16.4                    | -3.4               | Declined                 | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |   | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |   | Asian                               | *  | -                       | 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                     | 32   | -3.9                    | Median                   | -92.0                  | Low                     | Higher                         | 28   | No Color                              | 10.3                    | 14.2               | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | --                             |
|   |    |               |   | 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                | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |   | Homeless Youth                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |   | Latino                              | 49   | 0.9                     | High                     | -83.4                  | Low                     | Higher                         | 41   | Yellow                                | -1.9                    | -2.8               | Maintained               | 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     | 65   | -10.4                   | Medium                   | -84.0                  | Low                     | Higher                         | 65   | Green                                 | -3.9                    | 6.5                | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |   | Students with Disabilities          | 14   | -60.4                   | No Performance Level     | -130.8                 | Very Low                | --                             | 17   | No Color                              | -52.6                   | 7.8                | Increased                | Orange                               | -127.3                 | 5.5               | Increased               | --                             |
|   |    |               |   | Two or More Races                   | *  | -                       | No Performance Level     | -9.9                   | Medium                  | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |   | White                               | 128  | 25.4                    | High                     | -13.4                  | Medium                  | Higher                         | 118  | Green                                 | 14.6                    | -10.7              | 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 **    | 100% | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2022 *            | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023       | 100% | --                               | 100%  | 100%                      | 100%            | 100%     | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023              | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# El Oro Way Charter For Enriched Studies

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |   |                 |   |  |                      |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|---|-----------------|---|--|----------------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                                  | Student Group   | 2022 School   |  |                      | 2022 State   |              |                                 | 2023 School   |                                       |  |                    | 2023 State               |                                      |  |                   |                         |                                 |
|  |    |               |   |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level         | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 3  | 3545          | El Oro Way Charter For Enriched Studies | English Learner | 23  | 47.8%  | No Performance Level | 50.3%  | Medium       | Lower                           | 26  | No Color                              | 69.2%  | 21.4%              | 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                | 33                            | 33                           | 100.0%                        | Yes                    |
| 2023                | 60                            | 60                           | 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 |
| El Oro Way Charter For Enriched Studies  |       |       |
| ELs Who Progressed at Least One ELPI Level   | 43.5% | 47.5% |
| ELs Who Maintained ELPI Level 4  | 4.3%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 21.7% | 31.4% |
| ELs Who Decreased at Least One ELPI Level  | 30.4% | 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 |
| El Oro Way Charter For Enriched Studies  |       |       |
| ELs Who Progressed at Least One ELPI Level   | 69.2% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 19.2% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 11.5% | 18.6% |

# El Oro Way Charter For Enriched Studies

## Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |  |  |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                      |                               |   |
|---|--------|-------------------|--|--|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|----------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School                                     | Student Group                          | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 3      | 3545              | El Oro Way Charter<br>For Enriched Studies | All Students                           | 437  | 27.2%   | Very High                   | 30.0%  | Very High                  | Lower   | 459  | Yellow                                      | 21.1%   | -6.1%                 | Declined<br>Significantly      | Yellow                                     | 24.3%  | -5.7                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | American Indian or<br>Alaska Native    | 0  | --  | --                          | 42.9%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 36.1%  | -6.8                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Asian                                  | 23   | 13.0%   | No<br>Performance<br>Level  | 11.5%  | High                       | --  | 24   | No Color                                    | 12.5%   | -0.5%                 | Declined                       | Yellow                                     | 10.1%  | -1.4                 | Declined                      | --  |
|   |        |                   |  | Black or African<br>American           | *  | --  | No<br>Performance<br>Level  | 42.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 36.4%  | -6.5                 | Declined<br>Significantly     | --  |
|   |        |                   |  | English Learner                        | 42   | 35.7%   | Very High                   | 33.6%  | Very High                  | Higher  | 63   | Orange                                      | 22.2%   | -13.5%                | Declined                       | Yellow                                     | 26.3%  | -7.3                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | Filipino                               | 15   | 6.7%  | No<br>Performance<br>Level  | 16.2%  | High                       | --  | 12   | No Color                                    | 16.7%   | 10.0%                 | Increased                      | Yellow                                     | 13.8%  | -2.4                 | Declined                      | --  |
|   |        |                   |  | Foster Youth                           | *  | --  | No<br>Performance<br>Level  | 42.1%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 33.6%  | -8.5                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Homeless Youth                         | *  | --  | No<br>Performance<br>Level  | 45.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 38.7%  | -6.4                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Latino                                 | 89   | 25.8%   | Very High                   | 35.8%  | Very High                  | Lower   | 97   | Red   | 28.9%   | 3.0%                  | Increased                      | Yellow                                     | 28.4%  | -7.4                 | Declined<br>Significantly     | Higher  |
|   |        |                   |  | Native Hawaiian or<br>Pacific Islander | 0  | --  | --                          | 43.9%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 37.6%  | -6.3                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Socioeconomically<br>Disadvantaged     | 151  | 38.4%   | Very High                   | 37.4%  | Very High                  | Higher  | 174  | Yellow                                      | 23.6%   | -14.8%                | Declined<br>Significantly      | Yellow                                     | 29.9%  | -7.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | Students with<br>Disabilities          | 26   | 42.3%   | No<br>Performance<br>Level  | 39.6%  | Very High                  | --  | 31   | No Color                                    | 29.0%   | -13.3%                | Declined                       | Yellow                                     | 33.1%  | -6.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | Two or More Races                      | 69   | 34.8%   | Very High                   | 25.1%  | Very High                  | Higher  | 89   | Orange                                      | 21.3%   | -13.4%                | Declined                       | Yellow                                     | 21.6%  | -3.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | White                                  | 231  | 27.3%   | Very High                   | 21.9%  | Very High                  | Higher  | 229  | Yellow                                      | 17.9%   | -9.4%                 | Declined<br>Significantly      | Yellow                                     | 18.5%  | -3.5                 | Declined<br>Significantly     | Lower   |

Data Sources: California School Dashboard Research data files 2023

# El Oro Way Charter For Enriched Studies

## Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |   |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|---|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                                  | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 3  | 3545          | El Oro Way Charter For Enriched Studies | All Students                        | 444                | 0.0%   | Very Low                 | 3.1%  | Medium                  | Lower   | 461                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |   | American Indian or Alaska Native    | 0                  | --   | --                       | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |   | Asian                               | 24                 | 0.0%   | No Performance Level     | 0.9%  | Very Low                | --  | 24                 | 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                     | 43                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 63                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |   | Filipino                            | 15                 | 0.0%   | No Performance Level     | 1.2%  | Low                     | --  | 12                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | --                                     |
|   |    |               |   | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |   | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |   | Latino                              | 90                 | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 98                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |   | Native Hawaiian or Pacific Islander | 0                  | --   | --                       | 4.5%  | Medium                  | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |   | Socioeconomically Disadvantaged     | 154                | 0.0%   | Very Low                 | 4.0%  | Medium                  | Lower   | 176                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |   | Students with Disabilities          | 27                 | 0.0%   | No Performance Level     | 5.4%  | High                    | --  | 31                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |   | Two or More Races                   | 71                 | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 89                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |   | White                               | 234                | 0.0%   | Very Low                 | 2.6%  | Medium                  | Lower   | 230                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023

## El Oro Way Charter For Enriched Studies

### Enrollment Report

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

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |   |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|---|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                                  | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 3545     | El Oro Way Charter For Enriched Studies | 444        | 38.1%    | 9.0%  | 0.0%                             | 5.0%  | 1.6%                      | 13.3%           | 2.0%     | 0.0%         | 0.0%     | 20.5%  | 0.0%              | 0.0%                                | 17.8%        | 38.3%                            | 6.8%                       | 3.4%              | 49.8% |
| Statewide   |    |          |   | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |   | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |   |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|---|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                                  | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 3545     | El Oro Way Charter For Enriched Studies | 439        | 32.8%    | 8.0%  | 1.8%                             | 5.5%  | 1.8%                      | 9.8%            | 2.5%     | 0.0%         | 0.9%     | 21.2%  | 0.0%              | 0.0%                                | 16.9%        | 33.9%                            | 4.6%                       | 2.7%              | 49.4% |
| 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>

# El Oro Way Charter For Enriched Studies

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## RECLASSIFICATION RATES

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

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

| RG | BD | Loc Code | School                                  | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|---|------------|---|--------|-------|---------------------------------|
| N  | 3  | 3545     | El Oro Way Charter For Enriched Studies | 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>

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# El Oro Way Charter For Enriched Studies

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

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

| RG | BD | Loc Code | School                                  | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|---|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |   |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |   |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 3  | 3545     | El Oro Way Charter For Enriched Studies | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 10.6%   |
|    |    |          |   | At-Risk 4-5 Years               | 2          | 3.0%    | 144,190    | 7.1%    | 5          | 6.2%    | 136,190    | 6.8%    |
|    |    |          |   | EL 0-3 Years                    | 38         | 56.7%   | 505,487    | 24.8%   | 52         | 64.2%   | 519,652    | 26.0%   |
|    |    |          |   | EL 4+ Years Not At-Risk or LTEL | 3          | 4.5%    | 236,323    | 11.6%   | 2          | 2.5%    | 207,773    | 10.4%   |
|    |    |          |   | EL total                        | 43         | 64.2%   | 1,112,535  | 54.5%   | 59         | 72.8%   | 1,074,833  | 53.8%   |
|    |    |          |   | RFEP                            | 24         | 35.8%   | 927,723    | 45.5%   | 22         | 27.2%   | 924,460    | 46.2%   |
|    |    |          |   | Total (Ever)                    | 67         | 100.0%  | 2,040,258  | 100.0%  | 81         | 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>

# El Oro Way Charter For Enriched Studies

## 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                   | 3  | 3545          | El Oro Way Charter For Enriched Studies | 444               | 30             | 6.8%           |
| Statewide           |    |               |   | 5,837,690         | 799,980        | 13.7%          |
| Los Angeles Unified |    |               |   | 529,902           | 79,906         | 14.8%          |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                                  | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|----------|---|-------------------|----------------|----------------|
| N                   | 3  | 3545     | El Oro Way Charter For Enriched Studies | 439               | 20             | 4.6%           |
| Statewide           |    |          |   | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |   | 538,295           | 75,935         | 14.1%          |

2023-2024 Special Education Enrollment

| RG                  | BD | Loc Code | School                                  | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|---|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 3  | 3545     | El Oro Way Charter For Enriched Studies | 73.3%            | 26.7%           | 7      | 0    | 0      | 0     | 0     | 1     | 0     | 0   | 5      | 0    | 8      | 9      | 0     | 0    |
| Los Angeles Unified |    |          |   | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                                  | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|---|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 3  | 3545     | El Oro Way Charter For Enriched Studies | 70.0%            | 30.0%           | 4      | 0    | 0      | 0     | 0     | 1     | 0     | 0   | 3      | 0     | 5      | 6      | 1     | 0    |
| Los Angeles Unified |    |          |   | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).



# El Oro Way Charter For Enriched Studies

LAUSD Location Code: 3545

Region: North

Board District: 3

## Academic Performance - English Language Arts

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

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

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

| Student Group                          | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|--|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                           | 202  | Green                                       | 19.2                       | -25.5                 | Declined<br>Significantly      | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Higher                               | 208  | Green                                       | 11.1                       | -8.0                  | Declined                       | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or<br>Alaska Native    | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian                                  | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Blue                                       | 61.8                      | -1.2                 | Maintained                    | --                                   | 11   | No Color                                    | 74.6                       | --                    | No Change<br>Level             | Blue                                       | 60.7                      | -1.2                 | Maintained                    | --                                   |
| Black or African<br>American           | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -59.6                     | -2.0                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -58.9                     | 0.8                  | Maintained                    | --                                   |
| English Learner                        | 28   | No Color                                    | -17.1                      | -22.4                 | Declined<br>Significantly      | Orange                                     | -67.7                     | -6.5                 | Declined                      | --                                   | 37   | No Color                                    | -34.6                      | -17.5                 | Declined<br>Significantly      | Orange                                     | -67.6                     | 0.2                  | Maintained                    | Higher                               |
| Filipino                               | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Green                                      | 44.0                      | 1.1                  | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Blue                                       | 45.8                      | 1.8                  | Maintained                    | --                                   |
| Foster Youth                           | 0  | --  | --                         | --                    | --                             | Red  | -89.2                     | -2.5                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -87.3                     | 1.9                  | Maintained                    | --                                   |
| Homeless Youth                         | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino                                 | 41   | Yellow                                      | 5.8                        | -23.8                 | Declined<br>Significantly      | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 40   | Yellow                                      | 4.4                        | -1.4                  | Maintained                     | Orange                                     | -39.3                     | 0.9                  | Maintained                    | Higher                               |
| Long-Term English<br>Learner           | --   | --  | --                         | --                    | --                             | --   | --                        | --                   | --                            | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -109.6                    | 3.4                  | Declined                      | --                                   |
| Native Hawaiian or<br>Pacific Islander | 0  | --  | --                         | --                    | --                             | Orange                                     | -32.5                     | -3.4                 | Declined                      | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically<br>Disadvantaged     | 65   | Orange                                      | -6.7                       | -21.1                 | Declined<br>Significantly      | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 75   | Orange                                      | -5.1                       | 1.6                   | Maintained                     | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with<br>Disabilities          | 17   | No Color                                    | -58.1                      | -33.6                 | Declined<br>Significantly      | Red  | -96.3                     | 1.8                  | Maintained                    | --                                   | 16   | No Color                                    | -36.5                      | 21.6                  | Increased<br>Significantly     | Red  | -95.6                     | 0.7                  | Maintained                    | --                                   |
| Two or More Races                      | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White                                  | 118  | Green                                       | 18.2                       | -29.4                 | Declined<br>Significantly      | Green                                      | 20.8                      | -1.2                 | Maintained                    | Lower                                | 121  | Green                                       | 14.1                       | -4.1                  | Declined                       | Green                                      | 19.2                      | -1.6                 | Maintained                    | Lower                                |

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

| ELA Participation Rate By Student Group     |      |                                     |       |                              |                 |          |              |                |        |   |                                    |                               |                      |       |
|---|------|-------------------------------------|-------|------------------------------|-----------------|----------|--------------|----------------|--------|---|------------------------------------|-------------------------------|----------------------|-------|
|   | ALL  | American Indian<br>or Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific<br>Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested<br>in 2023 ** | 100% | --                                  | 100%  | 100%                         | 100%            | 100%     | --           | 100%           | 100%   | --  | 100%                               | 100%                          | 100%                 | 100%  |
| Participation<br>Rate Met 2023 *            | Yes  | --                                  | Yes   | Yes                          | Yes             | Yes      | --           | Yes            | Yes    | --  | Yes                                | Yes                           | Yes                  | Yes   |
| Percent of<br>students tested<br>in 2024    | 100% | --                                  | 100%  | 100%                         | 100%            | 100%     | --           | --             | 100%   | --  | 100%                               | 100%                          | 100%                 | 100%  |
| Participation<br>Rate Met 2024              | Yes  | --                                  | Yes   | Yes                          | Yes             | Yes      | --           | --             | Yes    | --  | Yes                                | Yes                           | Yes                  | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# El Oro Way Charter For Enriched Studies

LAUSD Location Code: 3545

Region: North

Board District: 3

## Academic Performance - Math

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/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  | 202  | Green                                 | 16.4                    | -3.4               | Declined                 | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         | 209  | Green                                 | 8.6                     | -7.8               | Declined                 | Orange                               | -47.6                  | 1.5               | Maintained              | Higher                         |
| American Indian or Alaska Native  | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -86.6                  | 0.7               | Maintained              | --                             |
| Asian   | *  | No Color                              | --                      | --                 | No Change Level          | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             | 11   | No Color                              | 80.7                    | --                 | 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   | 28   | No Color                              | 10.3                    | 14.2               | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | --                             | 38   | No Color                              | -11.0                   | -21.3              | Declined Significantly   | Orange                               | -93.4                  | 0.0               | Maintained              | Higher                         |
| Filipino  | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 7.4                    | 4.8               | Increased               | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 10.4                   | 3.0               | Increased               | --                             |
| Foster Youth  | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -125.1                 | 2.3               | Maintained              | --                             |
| Homeless Youth  | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             | 0  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -106.0                 | -4.7              | Maintained              | --                             |
| Latino  | 41   | Yellow                                | -1.9                    | -2.8               | Maintained               | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         | 40   | Yellow                                | -9.3                    | -7.4               | Declined                 | 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   | 65   | Green                                 | -3.9                    | 6.5                | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         | 76   | Yellow                                | -9.0                    | -5.1               | Declined                 | Orange                               | -78.2                  | 2.6               | Maintained              | Higher                         |
| Students with Disabilities  | 17   | No Color                              | -52.6                   | 7.8                | Increased                | Orange                               | -127.3                 | 5.5               | Increased               | --                             | 16   | No Color                              | -49.6                   | 3.0                | Increased                | Red                                  | -124.3                 | 2.9               | Maintained              | --                             |
| Two or More Races   | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -5.3                   | 2.1               | Maintained              | --                             |
| White   | 118  | Green                                 | 14.6                    | -10.7              | Declined                 | Yellow                               | -11.1                  | 2.3               | Maintained              | Higher                         | 121  | Green                                 | 10.8                    | -3.8               | Declined                 | 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 ** | 100%                                     | --                               | 100%  | 100%                      | 100%            | 100%     | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023 *         | Yes                                      | --                               | Yes   | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2024    | 100%                                     | --                               | 100%  | 100%                      | 100%            | 100%     | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2024           | Yes                                      | --                               | Yes   | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# El Oro Way Charter For Enriched Studies

LAUSD Location Code: 3545      Region: North      Board District: 3

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 26  | No Performance Color                  | 69.2%  | 21.4%              | Increased Significantly  | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 41  | No Color                              | 41.5%  | -27.8%             | Declined Significantly   | Orange                               | 45.7%  | -3.0%             | Declined                | Lower                           |
| 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                | 62                            | 62                           | 100%                          | Yes                    |
| 2023                | 60                            | 60                           | 100%                          | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

| 2024 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| El Oro Way Charter For Enriched Studies   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 41.5% | 43.8% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 41.5% | 34.9% |
| ELs Who Decreased at Least One ELPI Level   | 17.1% | 19.4% |

| 2023 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| El Oro Way Charter For Enriched Studies   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 69.2% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 19.2% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 11.5% | 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.](#)

# El Oro Way Charter For Enriched Studies

LAUSD Location Code: 3545

Region: North

Board District: 3

## Chronic Absenteeism

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

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

| Student Group                       | Number of students enrolled who meet criteria | School 2023 Performance Level (color) | School 2023 Chronic Absenteeism Percentage | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Chronic Absenteeism Percentage | State 2023 Change | State 2023 Change Level | School to State Chronic Absenteeism Percentage Comparison | Number of students enrolled who meet criteria | School 2024 Performance Level (color) | School 2024 Chronic Absenteeism Percentage | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Chronic Absenteeism Percentage | State 2024 Change | State 2024 Change Level | School to State Chronic Absenteeism Percentage Comparison |
|-------------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| All Students                        | 459   | Yellow                                | 21.1%                                      | -6.1%              | Declined Significantly   | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Lower   | 464   | Yellow                                | 14.9%                                      | -6.3%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Lower   |
| American Indian or Alaska Native    | 0   | --                                    | --   | --                 | --                       | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 24  | No Color                              | 12.5%                                      | -0.5%              | Declined                 | Yellow                               | 10.1%                                     | -1.4              | Declined                | --  | 23  | No Color                              | 8.7%                                       | -3.8%              | Declined                 | 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                     | 63  | Orange                                | 22.2%                                      | -13.5%             | Declined                 | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Lower   | 69  | Orange                                | 20.3%                                      | -1.9%              | Declined                 | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Higher  |
| Filipino                            | 12  | No Color                              | 16.7%                                      | 10.0%              | Increased                | Yellow                               | 13.8%                                     | -2.4              | Declined                | --  | 11  | No Color                              | 0.0%                                       | -16.7%             | Declined                 | Green                                | 9.6%                                      | -4.2%             | Declined                | --  |
| Foster Youth                        | 0   | --                                    | --   | --                 | --                       | Yellow                               | 33.6%                                     | -8.5              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.5%                                     | -3.1%             | Declined                | --  |
| Homeless Youth                      | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 38.7%                                     | -6.4              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 97  | Red                                   | 28.9%                                      | 3.0%               | Increased                | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Higher  | 95  | Orange                                | 23.2%                                      | -5.7%              | Declined                 | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Higher  |
| Long-Term English Learner           | --  | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 23.9%                                     | -4.3%             | Declined                | --  |
| Native Hawaiian or Pacific Islander | 0   | --                                    | --   | --                 | --                       | Yellow                               | 37.6%                                     | -6.3              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 32.6%                                     | -5.0%             | Declined                | --  |
| Socioeconomically Disadvantaged     | 174   | Yellow                                | 23.6%                                      | -14.8%             | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Lower   | 195   | Orange                                | 22.6%                                      | -1.0%              | Declined                 | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Lower   |
| Students with Disabilities          | 31  | No Color                              | 29.0%                                      | -13.3%             | Declined                 | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Lower   | 34  | Orange                                | 20.6%                                      | -8.4%              | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Lower   |
| Two or More Races                   | 89  | Orange                                | 21.3%                                      | -13.4%             | Declined                 | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Lower   | 98  | Yellow                                | 13.3%                                      | -8.1%              | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Lower   |
| White                               | 229   | Yellow                                | 17.9%                                      | -9.4%              | Declined Significantly   | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Lower   | 230   | Yellow                                | 13.9%                                      | -4.0%              | Declined Significantly   | Yellow                               | 13.5%                                     | -4.9%             | Declined                | Higher  |

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

Data Sources: [California School Dashboard Research data files.](#)

# El Oro Way Charter For Enriched Studies

LAUSD Location Code: 3545

Region: North

Board District: 3

## Suspension Rate Indicator

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

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  | 461                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 471                | Blue                                  | 0.2%   | 0.2%               | Maintained               | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 24                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | --  | 23                 | 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   | 63                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 71                 | Orange                                | 1.4%   | 1.4%               | Increased                | Green                                | 3.4%  | -0.3%             | Declined                | Lower                                  |
| Filipino  | 12                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | --  | 11                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 13.6%   | 1.2%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 98                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 98                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.4%  | -0.4%             | Declined                | Lower                                  |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 8.1%  | -0.9%             | Declined                | --                                     |
| Native Hawaiian or Pacific Islander                       | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 4.4%  | -0.5%             | Declined                | --                                     |
| SocioeconomicMRy Disadvantaged                            | 176                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 201                | Green                                 | 0.5%   | 0.5%               | Increased                | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 31                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 34                 | Orange                                | 2.9%   | 2.9%               | Increased                | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 89                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 99                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 230                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 233                | Green                                 | 0.4%   | 0.4%               | Increased                | 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](#)

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report****DESEGREGATION IMPACT STATEMENT (DIS)  
EL ORO WAY CHARTER FOR ENRICHED STUDIES  
BOARD OF EDUCATION REPORT 312 – 24/25**

May 13, 2025

**I. Category of Proposed Action:**

The proposed action would renew the charter for six (6) years, beginning July 1, 2025 until June 30, 2031 to serve up to 477 students in grades TK-5 in each year of the charter term.

**II. Summary Description of Current District Practice:**

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

**III. Proposed Change:**

The approval of this charter petition would renew the charter of El Oro Way Charter for Enriched Studies for six (6) years beginning July 1, 2025 until June 30, 2031.

**IV. Effects of This Proposal:**

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

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

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

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

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

PREPARED BY:

Sunserae Keaton  
Specialist  
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services

[Return to Order of Business](#)

# TAB 14



## Board of Education Report

**File #:** Rep-313-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Renewal Petition for Encino Charter Elementary (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Encino Charter Elementary) Recommends approval of the renewal petition for Encino Charter Elementary, located in Board District 4 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 546 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Encino Charter Elementary ("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 546 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:**

Encino Charter Elementary is a TK-5 school currently serving 524 students on a District site at 16941 Addison Street, Los Angeles, CA, 91316 in Board District 4 and Region North. Encino Charter Elementary was originally approved by the LAUSD Board of Education on June 12, 2012. On April 18, 2017, the charter school was renewed for a five-year term to serve 584 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 Encino Charter Elementary expires June 30, 2025.

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

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

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



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

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**In Control:** Charter Schools Division

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

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. 313, 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, Encino Charter Elementary 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- Encino Charter Elementary 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/1ocLEkuDZHxjrgofm2tUUI5Oth3DKrwEP?usp=sharing>


**Submitted:**

04/08/25


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**In Control:** Charter Schools Division

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

**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 313-24/25  
May 13, 2025

|   |  |  |       |  |
|---|--|--|-------|--|
| School Name:  | Encino Charter Elementary<br>(Affiliated Charter School) |  |       | BOARD IS<br>REQUIRED TO<br>TAKE ACTION BY:<br><br>May 14, 2025 |
| Type of Charter School:   | Conversion Affiliated Charter School                     |  |       |  |
| Charter Operator  | Los Angeles Unified School District                      |  |       |  |
| Location Code:  | 3616   |  |       |  |
| Type of Site(s):  | District Site  |  |       |  |
| Site Address(es):   | 16941 Addison Street, Encino, CA 91316                   |  |       |  |
| Board District(s):  | 4  | Region(s):                                 | North |  |
| Grade Levels Served:  | TK-5   | Current Enrollment:                        | 524   |  |
| Grade Levels Authorized in<br>Current Charter:                  | TK-5   | Approved Enrollment in<br>Current Charter: | 584   |  |
| CONSIDERATION:  | Renewal  |  |       |  |
| CDE PERFORMANCE<br>CATEGORY:<br>(PER CDE'S 2025 CLASSIFICATION) | High Performing  |  |       |  |
| STAFF<br>RECOMMENDATION:  | Approval for a six (6)-year term (2025-2031)             |  |       |  |
| PROPOSED<br>BENCHMARKS:   | None   |  |       |  |

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Encino Charter Elementary ("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 546 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; and Organizational Management, 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 Encino Charter Elementary's 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

|  | <b>Encino Charter Elementary</b>  |
|--|---|
| <b>Initial Authorization:</b>  | On June 12, 2012, Encino Charter Elementary was authorized by the LAUSD Board of Education to serve 520 students in grades K-5.   |
| <b>Most Recent Renewal:</b>  | The charter was renewed on April 18, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 584 students in grades TK-5.<br><br>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Encino Charter Elementary expires June 30, 2025. |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable  |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable  |
| <b>Submission of Renewal Petition Application:</b>                     | Encino Charter Elementary submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.  |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable  |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Encino Charter Elementary implements the District's Master Plan for English Learners and Standard English Learners.   |
| <b>Special Education SELPA</b>   | As a District-affiliated charter school, Encino Charter Elementary is a member of the LAUSD SELPA.  |

#### B. Charter School Operator

As a District-affiliated charter school, Encino Charter Elementary is subject to the governance and control of the LAUSD Board of Education.

### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

#### a. Summary

Encino Charter Elementary 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 Encino Charter Elementary data sets.

b. Measurements of Academic Performance on the California School Dashboard

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

**Encino Charter Elementary Dashboard Indicators**

| School Year | ELA       | Math  | English Learner Progress | College/Career | Chronic Absenteeism | Graduation Rate | Suspension Rate |
|-------------|-----------|-------|--------------------------|----------------|---------------------|-----------------|-----------------|
| 2021-2022   | Very 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  | Green           |
| 2023-2024   | Green     | Green | No Performance Color     | 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, 2023, and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and for all numerically significant student groups.

**Encino Charter Elementary - English Language Arts Indicator - 2021-2022**

| Student Group                   | Charter Participation Rate | Charter Level | Charter ELA (DFS) | State Level | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|-------------|-----------------|-----------------------------------|
| All Students                    | Met                        | Very High     | 51.7              | Low         | -12.2           | Higher                            |
| Latino                          | Met                        | High          | 32.1              | Low         | -38.6           | Higher                            |
| White                           | Met                        | Very High     | 58.0              | High        | 21.9            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | High          | 31.1              | Low         | -41.4           | Higher                            |

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

**Encino Charter Elementary - English Language Arts Indicator - 2022-2023**

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| All Students                    | Met                        | Green         | 43.5              | -8.1           | Orange      | -13.6           | Higher                            |
| Latino                          | Met                        | Yellow        | 8.1               | -24.1          | Orange      | -40.2           | Higher                            |
| White                           | Met                        | Blue          | 58.3              | 0.3            | Green       | 20.8            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | 11.3              | -19.8          | Orange      | -42.6           | Higher                            |

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

**Encino Charter Elementary - English Language Arts Indicator - 2023-2024**

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color   | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>29.5</b>       | <b>-14.0</b>   | <b>Orange</b> | <b>-13.2</b>    | <b>Higher</b>                     |
| Latino                          | Met                        | Yellow        | 9.4               | 1.3            | Orange        | -39.3           | Higher                            |
| White                           | Met                        | Green         | 41.6              | -16.7          | Green         | 19.2            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | -4.2              | -15.5          | Orange        | -40.9           | Higher                            |

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

**d. Math Indicator**

In 2022, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students, and for all numerically significant student groups.

**Encino Charter Elementary - Math Indicator - 2021-2022**

| Student Group                   | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>High</b>   | <b>29.5</b>        | <b>Low</b>  | <b>-51.7</b>     | <b>Higher</b>                     |
| Latino                          | Met                        | High          | 14.2               | Low         | -83.4            | Higher                            |
| White                           | Met                        | High          | 31.3               | Medium      | -13.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | High          | 3.5                | Low         | -84.0            | Higher                            |

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

**Encino Charter Elementary - Math Indicator - 2022-2023**

| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color   | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>33.8</b>        | <b>4.3</b>     | <b>Orange</b> | <b>-49.1</b>     | <b>Higher</b>                     |
| Latino                          | Met                        | Yellow        | -12.7              | -27.0          | Orange        | -80.8            | Higher                            |
| White                           | Met                        | Blue          | 57.4               | 26.1           | Yellow        | -11.1            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | -0.2               | -3.7           | Yellow        | -80.8            | Higher                            |

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

**Encino Charter Elementary - Math Indicator - 2023-2024**

| Student Group       | Charter Participation Rate | Charter Color        | Charter Math (DFS) | Charter Change | State Color   | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------|----------------------------|----------------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b> | <b>Met</b>                 | <b>Green</b>         | <b>27.8</b>        | <b>-5.9</b>    | <b>Orange</b> | <b>-47.6</b>     | <b>Higher</b>                     |
| Latino              | Met                        | Green                | -8.6               | 4.1            | Orange        | -79.2            | Higher                            |
| White               | Met                        | Green                | 41.9               | -15.4          | Yellow        | -10.3            | Higher                            |
| English Learner     | Met                        | No Performance Color | -2.5               | 42.6           | Orange        | -93.4            | Higher                            |



| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| Socioeconomically Disadvantaged | Met                        | Green         | 2.4                | 2.7            | Orange      | -78.2            | Higher                            |

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school did not have a performance level due to the low number of English Learners, but the charter school's English Learner Progress Rate was higher than the state's rate. In 2023 and 2024, the charter school did not have a performance color due to the low number of English Learners, however the charter school's English Learner Progress Rate was lower than the state's rate in 2023 and higher in 2024.

**Encino Charter Elementary - English Learner Progress Indicator - 2021-2022**

| Student Group   | Charter ELPAC Participation Rate | Charter Level        | Charter EL Progress Rate | State Level | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Level | 73.7%                    | Medium      | 50.3%                  | Higher                      |

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

**Encino Charter Elementary - English Learner Progress Indicator - 2022-2023**

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 36.8%                    | -36.8%         | Yellow      | 48.7%                  | Lower                       |

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

**Encino Charter Elementary - English Learner Progress Indicator - 2023-2024**

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 70.0%                    | 33.2%          | Orange      | 45.7%                  | Higher                      |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for six of eight numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for seven of eight numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for six of eight numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Not applicable

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| <b>2022-2023</b>           | <i>Accomplished</i>          |
| <b>2023-2024</b>           | <i>Accomplished</i>          |
| <b>Concerns</b>            | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| <b>2022-2023</b>           | <i>Accomplished</i>          |
| <b>2023-2024</b>           | <i>Accomplished</i>          |
| <b>Concerns</b>            | No unresolved issues pending |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| <b>2022-2023</b>           | <i>Accomplished</i>          |
| <b>2023-2024</b>           | <i>Accomplished</i>          |
| <b>Concerns</b>            | No unresolved issues pending |

**VI. FISCAL MANAGEMENT AND PERFORMANCE**

As an affiliated charter school, the District is responsible for the fiscal management of Encino Charter Elementary.

# Encino Charter Elementary

## 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  | 3616          | Encino Charter Elementary | All Students                        | 214                                 | 51.7                    | Very High                | -12.2                  | Low                     | Higher                         | 234                                 | Green                                 | 43.5                    | -8.1               | Declined                 | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |  |
|  |    |               |                           | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2                 | Maintained              | --                             |  |
|  |    |               |                           | Asian                               | 18                                  | 83.2                    | No Performance Level     | 63                     | Very High               | --                             | 20                                  | No Color                              | 90.1                    | 6.9                | Increased                | Blue                                 | 61.8                   | -1.2              | Maintained              | --                             |  |
|  |    |               |                           | Black or African American           | 16                                  | 1.4                     | No Performance Level     | -57.7                  | Low                     | --                             | 17                                  | No Color                              | -42.3                   | -43.7              | Declined Significantly   | Orange                               | -59.6                  | -2                | Maintained              | --                             |  |
|  |    |               |                           | English Learner                     | 25                                  | 6.7                     | No Performance Level     | -61.2                  | Low                     | --                             | 23                                  | No Color                              | -28.1                   | -34.8              | Declined Significantly   | Orange                               | -67.7                  | -6.5              | Declined                | --                             |  |
|  |    |               |                           | Filipino                            | *                                   | -                       | No Performance Level     | 42.9                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 44                     | 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                | Declined                | --                             |  |
|  |    |               |                           | Latino                              | 55                                  | 32.1                    | High                     | -38.6                  | Low                     | Higher                         | 63                                  | Yellow                                | 8.1                     | -24.1              | Declined Significantly   | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         |  |
|  |    |               |                           | Native Hawaiian or Pacific Islander | 0                                   | --                      | --                       | -29.1                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -32.5                  | -3.4              | Declined                | --                             |  |
|  |    |               |                           | Socioeconomically Disadvantaged     | 82                                  | 31.1                    | High                     | -41.4                  | Low                     | Higher                         | 87                                  | Green                                 | 11.3                    | -19.8              | Declined Significantly   | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |  |
|  |    |               |                           | Students with Disabilities          | 27                                  | -41.7                   | No Performance Level     | -97.3                  | Very Low                | --                             | 26                                  | No Color                              | -43.6                   | 2.3                | Maintained               | Red                                  | -96.3                  | 1.8               | Maintained              | --                             |  |
|  |    |               |                           | Two or More Races                   | 14                                  | 60.5                    | No Performance Level     | 25.1                   | High                    | --                             | 16                                  | No Color                              | 67.8                    | 7.3                | Increased                | Green                                | 24.3                   | -0.8              | Maintained              | --                             |  |
|  |    |               |                           | White                               | 102                                 | 58.0                    | Very High                | 21.9                   | High                    | Higher                         | 107                                 | Blue                                  | 58.3                    | 0.3                | Maintained               | 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%  | 95%                       | 100%            | 100%     | 100%         | --             | 100%   | --                                  | 99%                             | 90%                        | 100%              | 97%   |
| Participation Rate Met 2022 *        | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | --             | Yes    | --                                  | Yes                             | No                         | Yes               | Yes   |
| Percent of students tested in 2023   | 99%                                     | --                               | 100%  | 94%                       | 100%            | 100%     | 100%         | 100%           | 98%    | 100%                                | 99%                             | 93%                        | 100%              | 99%   |
| Participation Rate Met 2023          | Yes                                     | --                               | Yes   | No                        | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | No                         | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Encino Charter Elementary

## 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  | 3616          | Encino Charter Elementary | All Students                        | 214  | 29.5                    | High                     | -51.7                  | Low                     | Higher                         | 235  | Green                                 | 33.8                    | 4.3                | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                           | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                           | Asian                               | 18   | 84.6                    | No Performance Level     | 48.4                   | Very High               | --                             | 20   | No Color                              | 88.5                    | 3.8                | Increased                | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             |
|   |    |               |                           | Black or African American           | 16   | -3.0                    | No Performance Level     | -106.9                 | Very Low                | --                             | 17   | No Color                              | -45.5                   | -42.5              | Declined Significantly   | Red                                  | -104.5                 | 2.6               | Maintained              | --                             |
|   |    |               |                           | English Learner                     | 25   | -7.6                    | No Performance Level     | -92.0                  | Low                     | --                             | 23   | No Color                              | -45.1                   | -37.5              | Declined Significantly   | Orange                               | -93.4                  | -1.4              | Maintained              | --                             |
|   |    |               |                           | 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                              | 55   | 14.2                    | High                     | -83.4                  | Low                     | Higher                         | 64   | Yellow                                | -12.7                   | -27.0              | Declined Significantly   | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                           | Native Hawaiian or Pacific Islander | 0  | --                      | --                       | -71.3                  | Low                     | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |                           | Socioeconomically Disadvantaged     | 82   | 3.5                     | High                     | -84.0                  | Low                     | Higher                         | 87   | Yellow                                | -0.2                    | -3.7               | Declined                 | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |                           | Students with Disabilities          | 27   | -38.6                   | No Performance Level     | -130.8                 | Very Low                | --                             | 26   | No Color                              | -51.9                   | -5.7               | Declined                 | Orange                               | -127.3                 | 5.5               | Increased               | --                             |
|   |    |               |                           | Two or More Races                   | 14   | 6.3                     | No Performance Level     | -9.9                   | Medium                  | --                             | 16   | No Color                              | 34.7                    | 28.4               | Increased Significantly  | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |                           | White                               | 102  | 31.3                    | High                     | -13.4                  | Medium                  | Higher                         | 107  | Blue                                  | 57.4                    | 26.1               | Increased Significantly  | 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%  | 95%                       | 100%            | 100%     | 100%         | --             | 100%   | --                                  | 99%                             | 90%                        | 100%              | 97%   |
| Participation Rate Met 2022 *            | Yes | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | --             | Yes    | --                                  | Yes                             | No                         | Yes               | Yes   |
| Percent of students tested in 2023       | 99% | --                               | 100%  | 94%                       | 100%            | 100%     | 100%         | 100%           | 100%   | 100%                                | 99%                             | 93%                        | 100%              | 99%   |
| Participation Rate Met 2023              | Yes | --                               | Yes   | No                        | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | No                         | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Encino Charter Elementary

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                           |                 |   |  |                      |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|---------------------------|-----------------|---|--|----------------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                    | Student Group   | 2022 School   |  |                      | 2022 State   |              |                                 | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         |                                 |
|  |    |               |                           |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level         | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
|  |    |               |                           |                 |   |  |                      |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
| N  | 4  | 3616          | Encino Charter Elementary | English Learner | 19  | 73.7%  | No Performance Level | 50.3%  | Medium       | Higher                          | 19  | No Color                              | 36.8%  | -36.8%             | Declined Significantly   | Yellow                               | 48.7%  | -1.6%             | Maintained              | Lower                           |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2022                | 30                            | 30                           | 100.0%                        | Yes                    |
| 2023                | 40                            | 39                           | 97.5%                         | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

| 2022 Student English Language Acquisition Results  |       |       |
|--|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School   |       |       |
| Encino Charter Elementary  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 63.2% | 47.5% |
| ELs Who Maintained ELPI Level 4  | 10.5% | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 21.1% | 31.4% |
| ELs Who Decreased at Least One ELPI Level  | 5.3%  | 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   |       |       |
| Encino Charter Elementary  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 26.3% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 10.5% | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 52.6% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 10.5% | 18.6% |

# Encino Charter Elementary

## Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |                              |  |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                           |                               |   |
|---|--------|-------------------|------------------------------|--|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|---------------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School                       | Student Group                          | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change      | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 4      | 3616              | Encino Charter<br>Elementary | All Students                           | 551  | 21.4%   | Very High                   | 30.0%  | Very High                  | Lower   | 538  | Yellow                                      | 18.6%   | -2.8%                 | Declined                       | Yellow                                     | 24.3%  | -5.7                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                              | American Indian or<br>Alaska Native    | 0  | --  | --                          | 42.9%  | Very High                  | --  | 0  | --  | --  | --                    | Yellow                         | 36.1%                                      | -6.8   | Declined<br>Significantly | --                            |   |
|   |        |                   |                              | Asian                                  | 46   | 17.4%   | High                        | 11.5%  | High                       | Higher  | 41   | Green                                       | 9.8%  | -7.6%                 | Declined                       | Yellow                                     | 10.1%  | -1.4                      | Declined                      | Lower   |
|   |        |                   |                              | Black or African<br>American           | 37   | 29.7%   | Very High                   | 42.9%  | Very High                  | Lower   | 32   | Orange                                      | 28.1%   | -1.6%                 | Declined                       | Yellow                                     | 36.4%  | -6.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                              | English Learner                        | 38   | 23.7%   | Very High                   | 33.6%  | Very High                  | Lower   | 48   | Red   | 25.0%   | 1.3%                  | Increased                      | Yellow                                     | 26.3%  | -7.3                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                              | Filipino                               | *  | --  | No<br>Performance<br>Level  | 16.2%  | High                       | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 13.8%  | -2.4                      | Declined                      | --  |
|   |        |                   |                              | Foster Youth                           | *  | --  | No<br>Performance<br>Level  | 42.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 33.6%  | -8.5                      | Declined<br>Significantly     | --  |
|   |        |                   |                              | Homeless Youth                         | 0  | --  | --                          | 45.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 38.7%  | -6.4                      | Declined<br>Significantly     | --  |
|   |        |                   |                              | Latino                                 | 119  | 28.6%   | Very High                   | 35.8%  | Very High                  | Lower   | 134  | Orange                                      | 22.4%   | -6.2%                 | Declined                       | Yellow                                     | 28.4%  | -7.4                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                              | Native Hawaiian or<br>Pacific Islander | *  | --  | No<br>Performance<br>Level  | 43.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 37.6%  | -6.3                      | Declined<br>Significantly     | --  |
|   |        |                   |                              | Socioeconomically<br>Disadvantaged     | 180  | 28.9%   | Very High                   | 37.4%  | Very High                  | Lower   | 193  | Yellow                                      | 24.9%   | -4.0%                 | Declined<br>Significantly      | Yellow                                     | 29.9%  | -7.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                              | Students with<br>Disabilities          | 54   | 24.1%   | Very High                   | 39.6%  | Very High                  | Lower   | 58   | Yellow                                      | 17.2%   | -6.8%                 | Declined                       | Yellow                                     | 33.1%  | -6.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                              | Two or More Races                      | 102  | 26.5%   | Very High                   | 25.1%  | Very High                  | Higher  | 102  | Yellow                                      | 11.8%   | -14.7%                | Declined                       | Yellow                                     | 21.6%  | -3.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                              | White                                  | 240  | 15.8%   | High                        | 21.9%  | Very High                  | Lower   | 222  | Red   | 19.4%   | 3.5%                  | Increased<br>Significantly     | Yellow                                     | 18.5%  | -3.5                      | Declined<br>Significantly     | Higher  |

Data Sources: California School Dashboard Research data files 2023

# Encino Charter Elementary

## 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  | 3616          | Encino Charter Elementary | All Students                        | 556                | 0.2%   | Very Low                 | 3.1%  | Medium                  | Lower   | 547                | Green                                 | 0.5%   | 0.4%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                           | American Indian or Alaska Native    | 0                  | --   | --                       | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |                           | Asian                               | 46                 | 0.0%   | Very Low                 | 0.9%  | Very Low                | Lower   | 41                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower                                  |
|   |    |               |                           | Black or African American           | 39                 | 2.6%   | Medium                   | 7.9%  | High                    | Lower   | 32                 | Orange                                | 3.1%   | 0.6%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower                                  |
|   |    |               |                           | English Learner                     | 38                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 49                 | 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                              | 121                | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 136                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                           | Native Hawaiian or Pacific Islander | *                  | --   | No Performance Level     | 4.5%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |                           | Socioeconomically Disadvantaged     | 182                | 0.5%   | Very Low                 | 4.0%  | Medium                  | Lower   | 197                | Orange                                | 1.5%   | 1.0%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                           | Students with Disabilities          | 54                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 59                 | Orange                                | 5.1%   | 5.1%               | Increased                | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                           | Two or More Races                   | 103                | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 103                | Yellow                                | 1.0%   | 1.0%               | Increased                | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                           | White                               | 240                | 0.0%   | Very Low                 | 2.6%  | Medium                  | Lower   | 227                | Green                                 | 0.4%   | 0.4%               | Increased                | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023



## Encino Charter Elementary

### 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  | 3616     | Encino Charter Elementary | 570        | 35.1%    | 11.4% | 0.0%                             | 6.0%  | 5.8%                      | 8.4%            | 1.1%     | 0.4%         | 0.7%     | 21.6%  | 0.0%              | 0.4%                                | 16.3%        | 35.4%                            | 7.7%                       | 8.4%              | 40.5% |
| 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  | 3616     | Encino Charter Elementary | 520        | 32.7%    | 12.1% | 5.8%                             | 7.7%  | 5.8%                      | 7.9%            | 0.6%     | 1.0%         | 0.2%     | 25.4%  | 0.0%              | 0.4%                                | 12.7%        | 33.3%                            | 8.1%                       | 7.1%              | 40.4% |
| 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>

# Encino Charter Elementary

## 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  | 3616     | Encino Charter Elementary | 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>

# Encino Charter Elementary

## 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  | 3616     | Encino Charter Elementary | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 10.6%   |
|    |    |          |                           | At-Risk 4-5 Years               | 3          | 4.8%    | 144,190    | 7.1%    | 3          | 4.8%    | 136,190    | 6.8%    |
|    |    |          |                           | EL 0-3 Years                    | 33         | 53.2%   | 505,487    | 24.8%   | 41         | 65.1%   | 519,652    | 26.0%   |
|    |    |          |                           | EL 4+ Years Not At-Risk or LTEL | 5          | 8.1%    | 236,323    | 11.6%   | 4          | 6.3%    | 207,773    | 10.4%   |
|    |    |          |                           | EL total                        | 41         | 66.1%   | 1,112,535  | 54.5%   | 48         | 76.2%   | 1,074,833  | 53.8%   |
|    |    |          |                           | RFEP                            | 21         | 33.9%   | 927,723    | 45.5%   | 15         | 23.8%   | 924,460    | 46.2%   |
|    |    |          |                           | Total (Ever)                    | 62         | 100.0%  | 2,040,258  | 100.0%  | 63         | 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>

# Encino Charter Elementary

## 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/cn/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

| RG                  | BD | Location Code | School                    | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|---------------------------|-------------------|----------------|----------------|
| N                   | 4  | 3616          | Encino Charter Elementary | 570               | 44             | 7.7%           |
| 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  | 3616     | Encino Charter Elementary | 520               | 42             | 8.1%           |
| Statewide           |    |          |                           | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |                           | 538,295           | 75,935         | 14.1%          |

2023-2024 Special Education Enrollment

| RG                  | BD | Loc Code | School                    | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|---------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 4  | 3616     | Encino Charter Elementary | 71.1%            | 28.9%           | 11     | 0    | 0      | 0     | 0     | 1     | 0     | 1   | 8      | 0    | 6      | 18     | 0     | 0    |
| Los Angeles Unified |    |          |                           | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                    | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|---------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 4  | 3616     | Encino Charter Elementary | 66.7%            | 33.3%           | 12     | 0    | 0      | 1     | 0     | 1     | 0     | 0   | 10     | 0     | 5      | 13     | 0     | 0    |
| Los Angeles Unified |    |          |                           | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

# Encino Charter Elementary

LAUSD Location Code: 3616

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<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|-------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                        | 234  | Green                                       | 43.5                       | -8.1                  | Declined                       | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Higher                               | 240  | Green                                       | 29.5                       | -14.0                 | Declined                       | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or Alaska Native    | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian                               | 20   | No Color                                    | 90.1                       | 6.9                   | Increased                      | Blue                                       | 61.8                      | -1.2                 | Maintained                    | --                                   | 18   | No Color                                    | 58.6                       | -31.5                 | Declined Significantly         | Blue                                       | 60.7                      | -1.2                 | Maintained                    | --                                   |
| Black or African American           | 17   | No Color                                    | -42.3                      | -43.7                 | Declined Significantly         | Orange                                     | -59.6                     | -2.0                 | Maintained                    | --                                   | 22   | No Color                                    | -28.1                      | 14.2                  | Increased                      | Orange                                     | -58.9                     | 0.8                  | Maintained                    | --                                   |
| English Learner                     | 23   | No Color                                    | -28.1                      | -34.8                 | Declined Significantly         | Orange                                     | -67.7                     | -6.5                 | Declined                      | --                                   | 25   | No Color                                    | -40.2                      | -12.1                 | 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                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino                              | 63   | Yellow                                      | 8.1                        | -24.1                 | Declined Significantly         | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 51   | Yellow                                      | 9.4                        | 1.3                   | Maintained                     | Orange                                     | -39.3                     | 0.9                  | Maintained                    | Higher                               |
| Long-Term English Learner           | --   | --  | --                         | --                    | --                             | --   | --                        | --                   | --                            | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -109.6                    | 3.4                  | Declined                      | --                                   |
| Native Hawaiian or Pacific Islander | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -32.5                     | -3.4                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically Disadvantaged     | 87   | Green                                       | 11.3                       | -19.8                 | Declined Significantly         | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 102  | Yellow                                      | -4.2                       | -15.5                 | Declined Significantly         | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with Disabilities          | 26   | No Color                                    | -43.6                      | 2.3                   | Maintained                     | Red  | -96.3                     | 1.8                  | Maintained                    | --                                   | 23   | No Color                                    | -47.1                      | -3.5                  | Declined                       | Red  | -95.6                     | 0.7                  | Maintained                    | --                                   |
| Two or More Races                   | 16   | No Color                                    | 67.8                       | 7.3                   | Increased                      | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | 21   | No Color                                    | 71.0                       | 3.3                   | Increased                      | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White                               | 107  | Blue  | 58.3                       | 0.3                   | Maintained                     | Green                                      | 20.8                      | -1.2                 | Maintained                    | Higher                               | 113  | Green                                       | 41.6                       | -16.7                 | Declined Significantly         | Green                                      | 19.2                      | -1.6                 | Maintained                    | Higher                               |

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

| ELA Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 **   | 99%  | --                               | 100%  | 94%                       | 100%            | 100%     | 100%         | 100%           | 98%    | 100%                                | 99%                             | 93%                        | 100%              | 99%   |
| Participation Rate Met 2023 +           | Yes  | --                               | Yes   | No                        | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | No                         | Yes               | Yes   |
| Percent of students tested in 2024      | 100% | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 98%    | 100%                                | 99%                             | 100%                       | 100%              | 100%  |
| Participation Rate Met 2024             | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Encino Charter Elementary

LAUSD Location Code: 3616

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<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | School 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|--|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|---|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                           | 235   | Green                                       | 33.8                       | 4.3                   | Increased                   | Orange                                     | -49.1                     | 2.6                  | Maintained                    | Higher                               | 246   | Green                                       | 27.8                       | -5.9                  | Declined                       | Orange                                     | -47.6                     | 1.5                  | Maintained                    | Higher                               |
| American Indian<br>or Alaska Native    | 0   | --  | --                         | --                    | --                          | Yellow                                     | -87.3                     | 4.6                  | Increased                     | --                                   | 0   | --  | --                         | --                    | --                             | Orange                                     | -86.6                     | 0.7                  | Maintained                    | --                                   |
| Asian                                  | 20  | No Color                                    | 88.5                       | 3.8                   | Increased                   | Blue                                       | 50.8                      | 2.3                  | Maintained                    | --                                   | 18  | No Color                                    | 75.8                       | -12.7                 | Declined                       | Blue                                       | 49.5                      | -1.3                 | Maintained                    | --                                   |
| Black or African<br>American           | 17  | No Color                                    | -45.5                      | -42.5                 | Declined<br>Significantly   | Red  | -104.5                    | 2.6                  | Maintained                    | --                                   | 22  | No Color                                    | -21.3                      | 24.2                  | Increased<br>Significantly     | Red  | -102.2                    | 2.4                  | Maintained                    | --                                   |
| English Learner                        | 23  | No Color                                    | -45.1                      | -37.5                 | Declined<br>Significantly   | Orange                                     | -93.4                     | -1.4                 | Maintained                    | --                                   | 31  | No Color                                    | -2.5                       | 42.6                  | Increased<br>Significantly     | Orange                                     | -93.4                     | 0.0                  | Maintained                    | Higher                               |
| Filipino                               | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Green                                      | 7.4                       | 4.8                  | Increased                     | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level             | Green                                      | 10.4                      | 3.0                  | Increased                     | --                                   |
| Foster Youth                           | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -127.4                    | 1.4                  | Maintained                    | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -125.1                    | 2.3                  | Maintained                    | --                                   |
| Homeless Youth                         | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -101.3                    | 0.5                  | Maintained                    | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -106.0                    | -4.7                 | Maintained                    | --                                   |
| Latino                                 | 64  | Yellow                                      | -12.7                      | -27.0                 | Declined<br>Significantly   | Orange                                     | -80.8                     | 2.6                  | Maintained                    | Higher                               | 51  | Green                                       | -8.6                       | 4.1                   | Increased                      | Orange                                     | -79.2                     | 1.6                  | Maintained                    | Higher                               |
| Long-Term<br>English Learner           | --  | --  | --                         | --                    | --                          | --   | --                        | --                   | --                            | --                                   | 0   | --  | --                         | --                    | --                             | Red  | -163.5                    | -0.4                 | Maintained                    | --                                   |
| Native Hawaiian<br>or Pacific Islander | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Orange                                     | -71.3                     | 0.0                  | Maintained                    | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -72.5                     | -1.2                 | Maintained                    | --                                   |
| Socioeconomically<br>Disadvantaged     | 87  | Yellow                                      | -0.2                       | -3.7                  | Declined                    | Yellow                                     | -80.8                     | 3.2                  | Increased                     | Higher                               | 108   | Green                                       | 2.4                        | 2.7                   | Maintained                     | Orange                                     | -78.2                     | 2.6                  | Maintained                    | Higher                               |
| Students with<br>Disabilities          | 26  | No Color                                    | -51.9                      | -5.7                  | Declined                    | Orange                                     | -127.3                    | 5.5                  | Increased                     | --                                   | 23  | No Color                                    | -41.4                      | 10.4                  | Increased                      | Red  | -124.3                    | 2.9                  | Maintained                    | --                                   |
| Two or More<br>Races                   | 16  | No Color                                    | 34.7                       | 28.4                  | Increased<br>Significantly  | Yellow                                     | -7.4                      | 2.5                  | Maintained                    | --                                   | 21  | No Color                                    | 62.0                       | 27.3                  | Increased<br>Significantly     | Yellow                                     | -5.3                      | 2.1                  | Maintained                    | --                                   |
| White                                  | 107   | Blue  | 57.4                       | 26.1                  | Increased<br>Significantly  | Yellow                                     | -11.1                     | 2.3                  | Maintained                    | Higher                               | 117   | Green                                       | 41.9                       | -15.4                 | Declined<br>Significantly      | 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<br>or Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific<br>Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested<br>in 2023 ** | 99%                                      | --                                  | 100%  | 94%                          | 100%            | 100%     | 100%         | 100%           | 100%   | 100%                                      | 99%                                | 93%                           | 100%                 | 99%   |
| Participation<br>Rate Met 2023 *            | Yes                                      | --                                  | Yes   | No                           | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                       | Yes                                | No                            | Yes                  | Yes   |
| Percent of<br>students tested<br>in 2024    | 100%                                     | --                                  | 100%  | 100%                         | 100%            | 100%     | 100%         | 100%           | 98%    | 100%                                      | 99%                                | 100%                          | 100%                 | 100%  |
| Participation<br>Rate Met 2024              | Yes                                      | --                                  | Yes   | Yes                          | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                       | Yes                                | Yes                           | Yes                  | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# Encino Charter Elementary

LAUSD Location Code: 3616      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  | 19  | No Performance Color                  | 36.8%  | -36.8%             | Declined Significantly   | Yellow                               | 48.7%  | -1.6%             | Maintained              | Lower                           | 20  | No Color                              | 70.0%  | 33.2%              | Increased Significantly  | Orange                               | 45.7%  | -3.0%             | Declined                | Higher                          |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | 0   | --                                    | --   | --                 | --                       | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 43                            | 43                           | 100%                          | Yes                    |
| 2023                | 40                            | 39                           | 98%                           | 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  |       |       |
| Encino Charter Elementary   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 70.0% | 43.8% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 20.0% | 34.9% |
| ELs Who Decreased at Least One ELPI Level   | 10.0% | 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  |       |       |
| Encino Charter Elementary   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 26.3% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 10.5% | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 52.6% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 10.5% | 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.](#)

# Encino Charter Elementary

LAUSD Location Code: 3616

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/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                        | 538   | Yellow                                | 18.6%                                      | -2.8%              | Declined                 | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Lower   | 580   | Yellow                                | 14.0%                                      | -4.6%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Lower   |
| American Indian or Alaska Native    | 0   | --                                    | --   | --                 | --                       | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 41  | Green                                 | 9.8%                                       | -7.6%              | Declined                 | Yellow                               | 10.1%                                     | -1.4              | Declined                | Lower   | 34  | Orange                                | 17.6%                                      | 7.9%               | Increased                | Green                                | 7.5%                                      | -2.5%             | Declined                | Higher  |
| Black or African American           | 32  | Orange                                | 28.1%                                      | -1.6%              | Declined                 | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | Lower   | 33  | Yellow                                | 18.2%                                      | -9.9%              | Declined                 | Yellow                               | 31.3%                                     | -5.1%             | Declined                | Lower   |
| English Learner                     | 48  | Red                                   | 25.0%                                      | 1.3%               | Increased                | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Lower   | 56  | Red                                   | 25.0%                                      | 0.0%               | Maintained               | 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  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 134   | Orange                                | 22.4%                                      | -6.2%              | Declined                 | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Lower   | 129   | Orange                                | 20.9%                                      | -1.5%              | Declined                 | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Lower   |
| 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     | 193   | Yellow                                | 24.9%                                      | -4.0%              | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Lower   | 219   | Yellow                                | 20.1%                                      | -4.8%              | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Lower   |
| Students with Disabilities          | 58  | Yellow                                | 17.2%                                      | -6.8%              | Declined                 | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Lower   | 60  | Yellow                                | 15.0%                                      | -2.2%              | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Lower   |
| Two or More Races                   | 102   | Yellow                                | 11.8%                                      | -14.7%             | Declined                 | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Lower   | 142   | Green                                 | 8.5%                                       | -3.3%              | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Lower   |
| White                               | 222   | Red                                   | 19.4%                                      | 3.5%               | Increased Significantly  | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Higher  | 234   | Yellow                                | 12.4%                                      | -7.0%              | Declined Significantly   | Yellow                               | 13.5%                                     | -4.9%             | 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](#).



# Encino Charter Elementary

LAUSD Location Code: 3616

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  | 547                | Green                                 | 0.5%   | 0.4%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 585                | Blue                                  | 0.3%   | -0.2%              | Maintained               | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 41                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower   | 37                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Blue                                 | 1.0%  | 0.0%              | Maintained              | Lower                                  |
| Black or African American                                 | 32                 | Orange                                | 3.1%   | 0.6%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower   | 33                 | Blue                                  | 0.0%   | -3.1%              | Declined                 | Orange                               | 8.4%  | -0.4%             | Declined                | Lower                                  |
| English Learner   | 49                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 56                 | 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               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 136                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 130                | Blue                                  | 0.0%   | 0.0%               | Maintained               | 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                            | 197                | Orange                                | 1.5%   | 1.0%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 220                | Blue                                  | 0.0%   | -1.5%              | Declined Significantly   | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 59                 | Orange                                | 5.1%   | 5.1%               | Increased                | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 61                 | Green                                 | 1.6%   | -3.4%              | Declined                 | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 103                | Yellow                                | 1.0%   | 1.0%               | Increased                | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 142                | Green                                 | 0.7%   | -0.3%              | Declined                 | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 227                | Green                                 | 0.4%   | 0.4%               | Increased                | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 235                | Blue                                  | 0.4%   | 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](#)

## ATTACHMENT C

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report****DESEGREGATION IMPACT STATEMENT (DIS)****ENCINO CHARTER ELEMENTARY****BOARD OF EDUCATION REPORT 313 – 24/25**

May 13, 2025

- I. Category of Proposed Action:  
The proposed action would renew the charter for six (6) years, beginning July 1, 2025 until June 30, 2031 to serve up to 546 students in grades TK-5 in each year of the charter term.
- II. Summary Description of Current District Practice:  
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.
- III. Proposed Change:  
The approval of this charter petition would renew the charter of Encino Charter Elementary for six (6) years beginning July 1, 2025 until June 30, 2031.
- IV. Effects of This Proposal:  
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.
- V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:  
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.
- VI. If proposed action affects negatively any desegregation program, list other option(s) identified:  
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

*Kathleen DiPaola*  
KATHLEEN DI PAOLA  
Specialist  
Charter Schools Division

APPROVED BY:

*Keith H. Abrahams*  
KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services

# TAB 15



## Board of Education Report

**File #:** Rep-314-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Renewal Petition for Hamlin Charter Academy (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Hamlin Charter Academy) Recommends approval of the renewal petition for Hamlin Charter Academy, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 326 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Hamlin Charter Academy ("Charter School"), located in Board District 3 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 326 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:**

Hamlin Charter Academy is a TK-5 elementary school currently serving 307 students on a District site at 22627 Hamlin Street, West Hills, CA, 91307 in Board District 3 and Region North. Hamlin Charter Academy was originally approved by the LAUSD Board of Education on June 12, 2012. On April 18, 2017, the charter school was renewed for a five-year term to serve 434 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 Hamlin Charter Academy expires June 30, 2025.

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

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

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

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. 314, 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, Hamlin Charter Academy 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 - Hamlin Charter Academy Data Set  
 Attachment C - Verified Data Reports  
 Attachment D - Desegregation Impact Statement

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**File #:** Rep-314-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

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

[<https://drive.google.com/drive/folders/1AfP9t-uuHs7lyS6hZnfulKd6yA7Slcgg?usp=drive\\_link>](https://drive.google.com/drive/folders/1AfP9t-uuHs7lyS6hZnfulKd6yA7Slcgg?usp=drive_link)

**Submitted:**

04/08/25

**File #:** Rep-314-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

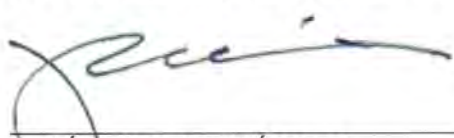
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Chater Schools Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.



# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 314-24/25  
May 13, 2025

|   |   |   |              |   |
|---|---|---|--------------|---|
| School Name:  | <b>Hamlin Charter Academy (Affiliated Charter School)</b> |   |              | <b>BOARD IS<br/>REQUIRED TO<br/>TAKE ACTION BY:<br/><br/>May 14, 2025</b> |
| Type of Charter School:   | <b>Conversion Affiliated Charter School</b>               |   |              |   |
| Charter Operator  | <b>Los Angeles Unified School District</b>                |   |              |   |
| Location Code:  | <b>4349</b>   |   |              |   |
| Type of Site(s):  | <b>District Site</b>                                      |   |              |   |
| Site Address(es):   | <b>22627 Hamlin Street, West Hills, CA 91307</b>          |   |              |   |
| Board District(s):  | <b>3</b>  | Region(s):                              | <b>North</b> |   |
| Grade Levels Served:  | <b>TK-5</b>   | Current Enrollment:                     | <b>307</b>   |   |
| Grade Levels Authorized in Current Charter:                         | <b>TK-5</b>   | Approved Enrollment in Current Charter: | <b>434</b>   |   |
| <b>CONSIDERATION:</b>   | <b>Renewal</b>  |   |              |   |
| <b>CDE PERFORMANCE CATEGORY:</b><br>(PER CDE'S 2025 CLASSIFICATION) | <b>Middle Performing</b>                                  |   |              |   |
| <b>STAFF RECOMMENDATION:</b>  | <b>Approval for a five (5)-year term (2025-2030)</b>      |   |              |   |
| <b>PROPOSED BENCHMARKS:</b>   | None  |   |              |   |

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Hamlin Charter Academy ("Charter School"), located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 326 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.

### II. RENEWAL REQUIREMENTS

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

#### Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act.

The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

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

- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

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

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

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

#### **Charter Petition Requirement:**

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

- Does the petition contain a declaration of whether or not the Los Angeles Unified School District shall be deemed the exclusive public employer of the employees of the charter school?

**This requirement has been determined not to be a basis for denial.**

### **III. GENERAL SCHOOL INFORMATION**

#### **A. School History**

|                               | <b>Hamlin Charter Academy</b>   |
|-------------------------------|---|
| <b>Initial Authorization:</b> | On June 12, 2012, Hamlin Charter Academy was authorized by the LAUSD Board of Education to serve 430 students in grades K-5.  |
| <b>Most Recent Renewal</b>    | <p>The charter was renewed on April 18, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 434 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Hamlin Charter Academy expires June 30, 2025.</p> |

|  | Hamlin Charter Academy  |
|--|---|
|  |   |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable  |
| <b>Board Benchmarks in Current Charter Term:</b>                       | <p>On April 18, 2017, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic/operational benchmark to Hamlin Charter Academy:</p> <ul style="list-style-type: none"> <li>Hamlin shall submit a plan to their Local District and the CSD by June 1, 2017, for ensuring full implementation of the District's English Learner Master Plan and provide a reclassification rate status report to their Local District and the CSD annually by March 30<sup>th</sup> for the duration of the charter term, reflecting a reclassification rate equal to or greater than the District average.</li> </ul> <p>Please see the "Additional Information" section below.</p> |
| <b>Submission of Renewal Petition Application:</b>                     | Hamlin Charter Academy submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.   |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable  |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Hamlin Charter Academy implements the District's Master Plan for English Learners and Standard English Learners.  |
| <b>Special Education SELPA</b>   | As a District-affiliated charter school, Hamlin Charter Academy is a member of the LAUSD SELPA.   |

#### **B. Charter School Operator**

As a District-affiliated charter school, Hamlin Charter Academy is subject to the governance and control of the LAUSD Board of Education.

### **IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

#### **a. Summary**

Hamlin Charter Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups; and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school. Although the charter school's Distance from Standard (DFS) was lower than the state in ELA on the 2024 California School Dashboard schoolwide, it was higher than the state for both numerically significant student

groups. In Math, the charter school's DFS was higher than the state both schoolwide and for both numerically significant student groups. Additionally, the charter school provided one year of verified data in Reading and Math, which demonstrated one year's progress for All Students and for a majority of student groups in Reading, but did not demonstrate one year's progress in Math neither for All Students, nor for a majority of student groups.

Please see the attached Hamlin Charter Academy data sets.

b. Measurements of Academic Performance on the California School Dashboard

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

**Hamlin Charter Academy Dashboard Indicators**

| School Year | ELA    | Math   | English Learner Progress | College/Career | Chronic Absenteeism | Graduation Rate | Suspension Rate |
|-------------|--------|--------|--------------------------|----------------|---------------------|-----------------|-----------------|
| 2021-2022   | Medium | Medium | Low                      | Not Applicable | Very High           | Not Applicable  | Very Low        |
| 2022-2023   | Orange | Orange | Blue                     | Not Applicable | Yellow              | Not Applicable  | Green           |
| 2023-2024   | Orange | Orange | Red                      | 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 two of 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 both numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for both numerically significant student groups.

**Hamlin Charter Academy - 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                        | Medium        | -0.8              | Low         | -12.2           | Higher                            |
| Latino                          | Met                        | Medium        | 3.9               | Low         | -38.6           | Higher                            |
| White                           | Met                        | Medium        | 7.1               | High        | 21.9            | Lower                             |
| Socioeconomically Disadvantaged | Met                        | Low           | -19.9             | Low         | -41.4           | Higher                            |

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

### Hamlin Charter Academy - English Language Arts Indicator - 2022-2023

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| All Students                    | Met                        | Orange        | -11.3             | -10.4          | Orange      | -13.6           | Higher                            |
| Latino                          | Met                        | Orange        | -14.6             | -18.5          | Orange      | -40.2           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Orange        | -28.7             | -8.8           | Orange      | -42.6           | Higher                            |

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

### Hamlin Charter Academy - English Language Arts Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| All Students                    | Met                        | Orange        | -24.2             | -13.0          | Orange      | -13.2           | Lower                             |
| Latino                          | Met                        | Yellow        | -11.4             | 3.1            | Orange      | -39.3           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Orange        | -32.8             | -4.1           | Orange      | -40.9           | Higher                            |

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

#### d. Math Indicator

In 2022 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for two of 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 both 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 both student groups.

### Hamlin Charter Academy - 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                        | Medium        | -22.7              | Low         | -51.7            | Higher                            |
| Latino                          | Met                        | Low           | -27.8              | Low         | -83.4            | Higher                            |
| White                           | Met                        | Medium        | -15.8              | Medium      | -13.4            | Lower                             |
| Socioeconomically Disadvantaged | Met                        | Low           | -43.9              | Low         | -84.0            | Higher                            |

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

### Hamlin Charter Academy - Math Indicator - 2022-2023

| Student Group | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| All Students  | Met                        | Orange        | -32.5              | -9.8           | Orange      | -49.1            | Higher                            |
| Latino        | Met                        | Orange        | -39.5              | -11.7          | Orange      | -80.8            | Higher                            |

| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| Socioeconomically Disadvantaged | Not Met                    | Orange        | -60.9              | -17.0          | Yellow      | -80.8            | Higher                            |

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

### Hamlin Charter Academy - Math Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| All Students                    | Met                        | Orange        | -40.9              | -8.4           | Orange      | -47.6            | Higher                            |
| Latino                          | Met                        | Yellow        | -33.0              | 6.5            | Orange      | -79.2            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | -50.1              | 10.8           | Orange      | -78.2            | Higher                            |

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

#### e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Low was lower than the state's Status Level of Medium and the charter school's English Learner Progress Rate was lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Blue was higher than the state's color of Yellow and the charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's performance color of Red was lower than the state's color of Orange and the charter school's English Learner Progress Rate was lower than the state.

In light of these outcomes, Hamlin Charter Academy staff shared a description of steps the charter school is taking to support English Learners' progress towards English-language proficiency. Actions the charter school reports taking include, but are not limited to, regular monitoring and analysis of student-level data and schoolwide data trends (e.g., interim assessment data), differentiated supports based on language proficiency (e.g., daily language support for newcomer students), monthly English Language Advisory Council (ELAC) meetings to encourage parent and family involvement, regular opportunities for professional development on topics related to English Language Development (ELD) instruction, and collaborative planning time for teachers to discuss student progress and refine best practices.

### Hamlin Charter Academy - English Learner Progress Indicator - 2021-2022

| Student Group   | Charter ELPAC Participation Rate | Charter Level | Charter EL Progress Rate | State Level | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Low           | 41.7%                    | Medium      | 50.3%                  | Lower                       |

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

**Hamlin Charter Academy - English Learner Progress Indicator - 2022-2023**

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Blue          | 66.7%                    | 25.0%          | Yellow      | 48.7%                  | Higher                      |

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

**Hamlin Charter Academy - English Learner Progress Indicator - 2023-2024**

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Red           | 43.6%                    | -23.1%         | Orange      | 45.7%                  | Lower                       |

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 higher than the state for All Students and for two of three 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 two of three numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for two of three 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

As noted above, Hamlin Charter Academy has one benchmark related to academics and operations in its current term. As seen in the table below, the charter school met the

benchmark for three of the four years (2017-2018, 2018-2019, and 2019-2020) in the charter school's current term for which the state has published 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.

| Hamlin Charter Academy<br>English Learner Reclassification Rate |              |              |              |                    |           |           |           |
|---|--------------|--------------|--------------|--------------------|-----------|-----------|-----------|
|   | 2017-2018    | 2018-2019    | 2019-2020    | 2020-2021          | 2021-2022 | 2022-2023 | 2023-2024 |
| <b>Hamlin Charter Academy</b>                                   | 24.3%<br>MET | 28.9%<br>MET | 23.5%<br>MET | 2.8%<br>NOT<br>MET | N/A       | N/A       | N/A       |
| <b>LAUSD</b>  | 20.1%        | 22.8%        | 15.8%        | 24.2%              | N/A       | N/A       | N/A       |

Please see information under “e. English Learner Progress Indicator,” above, for a description of steps Hamlin Charter Academy staff reports taking to improve outcomes for English Learners.

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

### a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

### b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

### c. Organizational Management, Programs, and Operations



| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

## VI. VERIFIED DATA

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school’s achieved measurable increases in academic achievement, or strong postsecondary outcomes. (Ed. Code, § 47607.2(b)(3).)

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

### ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups<sup>1</sup>: Asian, Black or African American, English Learner, Latino, Students with Disabilities, and White. The charter school did not provide i-Ready data for the Socioeconomically Disadvantaged student group. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 259 students were assessed in Reading and 284 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data does not appear to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 79%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets<sup>2</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

<sup>1</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

<sup>2</sup> In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

As seen in the table below, Charter School provided the most recent data for six student groups and four student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2023-2024.

| i-Ready Diagnostic Growth Reading 2023-2024 |                           |                       |   |                     |
|---|---------------------------|-----------------------|---|---------------------|
| Student Groups                              | Number of Students Tested | i-Ready Growth Target | Reading: Progress to Annual Typical Growth (Median) | One Year's Progress |
| All Students Grade K-5                      | 259                       | Grades K-5: 75%       | 79%   | Met                 |
| Asian                                       | 35                        | Grades K-5: 75%       | 92%   | Met                 |
| Black or African American                   | 35                        | Grades K-5: 75%       | 50%   | Not Met             |
| English Learner                             | 127                       | Grades K-5: 75%       | 95%   | Met                 |
| Latino                                      | 114                       | Grades K-5: 75%       | 86%   | Met                 |
| Students with Disabilities                  | 59                        | Grades K-5: 75%       | 51%   | Not Met             |
| White                                       | 167                       | Grades K-5: 75%       | 81%   | Met                 |

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

Charter School submitted only one year of i-Ready reports for verified data consideration.

## MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups<sup>3</sup>: Asian, Black or African American, English Learner, Latino, Students with Disabilities, and White. The charter school did not provide i-Ready data for the Socioeconomically Disadvantaged student group. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 269 students were assessed in Math and 284 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data does not appear to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 78%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to

<sup>3</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets<sup>4</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School did not meet growth expectations for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for six student groups and only one student group demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

| Student Groups             | i-Ready Diagnostic Growth Math 2023-2024 |                       |  |                     |
|----------------------------|--|-----------------------|--|---------------------|
|                            | Number of Students Tested                | i-Ready Growth Target | Math: Progress to Annual Typical Growth (Median) | One Year’s Progress |
| All Students Grade K-5     | 269                                      | Grades K-5: 80%       | 78%  | Not Met             |
| Asian                      | 36                                       | Grades K-5: 80%       | 77%  | Not Met             |
| Black or African American  | 37                                       | Grades K-5: 80%       | 53%  | Not Met             |
| English Learner            | 45                                       | Grades K-5: 80%       | 72%  | Not Met             |
| Latino                     | 119                                      | Grades K-5: 80%       | 72%  | Not Met             |
| Students with Disabilities | 62                                       | Grades K-5: 80%       | 67%  | Not Met             |
| White                      | 173                                      | Grades K-5: 80%       | 81%  | Met                 |

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

Charter School submitted only one year of i-Ready reports for verified data consideration.

Based on the review and consideration of verified data, Hamlin Charter Academy included one year of data, including All Students and student group reports (Asian, Black or African American, English Learner, Latino, Students with Disabilities, and White) in ELA and Math. In 2023-2024, Hamlin Charter Academy appears not to have met the 95 percent participation rate in Reading or Math either for All Students or for a majority of student groups.

## VII. FISCAL MANAGEMENT AND PERFORMANCE

As an affiliated charter school, the District is responsible for the fiscal management of Hamlin Charter Academy.

<sup>4</sup> i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

# Hamlin Charter Academy

## Academic Performance - English Language Arts

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

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                        |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|--|----|---------------|------------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG   | BD | Location Code | School                 | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N  | 3  | 4349          | Hamlin Charter Academy | All Students                        | 105                                 | -0.8                    | Medium                   | -12.2                  | Low                     | Higher                         | 124                                 | Orange                                | -11.3                   | -10.4              | Declined                 | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |
|  |    |               |                        | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | Orange                   | -47.9                                | 2                      | Maintained        | --                      |                                |
|  |    |               |                        | Asian                               | *                                   | -                       | No Performance Level     | 63                     | Very High               | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Blue                                 | 61.8                   | -1.2              | Maintained              | --                             |
|  |    |               |                        | Black or African American           | *                                   | -                       | No Performance Level     | -57.7                  | Low                     | --                             | 13                                  | No Color                              | -21.3                   | --                 | No Change Level          | Orange                               | -59.6                  | -2                | Maintained              | --                             |
|  |    |               |                        | English Learner                     | 17                                  | -61.8                   | No Performance Level     | -61.2                  | Low                     | --                             | 22                                  | No Color                              | -25                     | 36.8               | Increased Significantly  | Orange                               | -67.7                  | -6.5              | Declined                | --                             |
|  |    |               |                        | Filipino                            | *                                   | -                       | No Performance Level     | 42.9                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 44                     | 1.1               | Maintained              | --                             |
|  |    |               |                        | Foster Youth                        | 0                                   | --                      | --                       | -85.6                  | Very Low                | --                             | 0                                   | --                                    | --                      | --                 | Red                      | -89.2                                | -2.5                   | Maintained        | --                      |                                |
|  |    |               |                        | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5                | Declined                | --                             |
|  |    |               |                        | Latino                              | 46                                  | 3.9                     | Medium                   | -38.6                  | Low                     | Higher                         | 63                                  | Orange                                | -14.6                   | -18.5              | Declined Significantly   | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         |
|  |    |               |                        | Native Hawaiian or Pacific Islander | *                                   | -                       | No Performance Level     | -29.1                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -32.5                  | -3.4              | Declined                | --                             |
|  |    |               |                        | Socioeconomically Disadvantaged     | 60                                  | -19.9                   | Low                      | -41.4                  | Low                     | Higher                         | 69                                  | Orange                                | -28.7                   | -8.8               | Declined                 | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |
|  |    |               |                        | Students with Disabilities          | 16                                  | -71.6                   | No Performance Level     | -97.3                  | Very Low                | --                             | 23                                  | No Color                              | -141.0                  | -69.3              | Declined Significantly   | Red                                  | -96.3                  | 1.8               | Maintained              | --                             |
|  |    |               |                        | Two or More Races                   | *                                   | -                       | No Performance Level     | 25.1                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 24.3                   | -0.8              | Maintained              | --                             |
|  |    |               |                        | White                               | 31                                  | 7.1                     | Medium                   | 21.9                   | High                    | Lower                          | 25                                  | No Color                              | -27.2                   | -34.3              | Declined Significantly   | Green                                | 20.8                   | -1.2              | Maintained              | --                             |

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

|                                      | ELA Participation Rate By Student Group |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|--------------------------------------|---|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|                                      | ALL                                     | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 * | 100%                                    | --                               | 100%  | 100%                      | 100%            | 100%     | --           | 100%           | 100%   | 100%                                | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2022 *        | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023   | 98%                                     | --                               | 92%   | 100%                      | 96%             | 100%     | --           | 100%           | 100%   | 100%                                | 96%                             | 92%                        | 100%              | 93%   |
| Participation Rate Met 2023          | Yes                                     | --                               | No    | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | Yes                                 | Yes                             | No                         | Yes               | No    |

\* 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

# Hamlin Charter Academy

## Academic Performance - Math

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

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                        |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|------------------------|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                 | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 3  | 4349          | Hamlin Charter Academy | All Students                        | 105  | -22.7                   | Medium                   | -51.7                  | Low                     | Higher                         | 124  | Orange                                | -32.5                   | -9.8               | Declined                 | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                        | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                        | Asian                               | *  | -                       | No Performance Level     | 48.4                   | Very High               | --                             | 11   | No Color                              | -117.3                  | --                 | No Change Level          | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             |
|   |    |               |                        | Black or African American           | *  | -                       | No Performance Level     | -106.9                 | Very Low                | --                             | 13   | No Color                              | -63.6                   | --                 | No Change Level          | Red                                  | -104.5                 | 2.6               | Maintained              | --                             |
|   |    |               |                        | English Learner                     | 17   | -60.9                   | No Performance Level     | -92.0                  | Low                     | --                             | 25   | No Color                              | -53.2                   | 7.8                | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | --                             |
|   |    |               |                        | Filipino                            | *  | -                       | No Performance Level     | 2.7                    | High                    | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |                        | Foster Youth                        | 0  | --                      | --                       | -126.3                 | Very Low                | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |                        | Homeless Youth                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |                        | Latino                              | 46   | -27.8                   | Low                      | -83.4                  | Low                     | Higher                         | 63   | Orange                                | -39.5                   | -11.7              | Declined                 | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                        | Native Hawaiian or Pacific Islander | *  | -                       | No Performance Level     | -71.3                  | Low                     | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |                        | Socioeconomically Disadvantaged     | 60   | -43.9                   | Low                      | -84.0                  | Low                     | Higher                         | 70   | Orange                                | -60.9                   | -17.0              | Declined Significantly   | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |                        | Students with Disabilities          | 16   | -59.9                   | No Performance Level     | -130.8                 | Very Low                | --                             | 23   | No Color                              | -131.3                  | -71.4              | Declined Significantly   | Orange                               | -127.3                 | 5.5               | Increased               | --                             |
|   |    |               |                        | Two or More Races                   | *  | -                       | No Performance Level     | -9.9                   | Medium                  | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |                        | White                               | 31   | -15.8                   | Medium                   | -13.4                  | Medium                  | Lower                          | 26   | No Color                              | -47.7                   | -31.9              | Declined Significantly   | Yellow                               | -11.1                  | 2.3               | Maintained              | --                             |

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

| Math Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|--|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|  | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **    | 100% | --                               | 90%   | 100%                      | 100%            | 100%     | --           | 100%           | 100%   | 100%                                | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2022 *            | Yes  | --                               | No    | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023       | 96%  | --                               | 87%   | 100%                      | 88%             | 100%     | --           | 86%            | 98%    | 100%                                | 94%                             | 92%                        | 100%              | 90%   |
| Participation Rate Met 2023              | Yes  | --                               | No    | Yes                       | No              | Yes      | --           | No             | Yes    | Yes                                 | No                              | No                         | Yes               | No    |

\* 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

# Hamlin Charter Academy

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                        |                 |   |  |              |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|------------------------|-----------------|---|--|--------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                 | Student Group   | 2022 School   |  |              | 2022 State   |              |                                 | 2023 School   |                                       |  |                    | 2023 State               |                                      |  |                   |                         |                                 |
|  |    |               |                        |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
|  |    |               |                        |                 |   |  |              |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
| N  | 3  | 4349          | Hamlin Charter Academy | English Learner | 36  | 41.7%  | Low          | 50.3%  | Medium       | Lower                           | 36  | Blue                                  | 66.7%  | 25.0%              | 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                | 70                            | 68                           | 97.1%                         | Yes                    |
| 2023                | 83                            | 76                           | 97.6%                         | 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   |       |       |
| Hamlin Charter Academy   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 41.7% | 47.5% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 38.9% | 31.4% |
| ELs Who Decreased at Least One ELPI Level  | 19.4% | 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   |       |       |
| Hamlin Charter Academy   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 66.7% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 21.2% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 12.1% | 18.6% |

# Hamlin Charter Academy

## Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |                        |                                     |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                      |                               |   |
|---|--------|-------------------|------------------------|-------------------------------------|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|----------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School                 | Student Group                       | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 3      | 4349              | Hamlin Charter Academy | All Students                        | 307  | 43.6%   | Very High                   | 30.0%  | Very High                  | Higher  | 336  | Yellow                                      | 33.3%   | -10.3%                | Declined Significantly         | Yellow                                     | 24.3%  | -5.7                 | Declined Significantly        | Higher  |
|   |        |                   |                        | American Indian or Alaska Native    | 0  | --  | --                          | 42.9%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 36.1%  | -6.8                 | Declined Significantly        | --  |
|   |        |                   |                        | Asian                               | 32   | 25.0%   | Very High                   | 11.5%  | High                       | Higher  | 38   | Red   | 28.9%   | 3.9%                  | Increased                      | Yellow                                     | 10.1%  | -1.4                 | Declined                      | Higher  |
|   |        |                   |                        | Black or African American           | 25   | 56.0%   | No Performance Level        | 42.9%  | Very High                  | --  | 27   | No Color                                    | 29.6%   | -26.4%                | Declined                       | Yellow                                     | 36.4%  | -6.5                 | Declined Significantly        | --  |
|   |        |                   |                        | English Learner                     | 85   | 40.0%   | Very High                   | 33.6%  | Very High                  | Higher  | 91   | Orange                                      | 37.4%   | -2.6%                 | 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                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 33.6%  | -8.5                 | Declined Significantly        | --  |
|   |        |                   |                        | Homeless Youth                      | *  | --  | No Performance Level        | 45.1%  | Very High                  | --  | 11   | No Color                                    | 63.6%   | 0.0%                  | No Change Level                | Yellow                                     | 38.7%  | -6.4                 | Declined Significantly        | --  |
|   |        |                   |                        | Latino                              | 129  | 57.4%   | Very High                   | 35.8%  | Very High                  | Higher  | 146  | Orange                                      | 38.4%   | -19.0%                | Declined                       | Yellow                                     | 28.4%  | -7.4                 | Declined Significantly        | Higher  |
|   |        |                   |                        | Native Hawaiian or Pacific Islander | *  | --  | No Performance Level        | 43.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change Level                | Yellow                                     | 37.6%  | -6.3                 | Declined Significantly        | --  |
|   |        |                   |                        | Socioeconomically Disadvantaged     | 165  | 54.5%   | Very High                   | 37.4%  | Very High                  | Higher  | 195  | Yellow                                      | 37.4%   | -17.1%                | Declined Significantly         | Yellow                                     | 29.9%  | -7.5                 | Declined Significantly        | Higher  |
|   |        |                   |                        | Students with Disabilities          | 63   | 36.5%   | Very High                   | 39.6%  | Very High                  | Lower   | 86   | Red   | 41.9%   | 5.4%                  | Increased                      | Yellow                                     | 33.1%  | -6.5                 | Declined Significantly        | Higher  |
|   |        |                   |                        | Two or More Races                   | 47   | 25.5%   | Very High                   | 25.1%  | Very High                  | Higher  | 57   | Orange                                      | 24.6%   | -1.0%                 | Declined                       | Yellow                                     | 21.6%  | -3.5                 | Declined Significantly        | Higher  |
|   |        |                   |                        | White                               | 66   | 34.8%   | No Performance Level        | 21.9%  | Very High                  | Higher  | 61   | Orange                                      | 31.1%   | -3.7%                 | Declined                       | Yellow                                     | 18.5%  | -3.5                 | Declined Significantly        | Higher  |

Data Sources: California School Dashboard Research data files 2023



# Hamlin Charter Academy

## Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |                        |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|------------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                 | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 3  | 4349          | Hamlin Charter Academy | All Students                        | 320                | 0.0%   | Very Low                 | 3.1%  | Medium                  | Lower   | 355                | Green                                 | 0.3%   | 0.3%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                        | American Indian or Alaska Native    | 0                  | --   | --                       | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |                        | Asian                               | 34                 | 0.0%   | Very Low                 | 0.9%  | Very Low                | Lower   | 44                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower                                  |
|   |    |               |                        | Black or African American           | 27                 | 0.0%   | No Performance Level     | 7.9%  | High                    | --  | 27                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | --                                     |
|   |    |               |                        | English Learner                     | 87                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 96                 | 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               | --  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |                        | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | 12                 | No Color                              | 0.0%   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |                        | Latino                              | 131                | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 155                | Yellow                                | 0.6%   | 0.6%               | Increased                | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                        | Native Hawaiian or Pacific Islander | *                  | --   | No Performance Level     | 4.5%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |                        | Socioeconomically Disadvantaged     | 170                | 0.0%   | Very Low                 | 4.0%  | Medium                  | Lower   | 202                | Green                                 | 0.5%   | 0.5%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                        | Students with Disabilities          | 64                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 87                 | Orange                                | 1.1%   | 1.1%               | Increased                | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                        | Two or More Races                   | 53                 | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 60                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                        | White                               | 67                 | 0.0%   | Very Low                 | 2.6%  | Medium                  | Lower   | 62                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023



## Hamlin Charter Academy

### Enrollment Report

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

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |                        |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                 | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 4349     | Hamlin Charter Academy | 308        | 58.1%    | 2.3%  | 0.0%                             | 12.3% | 8.8%                      | 24.7%           | 1.6%     | 0.0%         | 1.9%     | 44.2%  | 0.0%              | 0.3%                                | 9.4%         | 58.1%                            | 26.0%                      | 4.2%              | 19.2% |
| Statewide   |    |          |                        | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |                        | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |                        |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                 | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 4349     | Hamlin Charter Academy | 306        | 57.5%    | 2.3%  | 8.5%                             | 7.8%  | 8.5%                      | 22.5%           | 1.6%     | 0.3%         | 1.3%     | 45.1%  | 0.0%              | 0.3%                                | 12.7%        | 58.2%                            | 23.9%                      | 5.6%              | 18.3% |
| 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>

# Hamlin Charter Academy

## RECLASSIFICATION RATES

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

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

| RG | BD | Loc Code | School                 | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|------------------------|------------|---|--------|-------|---------------------------------|
| N  | 3  | 4349     | Hamlin Charter Academy | 2021-2022* | 2020-2021 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                        |            | 2021-2022 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                        |            | 2021-2022 Reclassification Rate               | --     | --    |                                 |
|    |    |          |                        | 2022-2023* | 2021-2022 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                        |            | 2022-2023 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                        |            | 2022-2023 Reclassification Rate               | --     | --    |                                 |

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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

# Hamlin Charter Academy

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

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

| RG | BD | Loc Code | School                 | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|------------------------|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |                        |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |                        |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 3  | 4349     | Hamlin Charter Academy | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 10.6%   |
|    |    |          |                        | At-Risk 4-5 Years               | 6          | 7.9%    | 144,190    | 7.1%    | 2          | 2.5%    | 136,190    | 6.8%    |
|    |    |          |                        | EL 0-3 Years                    | 61         | 80.3%   | 505,487    | 24.8%   | 69         | 85.2%   | 519,652    | 26.0%   |
|    |    |          |                        | EL 4+ Years Not At-Risk or LTEL | 2          | 2.6%    | 236,323    | 11.6%   | 5          | 6.2%    | 207,773    | 10.4%   |
|    |    |          |                        | EL total                        | 69         | 90.8%   | 1,112,535  | 54.5%   | 76         | 93.8%   | 1,074,833  | 53.8%   |
|    |    |          |                        | RFEP                            | 7          | 9.2%    | 927,723    | 45.5%   | 5          | 6.2%    | 924,460    | 46.2%   |
|    |    |          |                        | Total (Ever)                    | 76         | 100.0%  | 2,040,258  | 100.0%  | 81         | 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>

# Hamlin Charter Academy

## Students with Disabilities Report

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

2023-2024 Special Education Enrollment

| RG                  | BD | Location Code | School                 | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|------------------------|-------------------|----------------|----------------|
| N                   | 3  | 4349          | Hamlin Charter Academy | 308               | 80             | 26.0%          |
| 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                   | 3  | 4349     | Hamlin Charter Academy | 306               | 73             | 23.9%          |
| Statewide           |    |          |                        | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |                        | 538,295           | 75,935         | 14.1%          |

2023-2024 Special Education Enrollment

| RG                  | BD | Loc Code | School                 | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 3  | 4349     | Hamlin Charter Academy | 20.0%            | 80.0%           | 52     | 0    | 0      | 0     | 0     | 0     | 8     | 1   | 5      | 3    | 6      | 5      | 0     | 0    |
| Los Angeles Unified |    |          |                        | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                 | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 3  | 4349     | Hamlin Charter Academy | 26.0%            | 74.0%           | 46     | 0    | 0      | 0     | 0     | 0     | 8     | 0   | 6      | 0     | 5      | 8      | 0     | 0    |
| Los Angeles Unified |    |          |                        | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

# Hamlin Charter Academy

LAUSD Location Code: 4349

Region: North

Board District: 3

## Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless 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                        | 124                                 | Orange                                | -11.3                   | -10.4              | Declined                 | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         | 115                                 | Orange                                | -24.2                   | -13.0              | Declined                 | Orange                               | -13.2                  | 0.4               | Maintained              | Lower                          |
| American Indian or Alaska Native    | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2.0               | Maintained              | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -49.0                  | -1.1              | Maintained              | --                             |
| Asian                               | *                                   | 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           | 13                                  | No Color                              | -21.3                   | --                 | No Change Level          | Orange                               | -59.6                  | -2.0              | Maintained              | --                             | 13                                  | No Color                              | -87.9                   | -66.6              | Declined Significantly   | Orange                               | -58.9                  | 0.8               | Maintained              | --                             |
| English Learner                     | 22                                  | No Color                              | -25.0                   | 36.8               | Increased Significantly  | Orange                               | -67.7                  | -6.5              | Declined                | --                             | 20                                  | No Color                              | -45.6                   | -20.6              | Declined Significantly   | 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                        | 0                                   | --                                    | --                      | --                 | --                       | Red                                  | -89.2                  | -2.5              | Maintained              | --                             | 0                                   | --                                    | --                      | --                 | --                       | Red                                  | -87.3                  | 1.9               | Maintained              | --                             |
| Homeless Youth                      | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5.0              | Declined                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -70.4                  | -2.5              | Maintained              | --                             |
| Latino                              | 63                                  | Orange                                | -14.6                   | -18.5              | Declined Significantly   | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         | 59                                  | Yellow                                | -11.4                   | 3.1                | Increased                | Orange                               | -39.3                  | 0.9               | Maintained              | Higher                         |
| Long-Term English Learner           | --                                  | --                                    | --                      | --                 | --                       | --                                   | --                     | --                | --                      | --                             | 0                                   | --                                    | --                      | --                 | --                       | Red                                  | -109.6                 | 3.4               | Declined                | --                             |
| Native Hawaiian or Pacific Islander | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -32.5                  | -3.4              | Declined                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -34.7                  | -2.2              | Maintained              | --                             |
| Socioeconomically Disadvantaged     | 69                                  | Orange                                | -28.7                   | -8.8               | Declined                 | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         | 70                                  | Orange                                | -32.8                   | -4.1               | Declined                 | Orange                               | -40.9                  | 1.8               | Maintained              | Higher                         |
| Students with Disabilities          | 23                                  | No Color                              | -141.0                  | -69.3              | Declined Significantly   | Red                                  | -96.3                  | 1.8               | Maintained              | --                             | 24                                  | No Color                              | -125.3                  | 15.7               | Increased Significantly  | Red                                  | -95.6                  | 0.7               | Maintained              | --                             |
| Two or More Races                   | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 24.3                   | -0.8              | Maintained              | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 24.3                   | 0.0               | Maintained              | --                             |
| White                               | 25                                  | No Color                              | -27.2                   | -34.3              | Declined Significantly   | Green                                | 20.8                   | -1.2              | Maintained              | --                             | 25                                  | No Color                              | -37.8                   | -10.7              | Declined                 | Green                                | 19.2                   | -1.6              | Maintained              | --                             |

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

|                                       | ELA Participation Rate By Student Group |                                  |       |                           |                 |          |              |                |        |      |                                     |                                 |                            |                   |       |
|---------------------------------------|---|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|                                       | ALL                                     | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | LTEL | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 ** | 98%                                     | --                               | 92%   | 100%                      | 96%             | 100%     | --           | 100%           | 100%   | N/A  | 100%                                | 96%                             | 92%                        | 100%              | 93%   |
| Participation Rate Met 2023 *         | Yes                                     | --                               | No    | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --   | Yes                                 | Yes                             | No                         | Yes               | No    |
| Percent of students tested in 2024    | 98%                                     | --                               | 85%   | 100%                      | 100%            | 100%     | --           | 100%           | 100%   | 100% | 100%                                | 99%                             | 92%                        | 100%              | 100%  |
| Participation Rate Met 2024           | Yes                                     | --                               | No    | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | Yes  | Yes                                 | Yes                             | No                         | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Hamlin Charter Academy

LAUSD Location Code: 4349

Region: North

Board District: 3

## Academic Performance - Math

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/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.

### 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                        | 124  | Orange                                | -32.5                   | -9.8               | Declined                 | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         | 117  | Orange                                | -40.9                   | -8.4               | Declined                 | Orange                               | -47.6                  | 1.5               | Maintained              | Higher                         |
| American Indian or Alaska Native    | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -86.6                  | 0.7               | Maintained              | --                             |
| Asian                               | 11   | No Color                              | -117.3                  | --                 | No Change Level          | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             | 11   | No Color                              | -62.3                   | 55.0               | Increased Significantly  | Blue                                 | 49.5                   | -1.3              | Maintained              | --                             |
| Black or African American           | 13   | No Color                              | -63.6                   | --                 | No Change Level          | Red                                  | -104.5                 | 2.6               | Maintained              | --                             | 13   | No Color                              | -102.1                  | -38.5              | Declined Significantly   | Red                                  | -102.2                 | 2.4               | Maintained              | --                             |
| English Learner                     | 25   | No Color                              | -53.2                   | 7.8                | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | --                             | 22   | No Color                              | -32.7                   | 20.4               | Increased 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                        | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -125.1                 | 2.3               | Maintained              | --                             |
| Homeless Youth                      | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -106.0                 | -4.7              | Maintained              | --                             |
| Latino                              | 63   | Orange                                | -39.5                   | -11.7              | Declined                 | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         | 59   | Yellow                                | -33.0                   | 6.5                | Increased                | Orange                               | -79.2                  | 1.6               | Maintained              | Higher                         |
| Long-Term English Learner           | --   | --                                    | --                      | --                 | --                       | --                                   | --                     | --                | --                      | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -163.5                 | -0.4              | Maintained              | --                             |
| Native Hawaiian or Pacific Islander | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -71.3                  | 0.0               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -72.5                  | -1.2              | Maintained              | --                             |
| Socioeconomically Disadvantaged     | 70   | Orange                                | -60.9                   | -17.0              | Declined Significantly   | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         | 71   | Yellow                                | -50.1                   | 10.8               | Increased                | Orange                               | -78.2                  | 2.6               | Maintained              | Higher                         |
| Students with Disabilities          | 23   | No Color                              | -131.3                  | -71.4              | Declined Significantly   | Orange                               | -127.3                 | 5.5               | Increased               | --                             | 24   | No Color                              | -117.8                  | 13.6               | Increased                | Red                                  | -124.3                 | 2.9               | Maintained              | --                             |
| Two or More Races                   | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -5.3                   | 2.1               | Maintained              | --                             |
| White                               | 26   | No Color                              | -47.7                   | -31.9              | Declined Significantly   | Yellow                               | -11.1                  | 2.3               | Maintained              | --                             | 26   | No Color                              | -48.6                   | -0.9               | Maintained               | Yellow                               | -10.3                  | 0.7               | Maintained              | --                             |

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

|                                       | Math Participation Rate By Student Group |                                  |       |                           |                 |          |              |                |        |      |                                     |                                 |                            |                   |       |
|---------------------------------------|--|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|                                       | ALL                                      | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | LTEL | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 ** | 96%                                      | --                               | 87%   | 100%                      | 88%             | 100%     | --           | 86%            | 98%    | N/A  | 100%                                | 94%                             | 92%                        | 100%              | 90%   |
| Participation Rate Met 2023 +         | Yes                                      | --                               | No    | Yes                       | No              | Yes      | --           | No             | Yes    | --   | Yes                                 | No                              | No                         | Yes               | No    |
| Percent of students tested in 2024    | 98%                                      | --                               | 86%   | 100%                      | 100%            | 100%     | --           | 100%           | 100%   | --   | 100%                                | 99%                             | 92%                        | 100%              | 100%  |
| Participation Rate Met 2024           | Yes                                      | --                               | No    | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --   | Yes                                 | Yes                             | No                         | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# Hamlin Charter Academy

LAUSD Location Code: 4349

Region: North

Board District: 3

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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  | 36  | Blue                                  | 66.7%  | 25.0%              | Increased Significantly  | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 39  | Red                                   | 43.6%  | -23.1%             | Declined Significantly   | Orange                               | 45.7%  | -3.0%             | Declined                | Lower                           |
| 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 | EL Participation Rate Met | Number of LTEL Student Enrolled | Number of LTEL Students Tested | Percent of LTEL Students Tested | LTEL Participation Rate Met |
| 2024                | 74                            | 72                           | 97%                           | Yes                       | 0                               | 0                              | 0%                              | No                          |
| 2023                | 83                            | 76                           | 92%                           | No                        | N/A                             | N/A                            | N/A                             | N/A                         |

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  |       |       |
| Hamlin Charter Academy  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 38.5% | 43.8% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 38.5% | 34.9% |
| ELs Who Decreased at Least One ELPI Level   | 12.8% | 19.4% |

| 2023 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Hamlin Charter Academy  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 66.7% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 21.2% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 12.1% | 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.](#)

# Hamlin Charter Academy

LAUSD Location Code: 4349

Region: North

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## 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.

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| 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                        | 336   | Yellow                                | 33.3%                                      | -10.3%             | Declined Significantly   | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Higher  | 341   | Yellow                                | 21.1%                                      | -12.2%             | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Higher  |
| American Indian or Alaska Native    | 0   | --                                    | --   | --                 | --                       | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 38  | Red                                   | 28.9%                                      | 3.9%               | Increased                | Yellow                               | 10.1%                                     | -1.4              | Declined                | Higher  | 47  | Yellow                                | 14.9%                                      | -14.1%             | Declined                 | Green                                | 7.5%                                      | -2.5%             | Declined                | Higher  |
| Black or African American           | 27  | No Color                              | 29.6%                                      | -26.4%             | Declined                 | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | --  | 34  | No Color                              | 26.5%                                      | -3.2%              | Declined                 | Yellow                               | 31.3%                                     | -5.1%             | Declined                | Lower   |
| English Learner                     | 91  | Orange                                | 37.4%                                      | -2.6%              | Declined                 | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Higher  | 87  | Orange                                | 20.7%                                      | -16.7%             | Declined                 | 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                        | 0   | --                                    | --   | --                 | --                       | Yellow                               | 33.6%                                     | -8.5              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 30.5%                                     | -3.1%             | Declined                | --  |
| Homeless Youth                      | 11  | No Color                              | 63.6%                                      | 0.0%               | No Change Level          | Yellow                               | 38.7%                                     | -6.4              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 146   | Orange                                | 38.4%                                      | -19.0%             | Declined                 | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Higher  | 145   | Orange                                | 27.6%                                      | -10.8%             | 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     | 195   | Yellow                                | 37.4%                                      | -17.1%             | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Higher  | 205   | Yellow                                | 23.9%                                      | -13.5%             | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Higher  |
| Students with Disabilities          | 86  | Red                                   | 41.9%                                      | 5.4%               | Increased                | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Higher  | 91  | Orange                                | 24.2%                                      | -17.7%             | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Lower   |
| Two or More Races                   | 57  | Orange                                | 24.6%                                      | -1.0%              | Declined                 | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Higher  | 45  | Yellow                                | 13.3%                                      | -11.2%             | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Lower   |
| White                               | 61  | Orange                                | 31.1%                                      | -3.7%              | Declined                 | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Higher  | 64  | Yellow                                | 14.1%                                      | -17.1%             | 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.](#)



# Hamlin Charter Academy

LAUSD Location Code: 4349

Region: North

Board District: 3

## Suspension Rate Indicator

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

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| Suspension Rate Indicator - CA School Dashboard Indicator |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| Student Group   | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2024 Performance level (color) | School 2024 Percentage of Students suspended at least once | School 2024 Change | School 2024 Change Level | State 2024 Performance level (color) | State 2024 Percentage of Students suspended at least once | State 2024 Change | State 2024 Change Level | School to State Suspensions Comparison |
| All Students  | 355                | Green                                 | 0.3%   | 0.3%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 369                | Blue                                  | 0.3%   | 0.0%               | Maintained               | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 44                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower   | 50                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Blue                                 | 1.0%  | 0.0%              | Maintained              | Lower                                  |
| Black or African American                                 | 27                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | --  | 37                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 8.4%  | -0.4%             | Declined                | Lower                                  |
| English Learner   | 96                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 91                 | 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  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | 12                 | No Color                              | 0.0%   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | 12                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 155                | Yellow                                | 0.6%   | 0.6%               | Increased                | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 153                | Green                                 | 0.7%   | 0.0%               | Maintained               | 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                            | 202                | Green                                 | 0.5%   | 0.5%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 217                | Blue                                  | 0.5%   | 0.0%               | Maintained               | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 87                 | Orange                                | 1.1%   | 1.1%               | Increased                | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 95                 | Yellow                                | 1.1%   | -0.1%              | Maintained               | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 60                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 51                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 62                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 71                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 2.6%  | 0.3%              | Declined                | Lower                                  |

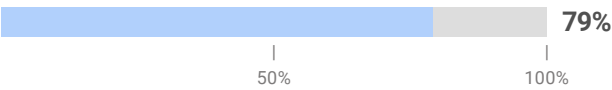
\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: [California School Dashboard Research data files](#)

|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Reading                |
| Academic Year         | 2023 - 2024            |
| Comparison Diagnostic | Final Diagnostic       |

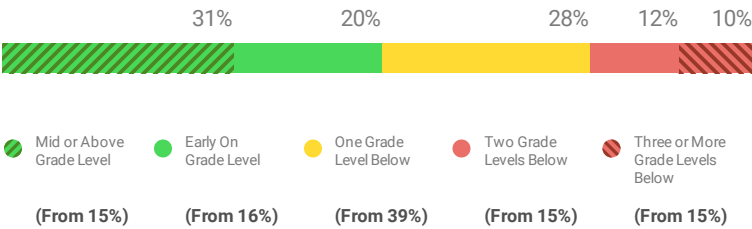
Students Assessed/Total: 259/284

Progress to Annual Typical Growth (Median)



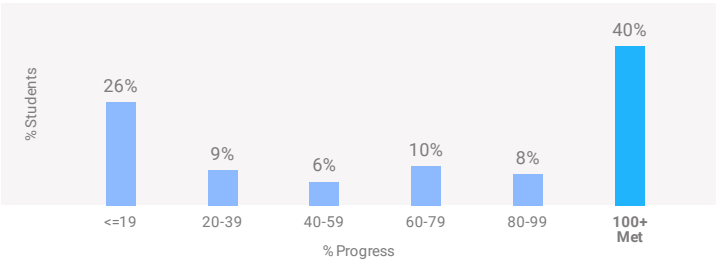
The median percent progress towards Typical Growth for this school is 79%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

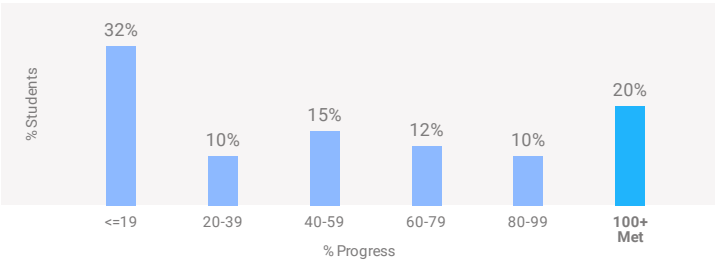


Mid or Above Grade Level (From 15%) Early On Grade Level (From 16%) One Grade Level Below (From 39%) Two Grade Levels Below (From 15%) Three or More Grade Levels Below (From 15%)

Distribution of Progress to Annual Typical Growth



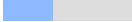
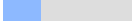








Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth  |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|--|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)  | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  37%  | 14%   |  29% | 7%    | 45%                                | 42/52                   |
| Grade 1 |  65%  | 26%   |  43% | 14%   | 44%                                | 50/56                   |
| Grade 2 |  89%  | 43%   |  63% | 16%   | 65%                                | 37/44                   |
| Grade 3 |  131% | 68%   |  73% | 29%   | 68%                                | 31/31                   |
| Grade 4 |  89%  | 46%   |  41% | 32%   | 46%                                | 50/50                   |

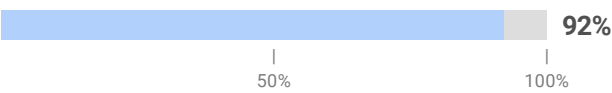
|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Reading                |
| Academic Year         | 2023 - 2024            |
| Comparison Diagnostic | Final Diagnostic       |

| Grade   | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 100% | 51%   | <div><div></div></div> 41% | 22%   | 53%                                | 49/51                   |

|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Reading                |
| Academic Year         | 2023 - 2024            |
| Race                  | Asian                  |
| Comparison Diagnostic | Final Diagnostic       |

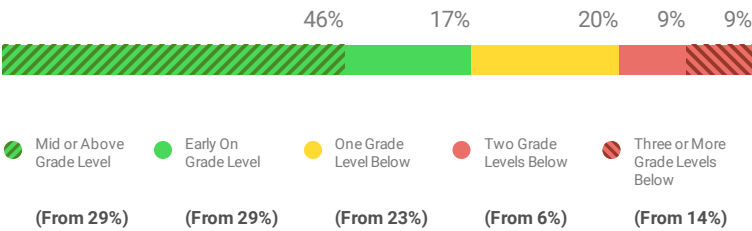
Students Assessed/Total: 35/38

Progress to Annual Typical Growth (Median)

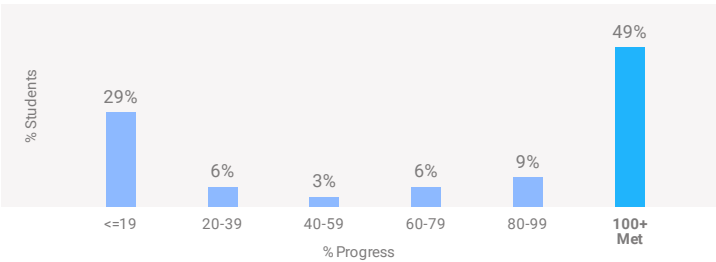


The median percent progress towards Typical Growth for this school is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

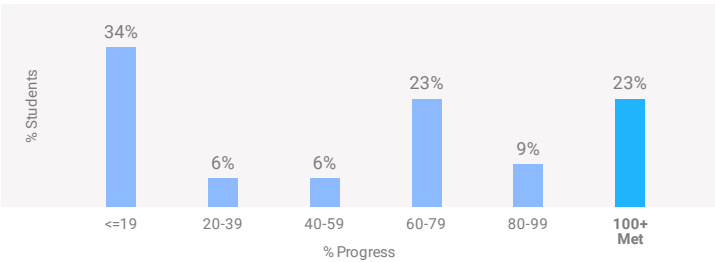
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



| Choose to Show Results By |                           |       |                           |       |                                    |                         |
|---------------------------|---------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
| Grade                     |                           |       |                           |       |                                    |                         |
| Showing 6 of 6            |                           |       |                           |       |                                    |                         |
| Grade                     | Annual Typical Growth     |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|                           | Progress (Median)         | % Met | Progress (Median)         | % Met |                                    |                         |
| Grade K                   | <div><div></div></div> 0% | 9%    | <div><div></div></div> 0% | 0%    | 36%                                | 11/12                   |
|                           |                           |       |                           |       |                                    |                         |
|                           |                           |       |                           |       |                                    |                         |
|                           |                           |       |                           |       |                                    |                         |
|                           |                           |       |                           |       |                                    |                         |

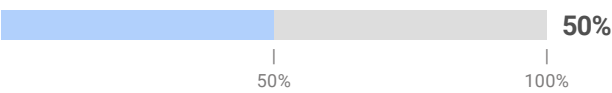
|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Reading                |
| Academic Year         | 2023 - 2024            |
| Race                  | Asian                  |
| Comparison Diagnostic | Final Diagnostic       |

| Grade | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|-------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|       | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| ████  | ██████████            | ██    | ██████████             | ██    | ██                                 | ██                      |

|                       |                           |
|-----------------------|---------------------------|
| School                | Hamlin Charter Academy    |
| Subject               | Reading                   |
| Academic Year         | 2023 - 2024               |
| Race                  | Black or African American |
| Comparison Diagnostic | Final Diagnostic          |

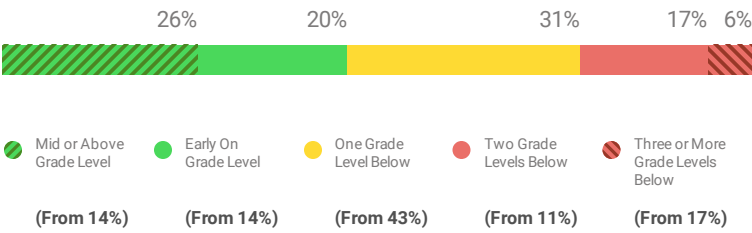
Students Assessed/Total: 35/38

Progress to Annual Typical Growth (Median)

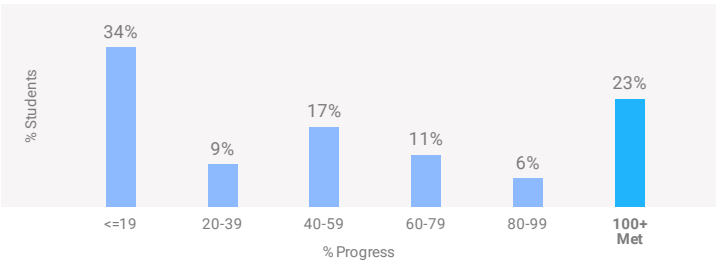


The median percent progress towards Typical Growth for this school is 50%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

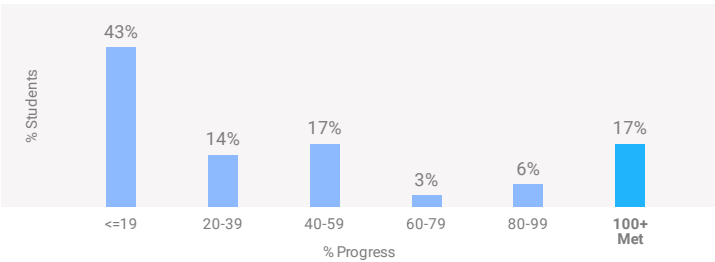
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade  | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|--------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|        | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| ██████ | ██████████████        | ██    | ██████████████         | ██    | ██                                 | ██                      |
| ██████ | ██████████████        | ██    | ██████████████         | ██    | ██                                 | ██                      |
| ██████ | ██████████████        | ██    | ██████████████         | ██    | ██                                 | ██                      |
| ██████ | ██████████████        | ██    | ██████████████         | ██    | ██                                 | ██                      |
| ██████ | ██████████████        | ██    | ██████████████         | ██    | ██                                 | ██                      |

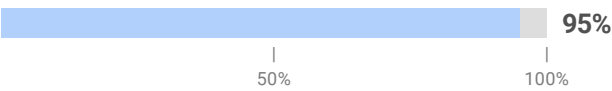
|                       |                           |
|-----------------------|---------------------------|
| School                | Hamlin Charter Academy    |
| Subject               | Reading                   |
| Academic Year         | 2023 - 2024               |
| Race                  | Black or African American |
| Comparison Diagnostic | Final Diagnostic          |

| Grade | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|-------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|       | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| ████  | ██████████            | ██    | ██████████             | ██    | ██                                 | ██                      |

|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Reading                |
| Academic Year         | 2023 - 2024            |
| English Learner       | Yes - English Learner  |
| Comparison Diagnostic | Final Diagnostic       |

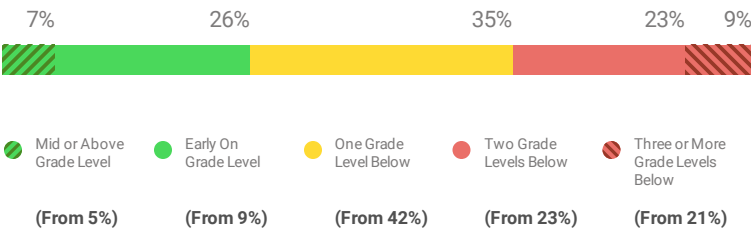
Students Assessed/Total: 43/54

Progress to Annual Typical Growth (Median)

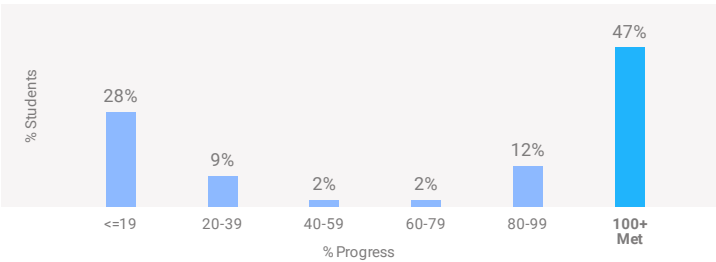


The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

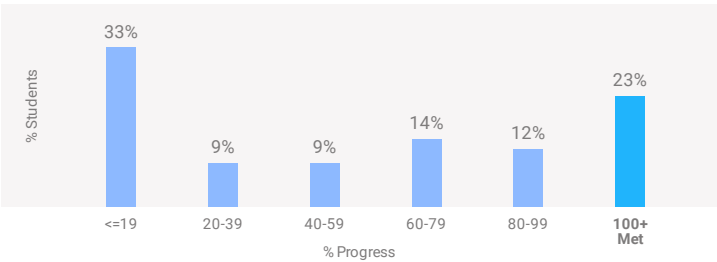
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



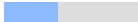






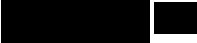

















Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth   |   | Annual Stretch Growth®  |   | % Students with Improved Placement  | Students Assessed/Total   |
|---|---|---|---|---|---|---|
|   | Progress (Median)   | % Met   | Progress (Median)   | % Met   |   |   |
| Grade K   |  41% | 25%   |  30% | 17%   | 42%   | 12/14   |
| Grade 1   |  80% | 46%   |  58% | 23%   | 46%   | 13/16   |
|  |      |  |      |  |  |  |
|  |      |  |      |  |  |  |
|  |      |  |      |  |  |  |



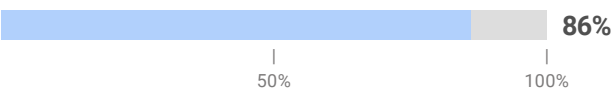
|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Reading                |
| Academic Year         | 2023 - 2024            |
| English Learner       | Yes - English Learner  |
| Comparison Diagnostic | Final Diagnostic       |

| Grade | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|-------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|       | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| ████  | ████████████████      | ██    | ████████████████       | ██    | ██                                 | ██                      |

|                       |                          |
|-----------------------|--------------------------|
| School                | Hamlin Charter Academy   |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

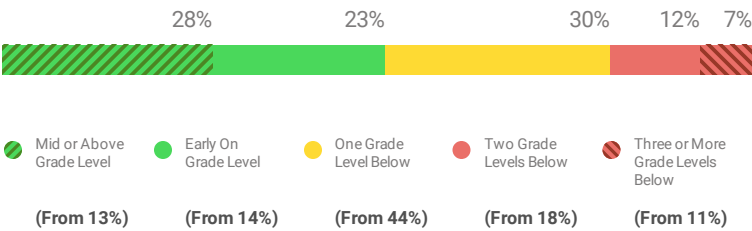
Students Assessed/Total: 114/126

Progress to Annual Typical Growth (Median)



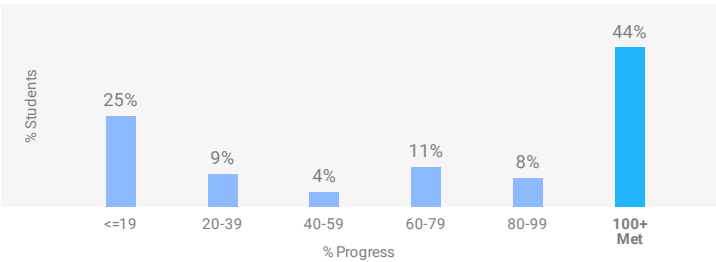
The median percent progress towards Typical Growth for this school is 86%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

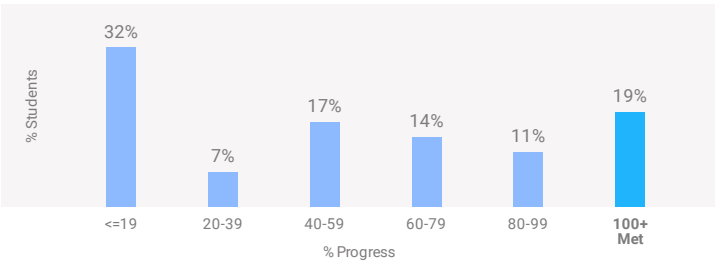


(From 13%) (From 14%) (From 44%) (From 18%) (From 11%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 36%                   | 13%   | 25%                    | 7%    | 27%                                | 15/20                   |
| Grade 1 | 70%                   | 29%   | 52%                    | 17%   | 54%                                | 24/27                   |
| Grade 2 | 88%                   | 43%   | 61%                    | 7%    | 64%                                | 14/18                   |
| Grade 3 | 131%                  | 73%   | 73%                    | 27%   | 80%                                | 15/15                   |
| Grade 4 | 115%                  | 54%   | 64%                    | 35%   | 50%                                | 26/26                   |

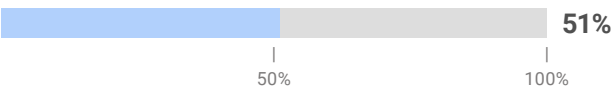
|                       |                          |
|-----------------------|--------------------------|
| School                | Hamlin Charter Academy   |
| Subject               | Reading                  |
| Academic Year         | 2023 - 2024              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 92% | 50%   | <div><div></div></div> 40% | 15%   | 55%                                | 20/20                   |

|                       |                         |
|-----------------------|-------------------------|
| School                | Hamlin Charter Academy  |
| Subject               | Reading                 |
| Academic Year         | 2023 - 2024             |
| Special Education     | Yes - Special Education |
| Comparison Diagnostic | Final Diagnostic        |

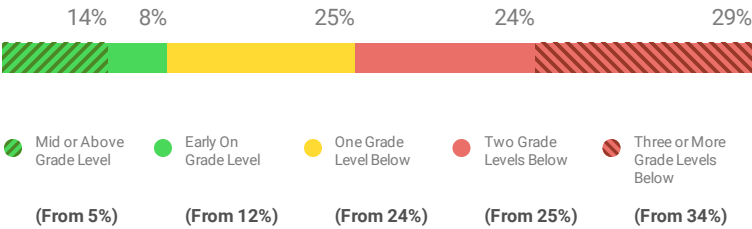
Students Assessed/Total: 59/73

Progress to Annual Typical Growth (Median)

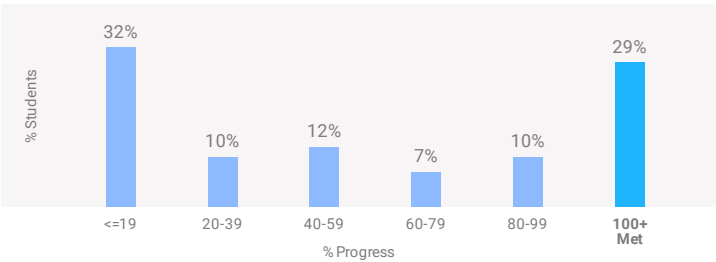


The median percent progress towards Typical Growth for this school is 51%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

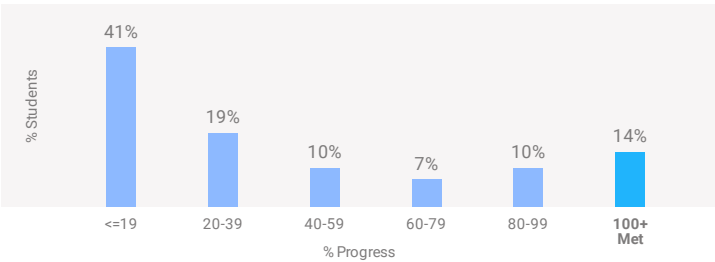
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
|         |                       |       |                        |       |                                    |                         |
| Grade 1 | 74%                   | 32%   | 42%                    | 16%   | 21%                                | 19/25                   |
|         |                       |       |                        |       |                                    |                         |
|         |                       |       |                        |       |                                    |                         |
|         |                       |       |                        |       |                                    |                         |

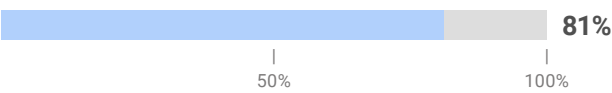
|                       |                         |
|-----------------------|-------------------------|
| School                | Hamlin Charter Academy  |
| Subject               | Reading                 |
| Academic Year         | 2023 - 2024             |
| Special Education     | Yes - Special Education |
| Comparison Diagnostic | Final Diagnostic        |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 96% | 45%   | <div><div></div></div> 41% | 18%   | 45%                                | 11/11                   |

|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Reading                |
| Academic Year         | 2023 - 2024            |
| Race                  | White                  |
| Comparison Diagnostic | Final Diagnostic       |

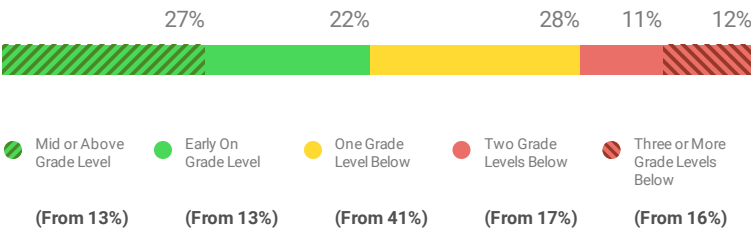
Students Assessed/Total: 167/184

Progress to Annual Typical Growth (Median)



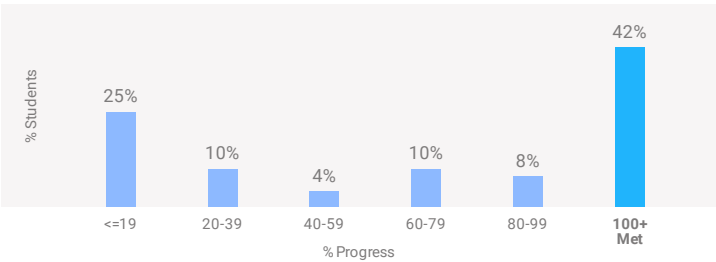
The median percent progress towards Typical Growth for this school is 81%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

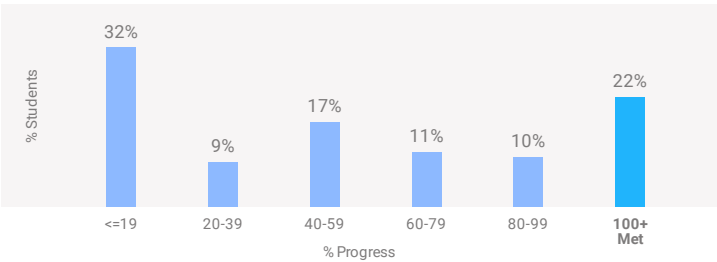


Mid or Above Grade Level (From 13%) Early On Grade Level (From 13%) One Grade Level Below (From 41%) Two Grade Levels Below (From 17%) Three or More Grade Levels Below (From 16%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 39%                   | 18%   | 30%                    | 14%   | 36%                                | 22/29                   |
| Grade 1 | 69%                   | 25%   | 41%                    | 16%   | 50%                                | 32/35                   |
| Grade 2 | 86%                   | 43%   | 62%                    | 14%   | 62%                                | 21/27                   |
| Grade 3 | 120%                  | 64%   | 70%                    | 23%   | 64%                                | 22/22                   |
| Grade 4 | 89%                   | 46%   | 40%                    | 32%   | 46%                                | 37/37                   |

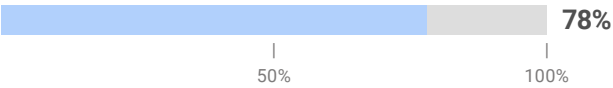
|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Reading                |
| Academic Year         | 2023 - 2024            |
| Race                  | White                  |
| Comparison Diagnostic | Final Diagnostic       |

| Grade   | Annual Typical Growth       |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)           | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 113% | 55%   | <div><div></div></div> 44% | 24%   | 55%                                | 33/34                   |

|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Math                   |
| Academic Year         | 2023 - 2024            |
| Comparison Diagnostic | Final Diagnostic       |

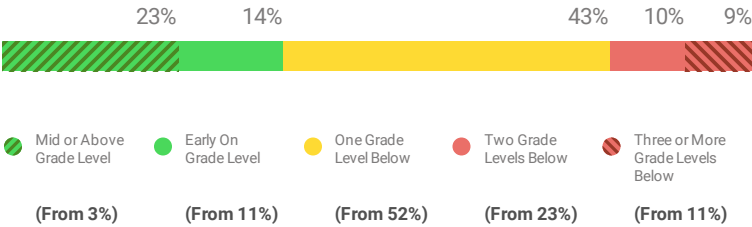
Students Assessed/Total: 269/284

Progress to Annual Typical Growth (Median)

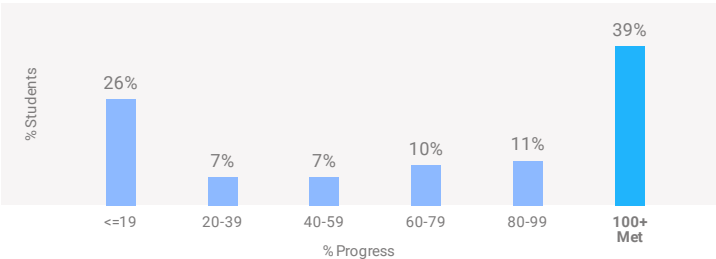


The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

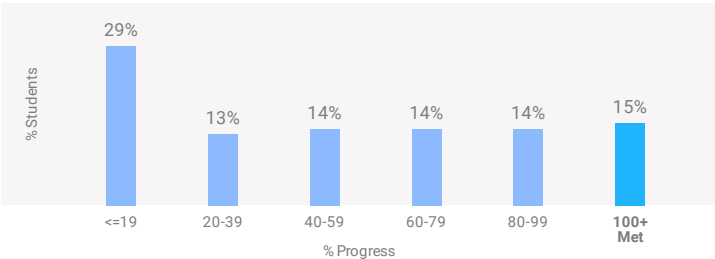
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth   |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|---|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)   | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  75% | 26%   |  61% | 18%   | 40%                                | 50/52                   |
| Grade 1 |  66% | 37%   |  51% | 18%   | 33%                                | 51/56                   |
| Grade 2 |  85% | 42%   |  58% | 21%   | 71%                                | 38/44                   |
| Grade 3 |  56% | 29%   |  37% | 6%    | 55%                                | 31/31                   |
| Grade 4 |  66% | 40%   |  40% | 8%    | 68%                                | 50/50                   |



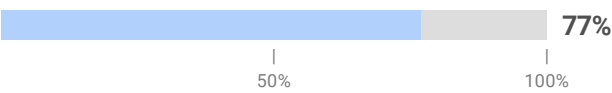
|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Math                   |
| Academic Year         | 2023 - 2024            |
| Comparison Diagnostic | Final Diagnostic       |

| Grade   | Annual Typical Growth         |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-------------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)             | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> ✓ 100% | 55%   | <div><div></div></div> 58% | 16%   | 65%                                | 49/51                   |

|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Math                   |
| Academic Year         | 2023 - 2024            |
| Race                  | Asian                  |
| Comparison Diagnostic | Final Diagnostic       |

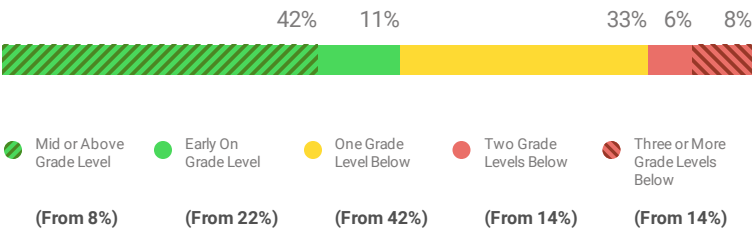
Students Assessed/Total: 36/38

Progress to Annual Typical Growth (Median)



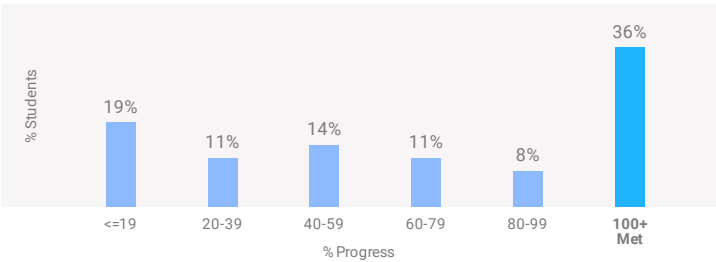
The median percent progress towards Typical Growth for this school is 77%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

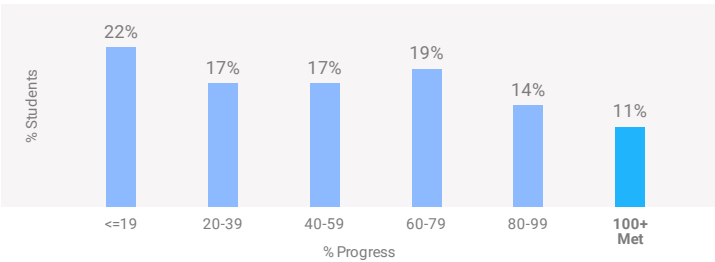


(From 8%) (From 22%) (From 42%) (From 14%) (From 14%)

Distribution of Progress to Annual Typical Growth

































Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth   |   | Annual Stretch Growth®  |   | % Students with Improved Placement  | Students Assessed/Total   |
|---|---|---|---|---|---|---|
|   | Progress (Median)   | % Met   | Progress (Median)   | % Met   |   |   |
| Grade K   |  80% | 33%   |  65% | 25%   | 42%   | 12/12   |
|  |      |  |     |  |  |  |
|  |      |  |     |  |  |  |
|  |      |  |      |  |  |  |
|  |      |  |      |  |  |  |

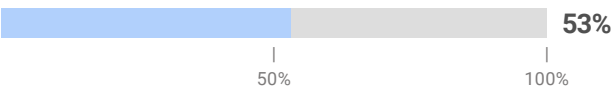
|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Math                   |
| Academic Year         | 2023 - 2024            |
| Race                  | Asian                  |
| Comparison Diagnostic | Final Diagnostic       |

| Grade | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|-------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|       | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
|       |                       |       |                        |       |                                    |                         |

|                       |                           |
|-----------------------|---------------------------|
| School                | Hamlin Charter Academy    |
| Subject               | Math                      |
| Academic Year         | 2023 - 2024               |
| Race                  | Black or African American |
| Comparison Diagnostic | Final Diagnostic          |

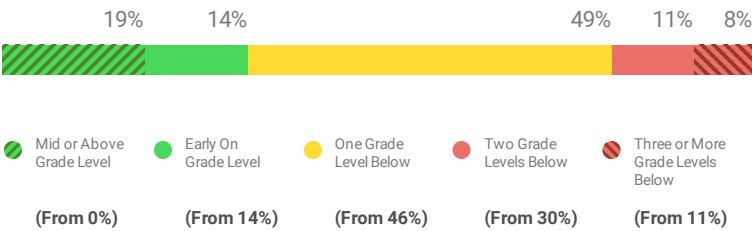
Students Assessed/Total: 37/38

Progress to Annual Typical Growth (Median)

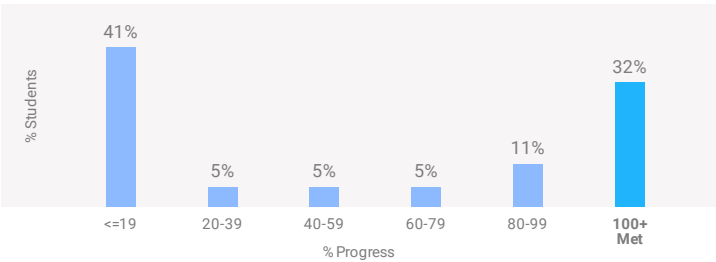


The median percent progress towards Typical Growth for this school is 53%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

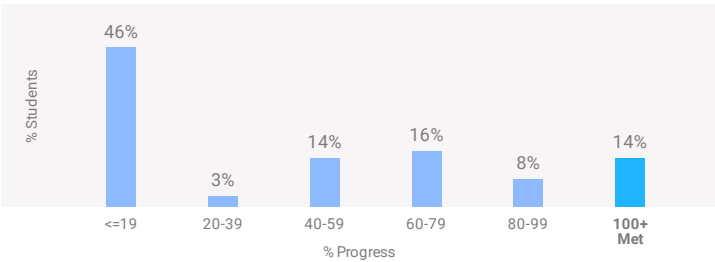
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|-------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|       | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
|       |                       |       |                        |       |                                    |                         |
|       |                       |       |                        |       |                                    |                         |
|       |                       |       |                        |       |                                    |                         |
|       |                       |       |                        |       |                                    |                         |
|       |                       |       |                        |       |                                    |                         |

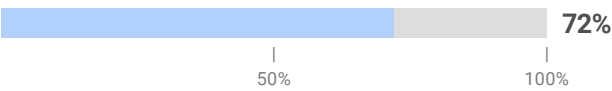
|                       |                           |
|-----------------------|---------------------------|
| School                | Hamlin Charter Academy    |
| Subject               | Math                      |
| Academic Year         | 2023 - 2024               |
| Race                  | Black or African American |
| Comparison Diagnostic | Final Diagnostic          |

| Grade | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|-------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|       | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| ████  | ████████████████      | ██    | ████████████████       | ██    | ██                                 | ██                      |

|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Math                   |
| Academic Year         | 2023 - 2024            |
| English Learner       | Yes - English Learner  |
| Comparison Diagnostic | Final Diagnostic       |

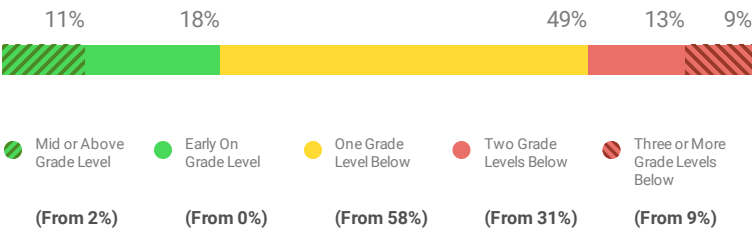
Students Assessed/Total: 45/54

Progress to Annual Typical Growth (Median)

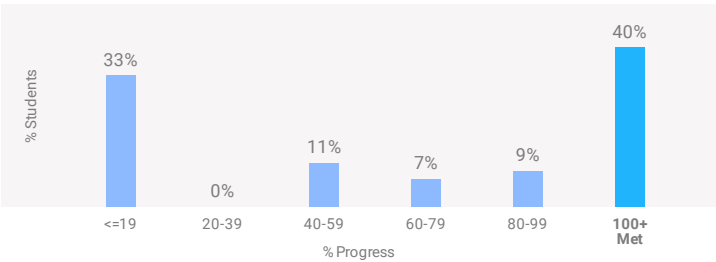


The median percent progress towards Typical Growth for this school is 72%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

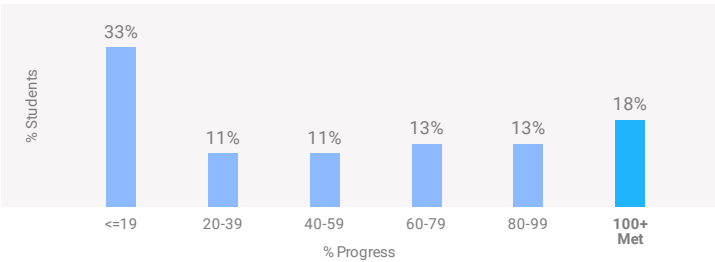
Current Placement Distribution



Distribution of Progress to Annual Typical Growth








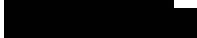

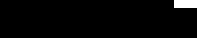




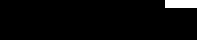

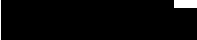




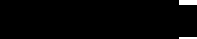

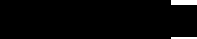



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth   |   | Annual Stretch Growth®  |   | % Students with Improved Placement  | Students Assessed/Total   |
|---|---|---|---|---|---|---|
|   | Progress (Median)   | % Met   | Progress (Median)   | % Met   |   |   |
| Grade K   |  72% | 31%   |  59% | 8%  | 31%   | 13/14   |
| Grade 1   |  48% | 31%   |  38% | 23%   | 38%   | 13/16   |
|  |      |  |      |  |  |  |
|  |      |  |      |  |  |  |
|  |      |  |      |  |  |  |

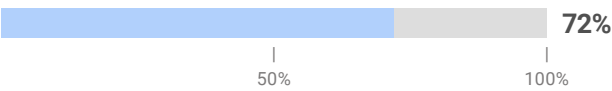
|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Math                   |
| Academic Year         | 2023 - 2024            |
| English Learner       | Yes - English Learner  |
| Comparison Diagnostic | Final Diagnostic       |

| Grade | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|-------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|       | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| ████  | ██████████            | ████  | ██████████             | ████  | ████                               | ████                    |

|                       |                          |
|-----------------------|--------------------------|
| School                | Hamlin Charter Academy   |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

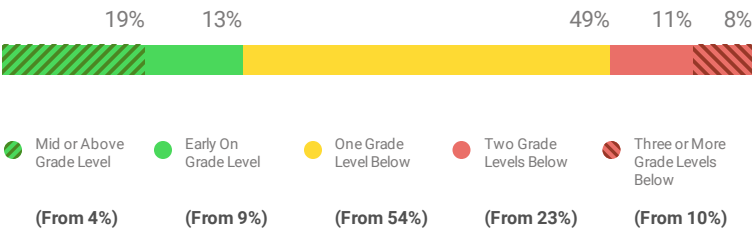
Students Assessed/Total: 119/126

Progress to Annual Typical Growth (Median)

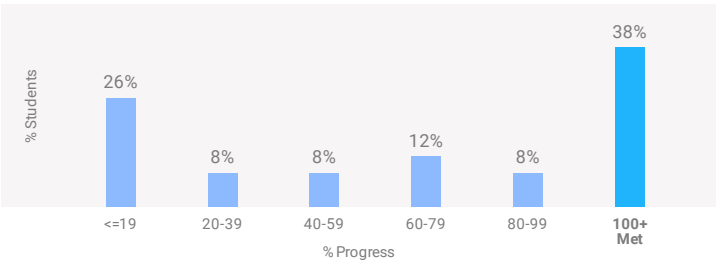


The median percent progress towards Typical Growth for this school is 72%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

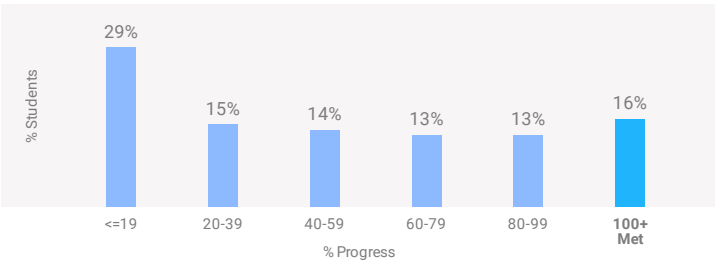
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
| Grade K | 75%                   | 37%   | 62%                    | 26%   | 32%                                | 19/20                   |
| Grade 1 | 41%                   | 29%   | 33%                    | 21%   | 25%                                | 24/27                   |
| Grade 2 | 77%                   | 40%   | 56%                    | 33%   | 67%                                | 15/18                   |
| Grade 3 | 59%                   | 20%   | 37%                    | 0%    | 53%                                | 15/15                   |
| Grade 4 | 94%                   | 50%   | 56%                    | 12%   | 81%                                | 26/26                   |



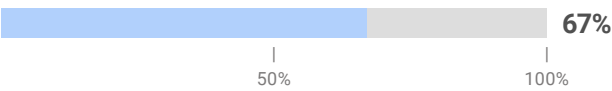
|                       |                          |
|-----------------------|--------------------------|
| School                | Hamlin Charter Academy   |
| Subject               | Math                     |
| Academic Year         | 2023 - 2024              |
| Hispanic or Latino    | Yes - Hispanic or Latino |
| Comparison Diagnostic | Final Diagnostic         |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 94% | 45%   | <div><div></div></div> 50% | 5%    | 50%                                | 20/20                   |

|                       |                         |
|-----------------------|-------------------------|
| School                | Hamlin Charter Academy  |
| Subject               | Math                    |
| Academic Year         | 2023 - 2024             |
| Special Education     | Yes - Special Education |
| Comparison Diagnostic | Final Diagnostic        |

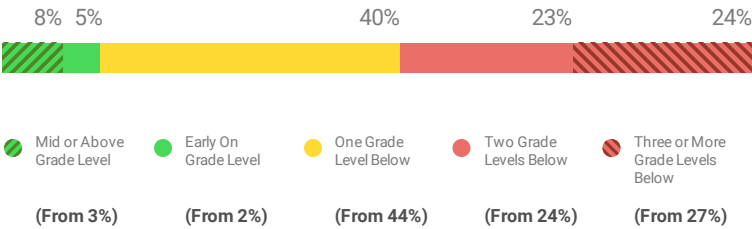
Students Assessed/Total: 62/73

Progress to Annual Typical Growth (Median)

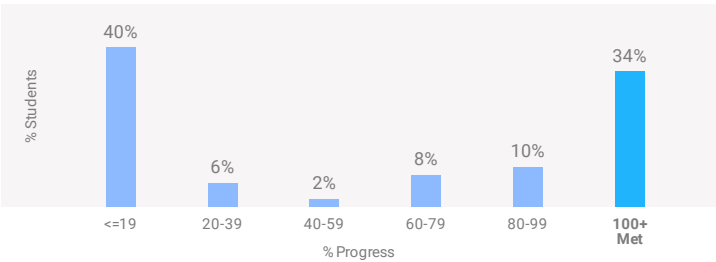


The median percent progress towards Typical Growth for this school is 67%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

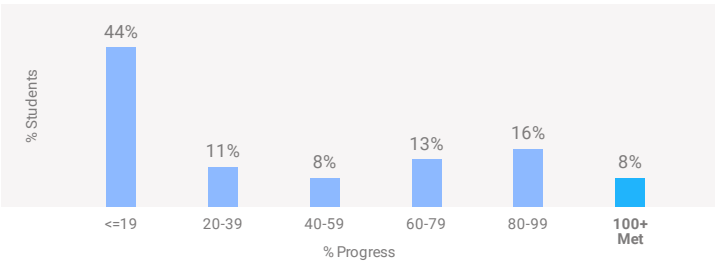
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth |       | Annual Stretch Growth® |       | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)     | % Met | Progress (Median)      | % Met |                                    |                         |
|         |                       |       |                        |       |                                    |                         |
| Grade 1 | 47%                   | 35%   | 37%                    | 10%   | 25%                                | 20/25                   |
|         |                       |       |                        |       |                                    |                         |
|         |                       |       |                        |       |                                    |                         |
|         |                       |       |                        |       |                                    |                         |

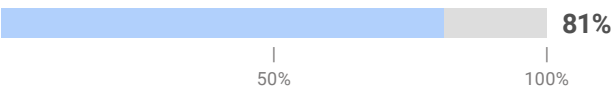
|                       |                         |
|-----------------------|-------------------------|
| School                | Hamlin Charter Academy  |
| Subject               | Math                    |
| Academic Year         | 2023 - 2024             |
| Special Education     | Yes - Special Education |
| Comparison Diagnostic | Final Diagnostic        |

| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®     |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|----------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)          | % Met |                                    |                         |
| Grade 5 | <div><div></div></div> 80% | 36%   | <div><div></div></div> 39% | 9%    | 36%                                | 11/11                   |

|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Math                   |
| Academic Year         | 2023 - 2024            |
| Race                  | White                  |
| Comparison Diagnostic | Final Diagnostic       |

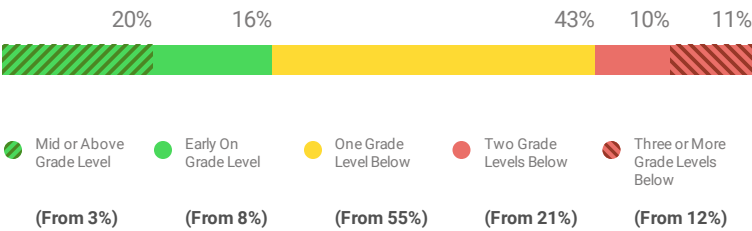
Students Assessed/Total: 173/184

Progress to Annual Typical Growth (Median)



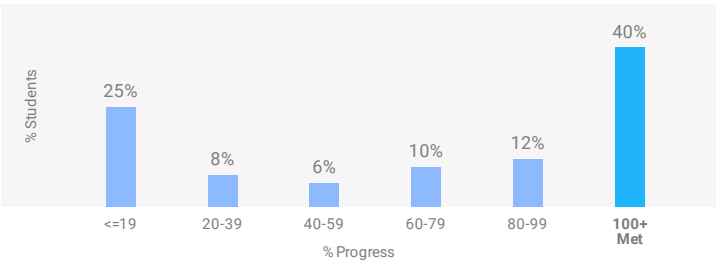
The median percent progress towards Typical Growth for this school is 81%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

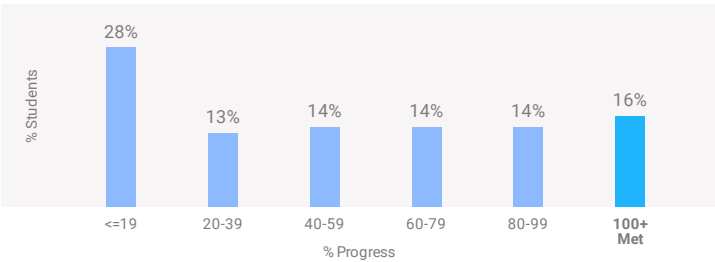


Mid or Above Grade Level (From 3%)  
Early On Grade Level (From 8%)  
One Grade Level Below (From 55%)  
Two Grade Levels Below (From 21%)  
Three or More Grade Levels Below (From 12%)

Distribution of Progress to Annual Typical Growth







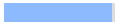
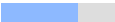
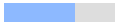
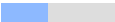


Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 6 of 6

| Grade   | Annual Typical Growth   |       | Annual Stretch Growth®  |       | % Students with Improved Placement | Students Assessed/Total |
|---------|---|-------|---|-------|------------------------------------|-------------------------|
|         | Progress (Median)   | % Met | Progress (Median)   | % Met |                                    |                         |
| Grade K |  75% | 30%   |  62% | 19%   | 33%                                | 27/29                   |
| Grade 1 |  78% | 38%   |  61% | 19%   | 31%                                | 32/35                   |
| Grade 2 |  81% | 41%   |  58% | 32%   | 68%                                | 22/27                   |
| Grade 3 |  53% | 23%   |  35% | 5%    | 50%                                | 22/22                   |
| Grade 4 |  87% | 49%   |  51% | 11%   | 76%                                | 37/37                   |

|                       |                        |
|-----------------------|------------------------|
| School                | Hamlin Charter Academy |
| Subject               | Math                   |
| Academic Year         | 2023 - 2024            |
| Race                  | White                  |
| Comparison Diagnostic | Final Diagnostic       |

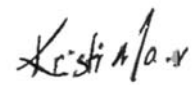
| Grade   | Annual Typical Growth      |       | Annual Stretch Growth®    |       | % Students with Improved Placement | Students Assessed/Total |
|---------|----------------------------|-------|---------------------------|-------|------------------------------------|-------------------------|
|         | Progress (Median)          | % Met | Progress (Median)         | % Met |                                    |                         |
| Grade 5 | <div><div></div>100%</div> | 52%   | <div><div></div>54%</div> | 15%   | 61%                                | 33/34                   |




ATTACHMENT D  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
 DESEGREGATION IMPACT STATEMENT (DIS)  
 HAMLIN CHARTER ACADEMY  
 BOARD OF EDUCATION REPORT 314-24/25  
 May 13, 2025

- I. Category of Proposed Action:  
 The proposed action would renew the charter for five (5) years, beginning July 1, 2025, until June 30, 2030 to serve up to 326 students in grades TK-5 in each year of the charter term.
- II. Summary Description of Current District Practice:  
 Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.
- III. Proposed Change:  
 The approval of this charter petition would renew the charter of Hamlin Charter Academy for five (5) years beginning July 1, 2025, until June 30, 2030.
- IV. Effects of This Proposal:  
 The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.
- V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:  
 If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.
- VI. If proposed action affects negatively any desegregation program, list other option(s) identified:  
 If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

  
 KRISTI MAAR  
 Specialist  
 Charter Schools Division

APPROVED BY:

  
 KEITH H. ABRAHAMS, III  
 Executive Director  
 Student Integration Services

# TAB 16



## Board of Education Report

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

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

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

Charter Schools Division

#### **Brief Description:**

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

#### **Action Proposed:**

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

#### **Background:**

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

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

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

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



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

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

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

petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 315, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

**Policy Implications:**

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

**Budget Impact:**

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

**Student Impact:**

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

**Equity Impact:**

Not applicable

**Issues and Analysis:**

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report  
 Attachment B - Louis Armstrong Middle Data Set  
 Attachment C - Louis Armstrong Middle RSM Data  
 Attachment D - Desegregation Impact Statement

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

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


**Submitted:**

04/08/25


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RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent

APPROVED & PRESENTED BY:

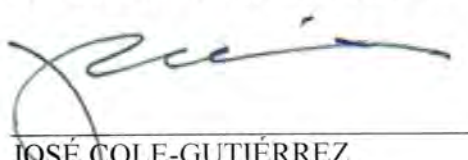
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

REVIEWED BY:


  
DEVORA NAVERA REED  
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

REVIEWED BY:

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 315-24/25  
May 13, 2025

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

## STAFF ASSESSMENT

### I. ACTION PROPOSED

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

### II. RENEWAL REQUIREMENTS

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

#### Criteria for Charter School Renewal and Grounds for Nonrenewal

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

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

- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

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

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

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

#### Charter Petition Requirement:

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

- Does the petition contain a declaration of whether or not the Los Angeles Unified School District shall be deemed the exclusive public employer of the employees of the charter school?

**This requirement has been determined not to be a basis for denial.**

### III. GENERAL SCHOOL INFORMATION

#### A. School History

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

#### B. Charter School Operator

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

### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

#### a. Summary

Louis Armstrong Middle has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of

numerically significant student groups and the state and local indicators reported on the California School Dashboard. The charter school has attained measurable increases in academic achievement schoolwide and for the majority of numerically significant student groups. Further analysis of Resident Schools Median (RSM) data compared to the charter school revealed that All Students and the majority of its numerically significant student groups outperformed the RSM in Math.

Please see the attached Louis Armstrong Middle data sets.

b. Measurements of Academic Performance on the California School Dashboard

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

**Louis Armstrong Middle School Dashboard Indicators**

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

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

c. English Language Arts Indicator

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

**Louis Armstrong Middle School - English Language Arts Indicator - 2021-2022**

| Student Group             | Charter Participation Rate | Charter Level | Charter ELA (DFS) | State Level | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------|----------------------------|---------------|-------------------|-------------|-----------------|-----------------------------------|
| All Students              | Not Met                    | High          | 21.0              | Low         | -12.2           | Higher                            |
| Black or African American | Not Met                    | Low           | -42.0             | Low         | -57.7           | Higher                            |
| Asian                     | Met                        | Very High     | 71.6              | Very High   | 63.0            | Higher                            |
| Latino                    | Not Met                    | Low           | -8.9              | Low         | -38.6           | Higher                            |
| Two or More Races         | Met                        | Very High     | 59.7              | High        | 25.1            | Higher                            |
| White                     | Met                        | High          | 39.7              | High        | 21.9            | Higher                            |
| English Learner           | Not Met                    | Very Low      | -82.1             | Low         | -61.2           | Lower                             |

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

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

### Louis Armstrong Middle School - English Language Arts Indicator - 2022-2023

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color   | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>14.8</b>       | <b>-6.1</b>    | <b>Orange</b> | <b>-13.6</b>    | <b>Higher</b>                     |
| Black or African American       | Met                        | Yellow        | -14.8             | 32.1           | Orange        | -59.6           | Higher                            |
| Asian                           | Met                        | Green         | 57.1              | -14.5          | Blue          | 61.8            | Lower                             |
| Latino                          | Met                        | Orange        | -8.5              | 1.0            | Orange        | -40.2           | Higher                            |
| Two or More Races               | Met                        | Green         | 42.1              | -17.6          | Green         | 24.3            | Higher                            |
| White                           | Met                        | Green         | 28.4              | -11.3          | Green         | 20.8            | Higher                            |
| English Learner                 | Met                        | Orange        | -74.9             | 8.3            | Orange        | -67.7           | Lower                             |
| Socioeconomically Disadvantaged | Met                        | Orange        | -15.5             | -9.5           | Orange        | -42.6           | Higher                            |
| Students with Disabilities      | Met                        | Red           | -87.9             | -8.5           | Red           | -96.3           | Higher                            |

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

### Louis Armstrong Middle School - English Language Arts Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color   | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>15.8</b>       | <b>1.0</b>     | <b>Orange</b> | <b>-13.2</b>    | <b>Higher</b>                     |
| Black or African American       | Met                        | Blue          | 10.8              | 25.6           | Orange        | -58.9           | Higher                            |
| Asian                           | Met                        | Blue          | 82.5              | 25.3           | Blue          | 60.7            | Higher                            |
| Latino                          | Met                        | Orange        | -14.1             | -5.5           | Orange        | -39.3           | Higher                            |
| Two or More Races               | Met                        | Green         | 37.5              | -4.7           | Green         | 24.3            | Higher                            |
| White                           | Met                        | Green         | 34.0              | 5.6            | Green         | 19.2            | Higher                            |
| English Learner                 | Met                        | Yellow        | -67.6             | 7.3            | Orange        | -67.6           | Same                              |
| Socioeconomically Disadvantaged | Met                        | Yellow        | -10.5             | 5.1            | Orange        | -40.9           | Higher                            |
| Students with Disabilities      | Met                        | Red           | -86.5             | 1.5            | Red           | -95.6           | Higher                            |

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

#### d. Math Indicator



In 2022 in Math, the charter school's DFS was higher than the state for All Students, and lower than the state for five of eight numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for seven of eight numerically significant student groups. In 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for four of eight student groups.

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

### Louis Armstrong Middle School - Math Indicator - 2021-2022

| Student Group                   | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| All Students                    | Not Met                    | Low           | -43.8              | Low         | -51.7            | Higher                            |
| Black or African American       | Not Met                    | Very Low      | -127.8             | Very Low    | -106.9           | Lower                             |
| Asian                           | Met                        | High          | 11.7               | Very High   | 48.4             | Lower                             |
| Latino                          | Not Met                    | Low           | -76.1              | Low         | -83.4            | Higher                            |
| Two or More Races               | Met                        | High          | 9.9                | Medium      | -9.9             | Higher                            |
| White                           | Not Met                    | Medium        | -18.1              | Medium      | -13.4            | Lower                             |
| English Learner                 | Not Met                    | Very Low      | -125.7             | Low         | -92.0            | Lower                             |
| Socioeconomically Disadvantaged | Not Met                    | Low           | -75.4              | Low         | -84.0            | Higher                            |
| Students with Disabilities      | Not Met                    | Very Low      | -146.0             | Very Low    | -130.8           | Lower                             |

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

### Louis Armstrong Middle School - Math Indicator - 2022-2023

| Student Group             | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| All Students              | Met                        | Orange        | -52.6              | -7.9           | Orange      | -49.1            | Lower                             |
| Black or African American | Met                        | Orange        | -98.2              | 39.6           | Red         | -104.5           | Higher                            |
| Asian                     | Met                        | Green         | 9.3                | -2.4           | Blue        | 50.8             | Lower                             |
| Latino                    | Met                        | Orange        | -86.7              | -10.4          | Orange      | -80.8            | Lower                             |
| Two or More Races         | Met                        | Yellow        | -19.3              | -29.2          | Yellow      | -7.4             | Lower                             |
| White                     | Met                        | Orange        | -30.8              | -11.8          | Yellow      | -11.1            | Lower                             |
| English Learner           | Met                        | Red           | -136.5             | -6.1           | Orange      | -93.4            | Lower                             |

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

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

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

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

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

#### e. English Learner Progress Indicator

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

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

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

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

### Louis Armstrong Middle School - English Learner Progress Indicator - 2022-2023

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Yellow        | 61.1%                    | -5.0%          | Yellow      | 48.7%                  | Higher                      |

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

### Louis Armstrong Middle School - English Learner Progress Indicator - 2023-2024

| Student Group             | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|---------------------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner           | Met                              | Green                | 62.5%                    | 1.4%           | Orange      | 45.7%                  | Higher                      |
| Long Term English Learner | Met                              | No Performance Color | 66.7%                    | 18.7%          | Orange      | 45.8%                  | Higher                      |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for five of eight numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for five of eight numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for six of nine numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Not applicable

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; and Organizational Management, Programs, and Operations. Charter schools are rated in each category based on information

and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Louis Armstrong Middle outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

## VI. VERIFIED DATA

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes. (Ed. Code, § 47607.2(b)(3).)

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

Louis Armstrong Middle did not submit verified data for consideration as part of its renewal application.

## VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, staff determined that the school's performance in Math requires further review.

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

<sup>1</sup> Per LAUSD Policy, a Resident Schools Median analysis is conducted for charter schools classified as Middle Performing, when determining whether closure of the charter school is in the best interest of pupils, among other factors.

## Resident Schools Analysis

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

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

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

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

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

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

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

## VIII. FISCAL MANAGEMENT AND PERFORMANCE

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

## ATTACHMENT B

# Louis Armstrong Middle School

## Academic Performance - English Language Arts

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

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                               |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |  |
|--|----|---------------|-------------------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|--|
| RG   | BD | Location Code | School                        | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |  |
| N  | 3  | 8238          | Louis Armstrong Middle School | All Students                        | 1,249                               | 21.0                    | High                     | -12.2                  | Low                     | Higher                         | 1,238                               | Green                                 | 14.8                    | -6.1               | Declined                 | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |  |
|  |    |               |                               | American Indian or Alaska Native    | *                                   | -                       | No Performance Level     | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2.0               | Maintained              | --                             |  |
|  |    |               |                               | Asian                               | 47                                  | 71.6                    | Very High                | 63.0                   | Very High               | Higher                         | 43                                  | Green                                 | 57.1                    | -14.5              | Declined                 | Blue                                 | 61.8                   | -1.2              | Maintained              | Lower                          |  |
|  |    |               |                               | Black or African American           | 102                                 | -42.0                   | Low                      | -57.7                  | Low                     | Higher                         | 95                                  | Yellow                                | -14.8                   | 32.1               | Increased Significantly  | Orange                               | -59.6                  | -2.0              | Maintained              | Higher                         |  |
|  |    |               |                               | English Learner                     | 105                                 | -82.1                   | Very Low                 | -61.2                  | Low                     | Lower                          | 122                                 | Orange                                | -74.9                   | 8.3                | Increased                | Orange                               | -67.7                  | -6.5              | Declined                | Lower                          |  |
|  |    |               |                               | Filipino                            | 16                                  | 60.1                    | No Performance Level     | 42.9                   | High                    | --                             | 25                                  | No Color                              | 54.8                    | -5.2               | Declined                 | Green                                | 44.0                   | 1.1               | Maintained              | --                             |  |
|  |    |               |                               | Foster Youth                        | *                                   | -                       | No Performance Level     | -85.6                  | Very Low                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |  |
|  |    |               |                               | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5.0              | Declined                | --                             |  |
|  |    |               |                               | Latino                              | 446                                 | -8.9                    | Low                      | -38.6                  | Low                     | Higher                         | 416                                 | Orange                                | -8.5                    | 1.0                | Maintained               | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         |  |
|  |    |               |                               | Native Hawaiian or Pacific Islander | *                                   | -                       | No Performance Level     | -29.1                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -32.5                  | -3.4              | Declined                | --                             |  |
|  |    |               |                               | Socioeconomically Disadvantaged     | 637                                 | -6.0                    | Low                      | -41.4                  | Low                     | Higher                         | 588                                 | Orange                                | -15.5                   | -9.5               | Declined                 | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |  |
|  |    |               |                               | Students with Disabilities          | 150                                 | -78.7                   | Very Low                 | -97.3                  | Very Low                | Higher                         | 138                                 | Red                                   | -87.9                   | -8.5               | Declined                 | Red                                  | -96.3                  | 1.8               | Maintained              | Higher                         |  |
|  |    |               |                               | Two or More Races                   | 70                                  | 59.7                    | Very High                | 25.1                   | High                    | Higher                         | 74                                  | Green                                 | 42.1                    | -17.6              | Declined Significantly   | Green                                | 24.3                   | -0.8              | Maintained              | Higher                         |  |
|  |    |               |                               | White                               | 576                                 | 39.7                    | High                     | 21.9                   | High                    | Higher                         | 581                                 | Green                                 | 28.4                    | -11.3              | Declined                 | Green                                | 20.8                   | -1.2              | Maintained              | Higher                         |  |

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

| ELA Participation Rate By Student Group |     |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|-----|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **   | 94% | 100%                             | 100%  | 86%                       | 93%             | 100%     | 100%         | 100%           | 94%    | 100%                                | 94%                             | 93%                        | 99%               | 95%   |
| Participation Rate Met 2022 *           | No  | Yes                              | Yes   | No                        | No              | Yes      | Yes          | Yes            | No     | Yes                                 | No                              | No                         | Yes               | Yes   |
| Percent of students tested in 2023      | 99% | --                               | 100%  | 99%                       | 99%             | 100%     | 100%         | 86%            | 99%    | 100%                                | 99%                             | 96%                        | 97%               | 98%   |
| Participation Rate Met 2023             | Yes | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | No             | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Louis Armstrong Middle School

## Academic Performance - Math

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

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                               |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|-------------------------------|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                        | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 3  | 8238          | Louis Armstrong Middle School | All Students                        | 1,252                                      | -43.8                   | Low                      | -51.7                  | Low                     | Higher                         | 1,231                                      | Orange                                | -52.6                   | -7.9               | Declined                 | Orange                               | -49.1                  | 2.6               | Maintained              | Lower                          |
|   |    |               |                               | American Indian or Alaska Native    | *  | -                       | No Performance Level     | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                               | Asian                               | 46   | 11.7                    | High                     | 48.4                   | Very High               | Lower                          | 43   | Green                                 | 9.3                     | -2.4               | Maintained               | Blue                                 | 50.8                   | 2.3               | Maintained              | Lower                          |
|   |    |               |                               | Black or African American           | 101  | -127.8                  | Very Low                 | -106.9                 | Very Low                | Lower                          | 93   | Orange                                | -98.2                   | 39.6               | Increased Significantly  | Red                                  | -104.5                 | 2.6               | Maintained              | Higher                         |
|   |    |               |                               | English Learner                     | 109  | -125.7                  | Very Low                 | -92.0                  | Low                     | Lower                          | 121  | Red                                   | -136.5                  | -6.1               | Declined                 | Orange                               | -93.4                  | -1.4              | Maintained              | Lower                          |
|   |    |               |                               | Filipino                            | 16   | 7.6                     | No Performance Level     | 2.7                    | High                    | --                             | 25   | No Color                              | -18.7                   | -26.3              | Declined Significantly   | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |                               | Foster Youth                        | *  | -                       | No Performance Level     | -126.3                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |                               | Homeless Youth                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |                               | Latino                              | 445  | -76.1                   | Low                      | -83.4                  | Low                     | Higher                         | 414  | Orange                                | -86.7                   | -10.4              | Declined                 | Orange                               | -80.8                  | 2.6               | Maintained              | Lower                          |
|   |    |               |                               | Native Hawaiian or Pacific Islander | *  | -                       | No Performance Level     | -71.3                  | Low                     | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |                               | Socioeconomically Disadvantaged     | 638  | -75.4                   | Low                      | -84.0                  | Low                     | Higher                         | 587  | Orange                                | -85.4                   | -8.9               | Declined                 | Yellow                               | -80.8                  | 3.2               | Increased               | Lower                          |
|   |    |               |                               | Students with Disabilities          | 150  | -146.0                  | Very Low                 | -130.8                 | Very Low                | Lower                          | 138  | Red                                   | -147.8                  | -0.5               | Maintained               | Orange                               | -127.3                 | 5.5               | Increased               | Lower                          |
|   |    |               |                               | Two or More Races                   | 69   | 9.9                     | High                     | -9.9                   | Medium                  | Higher                         | 74   | Yellow                                | -19.3                   | -29.2              | Declined Significantly   | Yellow                               | -7.4                   | 2.5               | Maintained              | Lower                          |
|   |    |               |                               | White                               | 577  | -18.1                   | Medium                   | -13.4                  | Medium                  | Lower                          | 578  | Orange                                | -30.8                   | -11.8              | Declined                 | Yellow                               | -11.1                  | 2.3               | Maintained              | Lower                          |

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

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

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023



# Louis Armstrong Middle School

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                               |                 |   |  |              |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|-------------------------------|-----------------|---|--|--------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                        | Student Group   | 2022 School   |  |              | 2022 State   |              |                                 | 2023 School   |                                       |  |                    | 2023 State               |                                      |  |                   |                         |                                 |
|  |    |               |                               |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 3  | 8238          | Louis Armstrong Middle School | English Learner | 62  | 66.1%  | Very High    | 50.3%  | Medium       | Higher                          | 72  | Yellow                                | 61.1%  | -5.0%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2022                | 77                            | 77                           | 100.0%                        | Yes                    |
| 2023                | 94                            | 94                           | 100.0%                        | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

| 2022 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       |       |
| Louis Armstrong Middle School   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 66.1% | 47.5% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 25.8% | 31.4% |
| ELs Who Decreased at Least One ELPI Level   | 8.1%  | 18.3% |

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

# Louis Armstrong Middle School

## Chronic Absenteeism

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

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

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

Data Sources: California School Dashboard Research data files 2023

# Louis Armstrong Middle School

## Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |                               |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|-------------------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                        | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 3  | 8238          | Louis Armstrong Middle School | All Students                        | 1,521              | 0.9%   | Low                      | 3.1%  | Medium                  | Lower   | 1,399              | Green                                 | 0.9%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                               | American Indian or Alaska Native    | *                  | --   | No Performance Level     | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |                               | Asian                               | 48                 | 0.0%   | Very Low                 | 0.9%  | Very Low                | Lower   | 44                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower                                  |
|   |    |               |                               | Black or African American           | 121                | 0.8%   | Low                      | 7.9%  | High                    | Lower   | 107                | Orange                                | 2.8%   | 2.0%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower                                  |
|   |    |               |                               | English Learner                     | 98                 | 2.0%   | Low                      | 3.2%  | Medium                  | Lower   | 108                | Green                                 | 0.9%   | -1.1%              | Declined                 | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                               | Filipino                            | 16                 | 0.0%   | No Performance Level     | 1.2%  | Low                     | --  | 27                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | --                                     |
|   |    |               |                               | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |                               | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |                               | Latino                              | 529                | 1.7%   | Low                      | 3.3%  | Medium                  | Lower   | 478                | Green                                 | 1.0%   | -0.7%              | Declined                 | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                               | Native Hawaiian or Pacific Islander | *                  | --   | No Performance Level     | 4.5%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |                               | Socioeconomically Disadvantaged     | 793                | 1.6%   | Low                      | 4.0%  | Medium                  | Lower   | 677                | Green                                 | 1.0%   | -0.6%              | Declined                 | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                               | Students with Disabilities          | 181                | 1.1%   | Low                      | 5.4%  | High                    | Lower   | 162                | Green                                 | 1.2%   | 0.1%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                               | Two or More Races                   | 86                 | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 89                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                               | White                               | 719                | 0.4%   | Very Low                 | 2.6%  | Medium                  | Lower   | 653                | Green                                 | 0.6%   | 0.2%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023

## Louis Armstrong Middle School

### Enrollment Report

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

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

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

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

## Louis Armstrong Middle School

### RECLASSIFICATION RATES

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

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

| RG | BD | Loc Code | School                        | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|-------------------------------|------------|---|--------|-------|---------------------------------|
| N  | 3  | 8238     | Louis Armstrong Middle School | 2021-2022* | 2020-2021 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                               |            | 2021-2022 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                               |            | 2021-2022 Reclassification Rate               | --     | --    |                                 |
|    |    |          |                               | 2022-2023* | 2021-2022 Number of English Language Learners | --     | --    | --                              |
|    |    |          |                               |            | 2022-2023 Number of Students Reclassified     | --     | --    |                                 |
|    |    |          |                               |            | 2022-2023 Reclassification Rate               | --     | --    |                                 |

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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

# Louis Armstrong Middle School

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

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

| RG | BD | Loc Code | School                        | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|-------------------------------|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |                               |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |                               |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 3  | 8238     | Louis Armstrong Middle School | LTEL 6+ Years                   | 25         | 8.5%    | 226,535    | 11.1%   | 25         | 9.4%    | 211,218    | 10.6%   |
|    |    |          |                               | At-Risk 4-5 Years               | 10         | 3.4%    | 144,190    | 7.1%    | 3          | 1.1%    | 136,190    | 6.8%    |
|    |    |          |                               | EL 0-3 Years                    | 30         | 10.2%   | 505,487    | 24.8%   | 37         | 13.9%   | 519,652    | 26.0%   |
|    |    |          |                               | EL 4+ Years Not At-Risk or LTEL | 25         | 8.5%    | 236,323    | 11.6%   | 18         | 6.7%    | 207,773    | 10.4%   |
|    |    |          |                               | EL total                        | 90         | 30.6%   | 1,112,535  | 54.5%   | 83         | 31.1%   | 1,074,833  | 53.8%   |
|    |    |          |                               | RFEP                            | 204        | 69.4%   | 927,723    | 45.5%   | 184        | 68.9%   | 924,460    | 46.2%   |
|    |    |          |                               | Total (Ever)                    | 294        | 100.0%  | 2,040,258  | 100.0%  | 267        | 100.0%  | 1,999,293  | 100.0%  |

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

## Louis Armstrong Middle School Students with Disabilities Report

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

**2023-2024 Special Education Enrollment**

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

**2022-2023 Special Education Enrollment**

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

**2023-2024 Special Education Enrollment**

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

**2022-2023 Special Education Enrollment**

| RG                  | BD | Loc Code | School                        | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|-------------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 3  | 8238     | Louis Armstrong Middle School | 76.4%            | 23.6%           | 26     | 0    | 0      | 5     | 0     | 2     | 1     | 0   | 34     | 0     | 67     | 9      | 0     | 0    |
| Los Angeles Unified |    |          |                               | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

# Louis Armstrong Middle School

LAUSD Location Code: 8238

Region: North

Board District: 3

## Academic Performance - English Language Arts

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

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

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

| Student Group                       | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|-------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                        | 1,238  | Green                                       | 14.8                       | -6.1                  | Declined                       | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Higher                               | 1,127  | Green                                       | 15.8                       | 1.0                   | Maintained                     | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or Alaska Native    | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian                               | 43   | Green                                       | 57.1                       | -14.5                 | Declined                       | Blue                                       | 61.8                      | -1.2                 | Maintained                    | Lower                                | 30   | Blue  | 82.5                       | 25.3                  | Increased Significantly        | Blue                                       | 60.7                      | -1.2                 | Maintained                    | Higher                               |
| Black or African American           | 95   | Yellow                                      | -14.8                      | 32.1                  | Increased Significantly        | Orange                                     | -59.6                     | -2.0                 | Maintained                    | Higher                               | 89   | Blue  | 10.8                       | 25.6                  | Increased Significantly        | Orange                                     | -58.9                     | 0.8                  | Maintained                    | Higher                               |
| English Learner                     | 122  | Orange                                      | -74.9                      | 8.3                   | Increased                      | Orange                                     | -67.7                     | -6.5                 | Declined                      | Lower                                | 153  | Yellow                                      | -67.6                      | 7.3                   | Increased                      | Orange                                     | -67.6                     | 0.2                  | Maintained                    | Same                                 |
| Filipino                            | 25   | No Color                                    | 54.8                       | -5.2                  | Declined                       | Green                                      | 44.0                      | 1.1                  | Maintained                    | --                                   | 22   | No Color                                    | 49.8                       | -5.1                  | Declined                       | Blue                                       | 45.8                      | 1.8                  | Maintained                    | --                                   |
| Foster Youth                        | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -89.2                     | -2.5                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -87.3                     | 1.9                  | Maintained                    | --                                   |
| Homeless Youth                      | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | 13   | No Color                                    | -51.2                      | --                    | No Change Level                | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino                              | 416  | Orange                                      | -8.5                       | 1.0                   | Maintained                     | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 420  | Orange                                      | -14.1                      | -5.5                  | Declined                       | Orange                                     | -39.3                     | 0.9                  | Maintained                    | Higher                               |
| Long-Term English Learner           | --   | --  | --                         | --                    | --                             | --   | --                        | --                   | --                            | --                                   | 29   | No Color                                    | -129.2                     | -7.6                  | Declined                       | Red  | -109.6                    | 3.4                  | Declined                      | --                                   |
| Native Hawaiian or Pacific Islander | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -32.5                     | -3.4                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically Disadvantaged     | 588  | Orange                                      | -15.5                      | -9.5                  | Declined                       | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 635  | Yellow                                      | -10.5                      | 5.1                   | Increased                      | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with Disabilities          | 138  | Red   | -87.9                      | -8.5                  | Declined                       | Red  | -96.3                     | 1.8                  | Maintained                    | Higher                               | 144  | Red   | -86.5                      | 1.5                   | Maintained                     | Red  | -95.6                     | 0.7                  | Maintained                    | Higher                               |
| Two or More Races                   | 74   | Green                                       | 42.1                       | -17.6                 | Declined Significantly         | Green                                      | 24.3                      | -0.8                 | Maintained                    | Higher                               | 71   | Green                                       | 37.5                       | -4.7                  | Declined                       | Green                                      | 24.3                      | 0.0                  | Maintained                    | Higher                               |
| White                               | 581  | Green                                       | 28.4                       | -11.3                 | Declined                       | Green                                      | 20.8                      | -1.2                 | Maintained                    | Higher                               | 490  | Green                                       | 34.0                       | 5.6                   | Increased                      | Green                                      | 19.2                      | -1.6                 | Maintained                    | Higher                               |

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

| ELA Participation Rate By Student Group |     |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|-----|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 **   | 99% | --                               | 100%  | 99%                       | 99%             | 100%     | 100%         | 86%            | 99%    | 100%                                | 99%                             | 96%                        | 97%               | 98%   |
| Participation Rate Met 2023 *           | Yes | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | No             | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2024      | 98% | --                               | 100%  | 98%                       | 99%             | 100%     | 100%         | 100%           | 99%    | 100%                                | 98%                             | 97%                        | 99%               | 97%   |
| Participation Rate Met 2024             | Yes | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)



# Louis Armstrong Middle School

LAUSD Location Code: 8238

Region: North

Board District: 3

## Academic Performance - Math

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

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

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

| Student Group                       | School 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change Level | School to<br>State DFS<br>Comparison | School 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change Level | School to<br>State DFS<br>Comparison |
|-------------------------------------|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|----------------------------|--------------------------------------|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|----------------------------|--------------------------------------|
| All Students                        | 1,231   | Orange                                      | -52.6                      | -7.9                  | Declined                    | Orange                                     | -49.1                     | 2.6                  | Maintained                 | Lower                                | 1,132   | Yellow                                      | -39.1                      | 13.5                  | Increased                   | Orange                                     | -47.6                     | 1.5                  | Maintained                 | Higher                               |
| American Indian or Alaska Native    | 0   | --  | --                         | --                    | --                          | Yellow                                     | -87.3                     | 4.6                  | Increased                  | --                                   | 0   | --  | --                         | --                    | --                          | Orange                                     | -86.6                     | 0.7                  | Maintained                 | --                                   |
| Asian                               | 43  | Green                                       | 9.3                        | -2.4                  | Maintained                  | Blue                                       | 50.8                      | 2.3                  | Maintained                 | Lower                                | 30  | Blue  | 62.6                       | 53.3                  | Increased Significantly     | Blue                                       | 49.5                      | -1.3                 | Maintained                 | Higher                               |
| Black or African American           | 93  | Orange                                      | -98.2                      | 39.6                  | Increased Significantly     | Red  | -104.5                    | 2.6                  | Maintained                 | Higher                               | 89  | Yellow                                      | -61.2                      | 37.0                  | Increased Significantly     | Red  | -102.2                    | 2.4                  | Maintained                 | Higher                               |
| English Learner                     | 121   | Red   | -136.5                     | -6.1                  | Declined                    | Orange                                     | -93.4                     | -1.4                 | Maintained                 | Lower                                | 159   | Orange                                      | -111.7                     | 24.8                  | Increased Significantly     | Orange                                     | -93.4                     | 0.0                  | Maintained                 | Lower                                |
| Filipino                            | 25  | No Color                                    | -18.7                      | -26.3                 | Declined Significantly      | Green                                      | 7.4                       | 4.8                  | Increased                  | --                                   | 22  | No Color                                    | -7.4                       | 11.3                  | Increased                   | Green                                      | 10.4                      | 3.0                  | Increased                  | --                                   |
| Foster Youth                        | *   | No Color                                    | --                         | --                    | No Change Level             | Red  | -127.4                    | 1.4                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change Level             | Red  | -125.1                    | 2.3                  | Maintained                 | --                                   |
| Homeless Youth                      | *   | No Color                                    | --                         | --                    | No Change Level             | Red  | -101.3                    | 0.5                  | Maintained                 | --                                   | 14  | No Color                                    | -99.9                      | --                    | No Change Level             | Red  | -106.0                    | -4.7                 | Maintained                 | --                                   |
| Latino                              | 414   | Orange                                      | -86.7                      | -10.4                 | Declined                    | Orange                                     | -80.8                     | 2.6                  | Maintained                 | Lower                                | 421   | Yellow                                      | -76.6                      | 10.2                  | Increased                   | Orange                                     | -79.2                     | 1.6                  | Maintained                 | Higher                               |
| Long-Term English Learner           | --  | --  | --                         | --                    | --                          | --   | --                        | --                   | --                         | --                                   | 29  | No Color                                    | -186.0                     | 16.8                  | Increased Significantly     | Red  | -163.5                    | -0.4                 | Maintained                 | --                                   |
| Native Hawaiian or Pacific Islander | *   | No Color                                    | --                         | --                    | No Change Level             | Orange                                     | -71.3                     | 0.0                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change Level             | Orange                                     | -72.5                     | -1.2                 | Maintained                 | --                                   |
| Socioeconomically Disadvantaged     | 587   | Orange                                      | -85.4                      | -8.9                  | Declined                    | Yellow                                     | -80.8                     | 3.2                  | Increased                  | Lower                                | 640   | Yellow                                      | -66.2                      | 19.2                  | Increased Significantly     | Orange                                     | -78.2                     | 2.6                  | Maintained                 | Higher                               |
| Students with Disabilities          | 138   | Red   | -147.8                     | -0.5                  | Maintained                  | Orange                                     | -127.3                    | 5.5                  | Increased                  | Lower                                | 144   | Red   | -148.8                     | -0.9                  | Maintained                  | Red  | -124.3                    | 2.9                  | Maintained                 | Lower                                |
| Two or More Races                   | 74  | Yellow                                      | -19.3                      | -29.2                 | Declined Significantly      | Yellow                                     | -7.4                      | 2.5                  | Maintained                 | Lower                                | 71  | Yellow                                      | -23.1                      | -3.8                  | Declined                    | Yellow                                     | -5.3                      | 2.1                  | Maintained                 | Lower                                |
| White                               | 578   | Orange                                      | -30.8                      | -11.8                 | Declined                    | Yellow                                     | -11.1                     | 2.3                  | Maintained                 | Lower                                | 494   | Green                                       | -12.6                      | 18.2                  | Increased Significantly     | Yellow                                     | -10.3                     | 0.7                  | Maintained                 | Lower                                |

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

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

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

\*\* Whole number rounding is used for the participation rate.

Data Source: California School Dashboard Research data files.

# Louis Armstrong Middle School

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

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 72  | Yellow                                | 61.1%  | -5.0%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 64  | Green                                 | 62.5%  | 1.4%               | Maintained               | Orange                               | 45.7%  | -3.0%             | Declined                | Higher                          |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | 21  | No Color                              | 66.7%  | 18.7%              | Increased Significantly  | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 82                            | 81                           | 99%                           | Yes                    |
| 2023                | 94                            | 94                           | 100%                          | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

| 2024 Student English Language Acquisition Results  |       |       |
|--|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School   |       |       |
| Louis Armstrong Middle School  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 60.9% | 43.8% |
| ELs Who Maintained ELPI Level 4  | 1.6%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 29.7% | 34.9% |
| ELs Who Decreased at Least One ELPI Level  | 7.8%  | 19.4% |

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

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.  
[Data Sources: California School Dashboard Research data files.](#)

# Louis Armstrong Middle School

LAUSD Location Code: 8238

Region: North

Board District: 3

## Chronic Absenteeism

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

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

| Student Group                       | Number of students enrolled who meet criteria | School 2023 Performance Level (color) | School 2023 Chronic Absenteeism Percentage | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Chronic Absenteeism Percentage | State 2023 Change | State 2023 Change Level | School to State Chronic Absenteeism Percentage Comparison | Number of students enrolled who meet criteria | School 2024 Performance Level (color) | School 2024 Chronic Absenteeism Percentage | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Chronic Absenteeism Percentage | State 2024 Change | State 2024 Change Level | School to State Chronic Absenteeism Percentage Comparison |
|-------------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| All Students                        | 1,368   | Yellow                                | 24.0%                                      | -3.5%              | Declined Significantly   | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Lower   | 1,241   | Yellow                                | 19.7%                                      | -4.3%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Higher  |
| American Indian or Alaska Native    | 0   | --                                    | --   | --                 | --                       | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 44  | Orange                                | 13.6%                                      | 5.3%               | Increased                | Yellow                               | 10.1%                                     | -1.4              | Declined                | Higher  | 30  | Green                                 | 10.0%                                      | -3.6%              | Declined                 | Green                                | 7.5%                                      | -2.5%             | Declined                | Higher  |
| Black or African American           | 107   | Orange                                | 20.6%                                      | -14.5%             | Declined                 | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | Lower   | 99  | Yellow                                | 15.2%                                      | -5.4%              | Declined                 | Yellow                               | 31.3%                                     | -5.1%             | Declined                | Lower   |
| English Learner                     | 105   | Red                                   | 39.0%                                      | -0.1%              | Maintained               | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Higher  | 100   | Orange                                | 28.0%                                      | -11.0%             | Declined                 | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Higher  |
| Filipino                            | 26  | No Color                              | 3.8%                                       | -2.4%              | Declined                 | Yellow                               | 13.8%                                     | -2.4              | Declined                | --  | 22  | No Color                              | 4.5%                                       | 0.7%               | Increased                | Green                                | 9.6%                                      | -4.2%             | Declined                | --  |
| Foster Youth                        | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 33.6%                                     | -8.5              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 30.5%                                     | -3.1%             | Declined                | --  |
| Homeless Youth                      | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 38.7%                                     | -6.4              | Declined Significantly  | --  | 15  | No Color                              | 33.3%                                      | 0.0%               | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 463   | Yellow                                | 24.2%                                      | -5.6%              | Declined Significantly   | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Lower   | 455   | Yellow                                | 20.9%                                      | -3.3%              | Declined Significantly   | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Lower   |
| Long-Term English Learner           | --  | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 31  | No Color                              | 25.8%                                      | -20.6%             | Declined                 | Yellow                               | 23.9%                                     | -4.3%             | Declined                | --  |
| Native Hawaiian or Pacific Islander | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 37.6%                                     | -6.3              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.6%                                     | -5.0%             | Declined                | --  |
| Socioeconomically Disadvantaged     | 665   | Yellow                                | 27.4%                                      | -6.6%              | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Lower   | 706   | Yellow                                | 23.8%                                      | -3.6%              | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Higher  |
| Students with Disabilities          | 159   | Yellow                                | 32.1%                                      | -7.4%              | Declined Significantly   | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Lower   | 158   | Yellow                                | 25.3%                                      | -6.8%              | Declined Significantly   | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Lower   |
| Two or More Races                   | 87  | Yellow                                | 17.2%                                      | -9.3%              | Declined                 | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Lower   | 78  | Orange                                | 19.2%                                      | 2.0%               | Increased                | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Higher  |
| White                               | 640   | Red                                   | 26.9%                                      | 0.3%               | Maintained               | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Higher  | 556   | Yellow                                | 20.9%                                      | -6.0%              | Declined Significantly   | Yellow                               | 13.5%                                     | -4.9%             | Declined                | Higher  |

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

Data Sources: [California School Dashboard Research data files](#).

# Louis Armstrong Middle School

LAUSD Location Code: 8238

Region: North

Board District: 3

## Suspension Rate Indicator

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

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  | 1,399              | Green                                 | 0.9%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 1,276              | Green                                 | 0.6%   | -0.2%              | Maintained               | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 44                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower   | 31                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Blue                                 | 1.0%  | 0.0%              | Maintained              | Lower                                  |
| Black or African American                                 | 107                | Orange                                | 2.8%   | 2.0%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower   | 103                | Yellow                                | 2.9%   | 0.1%               | Maintained               | Orange                               | 8.4%  | -0.4%             | Declined                | Lower                                  |
| English Learner   | 108                | Green                                 | 0.9%   | -1.1%              | Declined                 | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 108                | Green                                 | 0.9%   | 0.0%               | Maintained               | Green                                | 3.4%  | -0.3%             | Declined                | Lower                                  |
| Filipino  | 27                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | --  | 22                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | 20                 | No Color                              | 0.0%   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 478                | Green                                 | 1.0%   | -0.7%              | Declined                 | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 464                | Green                                 | 0.6%   | -0.4%              | Declined                 | Green                                | 3.4%  | -0.4%             | Declined                | Lower                                  |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 33                 | No Color                              | 0.0%   | -3.6%              | Declined                 | Orange                               | 8.1%  | -0.9%             | Declined                | Lower                                  |
| Native Hawaiian or Pacific Islander                       | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 4.9%  | 0.4%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 4.4%  | -0.5%             | Declined                | --                                     |
| SocioeconomicMRy Disadvantaged                            | 677                | Green                                 | 1.0%   | -0.6%              | Declined                 | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 731                | Green                                 | 0.7%   | -0.3%              | Declined                 | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 162                | Green                                 | 1.2%   | 0.1%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 160                | Green                                 | 1.3%   | 0.0%               | Maintained               | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 89                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 79                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 653                | Green                                 | 0.6%   | 0.2%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 576                | Blue                                  | 0.3%   | -0.3%              | Declined                 | Green                                | 2.6%  | 0.3%              | Declined                | Lower                                  |

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

Data Sources: [California School Dashboard Research data files 2023](#)

## ATTACHMENT C

## Louis D. Armstrong Middle Resident Schools Median Data Set

### Academic Performance Medians- Math

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

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

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

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

| Louis Armstrong Middle 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator |                                |               |               |   |                               |                               |   |
|--|--------------------------------|---------------|---------------|---|-------------------------------|-------------------------------|---|
| Student Group  | Number of Students with Scores | Charter Color | Charter (DFS) | Resident Schools Number of Students with Scores | Resident Schools Median Color | Resident Schools Median (DFS) | Charter to Resident Schools Median Comparison (DFS) |
| All Students   | 1,132                          | Yellow        | -39.1         | 11,382  | Orange                        | -104.6                        | Higher  |
| Asian  | 30                             | Blue          | 62.6          | 425   | No Color                      | 1.8                           | Higher  |
| Black or African American  | 89                             | Yellow        | -61.2         | 262   | No Color                      | -100.8                        | Higher  |
| Filipino   | 22                             | No Color      | -7.4          | 227   | No Color                      | 10.4                          | Lower   |
| Latino   | 421                            | Yellow        | -76.6         | 8,349   | Orange                        | -105.7                        | Higher  |
| Two or More Races  | 71                             | Yellow        | -23.1         | 143   | Green                         | 40.3                          | Lower   |
| White  | 494                            | Green         | -12.6         | 1,771   | Orange                        | -96.8                         | Higher  |
| English Learner  | 159                            | Orange        | -111.7        | 3,700   | Orange                        | -146.0                        | Higher  |
| Long Term English Learner  | 29                             | No Color      | -186.0        | 812   | Red                           | -187.1                        | Higher  |
| Homeless Youth   | 14                             | No Color      | -99.9         | 259   | No Color                      | -164.3                        | Higher  |
| Socioeconomically Disadvantaged  | 640                            | Yellow        | -66.2         | 9,402   | Orange                        | -106.8                        | Higher  |
| Students with Disabilities   | 144                            | Red           | -148.8        | 1,724   | Orange                        | -166.1                        | Higher  |

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

## ATTACHMENT D

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report****DESEGREGATION IMPACT STATEMENT (DIS)****LOUIS ARMSTRONG MIDDLE****BOARD OF EDUCATION REPORT 315-24/25**

May 13, 2025

- I. Category of Proposed Action:  
The proposed action would renew the charter for five (5) years, beginning July 1, 2025 until June 30, 2030 to serve up to 1,584 students in grades 6-8 in each year of the charter term.
- II. Summary Description of Current District Practice:  
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.
- III. Proposed Change:  
The approval of this charter petition would renew the charter of Louis Armstrong Middle for five (5) years beginning July 1, 2025 until June 30, 2030.
- IV. Effects of This Proposal:  
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.
- V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:  
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.
- VI. If proposed action affects negatively any desegregation program, list other option(s) identified:  
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

*Kathleen DiPaola*  
KATHLEEN DI PAOLA  
Specialist  
Charter Schools Division

APPROVED BY:

*Keith H. Abrahams*  
KEITH H. ABRAHAMS,  
III Executive Director  
Student Integration Services

[Return to Order of Business](#)

# TAB 17





## Board of Education Report

**File #:** Rep-316-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Renewal Petition for Superior Street Elementary (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Superior Street Elementary) Recommends approval of the renewal petition for Superior Street Elementary, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 487 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Superior Street Elementary ("Charter School"), located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025 until June 30, 2031, to serve to up 487 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:**

Superior Street Elementary is a TK-5 school currently serving 450 students on a District site at 9756 Oso Avenue, Chatsworth, CA 91311 in Board District 3 and Region North. Superior Street Elementary was originally approved by the LAUSD Board of Education on June 12, 2012. On May 9, 2017, the charter school was renewed for a five-year term to serve up to 564 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 Superior Street Elementary expires June 30, 2025.

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

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

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

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

**File #:** Rep-316-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

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. 316, 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, Superior Street Elementary 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 - Superior Street Elementary 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/18Mt1H-VPackp11FD3mVn-80HUkkodc9P?usp=drive\\_link](https://drive.google.com/drive/folders/18Mt1H-VPackp11FD3mVn-80HUkkodc9P?usp=drive_link)


**Submitted:**

04/08/25


File #: Rep-316-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 5/13/2025


RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent

APPROVED & PRESENTED BY:

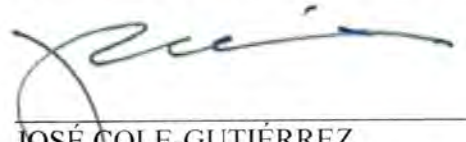
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

REVIEWED BY:

  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

REVIEWED BY:

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 316-24/25  
May 13, 2025

|  |   |   |       |   |
|--|---|---|-------|---|
| School Name:   | Superior Street Elementary<br>(Affiliated Charter School) |   |       | BOARD IS<br>REQUIRED TO<br>TAKE ACTION BY:<br><br><b>May 14, 2025</b> |
| Type of Charter School:                                      | Conversion Affiliated Charter School                      |   |       |   |
| Charter Operator   | Los Angeles Unified School District                       |   |       |   |
| Location Code:   | 7007  |   |       |   |
| Type of Site(s):   | District Site   |   |       |   |
| Site Address(es):  | 9756 Oso Avenue, Chatsworth, CA 91311                     |   |       |   |
| Board District(s):   | 3   | Region(s):                              | North |   |
| Grade Levels Served:   | TK-5  | Current Enrollment:                     | 450   |   |
| Grade Levels Authorized in Current Charter:                  | TK-5  | Approved Enrollment in Current Charter: | 564   |   |
| CONSIDERATION:   | Renewal   |   |       |   |
| CDE PERFORMANCE CATEGORY:<br>(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 Superior Street Elementary (“Superior” or “Charter School”), located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 487 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, Programs and Operations; and

Fiscal 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 Superior's 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**

|  | <b>Superior Street Elementary</b>  |
|--|--|
| <b>Initial Authorization:</b>  | On June 12, 2012, Superior Street Elementary was authorized by the LAUSD Board of Education to serve 610 students in grades K-5.   |
| <b>Most Recent Renewal</b>   | <p>The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 564 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Superior expires June 30, 2025.</p> |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable   |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable   |
| <b>Submission of Renewal Petition Application:</b>                     | Superior submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.  |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable   |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Superior implements the District's Master Plan for English Learners and Standard English Learners.   |
| <b>Special Education SELPA</b>   | As a District-affiliated charter school, Superior is a member of the LAUSD SELPA.  |

**B. Charter School Operator**

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

**IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE****a. Summary**

Superior 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 Superior Street Elementary 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.

**Superior Street Elementary Dashboard Indicators**

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

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

c. English Language Arts Indicator

In 2022 and 2023 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 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 four of five numerically significant student groups.

**Superior Street Elementary - English Language Arts Indicator - 2021-2022**

| Student Group                   | Charter Participation Rate | Charter Level | Charter ELA (DFS) | State Level | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|-------------|-----------------|-----------------------------------|
| All Students                    | Met                        | High          | 29.6              | Low         | -12.2           | Higher                            |
| Latino                          | Met                        | Medium        | 7.3               | Low         | -38.6           | Higher                            |
| White                           | Met                        | High          | 43.0              | High        | 21.9            | Higher                            |
| English Learner                 | Met                        | High          | 20.7              | Low         | -61.2           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | High          | 15.9              | Low         | -41.4           | Higher                            |
| Students with Disabilities      | Met                        | Low           | -68.8             | Very Low    | -97.3           | Higher                            |

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

**Superior Street Elementary - English Language Arts Indicator - 2022-2023**

| Student Group | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| All Students  | Met                        | Green         | 17.5              | -12.1          | Orange      | -13.6           | Higher                            |
| Latino        | Met                        | Orange        | -9.2              | -16.5          | Orange      | -40.2           | Higher                            |



| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| White                           | Met                        | Green         | 28.9              | -14.1          | Green       | 20.8            | Higher                            |
| English Learner                 | Met                        | Green         | 23.1              | 2.4            | Orange      | -67.7           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | 1.6               | -14.3          | Orange      | -42.6           | Higher                            |
| Students with Disabilities      | Met                        | Red           | -79.0             | -10.3          | Red         | -96.3           | Higher                            |

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

### Superior Street Elementary - English Language Arts Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|-------------|-----------------|-----------------------------------|
| All Students                    | Met                        | Green         | 24.7              | 7.2            | Orange      | -13.2           | Higher                            |
| Latino                          | Met                        | Blue          | 20.8              | 30.0           | Orange      | -39.3           | Higher                            |
| White                           | Met                        | Yellow        | 6.0               | -22.9          | Green       | 19.2            | Lower                             |
| English Learner                 | Met                        | Yellow        | -2.6              | -25.8          | Orange      | -67.6           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | 10.3              | 8.7            | Orange      | -40.9           | Higher                            |
| Students with Disabilities      | Met                        | Orange        | -71.8             | 7.2            | 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, 2023, and 2024, 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.

### Superior Street Elementary - Math Indicator - 2021-2022

| Student Group                   | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| All Students                    | Met                        | Medium        | -1.5               | Low         | -51.7            | Higher                            |
| Latino                          | Met                        | Low           | -28.8              | Low         | -83.4            | Higher                            |
| White                           | Met                        | High          | 15.6               | Medium      | -13.4            | Higher                            |
| English Learner                 | Met                        | High          | 4.6                | Low         | -92.0            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | -18.3              | Low         | -84.0            | Higher                            |
| Students with Disabilities      | Met                        | Low           | -89.1              | Very Low    | -130.8           | Higher                            |

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

### Superior Street Elementary - Math Indicator - 2022-2023

| Student Group | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| All Students  | Met                        | Green         | 12.4               | 13.9           | Orange      | -49.1            | Higher                            |

| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| Latino                          | Met                        | Green         | -13.5              | 15.3           | Orange      | -80.8            | Higher                            |
| White                           | Met                        | Green         | 27.2               | 11.6           | Yellow      | -11.1            | Higher                            |
| English Learner                 | Met                        | Green         | 18.1               | 13.6           | Orange      | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | -1.6               | 16.7           | Yellow      | -80.8            | Higher                            |
| Students with Disabilities      | Met                        | Yellow        | -66.0              | 23.1           | Orange      | -127.3           | Higher                            |

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

### Superior Street Elementary - Math Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| All Students                    | Met                        | Green         | 24.5               | 12.1           | Orange      | -47.6            | Higher                            |
| Latino                          | Met                        | Blue          | 11.0               | 24.5           | Orange      | -79.2            | Higher                            |
| White                           | Met                        | Green         | 31.4               | 4.2            | Yellow      | -10.3            | Higher                            |
| English Learner                 | Met                        | Yellow        | -2.7               | -20.8          | Orange      | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | 12.8               | 14.3           | Orange      | -78.2            | Higher                            |
| Students with Disabilities      | Met                        | Orange        | -71.7              | -5.6           | Red         | -124.3           | Higher                            |

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

#### e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of High was higher than the state's Status Level of Medium and the charter school's English Learner Progress Rate was higher than the state's rate. In 2023, the charter school's performance color of Orange was lower than the state's color of Yellow, 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 Green was higher than the state's color of Orange and the charter school's English Learner Progress Rate was higher than the state's rate.

### Superior Street Elementary - English Learner Progress Indicator - 2021-2022

| Student Group   | Charter ELPAC Participation Rate | Charter Level | Charter EL Progress Rate | State Level | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | High          | 60.0%                    | Medium      | 50.3%                  | Higher                      |

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

### Superior Street Elementary - English Learner Progress Indicator - 2022-2023

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Orange        | 52.3%                    | -7.7%          | Yellow      | 48.7%                  | Higher                      |

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

### Superior Street Elementary - English Learner Progress Indicator - 2023-2024

| Student Group   | Charter ELPAC Participation Rate | Charter Color | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | Green         | 57.9%                    | 5.6%           | Orange      | 45.7%                  | Higher                      |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for four of seven numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for seven of eight numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all seven 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 "Not Met for Two or More Years" in 2023 and "Met" in 2024.

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 has not been published by the state.

l. Additional Information

Not applicable

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

**VI. FISCAL MANAGEMENT AND PERFORMANCE**

As an affiliated charter school, the District is responsible for the fiscal management of Superior.

## ATTACHMENT B

## Superior Street Elementary

## 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/cmf/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                            |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |  |
|--|----|---------------|----------------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|--|
| RG   | BD | Location Code | School                     | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |  |
| N  | 3  | 7007          | Superior Street Elementary | All Students                        | 210                                 | 29.6                    | High                     | -12.2                  | Low                     | Higher                         | 218                                 | Green                                 | 17.5                    | -12.1              | Declined                 | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |  |
|  |    |               |                            | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | Orange                   | -47.9                                | 2.0                    | Maintained        | --                      |                                |  |
|  |    |               |                            | Asian                               | 29                                  | 61.1                    | No Performance Level     | 63.0                   | Very High               | --                             | 24                                  | No Color                              | 67.8                    | 6.6                | Increased                | 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                     | 38                                  | 20.7                    | High                     | -61.2                  | Low                     | Higher                         | 49                                  | Green                                 | 23.1                    | 2.4                | Maintained               | Orange                               | -67.7                  | -6.5              | Declined                | Higher                         |  |
|  |    |               |                            | Filipino                            | 17                                  | 64.4                    | No Performance Level     | 42.9                   | High                    | --                             | 17                                  | No Color                              | 64.3                    | -0.1               | Maintained               | Green                                | 44.0                   | 1.1               | Maintained              | --                             |  |
|  |    |               |                            | Foster Youth                        | *                                   | -                       | No Performance Level     | -85.6                  | Very Low                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |  |
|  |    |               |                            | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5.0              | Declined                | --                             |  |
|  |    |               |                            | Latino                              | 104                                 | 7.3                     | Medium                   | -38.6                  | Low                     | Higher                         | 112                                 | Orange                                | -9.2                    | -16.5              | Declined Significantly   | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         |  |
|  |    |               |                            | Native Hawaiian or Pacific Islander | *                                   | -                       | No Performance Level     | -29.1                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -32.5                  | -3.4              | Declined                | --                             |  |
|  |    |               |                            | Socioeconomically Disadvantaged     | 132                                 | 15.9                    | High                     | -41.4                  | Low                     | Higher                         | 132                                 | Yellow                                | 1.6                     | -14.3              | Declined                 | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |  |
|  |    |               |                            | Students with Disabilities          | 30                                  | -68.8                   | Low                      | -97.3                  | Very Low                | Higher                         | 33                                  | Red                                   | -79.0                   | -10.3              | Declined                 | Red                                  | -96.3                  | 1.8               | Maintained              | Higher                         |  |
|  |    |               |                            | Two or More Races                   | *                                   | -                       | No Performance Level     | 25.1                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 24.3                   | -0.8              | Maintained              | --                             |  |
|  |    |               |                            | White                               | 40                                  | 43.0                    | High                     | 21.9                   | High                    | Higher                         | 44                                  | Green                                 | 28.9                    | -14.1              | Declined                 | Green                                | 20.8                   | -1.2              | Maintained              | Higher                         |  |

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

|                                       | ELA Participation Rate By Student Group |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---------------------------------------|---|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|                                       | ALL                                     | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 ** | 100%                                    | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | 100%                                | 100%                            | 97%                        | 100%              | 98%   |
| Participation Rate Met 2022 *         | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023    | 100%                                    | --                               | 100%  | 100%                      | 98%             | 100%     | 100%         | 100%           | 99%    | 100%                                | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023           | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Superior Street Elementary

## Academic Performance - Math

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

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                            |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|----------------------------|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                     | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 3  | 7007          | Superior Street Elementary | All Students                        | 210  | -1.5                    | Medium                   | -51.7                  | Low                     | Higher                         | 219  | Green                                 | 12.4                    | 13.9               | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                            | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                            | Asian                               | 29   | 32.5                    | No Performance Level     | 48.4                   | Very High               | --                             | 24   | No Color                              | 59.4                    | 26.9               | Increased Significantly  | 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                     | 38   | 4.6                     | High                     | -92.0                  | Low                     | Higher                         | 50   | Green                                 | 18.1                    | 13.6               | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | Higher                         |
|   |    |               |                            | Filipino                            | 17   | 37.2                    | No Performance Level     | 2.7                    | High                    | --                             | 17   | No Color                              | 56.2                    | 19.0               | Increased Significantly  | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |                            | Foster Youth                        | *  | -                       | No Performance Level     | -126.3                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |                            | Homeless Youth                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |                            | Latino                              | 104  | -28.8                   | Low                      | -83.4                  | Low                     | Higher                         | 113  | Green                                 | -13.5                   | 15.3               | Increased Significantly  | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                            | Native Hawaiian or Pacific Islander | *  | -                       | No Performance Level     | -71.3                  | Low                     | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |                            | Socioeconomically Disadvantaged     | 132  | -18.3                   | Medium                   | -84.0                  | Low                     | Higher                         | 132  | Green                                 | -1.6                    | 16.7               | Increased Significantly  | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |                            | Students with Disabilities          | 30   | -89.1                   | Low                      | -130.8                 | Very Low                | Higher                         | 33   | Yellow                                | -66.0                   | 23.1               | Increased Significantly  | Orange                               | -127.3                 | 5.5               | Increased               | Higher                         |
|   |    |               |                            | Two or More Races                   | *  | -                       | No Performance Level     | -9.9                   | Medium                  | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |                            | White                               | 40   | 15.6                    | High                     | -13.4                  | Medium                  | Higher                         | 44   | Green                                 | 27.2                    | 11.6               | Increased                | 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 **    | 100% | --                               | 100%  | 100%                      | 100%            | 100%     | 50%          | 100%           | 100%   | 100%                                | 100%                            | 97%                        | 100%              | 98%   |
| Participation Rate Met 2022 *            | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | No           | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2023       | 100% | --                               | 100%  | 100%                      | 99%             | 100%     | 100%         | 100%           | 100%   | 100%                                | 99%                             | 100%                       | 100%              | 98%   |
| Participation Rate Met 2023              | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Superior Street Elementary

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                            |                 |   |  |              |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|----------------------------|-----------------|---|--|--------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                     | Student Group   | 2022 School   |  |              | 2022 State   |              |                                 | 2023 School   |                                       |  |                    | 2023 State               |                                      |  |                   |                         |                                 |
|  |    |               |                            |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 3  | 7007          | Superior Street Elementary | English Learner | 40  | 60.0%  | High         | 50.3%  | Medium       | Higher                          | 44  | Orange                                | 52.3%  | -7.7%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2022                | 66                            | 66                           | 100.0%                        | Yes                    |
| 2023                | 69                            | 69                           | 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 |
| Superior Street Elementary  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 57.5% | 47.5% |
| ELs Who Maintained ELPI Level 4   | 2.5%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 12.5% | 31.4% |
| ELs Who Decreased at Least One ELPI Level   | 27.5% | 18.3% |

| 2023 Student English Language Acquisition Results   |       |       |
|---|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School  |       | State |
| Superior Street Elementary  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 52.3% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 27.3% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 20.5% | 18.6% |

# Superior Street Elementary

## Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |                               |  |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                           |                               |   |
|---|--------|-------------------|-------------------------------|--|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|---------------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School                        | Student Group                          | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change      | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 3      | 7007              | Superior Street<br>Elementary | All Students                           | 449  | 28.3%   | Very High                   | 30.0%  | Very High                  | Lower   | 465  | Yellow                                      | 17.2%   | -11.1%                | Declined<br>Significantly      | Yellow                                     | 24.3%  | -5.7                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                               | American Indian or<br>Alaska Native    | 0  | --  | --                          | 42.9%  | Very High                  | --  | 0  | --  | --  | --                    | Yellow                         | 36.1%                                      | -6.8   | Declined<br>Significantly | --                            |   |
|   |        |                   |                               | Asian                                  | 56   | 5.4%  | Medium                      | 11.5%  | High                       | Lower   | 48   | Red   | 20.8%   | 15.5%                 | Increased                      | Yellow                                     | 10.1%  | -1.4                      | Declined                      | Higher  |
|   |        |                   |                               | Black or African<br>American           | 16   | 18.8%   | No<br>Performance<br>Level  | 42.9%  | Very High                  | --  | 14   | No Color                                    | 14.3%   | -4.5%                 | Declined                       | Yellow                                     | 36.4%  | -6.5                      | Declined<br>Significantly     | --  |
|   |        |                   |                               | English Learner                        | 73   | 24.7%   | Very High                   | 33.6%  | Very High                  | Lower   | 78   | Yellow                                      | 17.9%   | -6.7%                 | Declined                       | Yellow                                     | 26.3%  | -7.3                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                               | Filipino                               | 25   | 4.0%  | No<br>Performance<br>Level  | 16.2%  | High                       | --  | 31   | No Color                                    | 3.2%  | -0.8%                 | Declined                       | Yellow                                     | 13.8%  | -2.4                      | Declined                      | Lower   |
|   |        |                   |                               | Foster Youth                           | *  | --  | No<br>Performance<br>Level  | 42.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 33.6%  | -8.5                      | Declined<br>Significantly     | --  |
|   |        |                   |                               | Homeless Youth                         | *  | --  | No<br>Performance<br>Level  | 45.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 38.7%  | -6.4                      | Declined<br>Significantly     | --  |
|   |        |                   |                               | Latino                                 | 228  | 37.7%   | Very High                   | 35.8%  | Very High                  | Higher  | 231  | Yellow                                      | 20.3%   | -17.4%                | Declined<br>Significantly      | Yellow                                     | 28.4%  | -7.4                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                               | Native Hawaiian or<br>Pacific Islander | *  | --  | No<br>Performance<br>Level  | 43.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 37.6%  | -6.3                      | Declined<br>Significantly     | --  |
|   |        |                   |                               | Socioeconomically<br>Disadvantaged     | 268  | 28.4%   | Very High                   | 37.4%  | Very High                  | Lower   | 277  | Yellow                                      | 19.5%   | -8.9%                 | Declined<br>Significantly      | Yellow                                     | 29.9%  | -7.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                               | Students with<br>Disabilities          | 55   | 34.5%   | Very High                   | 39.6%  | Very High                  | Lower   | 60   | Yellow                                      | 16.7%   | -17.9%                | Declined                       | Yellow                                     | 33.1%  | -6.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                               | Two or More Races                      | 41   | 36.6%   | Very High                   | 25.1%  | Very High                  | Higher  | 43   | Yellow                                      | 18.6%   | -18.0%                | Declined                       | Yellow                                     | 21.6%  | -3.5                      | Declined<br>Significantly     | Lower   |
|   |        |                   |                               | White                                  | 82   | 22.0%   | Very High                   | 21.9%  | Very High                  | Higher  | 97   | Yellow                                      | 12.4%   | -9.6%                 | Declined                       | Yellow                                     | 18.5%  | -3.5                      | Declined<br>Significantly     | Lower   |

Data Sources: California School Dashboard Research data files 2023



# Superior Street Elementary

## Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |                            |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|----------------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                     | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 3  | 7007          | Superior Street Elementary | All Students                        | 459                | 0.4%   | Very Low                 | 3.1%  | Medium                  | Lower   | 467                | Blue                                  | 0.0%   | -0.4%              | Declined                 | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                            | American Indian or Alaska Native    | 0                  | --   | --                       | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |                            | Asian                               | 57                 | 0.0%   | Very Low                 | 0.9%  | Very Low                | Lower   | 48                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower                                  |
|   |    |               |                            | Black or African American           | 16                 | 0.0%   | No Performance Level     | 7.9%  | High                    | --  | 14                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | --                                     |
|   |    |               |                            | English Learner                     | 77                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 79                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                            | Filipino                            | 25                 | 0.0%   | No Performance Level     | 1.2%  | Low                     | --  | 31                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | Lower                                  |
|   |    |               |                            | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |                            | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |                            | Latino                              | 234                | 0.9%   | Low                      | 3.3%  | Medium                  | Lower   | 232                | Blue                                  | 0.0%   | -0.9%              | Declined                 | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                            | Native Hawaiian or Pacific Islander | *                  | --   | No Performance Level     | 4.5%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |                            | Socioeconomically Disadvantaged     | 274                | 0.7%   | Low                      | 4.0%  | Medium                  | Lower   | 278                | Blue                                  | 0.0%   | -0.7%              | Declined                 | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                            | Students with Disabilities          | 56                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 60                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                            | Two or More Races                   | 42                 | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 43                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                            | White                               | 84                 | 0.0%   | Very Low                 | 2.6%  | Medium                  | Lower   | 98                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023

## Superior Street Elementary

### Enrollment Report

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

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |                            |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|----------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                     | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 7007     | Superior Street Elementary | 463        | 60.7%    | 8.2%  | 0.0%                             | 10.4% | 4.5%                      | 13.4%           | 6.3%     | 0.9%         | 0.6%     | 51.0%  | 0.0%              | 0.0%                                | 6.0%         | 60.7%                            | 11.4%                      | 3.2%              | 18.6% |
| Statewide   |    |          |                            | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |                            | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |                            |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|----------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                     | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 7007     | Superior Street Elementary | 439        | 56.9%    | 5.9%  | 3.2%                             | 10.5% | 3.2%                      | 13.2%           | 5.7%     | 0.2%         | 0.7%     | 51.0%  | 0.0%              | 0.2%                                | 6.2%         | 57.6%                            | 9.6%                       | 4.3%              | 18.9% |
| 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>

## Superior Street Elementary

### RECLASSIFICATION RATES

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

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

| RG | BD | Loc Code | School                     | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|----------------------------|------------|---|--------|-------|---------------------------------|
| N  | 3  | 7007     | Superior Street Elementary | 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>

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## Superior Street Elementary

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

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

| RG | BD | Loc Code | School                     | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|----------------------------|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |                            |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |                            |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 3  | 7007     | Superior Street Elementary | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 10.6%   |
|    |    |          |                            | At-Risk 4-5 Years               | 8          | 8.9%    | 144,190    | 7.1%    | 5          | 4.9%    | 136,190    | 6.8%    |
|    |    |          |                            | EL 0-3 Years                    | 45         | 50.0%   | 505,487    | 24.8%   | 46         | 45.1%   | 519,652    | 26.0%   |
|    |    |          |                            | EL 4+ Years Not At-Risk or LTEL | 5          | 5.6%    | 236,323    | 11.6%   | 11         | 10.8%   | 207,773    | 10.4%   |
|    |    |          |                            | EL total                        | 58         | 64.4%   | 1,112,535  | 54.5%   | 62         | 60.8%   | 1,074,833  | 53.8%   |
|    |    |          |                            | RFEP                            | 32         | 35.6%   | 927,723    | 45.5%   | 40         | 39.2%   | 924,460    | 46.2%   |
|    |    |          |                            | Total (Ever)                    | 90         | 100.0%  | 2,040,258  | 100.0%  | 102        | 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>

## Superior Street Elementary

### 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/cn/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

| RG                  | BD | Location Code | School                     | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|----------------------------|-------------------|----------------|----------------|
| N                   | 3  | 7007          | Superior Street Elementary | 463               | 53             | 11.4%          |
| Statewide           |    |               |                            | 5,837,690         | 799,980        | 13.7%          |
| Los Angeles Unified |    |               |                            | 529,902           | 79,906         | 14.8%          |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                     | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|----------|----------------------------|-------------------|----------------|----------------|
| N                   | 3  | 7007     | Superior Street Elementary | 439               | 42             | 9.6%           |
| Statewide           |    |          |                            | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |                            | 538,295           | 75,935         | 14.1%          |

2023-2024 Special Education Enrollment

| RG                  | BD | Loc Code | School                     | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|----------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 3  | 7007     | Superior Street Elementary | 64.2%            | 35.8%           | 17     | 0    | 0      | 0     | 0     | 0     | 1     | 0   | 9      | 1    | 14     | 11     | 0     | 0    |
| Los Angeles Unified |    |          |                            | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                     | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|----------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 3  | 7007     | Superior Street Elementary | 81.0%            | 19.0%           | 6      | 0    | 0      | 0     | 0     | 0     | 1     | 0   | 6      | 1     | 14     | 14     | 0     | 0    |
| Los Angeles Unified |    |          |                            | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

Key

|      |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

# Superior Street Elementary

LAUSD Location Code: 7007

Region: North

Board District: 3

## Academic Performance - English Language Arts

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

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

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

| Student Group                       | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|-------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                        | 218  | Green                                       | 17.5                       | -12.1                 | Declined                       | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Higher                               | 217  | Green                                       | 24.7                       | 7.2                   | Increased                      | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or Alaska Native    | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian                               | 24   | No Color                                    | 67.8                       | 6.6                   | Increased                      | Blue                                       | 61.8                      | -1.2                 | Maintained                    | --                                   | 25   | No Color                                    | 48.2                       | -19.6                 | Declined Significantly         | 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                     | 49   | Green                                       | 23.1                       | 2.4                   | Maintained                     | Orange                                     | -67.7                     | -6.5                 | Declined                      | Higher                               | 59   | Yellow                                      | -2.6                       | -25.8                 | Declined Significantly         | Orange                                     | -67.6                     | 0.2                  | Maintained                    | Higher                               |
| Filipino                            | 17   | No Color                                    | 64.3                       | -0.1                  | Maintained                     | Green                                      | 44.0                      | 1.1                  | Maintained                    | --                                   | 17   | No Color                                    | 44.2                       | -20.1                 | Declined Significantly         | 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                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino                              | 112  | Orange                                      | -9.2                       | -16.5                 | Declined Significantly         | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 111  | Blue  | 20.8                       | 30.0                  | Increased Significantly        | Orange                                     | -39.3                     | 0.9                  | Maintained                    | Higher                               |
| Long-Term English Learner           | --   | --  | --                         | --                    | --                             | --   | --                        | --                   | --                            | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -109.6                    | 3.4                  | Declined                      | --                                   |
| Native Hawaiian or Pacific Islander | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -32.5                     | -3.4                 | Declined                      | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically Disadvantaged     | 132  | Yellow                                      | 1.6                        | -14.3                 | Declined                       | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 139  | Green                                       | 10.3                       | 8.7                   | Increased                      | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with Disabilities          | 33   | Red   | -79.0                      | -10.3                 | Declined                       | Red  | -96.3                     | 1.8                  | Maintained                    | Higher                               | 36   | Orange                                      | -71.8                      | 7.2                   | Increased                      | Red  | -95.6                     | 0.7                  | Maintained                    | Higher                               |
| Two or More Races                   | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White                               | 44   | Green                                       | 28.9                       | -14.1                 | Declined                       | Green                                      | 20.8                      | -1.2                 | Maintained                    | Higher                               | 45   | Yellow                                      | 6.0                        | -22.9                 | Declined Significantly         | Green                                      | 19.2                      | -1.6                 | Maintained                    | Lower                                |

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

| ELA Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 **   | 100% | --                               | 100%  | 100%                      | 98%             | 100%     | 100%         | 100%           | 99%    | 100%                                | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2023 *           | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2024      | 99%  | --                               | 100%  | 100%                      | 98%             | 100%     | 100%         | 100%           | 98%    | --                                  | 99%                             | 97%                        | 100%              | 100%  |
| Participation Rate Met 2024             | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Superior Street Elementary

LAUSD Location Code: 7007

Region: North

Board District: 3

## Academic Performance - Math

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/fd/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                        | 219  | Green                                 | 12.4                    | 13.9               | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         | 217  | Green                                 | 24.5                    | 12.1               | Increased                | Orange                               | -47.6                  | 1.5               | Maintained              | Higher                         |
| American Indian or Alaska Native    | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -86.6                  | 0.7               | Maintained              | --                             |
| Asian                               | 24   | No Color                              | 59.4                    | 26.9               | Increased Significantly  | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             | 25   | No Color                              | 49.3                    | -10.1              | Declined                 | 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                     | 50   | Green                                 | 18.1                    | 13.6               | Increased                | Orange                               | -93.4                  | -1.4              | Maintained              | Higher                         | 59   | Yellow                                | -2.7                    | -20.8              | Declined Significantly   | Orange                               | -93.4                  | 0.0               | Maintained              | Higher                         |
| Filipino                            | 17   | No Color                              | 56.2                    | 19.0               | Increased Significantly  | Green                                | 7.4                    | 4.8               | Increased               | --                             | 17   | No Color                              | 64.2                    | 8.1                | Increased                | Green                                | 10.4                   | 3.0               | Increased               | --                             |
| Foster Youth                        | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -127.4                 | 1.4               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -125.1                 | 2.3               | Maintained              | --                             |
| Homeless Youth                      | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -106.0                 | -4.7              | Maintained              | --                             |
| Latino                              | 113  | Green                                 | -13.5                   | 15.3               | Increased Significantly  | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         | 111  | Blue                                  | 11.0                    | 24.5               | Increased Significantly  | Orange                               | -79.2                  | 1.6               | Maintained              | Higher                         |
| Long-Term English Learner           | --   | --                                    | --                      | --                 | --                       | --                                   | --                     | --                | --                      | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -163.5                 | -0.4              | Maintained              | --                             |
| Native Hawaiian or Pacific Islander | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -71.3                  | 0.0               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -72.5                  | -1.2              | Maintained              | --                             |
| Socioeconomically Disadvantaged     | 132  | Green                                 | -1.6                    | 16.7               | Increased Significantly  | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         | 139  | Green                                 | 12.8                    | 14.3               | Increased                | Orange                               | -78.2                  | 2.6               | Maintained              | Higher                         |
| Students with Disabilities          | 33   | Yellow                                | -66                     | 23.1               | Increased Significantly  | Orange                               | -127.3                 | 5.5               | Increased               | Higher                         | 36   | Orange                                | -71.7                   | -5.6               | Declined                 | Red                                  | -124.3                 | 2.9               | Maintained              | Higher                         |
| Two or More Races                   | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Yellow                               | -5.3                   | 2.1               | Maintained              | --                             |
| White                               | 44   | Green                                 | 27.2                    | 11.6               | Increased                | Yellow                               | -11.1                  | 2.3               | Maintained              | Higher                         | 45   | Green                                 | 31.4                    | 4.2                | 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 **    | 100% | --                               | 100%  | 100%                      | 99%             | 100%     | 100%         | 100%           | 100%   | 100%                                | 99%                             | 100%                       | 100%              | 98%   |
| Participation Rate Met 2023 *            | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2024       | 100% | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 99%    | --                                  | 99%                             | 97%                        | 100%              | 100%  |
| Participation Rate Met 2024              | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# Superior Street Elementary

LAUSD Location Code: 7007      Region: North      Board District: 3

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 44  | Orange                                | 52.3%  | -7.7%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 38  | Green                                 | 57.9%  | 5.6%               | Increased                | Orange                               | 45.7%  | -3.0%             | Declined                | Higher                          |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | 0   | --                                    | --   | --                 | --                       | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 63                            | 62                           | 98%                           | Yes                    |
| 2023                | 69                            | 69                           | 100%                          | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

| 2024 Student English Language Acquisition Results  |       |       |
|--|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School   |       |       |
| Superior Street Elementary   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 55.3% | 43.8% |
| ELs Who Maintained ELPI Level 4  | 2.6%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 34.2% | 34.9% |
| ELs Who Decreased at Least One ELPI Level  | 7.9%  | 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   |       |       |
| Superior Street Elementary   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 52.3% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 27.3% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 20.5% | 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.](#)



# Superior Street Elementary

LAUSD Location Code: 7007

Region: North

Board District: 3

## Chronic Absenteeism

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

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

| Student Group                       | Number of students enrolled who meet criteria | School 2023 Performance Level (color) | School 2023 Chronic Absenteeism Percentage | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Chronic Absenteeism Percentage | State 2023 Change | State 2023 Change Level | School to State Chronic Absenteeism Percentage Comparison | Number of students enrolled who meet criteria | School 2024 Performance Level (color) | School 2024 Chronic Absenteeism Percentage | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Chronic Absenteeism Percentage | State 2024 Change | State 2024 Change Level | School to State Chronic Absenteeism Percentage Comparison |
|-------------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| All Students                        | 465   | Yellow                                | 17.2%                                      | -11.1%             | Declined Significantly   | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Lower   | 486   | Yellow                                | 11.5%                                      | -5.7%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Lower   |
| American Indian or Alaska Native    | 0   | --                                    | --   | --                 | --                       | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 48  | Red                                   | 20.8%                                      | 15.5%              | Increased                | Yellow                               | 10.1%                                     | -1.4              | Declined                | Higher  | 49  | Green                                 | 4.1%                                       | -16.8%             | Declined                 | Green                                | 7.5%                                      | -2.5%             | Declined                | Lower   |
| Black or African American           | 14  | No Color                              | 14.3%                                      | -4.5%              | Declined                 | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | --  | 21  | No Color                              | 9.5%                                       | -4.8%              | Declined                 | Yellow                               | 31.3%                                     | -5.1%             | Declined                | --  |
| English Learner                     | 78  | Yellow                                | 17.9%                                      | -6.7%              | Declined                 | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Lower   | 78  | Yellow                                | 14.1%                                      | -3.8%              | Declined                 | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Lower   |
| Filipino                            | 31  | No Color                              | 3.2%                                       | -0.8%              | Declined                 | Yellow                               | 13.8%                                     | -2.4              | Declined                | Lower   | 29  | No Color                              | 3.4%                                       | 0.2%               | Maintained               | 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  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 231   | Yellow                                | 20.3%                                      | -17.4%             | Declined Significantly   | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Lower   | 245   | Yellow                                | 13.5%                                      | -6.9%              | Declined Significantly   | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Lower   |
| 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  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 32.6%                                     | -5.0%             | Declined                | --  |
| Socioeconomically Disadvantaged     | 277   | Yellow                                | 19.5%                                      | -8.9%              | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Lower   | 298   | Yellow                                | 12.8%                                      | -6.7%              | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Lower   |
| Students with Disabilities          | 60  | Yellow                                | 16.7%                                      | -17.9%             | Declined                 | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Lower   | 70  | Yellow                                | 14.3%                                      | -2.4%              | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Lower   |
| Two or More Races                   | 43  | Yellow                                | 18.6%                                      | -18.0%             | Declined                 | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Lower   | 51  | Yellow                                | 15.7%                                      | -2.9%              | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Lower   |
| White                               | 97  | Yellow                                | 12.4%                                      | -9.6%              | Declined                 | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Lower   | 91  | Yellow                                | 11.0%                                      | -1.4%              | Declined                 | Yellow                               | 13.5%                                     | -4.9%             | 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](#).

# Superior Street Elementary

LAUSD Location Code: 7007      Region: North      Board District: 3

## Suspension Rate Indicator

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

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  | 467                | Blue                                  | 0.0%   | -0.4%              | Declined                 | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 488                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 48                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower   | 49                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Blue                                 | 1.0%  | 0.0%              | Maintained              | Lower                                  |
| Black or African American                                 | 14                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | --  | 21                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 8.4%  | -0.4%             | Declined                | --                                     |
| English Learner   | 79                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 79                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.4%  | -0.3%             | Declined                | Lower                                  |
| Filipino  | 31                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | Lower   | 29                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 232                | Blue                                  | 0.0%   | -0.9%              | Declined                 | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 247                | Blue                                  | 0.0%   | 0.0%               | Maintained               | 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               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 4.4%  | -0.5%             | Declined                | --                                     |
| SocioeconomicMRY Disadvantaged                            | 278                | Blue                                  | 0.0%   | -0.7%              | Declined                 | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 300                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 60                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 71                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 43                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 51                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 98                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 91                 | 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](#)



ATTACHMENT C  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
 DESEGREGATION IMPACT STATEMENT (DIS)  
 SUPERIOR STREET ELEMENTARY  
 BOARD OF EDUCATION REPORT 316- 24/25  
 May 13, 2025

- I. Category of Proposed Action:  
 The proposed action would renew the charter for six (6) years, beginning July 1, 2025 until June 30, 2031 to serve up to 487 students in grades TK-5 in each year of the charter term.
- II. Summary Description of Current District Practice:  
 Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.
- III. Proposed Change:  
 The approval of this charter petition would renew the charter of Superior Street Elementary for six (6) years beginning July 1, 2025 until June 30, 2031.
- IV. Effects of This Proposal:  
 The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.
- V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:  
 If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.
- VI. If proposed action affects negatively any desegregation program, list other option(s) identified:  
 If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

*Imelda Phillips*

IMELDA P. PHILLIPS, Ed.D.  
 Specialist  
 Charter Schools Division

APPROVED BY:

*Keith H. Abrahams, III*

KEITH H. ABRAHAMS, III  
 Executive Director  
 Student Integration Services

[Return to Order of Business](#)

# TAB 18



## Board of Education Report

**File #:** Rep-317-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Renewal Petition for Topeka Charter School for Advanced Studies (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Topeka Charter School for Advanced Studies) Recommends approval of the renewal petition for Topeka Charter School for Advanced Studies, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 622 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Topeka Charter School for Advanced Studies (“Charter School”), located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025 until June 30, 2031, to serve to up to 622 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:**

Topeka Charter School for Advanced Studies is a TK-5 school currently serving 603 students on a District site at 9815 Topeka Dr., Northridge, CA, 91324 in Board District 3 and Region North. Topeka Charter School for Advanced Studies was originally approved by the LAUSD Board of Education on June 12, 2012. On May 9, 2017, the charter school was renewed for a five-year term to serve up to 604 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 Topeka Charter School for Advanced Studies expires June 30, 2025.

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

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

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

**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

**File #:** Rep-317-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

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. 317, 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, Topeka Charter School for Advanced Studies 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:**

Enter Text

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Topeka Charter School for Advanced Studies 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/1ErxF7nJMiCQS0XOa51fIF34GAu\\_tLBU?usp=drive\\_link](https://drive.google.com/drive/folders/1ErxF7nJMiCQS0XOa51fIF34GAu_tLBU?usp=drive_link)

**Submitted:**


04/08/25




File #: Rep-317-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 5/13/2025


RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent

APPROVED & PRESENTED BY:

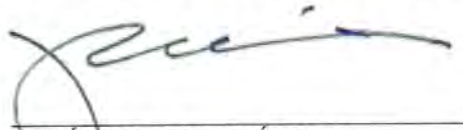
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

REVIEWED BY:


  
DEVORA NAVERA REED  
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

REVIEWED BY:

  
NOLBERTO DELGADO  
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.



## ATTACHMENT A

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 317-24/25

May 13, 2025

|   |   |  |       |  |
|---|---|--|-------|--|
| School Name:  | Topeka Charter School for Advanced Studies<br>(Affiliated Charter School) |  |       | BOARD IS<br>REQUIRED TO<br>TAKE ACTION BY:<br>May 14, 2025 |
| Type of Charter School:   | Conversion Affiliated Charter School                                      |  |       |  |
| Charter Operator  | Los Angeles Unified School District                                       |  |       |  |
| Location Code:  | 7201  |  |       |  |
| Type of Site(s):  | District Site   |  |       |  |
| Site Address(es):   | 9815 Topeka Drive, Northridge, CA 91324                                   |  |       |  |
| Board District(s):  | 3   | Region(s):                                 | North |  |
| Grade Levels Served:  | TK-5  | Current Enrollment:                        | 603   |  |
| Grade Levels Authorized in<br>Current Charter:                  | TK-5  | Approved Enrollment in<br>Current Charter: | 604   |  |
| CONSIDERATION:  | Renewal   |  |       |  |
| CDE PERFORMANCE<br>CATEGORY:<br>(PER CDE'S 2025 CLASSIFICATION) | High Performing   |  |       |  |
| STAFF<br>RECOMMENDATION:  | Approval for a six (6)-year term (2025-2031)                              |  |       |  |
| PROPOSED<br>BENCHMARKS:   | None  |  |       |  |

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Topeka Charter School for Advanced Studies (“Topeka Charter” or “Charter School”), located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 622 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, Programs and Operations; and

Fiscal 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 Topeka Charter School for Advanced Studies' 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

|  | <b>Topeka Charter School for Advanced Studies</b>  |
|--|--|
| <b>Initial Authorization:</b>  | On June 12, 2012, Topeka Charter School for Advanced Studies was authorized by the LAUSD Board of Education to serve 550 students in grades K-5.   |
| <b>Most Recent Renewal</b>   | <p>The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 604 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Topeka Charter School for Advanced Studies expires June 30, 2025.</p> |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable   |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable   |
| <b>Submission of Renewal Petition Application:</b>                     | Topeka Charter School for Advanced Studies submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.  |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable   |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Topeka Charter School for Advanced Studies implements the District's Master Plan for English Learners and Standard English Learners.   |
| <b>Special Education SELPA</b>   | As a District-affiliated charter school, Topeka Charter School for Advanced Studies is a member of the LAUSD SELPA.  |

#### B. Charter School Operator

As a District-affiliated charter school, Topeka Charter School for Advanced Studies is subject to the governance and control of the LAUSD Board of Education.

#### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

##### a. Summary

Topeka Charter 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 Topeka Charter School for Advanced Studies 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.

**Topeka Charter School for Advanced Studies 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 | Orange              | Not Applicable  | Blue            |
| 2023-2024   | Green | Green | No Performance Color     | Not Applicable | Yellow              | Not Applicable  | Green           |

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

##### c. English Language Arts Indicator

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

**Topeka Charter School for Advanced Studies – 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          | 34.1              | Low         | -12.2           | Higher                            |
| Asian                           | Met                        | Very High     | 53.8              | Very High   | 63.0            | Lower                             |
| Latino                          | Met                        | High          | 23.9              | Low         | -38.6           | Higher                            |
| White                           | Met                        | Very High     | 46.5              | High        | 21.9            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | -0.6              | Low         | -41.4           | Higher                            |
| Students with Disabilities      | Met                        | Very Low      | -72.0             | Very Low    | -97.3           | Higher                            |

| Student Group | Charter Participation Rate | Charter Level | Charter ELA (DFS) | State Level | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------|----------------------------|---------------|-------------------|-------------|-----------------|-----------------------------------|
|---------------|----------------------------|---------------|-------------------|-------------|-----------------|-----------------------------------|

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

### Topeka Drive Charter School for Advanced Studies - 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                | 41.1              | 7.1            | Orange      | -13.6           | Higher                            |
| Asian                           | Met                        | Blue                 | 91.9              | 38.1           | Blue        | 61.8            | Higher                            |
| Latino                          | Met                        | Green                | 21.7              | -2.2           | Orange      | -40.2           | Higher                            |
| White                           | Met                        | Green                | 44.1              | -2.4           | Green       | 20.8            | Higher                            |
| English Learner                 | Met                        | No Performance Color | -4.8              | -6.3           | Orange      | -67.7           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green                | 7.2               | 7.8            | Orange      | -42.6           | Higher                            |
| Students with Disabilities      | Met                        | Yellow               | -49.6             | 22.4           | Red         | -96.3           | Higher                            |

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

### Topeka Charter School for Advanced Studies - 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         | 43.2              | 2.0            | Orange      | -13.2           | Higher                            |
| Asian                           | Met                        | Green         | 87.4              | -4.6           | Blue        | 60.7            | Higher                            |
| Latino                          | Met                        | Green         | 22.6              | 0.8            | Orange      | -39.3           | Higher                            |
| White                           | Met                        | Green         | 41.3              | -2.8           | Green       | 19.2            | Higher                            |
| English Learner                 | Met                        | Orange        | -8.5              | -3.7           | Orange      | -67.6           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | 3.5               | -3.7           | Orange      | -40.9           | Higher                            |
| Students with Disabilities      | Met                        | Yellow        | -43.9             | 5.7            | 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 four of five numerically significant student groups. In 2023 and 2024 in Math, the charter school's DFS was higher than the state for All Students, and for all six numerically significant student groups.

### Topeka Charter School for Advanced Studies - 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          | 26.3               | Low         | -51.7            | Higher                            |

| Student Group                   | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| Asian                           | Met                        | Very High     | 45.8               | Very High   | 48.4             | Lower                             |
| Latino                          | Met                        | High          | 12.7               | Low         | -83.4            | Higher                            |
| White                           | Met                        | Very High     | 40.0               | Medium      | -13.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | -1.2               | Low         | -84.0            | Higher                            |
| Students with Disabilities      | Met                        | Low           | -60.9              | Very Low    | -130.8           | Higher                            |

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

### Topeka Charter School for Advanced Studies - Math Indicator - 2022-2023

| Student Group                   | Charter Participation Rate | Charter Color        | Charter Math (DFS) | Charter Change | State Color   | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|----------------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>         | <b>32.0</b>        | <b>5.8</b>     | <b>Orange</b> | <b>-49.1</b>     | <b>Higher</b>                     |
| Asian                           | Met                        | Blue                 | 69.1               | 23.3           | Blue          | 50.8             | Higher                            |
| Latino                          | Met                        | Green                | 21.2               | 8.6            | Orange        | -80.8            | Higher                            |
| White                           | Met                        | Blue                 | 43.0               | 2.9            | Yellow        | -11.1            | Higher                            |
| English Learner                 | Met                        | No Performance Color | -8.8               | -16.1          | Orange        | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow               | -8.9               | -7.7           | Yellow        | -80.8            | Higher                            |
| Students with Disabilities      | Met                        | Yellow               | -42.8              | 18.1           | Orange        | -127.3           | Higher                            |

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

### Topeka Charter School for Advanced Studies - Math Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color | Charter Math (DFS) | Charter Change | State Color   | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>31.0</b>        | <b>-1.0</b>    | <b>Orange</b> | <b>-47.6</b>     | <b>Higher</b>                     |
| Asian                           | Met                        | Blue          | 66.5               | -2.6           | Blue          | 49.5             | Higher                            |
| Latino                          | Met                        | Green         | 10.5               | -10.8          | Orange        | -79.2            | Higher                            |
| White                           | Met                        | Blue          | 40.6               | -2.4           | Yellow        | -10.3            | Higher                            |
| English Learner                 | Met                        | Green         | -5.3               | 3.5            | Orange        | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | -5.0               | 4.0            | Orange        | -78.2            | Higher                            |
| Students with Disabilities      | Met                        | Orange        | -47.8              | -5.0           | Red           | -124.3           | Higher                            |

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

#### e. English Learner Progress Indicator

In 2022, on the English Learner Progress Indicator (ELPI), the charter school did not have a performance level due to the low number of English Learners, but the charter school's English Learner Progress Rate was higher than the state's rate. In 2023 and 2024, the charter school did not have a performance color due to the low number of English Learners, however the charter school's English Learner Progress Rate was higher than the state's rate.

### Topeka Charter School for Advanced Studies - 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 | 72.0%                    | Medium      | 50.3%                  | Higher                      |

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

### Topeka Charter School for Advanced Studies - English Learner Progress Indicator - 2022-2023

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 66.7%                    | -5.3%          | Yellow      | 48.7%                  | Higher                      |

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

### Topeka Charter School for Advanced Studies - 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 | Not Met                          | No Performance Color | 69.2%                    | 2.6%           | Orange      | 45.7%                  | Higher                      |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for six of eight numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and higher for five of eight numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students and for five of eight numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Not applicable

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

## VI. FISCAL MANAGEMENT AND PERFORMANCE

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



## ATTACHMENT B

## Topeka Charter School For Advanced Studies

## Academic Performance - English Language Arts

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

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |  |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |  |
|--|----|---------------|--|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|--|
| RG   | BD | Location Code | School                                     | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |  |
| N  | 3  | 7201          | Topeka Charter School For Advanced Studies | All Students                        | 240                                 | 34.1                    | High                     | -12.2                  | Low                     | Higher                         | 259                                 | Green                                 | 41.1                    | 7.1                | Increased                | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |  |
|  |    |               |  | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2.0               | Maintained              | --                             |  |
|  |    |               |  | Asian                               | 36                                  | 53.8                    | Very High                | 63.0                   | Very High               | Lower                          | 37                                  | Blue                                  | 91.9                    | 38.1               | Increased Significantly  | Blue                                 | 61.8                   | -1.2              | Maintained              | Higher                         |  |
|  |    |               |  | Black or African American           | 12                                  | -32.3                   | No Performance Level     | -57.7                  | Low                     | --                             | 17                                  | No Color                              | 7.1                     | 39.4               | Increased Significantly  | Orange                               | -59.6                  | -2.0              | Maintained              | --                             |  |
|  |    |               |  | English Learner                     | 27                                  | 1.6                     | No Performance Level     | -61.2                  | Low                     | --                             | 34                                  | No Color                              | -4.8                    | -6.3               | Declined                 | Orange                               | -67.7                  | -6.5              | Declined                | Higher                         |  |
|  |    |               |  | Filipino                            | 19                                  | 35.2                    | No Performance Level     | 42.9                   | High                    | --                             | 21                                  | No Color                              | 50.2                    | 15.1               | Increased Significantly  | Green                                | 44.0                   | 1.1               | Maintained              | --                             |  |
|  |    |               |  | Foster Youth                        | 0                                   | --                      | --                       | -85.6                  | Very Low                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |  |
|  |    |               |  | Homeless Youth                      | 0                                   | --                      | --                       | -62.9                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -67.9                  | -5.0              | Declined                | --                             |  |
|  |    |               |  | Latino                              | 94                                  | 23.9                    | High                     | -38.6                  | Low                     | Higher                         | 100                                 | Green                                 | 21.7                    | -2.2               | 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     | 90                                  | -0.6                    | Medium                   | -41.4                  | Low                     | Higher                         | 92                                  | Green                                 | 7.2                     | 7.8                | Increased                | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |  |
|  |    |               |  | Students with Disabilities          | 39                                  | -72.0                   | Very Low                 | -97.3                  | Very Low                | Higher                         | 45                                  | Yellow                                | -49.6                   | 22.4               | Increased Significantly  | Red                                  | -96.3                  | 1.8               | Maintained              | Higher                         |  |
|  |    |               |  | Two or More Races                   | 15                                  | 27.7                    | No Performance Level     | 25.1                   | High                    | --                             | 13                                  | No Color                              | 30.8                    | 6.8                | Increased                | Green                                | 24.3                   | -0.8              | Maintained              | --                             |  |
|  |    |               |  | White                               | 65                                  | 46.5                    | Very High                | 21.9                   | High                    | Higher                         | 72                                  | Green                                 | 44.1                    | -2.4               | Maintained               | 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 ** | 99%                                     | --                               | 100%  | 100%                      | 100%            | 100%     | --           | --             | 98%    | --                                  | 98%                             | 100%                       | 93%               | 100%  |  |
| Participation Rate Met 2022 *         | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | --           | --             | Yes    | --                                  | Yes                             | Yes                        | No                | Yes   |  |
| Percent of students tested in 2023    | 99%                                     | --                               | 100%  | 95%                       | 100%            | 100%     | 0%           | --             | 99%    | --                                  | 98%                             | 98%                        | 93%               | 100%  |  |
| Participation Rate Met 2023           | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | No           | --             | Yes    | --                                  | Yes                             | Yes                        | 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

# Topeka Charter School For Advanced Studies

## Academic Performance - Math

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

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |  |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|--|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                                     | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 3  | 7201          | Topeka Charter School For Advanced Studies | All Students                        | 240  | 26.3                    | High                     | -51.7                  | Low                     | Higher                         | 259  | Green                                 | 32.0                    | 5.8                | Increased                | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |  | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |  | Asian                               | 36   | 45.8                    | Very High                | 48.4                   | Very High               | Lower                          | 37   | Blue                                  | 69.1                    | 23.3               | Increased Significantly  | Blue                                 | 50.8                   | 2.3               | Maintained              | Higher                         |
|   |    |               |  | Black or African American           | 12   | -19.1                   | No Performance Level     | -106.9                 | Very Low                | --                             | 17   | No Color                              | -21.9                   | -2.8               | Maintained               | Red                                  | -104.5                 | 2.6               | Maintained              | --                             |
|   |    |               |  | English Learner                     | 27   | 7.3                     | No Performance Level     | -92.0                  | Low                     | --                             | 34   | No Color                              | -8.8                    | -16.1              | Declined Significantly   | Orange                               | -93.4                  | -1.4              | Maintained              | Higher                         |
|   |    |               |  | Filipino                            | 19   | 42.3                    | No Performance Level     | 2.7                    | High                    | --                             | 21   | No Color                              | 13.3                    | -29.0              | Declined Significantly   | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |  | Foster Youth                        | 0  | --                      | --                       | -126.3                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |  | Homeless Youth                      | 0  | --                      | --                       | -101.8                 | Very Low                | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |  | Latino                              | 94   | 12.7                    | High                     | -83.4                  | Low                     | Higher                         | 100  | Green                                 | 21.2                    | 8.6                | Increased                | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         |
|   |    |               |  | Native Hawaiian or Pacific Islander | 0  | --                      | --                       | -71.3                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |  | Socioeconomically Disadvantaged     | 90   | -1.2                    | Medium                   | -84.0                  | Low                     | Higher                         | 92   | Yellow                                | -8.9                    | -7.7               | Declined                 | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |  | Students with Disabilities          | 39   | -60.9                   | Low                      | -130.8                 | Very Low                | Higher                         | 45   | Yellow                                | -42.8                   | 18.1               | Increased Significantly  | Orange                               | -127.3                 | 5.5               | Increased               | Higher                         |
|   |    |               |  | Two or More Races                   | 15   | 2.7                     | No Performance Level     | -9.9                   | Medium                  | --                             | 13   | No Color                              | 20.2                    | 24.3               | Increased Significantly  | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |  | White                               | 65   | 40.0                    | Very High                | -13.4                  | Medium                  | Higher                         | 72   | Blue                                  | 43.0                    | 2.9                | Maintained               | 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 **    | 99% | --                               | 100%  | 100%                      | 100%            | 100%     | --           | --             | 98%    | --                                  | 98%                             | 100%                       | 93%               | 100%  |
| Participation Rate Met 2022 *            | Yes | --                               | Yes   | Yes                       | Yes             | Yes      | --           | --             | Yes    | --                                  | Yes                             | Yes                        | No                | Yes   |
| Percent of students tested in 2023       | 99% | --                               | 100%  | 95%                       | 100%            | 100%     | 0%           | --             | 99%    | --                                  | 98%                             | 98%                        | 93%               | 100%  |
| Participation Rate Met 2023              | Yes | --                               | Yes   | Yes                       | Yes             | Yes      | No           | --             | Yes    | --                                  | Yes                             | Yes                        | 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

# Topeka Charter School For Advanced Studies

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |  |                 |   |  |                      |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|--|-----------------|---|--|----------------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                                     | Student Group   | 2022 School   |  |                      | 2022 State   |              |                                 | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         |                                 |
|  |    |               |  |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level         | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 3  | 7201          | Topeka Charter School For Advanced Studies | English Learner | 25  | 72.0%  | No Performance Level | 50.3%  | Medium       | Higher                          | 24  | No Performance Color                  | 66.7%  | -5.3%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2022                | 41                            | 41                           | 100.0%                        | Yes                    |
| 2023                | 41                            | 41                           | 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  |       |       |
| Topeka Charter School For Advanced Studies  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 72.0% | 47.5% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 16.0% | 31.4% |
| ELs Who Decreased at Least One ELPI Level   | 12.0% | 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  |       |       |
| Topeka Charter School For Advanced Studies  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 66.7% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 16.7% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 16.7% | 18.6% |

# Topeka Charter School For Advanced Studies

## Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |  |  |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                      |                               |   |
|---|--------|-------------------|--|--|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|----------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School   | Student Group                          | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 3      | 7201              | Topeka Charter<br>School For Advanced<br>Studies | All Students                           | 548  | 23.4%   | Very High                   | 30.0%  | Very High                  | Lower   | 560  | Orange                                      | 22.5%   | -0.9%                 | Declined                       | Yellow                                     | 24.3%  | -5.7                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | American Indian or<br>Alaska Native    | *  | --  | No<br>Performance<br>Level  | 42.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 36.1%  | -6.8                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Asian                                  | 77   | 16.9%   | High                        | 11.5%  | High                       | Higher  | 77   | Orange                                      | 19.5%   | 2.6%                  | Increased                      | Yellow                                     | 10.1%  | -1.4                 | Declined                      | Higher  |
|   |        |                   |  | Black or African<br>American           | 21   | 14.3%   | No<br>Performance<br>Level  | 42.9%  | Very High                  | --  | 29   | No Color                                    | 17.2%   | 3.0%                  | Increased                      | Yellow                                     | 36.4%  | -6.5                 | Declined<br>Significantly     | --  |
|   |        |                   |  | English Learner                        | 49   | 26.5%   | Very High                   | 33.6%  | Very High                  | Lower   | 52   | Red   | 30.8%   | 4.2%                  | Increased                      | Yellow                                     | 26.3%  | -7.3                 | Declined<br>Significantly     | Higher  |
|   |        |                   |  | Filipino                               | 36   | 25.0%   | Very High                   | 16.2%  | High                       | Higher  | 36   | Yellow                                      | 13.9%   | -11.1%                | Declined                       | Yellow                                     | 13.8%  | -2.4                 | Declined                      | Higher  |
|   |        |                   |  | Foster Youth                           | *  | --  | No<br>Performance<br>Level  | 42.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 33.6%  | -8.5                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Homeless Youth                         | 0  | --  | --                          | 45.1%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 38.7%  | -6.4                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Latino                                 | 209  | 29.2%   | Very High                   | 35.8%  | Very High                  | Lower   | 213  | Red   | 31.0%   | 1.8%                  | Increased                      | Yellow                                     | 28.4%  | -7.4                 | Declined<br>Significantly     | Higher  |
|   |        |                   |  | Native Hawaiian or<br>Pacific Islander | 0  | --  | --                          | 43.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 37.6%  | -6.3                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Socioeconomically<br>Disadvantaged     | 201  | 33.3%   | Very High                   | 37.4%  | Very High                  | Lower   | 195  | Red   | 34.9%   | 1.5%                  | Increased                      | Yellow                                     | 29.9%  | -7.5                 | Declined<br>Significantly     | Higher  |
|   |        |                   |  | Students with<br>Disabilities          | 90   | 31.1%   | Very High                   | 39.6%  | Very High                  | Lower   | 107  | Orange                                      | 28.0%   | -3.1%                 | Declined                       | Yellow                                     | 33.1%  | -6.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | Two or More Races                      | 40   | 22.5%   | Very High                   | 25.1%  | Very High                  | Lower   | 47   | Yellow                                      | 14.9%   | -7.6%                 | Declined                       | Yellow                                     | 21.6%  | -3.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | White                                  | 164  | 20.1%   | No<br>Performance<br>Level  | 21.9%  | Very High                  | Lower   | 156  | Yellow                                      | 17.9%   | -2.2%                 | Declined                       | Yellow                                     | 18.5%  | -3.5                 | Declined<br>Significantly     | Lower   |

Data Sources: California School Dashboard Research data files 2023

# Topeka Charter School For Advanced Studies

## Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |  |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|--|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                                     | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 3  | 7201          | Topeka Charter School For Advanced Studies | All Students                        | 557                | 0.0%   | Very Low                 | 3.1%  | Medium                  | Lower   | 573                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |  | American Indian or Alaska Native    | *                  | --   | No Performance Level     | 6.4%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |  | Asian                               | 78                 | 0.0%   | Very Low                 | 0.9%  | Very Low                | Lower   | 79                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower                                  |
|   |    |               |  | Black or African American           | 22                 | 0.0%   | No Performance Level     | 7.9%  | High                    | --  | 31                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | Lower                                  |
|   |    |               |  | English Learner                     | 53                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 55                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |  | Filipino                            | 36                 | 0.0%   | Very Low                 | 1.2%  | Low                     | Lower   | 36                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | Lower                                  |
|   |    |               |  | 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                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |  | Latino                              | 211                | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 216                | Blue                                  | 0.0%   | 0.0%               | Maintained               | 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     | 205                | 0.0%   | Very Low                 | 4.0%  | Medium                  | Lower   | 200                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |  | Students with Disabilities          | 90                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 109                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |  | Two or More Races                   | 41                 | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 51                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |  | White                               | 168                | 0.0%   | Very Low                 | 2.6%  | Medium                  | Lower   | 158                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023

## Topeka Charter School For Advanced Studies

### Enrollment Report

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

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |  |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|--|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                                     | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 7201     | Topeka Charter School For Advanced Studies | 604        | 40.1%    | 10.4% | 0.2%                             | 13.1% | 4.0%                      | 9.4%            | 6.0%     | 0.8%         | 0.0%     | 37.7%  | 0.0%              | 0.2%                                | 4.8%         | 40.2%                            | 17.4%                      | 7.1%              | 27.0% |
| Statewide   |    |          |  | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |  | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |  |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|--|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                                     | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 7201     | Topeka Charter School For Advanced Studies | 539        | 32.8%    | 8.9%  | 5.2%                             | 13.4% | 5.2%                      | 8.5%            | 5.4%     | 0.2%         | 0.0%     | 38.6%  | 0.0%              | 0.2%                                | 1.3%         | 33.4%                            | 16.9%                      | 7.6%              | 28.2% |
| Statewide   |    |          |  | 5,852,544  | 59.9%    | N/A   | 0.4%                             | 9.5%  | 4.7%                      | 19.0%           | 2.2%     | 0.5%         | 3.2%     | 56.1%  | 0.7%              | 0.4%                                | 2.2%         | 61.5%                            | 13.1%                      | 4.3%              | 20.1% |
| Los Angeles Unified                                 |    |          |  | 538,295    | 81.0%    | 11.1% | 5.9%                             | 3.4%  | 7.4%                      | 21.3%           | 1.6%     | 0.7%         | 1.7%     | 74.2%  | 0.1%              | 0.2%                                | 1.5%         | 82.0%                            | 14.1%                      | 2.0%              | 9.7%  |

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

## Topeka Charter School For Advanced Studies

### RECLASSIFICATION RATES

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

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

| RG | BD | Loc Code | School                                     | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|--|------------|---|--------|-------|---------------------------------|
| N  | 3  | 7201     | Topeka Charter School For Advanced Studies | 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>

# Topeka Charter School For Advanced Studies

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

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

| RG | BD | Loc Code | School                                     | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|--|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |  |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |  |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 3  | 7201     | Topeka Charter School For Advanced Studies | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 10.6%   |
|    |    |          |  | At-Risk 4-5 Years               | 5          | 6.8%    | 144,190    | 7.1%    | 8          | 9.0%    | 136,190    | 6.8%    |
|    |    |          |  | EL 0-3 Years                    | 39         | 52.7%   | 505,487    | 24.8%   | 46         | 51.7%   | 519,652    | 26.0%   |
|    |    |          |  | EL 4+ Years Not At-Risk or LTEL | 2          | 2.7%    | 236,323    | 11.6%   | 3          | 3.4%    | 207,773    | 10.4%   |
|    |    |          |  | EL total                        | 46         | 62.2%   | 1,112,535  | 54.5%   | 57         | 64.0%   | 1,074,833  | 53.8%   |
|    |    |          |  | RFEP                            | 28         | 37.8%   | 927,723    | 45.5%   | 32         | 36.0%   | 924,460    | 46.2%   |
|    |    |          |  | Total (Ever)                    | 74         | 100.0%  | 2,040,258  | 100.0%  | 89         | 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>



## Topeka Charter School For Advanced Studies

### Students with Disabilities Report

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

2023-2024 Special Education Enrollment

| RG                  | BD | Location Code | School                                     | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|---------------|--|-------------------|----------------|----------------|
| N                   | 3  | 7201          | Topeka Charter School For Advanced Studies | 604               | 105            | 17.4%          |
| Statewide           |    |               |  | 5,837,690         | 799,980        | 13.7%          |
| Los Angeles Unified |    |               |  | 529,902           | 79,906         | 14.8%          |

2022-2023 Special Education Enrollment

| RG                  | BD | Loc Code | School                                     | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|---------------------|----|----------|--|-------------------|----------------|----------------|
| N                   | 3  | 7201     | Topeka Charter School For Advanced Studies | 539               | 91             | 16.9%          |
| Statewide           |    |          |  | 5,852,544         | 765,169        | 13.1%          |
| Los Angeles Unified |    |          |  | 538,295           | 75,935         | 14.1%          |

2023-2024 Special Education Enrollment

| RG                  | BD | Loc Code | School                                     | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|--|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 3  | 7201     | Topeka Charter School For Advanced Studies | 51.4%            | 48.6%           | 47     | 0    | 0      | 0     | 0     | 0     | 1     | 1   | 14     | 1    | 18     | 22     | 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                   | 3  | 7201     | Topeka Charter School For Advanced Studies | 53.8%            | 46.2%           | 39     | 0    | 0      | 0     | 0     | 0     | 1     | 0   | 11     | 1     | 15     | 23     | 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).

# Topeka Charter School For Advanced Studies

LAUSD Location Code: 7201

Region: North

Board District: 3

## Academic Performance - English Language Arts

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

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

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

| Student Group                       | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|-------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                        | 259  | Green                                       | 41.1                       | 7.1                   | Increased                      | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Higher                               | 277  | Green                                       | 43.2                       | 2.0                   | Maintained                     | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or Alaska Native    | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian                               | 37   | Blue  | 91.9                       | 38.1                  | Increased Significantly        | Blue                                       | 61.8                      | -1.2                 | Maintained                    | Higher                               | 40   | Green                                       | 87.4                       | -4.6                  | Declined                       | Blue                                       | 60.7                      | -1.2                 | Maintained                    | Higher                               |
| Black or African American           | 17   | No Color                                    | 7.1                        | 39.4                  | Increased Significantly        | Orange                                     | -59.6                     | -2.0                 | Maintained                    | --                                   | 17   | No Color                                    | 0.5                        | -6.6                  | Declined                       | Orange                                     | -58.9                     | 0.8                  | Maintained                    | --                                   |
| English Learner                     | 34   | No Color                                    | -4.8                       | -6.3                  | Declined                       | Orange                                     | -67.7                     | -6.5                 | Declined                      | Higher                               | 39   | Orange                                      | -8.5                       | -3.7                  | Declined                       | Orange                                     | -67.6                     | 0.2                  | Maintained                    | Higher                               |
| Filipino                            | 21   | No Color                                    | 50.2                       | 15.1                  | Increased Significantly        | Green                                      | 44.0                      | 1.1                  | Maintained                    | --                                   | 18   | No Color                                    | 67.8                       | 17.5                  | Increased Significantly        | 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                      | 0  | --  | --                         | --                    | --                             | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino                              | 100  | Green                                       | 21.7                       | -2.2                  | Maintained                     | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 101  | Green                                       | 22.6                       | 0.8                   | Maintained                     | 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     | 92   | Green                                       | 7.2                        | 7.8                   | Increased                      | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 114  | Yellow                                      | 3.5                        | -3.7                  | Declined                       | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with Disabilities          | 45   | Yellow                                      | -49.6                      | 22.4                  | Increased Significantly        | Red  | -96.3                     | 1.8                  | Maintained                    | Higher                               | 59   | Yellow                                      | -43.9                      | 5.7                   | Increased                      | Red  | -95.6                     | 0.7                  | Maintained                    | Higher                               |
| Two or More Races                   | 13   | No Color                                    | 30.8                       | 6.8                   | Increased                      | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | 14   | No Color                                    | 104.6                      | 73.8                  | Increased Significantly        | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White                               | 72   | Green                                       | 44.1                       | -2.4                  | Maintained                     | Green                                      | 20.8                      | -1.2                 | Maintained                    | Higher                               | 79   | Green                                       | 41.3                       | -2.8                  | 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 **   | 99%  | --                               | 100%  | 95%                       | 100%            | 100%     | 0%           | --             | 99%    | --                                  | 98%                             | 98%                        | 93%               | 100%  |
| Participation Rate Met 2023 *           | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | No           | --             | Yes    | --                                  | Yes                             | Yes                        | No                | Yes   |
| Percent of students tested in 2024      | 100% | 100%                             | 100%  | 100%                      | 100%            | 100%     | 100%         | --             | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2024             | Yes  | Yes                              | Yes   | Yes                       | Yes             | Yes      | Yes          | --             | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Topeka Charter School For Advanced Studies

LAUSD Location Code: 7201

Region: North

Board District: 3

## Academic Performance - Math

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

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

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

| Student Group                          | School 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change Level | School to<br>State DFS<br>Comparison | School 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change Level | School to<br>State DFS<br>Comparison |
|--|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|----------------------------|--------------------------------------|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|----------------------------|--------------------------------------|
| All Students                           | 259   | Green                                       | 32                         | 5.8                   | Increased                   | Orange                                     | -49.1                     | 2.6                  | Maintained                 | Higher                               | 277   | Green                                       | 31.0                       | -1.0                  | Maintained                  | Orange                                     | -47.6                     | 1.5                  | Maintained                 | Higher                               |
| American Indian<br>or Alaska Native    | 0   | --  | --                         | --                    | --                          | Yellow                                     | -87.3                     | 4.6                  | Increased                  | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Orange                                     | -86.6                     | 0.7                  | Maintained                 | --                                   |
| Asian                                  | 37  | Blue  | 69.1                       | 23.3                  | Increased<br>Significantly  | Blue                                       | 50.8                      | 2.3                  | Maintained                 | Higher                               | 40  | Blue  | 66.5                       | -2.6                  | Maintained                  | Blue                                       | 49.5                      | -1.3                 | Maintained                 | Higher                               |
| Black or African<br>American           | 17  | No Color                                    | -21.9                      | -2.8                  | Maintained                  | Red  | -104.5                    | 2.6                  | Maintained                 | --                                   | 17  | No Color                                    | -12.6                      | 9.2                   | Increased                   | Red  | -102.2                    | 2.4                  | Maintained                 | --                                   |
| English Learner                        | 34  | No Color                                    | -8.8                       | -16.1                 | Declined<br>Significantly   | Orange                                     | -93.4                     | -1.4                 | Maintained                 | Higher                               | 39  | Green                                       | -5.3                       | 3.5                   | Increased                   | Orange                                     | -93.4                     | 0.0                  | Maintained                 | Higher                               |
| Filipino                               | 21  | No Color                                    | 13.3                       | -29.0                 | Declined<br>Significantly   | Green                                      | 7.4                       | 4.8                  | Increased                  | --                                   | 18  | No Color                                    | 18.1                       | 4.7                   | Increased                   | Green                                      | 10.4                      | 3.0                  | Increased                  | --                                   |
| Foster Youth                           | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -127.4                    | 1.4                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -125.1                    | 2.3                  | Maintained                 | --                                   |
| Homeless Youth                         | 0   | --  | --                         | --                    | --                          | Red  | -101.3                    | 0.5                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Red  | -106.0                    | -4.7                 | Maintained                 | --                                   |
| Latino                                 | 100   | Green                                       | 21.2                       | 8.6                   | Increased                   | Orange                                     | -80.8                     | 2.6                  | Maintained                 | Higher                               | 101   | Green                                       | 10.5                       | -10.8                 | Declined                    | Orange                                     | -79.2                     | 1.6                  | Maintained                 | Higher                               |
| Long-Term<br>English Learner           | --  | --  | --                         | --                    | --                          | --   | --                        | --                   | --                         | --                                   | 0   | --  | --                         | --                    | --                          | Red  | -163.5                    | -0.4                 | Maintained                 | --                                   |
| Native Hawaiian<br>or Pacific Islander | 0   | --  | --                         | --                    | --                          | Orange                                     | -71.3                     | 0.0                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Orange                                     | -72.5                     | -1.2                 | Maintained                 | --                                   |
| Socioeconomically<br>Disadvantaged     | 92  | Yellow                                      | -8.9                       | -7.7                  | Declined                    | Yellow                                     | -80.8                     | 3.2                  | Increased                  | Higher                               | 114   | Green                                       | -5.0                       | 4.0                   | Increased                   | Orange                                     | -78.2                     | 2.6                  | Maintained                 | Higher                               |
| Students with<br>Disabilities          | 45  | Yellow                                      | -42.8                      | 18.1                  | Increased<br>Significantly  | Orange                                     | -127.3                    | 5.5                  | Increased                  | Higher                               | 59  | Orange                                      | -47.8                      | -5.0                  | Declined                    | Red  | -124.3                    | 2.9                  | Maintained                 | Higher                               |
| Two or More<br>Races                   | 13  | No Color                                    | 20.2                       | 24.3                  | Increased<br>Significantly  | Yellow                                     | -7.4                      | 2.5                  | Maintained                 | --                                   | 14  | No Color                                    | 104.4                      | 84.2                  | Increased<br>Significantly  | Yellow                                     | -5.3                      | 2.1                  | Maintained                 | --                                   |
| White                                  | 72  | Blue  | 43                         | 2.9                   | Maintained                  | Yellow                                     | -11.1                     | 2.3                  | Maintained                 | Higher                               | 79  | Blue  | 40.6                       | -2.4                  | Maintained                  | 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<br>or Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested in<br>2023 ** | 99%  | --                                  | 100%  | 95%                          | 100%            | 100%     | 0%           | --             | 99%    | --                                     | 98%                                | 98%                           | 93%                  | 100%  |
| Participation Rate<br>Met 2023 *            | Yes  | --                                  | Yes   | Yes                          | Yes             | Yes      | No           | --             | Yes    | --                                     | Yes                                | Yes                           | No                   | Yes   |
| Percent of<br>students tested in<br>2024    | 100% | 100%                                | 100%  | 100%                         | 100%            | 100%     | 100%         | --             | 100%   | --                                     | 100%                               | 100%                          | 100%                 | 100%  |
| Participation Rate<br>Met 2024              | Yes  | Yes                                 | Yes   | Yes                          | Yes             | Yes      | Yes          | --             | Yes    | --                                     | Yes                                | Yes                           | Yes                  | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Source: California School Dashboard Research data files.

# Topeka Charter School For Advanced Studies

LAUSD Location Code: 7201

Region: North

Board District: 3

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 24  | No Performance Color                  | 66.7%  | -5.3%              | Declined                 | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 26  | No Performance Color                  | 69.2%  | 2.6%               | Increased                | Orange                               | 45.7%  | -3.0%             | Declined                | Higher                          |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | 0   | --                                    | --   | --                 | --                       | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 50                            | 47                           | 94%                           | No                     |
| 2023                | 41                            | 41                           | 100%                          | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

| 2024 Student English Language Acquisition Results  |       |       |
|--|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School   |       |       |
| Topeka Charter School For Advanced Studies   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 68.0% | 43.8% |
| ELs Who Maintained ELPI Level 4  | 4%    | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 20.0% | 34.9% |
| ELs Who Decreased at Least One ELPI Level  | 8.0%  | 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   |       |       |
| Topeka Charter School For Advanced Studies   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 66.7% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 16.7% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 16.7% | 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.](#)

# Topeka Charter School For Advanced Studies

LAUSD Location Code: 7201

Region: North

Board District: 3

## Chronic Absenteeism

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

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| 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                        | 560   | Orange                                | 22.5%                                      | -0.9%              | Declined                 | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Lower   | 619   | Yellow                                | 14.9%                                      | -7.6%              | Declined Significantly   | 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                               | 77  | Orange                                | 19.5%                                      | 2.6%               | Increased                | Yellow                               | 10.1%                                     | -1.4              | Declined                | Higher  | 82  | Green                                 | 9.8%                                       | -9.7%              | Declined                 | Green                                | 7.5%                                      | -2.5%             | Declined                | Higher  |
| Black or African American           | 29  | No Color                              | 17.2%                                      | 3.0%               | Increased                | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | --  | 25  | No Color                              | 12.0%                                      | -5.2%              | Declined                 | Yellow                               | 31.3%                                     | -5.1%             | Declined                | --  |
| English Learner                     | 52  | Red                                   | 30.8%                                      | 4.2%               | Increased                | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Higher  | 64  | Yellow                                | 15.6%                                      | -15.1%             | Declined                 | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Lower   |
| Filipino                            | 36  | Yellow                                | 13.9%                                      | -11.1%             | Declined                 | Yellow                               | 13.8%                                     | -2.4              | Declined                | Higher  | 39  | Red                                   | 20.5%                                      | 6.6%               | Increased                | Green                                | 9.6%                                      | -4.2%             | Declined                | Higher  |
| 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                      | 0   | --                                    | --   | --                 | --                       | Yellow                               | 38.7%                                     | -6.4              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 213   | Red                                   | 31.0%                                      | 1.8%               | Increased                | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Higher  | 233   | Yellow                                | 21.0%                                      | -10.0%             | Declined Significantly   | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Lower   |
| 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     | 195   | Red                                   | 34.9%                                      | 1.5%               | Increased                | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Higher  | 250   | Yellow                                | 19.6%                                      | -15.3%             | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Lower   |
| Students with Disabilities          | 107   | Orange                                | 28.0%                                      | -3.1%              | Declined                 | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Lower   | 124   | Orange                                | 26.6%                                      | -1.4%              | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Higher  |
| Two or More Races                   | 47  | Yellow                                | 14.9%                                      | -7.6%              | Declined                 | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Lower   | 74  | Yellow                                | 13.5%                                      | -1.4%              | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Lower   |
| White                               | 156   | Yellow                                | 17.9%                                      | -2.2%              | Declined                 | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Lower   | 164   | Green                                 | 8.5%                                       | -9.4%              | Declined Significantly   | Yellow                               | 13.5%                                     | -4.9%             | 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](#).

# Topeka Charter School For Advanced Studies

LAUSD Location Code: 7201

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## Suspension Rate Indicator

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

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| Suspension Rate Indicator - CA School Dashboard Indicator |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| Student Group   | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2024 Performance level (color) | School 2024 Percentage of Students suspended at least once | School 2024 Change | School 2024 Change Level | State 2024 Performance level (color) | State 2024 Percentage of Students suspended at least once | State 2024 Change | State 2024 Change Level | School to State Suspensions Comparison |
| All Students  | 573                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 624                | Green                                 | 0.3%   | 0.3%               | Increased                | 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   | 79                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower   | 83                 | Orange                                | 1.2%   | 1.2%               | Increased                | Blue                                 | 1.0%  | 0.0%              | Maintained              | Higher                                 |
| Black or African American                                 | 31                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | Lower   | 25                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Orange                               | 8.4%  | -0.4%             | Declined                | --                                     |
| English Learner   | 55                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 64                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.4%  | -0.3%             | Declined                | Lower                                  |
| Filipino  | 36                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | Lower   | 39                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.2%  | -0.1%             | Maintained              | Lower                                  |
| 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  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 6.5%  | 1.0%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 216                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 237                | Blue                                  | 0.0%   | 0.0%               | Maintained               | 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                            | 200                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 251                | Green                                 | 0.4%   | 0.4%               | Increased                | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 109                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 124                | Orange                                | 1.6%   | 1.6%               | Increased                | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 51                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 74                 | Orange                                | 1.4%   | 1.4%               | Increased                | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 158                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 164                | 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](#)

## ATTACHMENT C

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

DESEGREGATION IMPACT STATEMENT (DIS)  
 TOPEKA CHARTER SCHOOL FOR ADVANCED STUDIES  
 BOARD OF EDUCATION REPORT 317-24/25

May 13, 2025

**I. Category of Proposed Action:**

The proposed action would renew the charter for six (6) years beginning July 1, 2025 until June 30, 2031 to serve up to 622 students in grades TK-5 in each year of the charter term.

**II. Summary Description of Current District Practice:**

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

**III. Proposed Change:**

The approval of this charter petition would renew the charter of Topeka Charter School for six (6) years beginning July 1, 2025 until June 30, 2031.

**IV. Effects of This Proposal:**

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

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

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

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

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

PREPARED BY:

CHRISTINE KAE  
 Specialist  
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
 Executive Director  
 Student Integration Services

[Return to Order of Business](#)

# TAB 19





## Board of Education Report

**File #:** Rep-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

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

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

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>

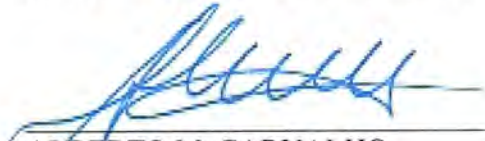
**Submitted:**

04/08/25

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

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

**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

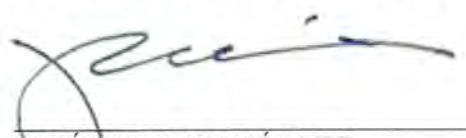
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**

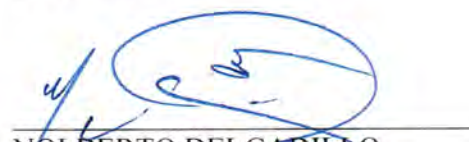
  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ 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:  | <b>Wilbur Charter for Enriched Academics<br/>(Affiliated Charter School)</b> |   |              | <b>BOARD IS REQUIRED<br/>TO TAKE ACTION BY:<br/><br/>May 13, 2025</b> |
| Type of Charter School:   | <b>Conversion Affiliated Charter School</b>                                  |   |              |   |
| Charter Operator  | <b>Los Angeles Unified School District</b>                                   |   |              |   |
| Location Code:  | <b>7774</b>  |   |              |   |
| Type of Site(s):  | <b>District Site</b>   |   |              |   |
| Site Address(es):   | <b>5213 Crebs Avenue, Tarzana, CA 91356</b>                                  |   |              |   |
| Board District(s):  | <b>4</b>   | Region(s):                              | <b>North</b> |   |
| Grade Levels Served:  | <b>TK-5</b>  | Current Enrollment:                     | <b>557</b>   |   |
| Grade Levels Authorized in Current Charter:                         | <b>TK-5</b>  | Approved Enrollment in Current Charter: | <b>830</b>   |   |
| <b>CONSIDERATION:</b>   | <b>Renewal</b>   |   |              |   |
| <b>CDE PERFORMANCE CATEGORY:</b><br>(PER CDE'S 2025 CLASSIFICATION) | <b>High Performing</b>   |   |              |   |
| <b>STAFF RECOMMENDATION:</b>  | <b>Approval for a six (6)-year term (2025-2031)</b>                          |   |              |   |
| <b>PROPOSED BENCHMARKS:</b>   | 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

|  | <b>Wilbur Charter for Enriched Academics</b>  |
|--|---|
| <b>Initial Authorization:</b>  | 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.  |
| <b>Most Recent Renewal</b>   | <p>The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 830 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Wilbur Charter for Enriched Academics expires June 30, 2025.</p> |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable  |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable  |
| <b>Submission of Renewal Petition Application:</b>                     | 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.   |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable  |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Wilbur Charter for Enriched Academics implements the District's Master Plan for English Learners and Standard English Learners.   |
| <b>Special Education SELPA</b>   | 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) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>28.9</b>       | <b>-11.0</b>   | <b>Orange</b> | <b>-13.6</b>    | <b>Higher</b>                     |
| 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) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>20.4</b>       | <b>-8.5</b>    | <b>Orange</b> | <b>-13.2</b>    | <b>Higher</b>                     |
| 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) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>High</b>   | <b>20.7</b>        | <b>Low</b>  | <b>-51.7</b>     | <b>Higher</b>                     |
| 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) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>19.8</b>        | <b>-0.9</b>    | <b>Orange</b> | <b>-49.1</b>     | <b>Higher</b>                     |
| 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) |
|---------------------------------|----------------------------|---------------|--------------------|----------------|---------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>23.5</b>        | <b>3.7</b>     | <b>Orange</b> | <b>-47.6</b>     | <b>Higher</b>                     |
| 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/cmf/>. 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/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   |       |       |
| Wilbur Charter For Enriched Academics  |       | State |
| 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   |       |       |
| Wilbur Charter For Enriched Academics  |       | State |
| 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<br>G  | B<br>D | Locatio<br>n Code | School                                | Student Group                       | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 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/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/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/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cn/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

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<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|-------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                        | 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/fds/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<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change Level | School to<br>State DFS<br>Comparison | School 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change Level | School to<br>State DFS<br>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<br>or Alaska Native    | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Yellow                                     | -87.3                     | 4.6                  | Increased                  | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Orange                                     | -86.6                     | 0.7                  | Maintained                 | --                                   |
| Asian                                  | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Blue                                       | 50.8                      | 2.3                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Blue                                       | 49.5                      | -1.3                 | Maintained                 | --                                   |
| Black or African<br>American           | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -104.5                    | 2.6                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -102.2                    | 2.4                  | Maintained                 | --                                   |
| English Learner                        | 31  | No Color                                    | 0.9                        | 33.7                  | Increased<br>Significantly  | Orange                                     | -93.4                     | -1.4                 | Maintained                 | Higher                               | 29  | No Color                                    | -21.3                      | -22.2                 | Declined<br>Significantly   | Orange                                     | -93.4                     | 0.0                  | Maintained                 | --                                   |
| Filipino                               | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Green                                      | 7.4                       | 4.8                  | Increased                  | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Green                                      | 10.4                      | 3.0                  | Increased                  | --                                   |
| Foster Youth                           | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -127.4                    | 1.4                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -125.1                    | 2.3                  | Maintained                 | --                                   |
| Homeless Youth                         | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -101.3                    | 0.5                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Red  | -106.0                    | -4.7                 | Maintained                 | --                                   |
| Latino                                 | 45  | Blue  | 6.1                        | 16.0                  | Increased<br>Significantly  | Orange                                     | -80.8                     | 2.6                  | Maintained                 | Higher                               | 52  | Yellow                                      | -9.3                       | -15.4                 | Declined<br>Significantly   | Orange                                     | -79.2                     | 1.6                  | Maintained                 | Higher                               |
| Long-Term<br>English Learner           | --  | --  | --                         | --                    | --                          | --   | --                        | --                   | --                         | --                                   | 0   | --  | --                         | --                    | --                          | Red  | -163.5                    | -0.4                 | Maintained                 | --                                   |
| Native Hawaiian<br>or Pacific Islander | 0   | --  | --                         | --                    | --                          | Orange                                     | -71.3                     | 0.0                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Orange                                     | -72.5                     | -1.2                 | Maintained                 | --                                   |
| Socioeconomically<br>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<br>Disabilities          | 42  | No Color                                    | -53                        | 15.0                  | Increased<br>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<br>Races                   | 11  | No Color                                    | -135.6                     | -121.1                | Declined<br>Significantly   | Yellow                                     | -7.4                      | 2.5                  | Maintained                 | --                                   | 13  | No Color                                    | -36.5                      | 99.2                  | Increased<br>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<br>or Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested in<br>2023 ** | 96% | 100%                                | 100%  | 100%                         | 100%            | 100%     | 100%         | 100%           | 98%    | --                                     | 96%                                | 87%                           | 55%                  | 98%   |
| Participation Rate<br>Met 2023 *            | Yes | Yes                                 | Yes   | Yes                          | Yes             | Yes      | Yes          | Yes            | Yes    | --                                     | Yes                                | No                            | No                   | Yes   |
| Percent of<br>students tested in<br>2024    | 98% | 100%                                | 100%  | 75%                          | 93%             | 100%     | 100%         | --             | 98%    | --                                     | 95%                                | 91%                           | 85%                  | 99%   |
| Participation Rate<br>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 Source: 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   |       |       |
| Wilbur Charter For Enriched Academics  |       | State |
| 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   |       |       |
| Wilbur Charter For Enriched Academics  |       | State |
| 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/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](#)

## ATTACHMENT C

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

DESEGREGATION IMPACT STATEMENT (DIS)  
 WILBUR CHARTER FOR ENRICHED ACADEMICS  
 BOARD OF EDUCATION REPORT 318-24/25

May 13, 2025

- I. Category of Proposed Action:  
 The proposed action would renew the charter 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.
- II. Summary Description of Current District Practice:  
 Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.
- III. Proposed Change:  
 The approval of this charter petition would renew the charter of Wilbur Charter for Enriched Academics for six (6) years beginning July 1, 2025, until June 30, 2031.
- IV. Effects of This Proposal:  
 The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.
- V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:  
 If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.
- VI. If proposed action affects negatively any desegregation program, list other option(s) identified:  
 If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Fabiola Garcia De Alba  
 Specialist  
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
 Executive Director  
 Student Integration Service

[Return to Order of Business](#)

# TAB 20



## Board of Education Report

**File #:** Rep-319-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Renewal Petition for Woodlake Elementary Community Charter (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Woodlake Elementary Community Charter) Recommends approval of the renewal petition for Woodlake Elementary Community Charter, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 577 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Woodlake Elementary Community Charter School, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 577 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:**

Woodlake Elementary Community Charter is a TK-5 school currently serving 552 students on a District site at 23231 Hatteras Street, Woodland Hills, CA, 91367 in Board District 3 and Region North. Woodlake Elementary Community Charter 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 552 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 Woodlake Elementary Community Charter expires June 30, 2025.

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

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

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

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. 319, 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, Woodlake Elementary Community Charter 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 - Woodlake Elementary Community Charter 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/19BaC7II-bdHXXhVL0KmSE8S1OWdc9RYQ?usp=sharing>

**Submitted:**


04/08/25




File #: Rep-319-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 5/13/2025

**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

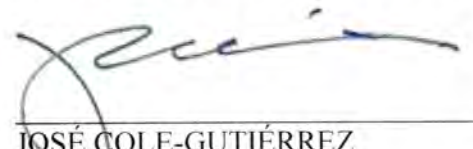
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.



**STAFF ASSESSMENT AND RECOMMENDATION REPORT****RENEWAL PETITION**

Board of Education Report 319-24/25

May 13, 2025

|  |  |  |              |   |
|--|--|--|--------------|---|
| School Name:   | <b>Woodlake Elementary Community Charter<br/>(Affiliated Charter School)</b> |  |              | <b>BOARD IS<br/>REQUIRED TO<br/>TAKE ACTION BY:<br/><br/>May 14, 2025</b> |
| Type of Charter School:  | <b>Conversion Affiliated Charter School</b>                                  |  |              |   |
| Charter Operator   | <b>Los Angeles Unified School District</b>                                   |  |              |   |
| Location Code:   | <b>7877</b>  |  |              |   |
| Type of Site(s):   | <b>District Site</b>   |  |              |   |
| Site Address(es):  | <b>23231 Hatteras Street, Woodland Hills, CA 91367</b>                       |  |              |   |
| Board District(s):   | <b>3</b>   | Region(s):                                 | <b>North</b> |   |
| Grade Levels Served:   | <b>TK-5</b>  | Current Enrollment:                        | <b>552</b>   |   |
| Grade Levels Authorized in<br>Current Charter:                               | <b>TK-5</b>  | Approved Enrollment in<br>Current Charter: | <b>552</b>   |   |
| <b>CONSIDERATION:</b>  | <b>Renewal</b>   |  |              |   |
| <b>CDE PERFORMANCE<br/>CATEGORY:<br/>(PER CDE'S 2025<br/>CLASSIFICATION)</b> | <b>High Performing</b>   |  |              |   |
| <b>STAFF<br/>RECOMMENDATION:</b>   | <b>Approval for a six (6)-year term (2025-2031)</b>                          |  |              |   |
| <b>PROPOSED<br/>BENCHMARKS:</b>  | None   |  |              |   |

**STAFF ASSESSMENT****I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Woodlake Elementary Community Charter ("Charter School"), located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 577 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; and Organizational Management, 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 Woodlake Elementary Community Charter’s 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

|  | <b>Woodlake Elementary Community Charter</b>   |
|--|--|
| <b>Initial Authorization:</b>  | On June 5, 2012, Woodlake Elementary Community Charter was authorized by the LAUSD Board of Education to serve 650 students in grades K-5.   |
| <b>Most Recent Renewal</b>   | <p>The charter was renewed on May 9, 2017, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 552 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Woodlake Elementary Community Charter expires June 30, 2025.</p> |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable   |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable   |
| <b>Submission of Renewal Petition Application:</b>                     | Woodlake Elementary Community Charter submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.   |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable   |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Woodlake Elementary Community Charter implements the District's Master Plan for English Learners and Standard English Learners.  |
| <b>Special Education SELPA</b>   | As a District-affiliated charter school, Woodlake Elementary Community Charter is a member of the LAUSD SELPA.   |

#### B. Charter School Operator

As a District-affiliated charter school, Woodlake Elementary Community Charter is subject to the governance and control of the LAUSD Board of Education.

#### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

##### a. Summary

Woodlake Elementary Community Charter 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 Woodlake Elementary Community Charter 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.

##### Woodlake Elementary Community Charter 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 | Orange              | Not Applicable  | Green           |
| 2023-2024   | Green | Yellow | No Performance Color     | 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, 2023, and 2024 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 numerically significant student groups.

##### Woodlake Elementary Community Charter - 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          | 31.7              | Low         | -12.2           | Higher                            |
| Latino                          | Met                        | Medium        | 0.0               | Low         | -38.6           | Higher                            |
| White                           | Met                        | High          | 43.5              | High        | 21.9            | Higher                            |
| English Learner                 | Met                        | Low           | -9.4              | Low         | -61.2           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | 4.8               | Low         | -41.4           | Higher                            |
| Students with Disabilities      | Not Met                    | Low           | -44.0             | Very Low    | -97.3           | Higher                            |

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

### Woodlake Elementary Community Charter - English Language Arts Indicator - 2022-2023

| Student Group                   | Charter Participation Rate | Charter Color | Charter ELA (DFS) | Charter Change | State Color   | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>  | <b>26.2</b>       | <b>-5.5</b>    | <b>Orange</b> | <b>-13.6</b>    | <b>Higher</b>                     |
| Latino                          | Met                        | Orange        | -11.9             | -11.8          | Orange        | -40.2           | Higher                            |
| White                           | Met                        | Green         | 29.6              | -14.0          | Green         | 20.8            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | 2.2               | -2.6           | Orange        | -42.6           | Higher                            |

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

### Woodlake Elementary Community Charter - English Language Arts Indicator - 2023-2024

| Student Group                   | Charter Participation Rate | Charter Color        | Charter ELA (DFS) | Charter Change | State Color   | State ELA (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|----------------------|-------------------|----------------|---------------|-----------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>Green</b>         | <b>18.4</b>       | <b>-7.7</b>    | <b>Orange</b> | <b>-13.2</b>    | <b>Higher</b>                     |
| Latino                          | Met                        | Orange               | -30.2             | -18.4          | Orange        | -39.3           | Higher                            |
| White                           | Met                        | Green                | 32.6              | 3.1            | Green         | 19.2            | Higher                            |
| English Learner                 | Met                        | No Performance Color | -44.1             | 18.2           | Orange        | -67.6           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow               | -0.6              | -2.8           | Orange        | -40.9           | Higher                            |
| Students with Disabilities      | Met                        | No Performance Color | -75.0             | -39.8          | 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, 2023, and 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

### Woodlake Elementary Community Charter - Math Indicator - 2021-2022

| Student Group                   | Charter Participation Rate | Charter Level | Charter Math (DFS) | State Level | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|---------------|--------------------|-------------|------------------|-----------------------------------|
| <b>All Students</b>             | <b>Met</b>                 | <b>High</b>   | <b>2.2</b>         | <b>Low</b>  | <b>-51.7</b>     | <b>Higher</b>                     |
| Latino                          | Met                        | Low           | -28.4              | Low         | -83.4            | Higher                            |
| White                           | Met                        | High          | 14.5               | Medium      | -13.4            | Higher                            |
| English Learner                 | Met                        | Medium        | -23.9              | Low         | -92.0            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | -18.4              | Low         | -84.0            | Higher                            |
| Students with Disabilities      | Not Met                    | Low           | -46.7              | Very Low    | -130.8           | Higher                            |

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

**Woodlake Elementary Community Charter - 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         | 3.2                | 1.1            | Orange      | -49.1            | Higher                            |
| Latino                          | Met                        | Orange        | -44.2              | -15.8          | Orange      | -80.8            | Higher                            |
| White                           | Met                        | Green         | 10.7               | -3.8           | Yellow      | -11.1            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Yellow        | -17.5              | 0.9            | Yellow      | -80.8            | Higher                            |

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)**Woodlake Elementary Community Charter - Math Indicator - 2023-2024**

| Student Group                   | Charter Participation Rate | Charter Color  | Charter Math (DFS) | Charter Change | State Color | State Math (DFS) | Charter to State Comparison (DFS) |
|---------------------------------|----------------------------|----------------|--------------------|----------------|-------------|------------------|-----------------------------------|
| All Students                    | Met                        | Yellow         | -0.2               | -3.4           | Orange      | -47.6            | Higher                            |
| Latino                          | Met                        | Orange         | -41.5              | 2.7            | Orange      | -79.2            | Higher                            |
| White                           | Met                        | Green          | 9.7                | -0.9           | Yellow      | -10.3            | Higher                            |
| English Learner                 | Met                        | Not Applicable | -49.9              | 11.7           | Orange      | -93.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green          | -13.6              | 3.9            | Orange      | -78.2            | Higher                            |
| Students with Disabilities      | Met                        | Not Applicable | -76.0              | -32.8          | Red         | -124.3           | Higher                            |

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

In 2022, on the English Learner Progress Indicator (ELPI), the charter school did not have a performance level due to the low number of English Learners, but the charter school's English Learner Progress Rate was higher than the state's rate. In 2023 and 2024, the charter school did not have a performance color due to the low number of English Learners, however in 2023 the charter school's English Learner Progress Rate was higher than the state's rate, but lower in 2024.

**Woodlake Elementary Community Charter - 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 | 71.4%                    | Medium      | 50.3%                  | Higher                      |

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)**Woodlake Elementary Community Charter - 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 | Not Met                          | No Performance Color | 59.3%                    | -12.2%         | Yellow      | 48.7%                  | Higher                      |

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

### Woodlake Elementary Community Charter - English Learner Progress Indicator - 2023-2024

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 41.4%                    | -17.9%         | Orange      | 45.7%                  | Lower                       |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, but higher than the state for five of eight numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all eight numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for all seven numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

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

j. Dashboard Local Indicators

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

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

Not applicable

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

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

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Accomplished</i>          |
| Concerns                   | No unresolved issues pending |

**VI. FISCAL MANAGEMENT AND PERFORMANCE**

As an affiliated charter school, the District is responsible for the fiscal management of Woodlake Elementary Community Charter.



# Woodlake Elementary Community Charter

## Academic Performance - English Language Arts

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

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

| ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                                       |                                     |                                     |                         |                          |                        |                         |                                |                                     |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |  |
|--|----|---------------|---------------------------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|-------------------------------------|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|--|
| RG   | BD | Location Code | School                                | Student Group                       | 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |  |
| N  | 3  | 7877          | Woodlake Elementary Community Charter | All Students                        | 243                                 | 31.7                    | High                     | -12.2                  | Low                     | Higher                         | 241                                 | Green                                 | 26.2                    | -5.5               | Declined                 | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |  |
|  |    |               |                                       | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2.0               | Maintained              | --                             |  |
|  |    |               |                                       | Asian                               | 23                                  | 52.9                    | No Performance Level     | 63.0                   | Very High               | --                             | 20                                  | No Color                              | 55.8                    | 2.9                | Maintained               | Blue                                 | 61.8                   | -1.2              | Maintained              | --                             |  |
|  |    |               |                                       | Black or African American           | 16                                  | 7.1                     | No Performance Level     | -57.7                  | Low                     | --                             | 11                                  | No Color                              | 5.5                     | -1.6               | Maintained               | Orange                               | -59.6                  | -2.0              | Maintained              | --                             |  |
|  |    |               |                                       | English Learner                     | 32                                  | -9.4                    | Low                      | -61.2                  | Low                     | Higher                         | 25                                  | No Color                              | -62.3                   | -52.9              | Declined Significantly   | Orange                               | -67.7                  | -6.5              | Declined                | --                             |  |
|  |    |               |                                       | Filipino                            | *                                   | -                       | No Performance Level     | 42.9                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 44.0                   | 1.1               | Maintained              | --                             |  |
|  |    |               |                                       | Foster Youth                        | 0                                   | --                      | --                       | -85.6                  | Very Low                | --                             | 0                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |  |
|  |    |               |                                       | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5.0              | Declined                | --                             |  |
|  |    |               |                                       | Latino                              | 55                                  | 0.0                     | Medium                   | -38.6                  | Low                     | Higher                         | 55                                  | Orange                                | -11.9                   | -11.8              | Declined                 | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         |  |
|  |    |               |                                       | Native Hawaiian or Pacific Islander | 0                                   | --                      | --                       | -29.1                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -32.5                  | -3.4              | Declined                | --                             |  |
|  |    |               |                                       | Socioeconomically Disadvantaged     | 94                                  | 4.8                     | Medium                   | -41.4                  | Low                     | Higher                         | 81                                  | Yellow                                | 2.2                     | -2.6               | Maintained               | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |  |
|  |    |               |                                       | Students with Disabilities          | 31                                  | -44.0                   | Low                      | -97.3                  | Very Low                | Higher                         | 26                                  | No Color                              | -35.2                   | 12.4               | Increased                | Red                                  | -96.3                  | 1.8               | Maintained              | --                             |  |
|  |    |               |                                       | Two or More Races                   | 20                                  | 50.2                    | No Performance Level     | 25.1                   | High                    | --                             | 13                                  | No Color                              | 103.3                   | 53.2               | Increased Significantly  | Green                                | 24.3                   | -0.8              | Maintained              | --                             |  |
|  |    |               |                                       | White                               | 117                                 | 43.5                    | High                     | 21.9                   | High                    | Higher                         | 130                                 | Green                                 | 29.6                    | -14.0              | Declined                 | Green                                | 20.8                   | -1.2              | Maintained              | Higher                         |  |

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

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

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Woodlake Elementary Community Charter

## Academic Performance - Math

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

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

| Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator |    |               |                                       |                                     |  |                         |                          |                        |                         |                                |  |                                       |                         |                    |                          |                                      |                        |                   |                         |                                |
|---|----|---------------|---------------------------------------|-------------------------------------|--|-------------------------|--------------------------|------------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| RG  | BD | Location Code | School                                | Student Group                       | School 2022 Number of Students with Scores | School 2022 Average DFS | School 2022 Status Level | State 2022 Average DFS | State 2022 Status Level | School to State DFS Comparison | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison |
| N   | 3  | 7877          | Woodlake Elementary Community Charter | All Students                        | 243  | 2.2                     | High                     | -51.7                  | Low                     | Higher                         | 241  | Green                                 | 3.2                     | 1.1                | Maintained               | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |                                       | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |                                       | Asian                               | 23   | 35.0                    | No Performance Level     | 48.4                   | Very High               | --                             | 20   | No Color                              | 57.5                    | 22.5               | Increased Significantly  | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             |
|   |    |               |                                       | Black or African American           | 16   | -50.3                   | No Performance Level     | -106.9                 | Very Low                | --                             | 11   | No Color                              | -42.2                   | 8.1                | Increased                | Red                                  | -104.5                 | 2.6               | Maintained              | --                             |
|   |    |               |                                       | English Learner                     | 32   | -23.9                   | Median                   | -92.0                  | Low                     | Higher                         | 25   | No Color                              | -61.6                   | -37.7              | Declined Significantly   | Orange                               | -93.4                  | -1.4              | Maintained              | --                             |
|   |    |               |                                       | Filipino                            | *  | -                       | No Performance Level     | 2.7                    | High                    | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |                                       | Foster Youth                        | 0  | --                      | --                       | -126.3                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |                                       | Homeless Youth                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |                                       | Latino                              | 55   | -28.4                   | Low                      | -83.4                  | Low                     | Higher                         | 55   | Orange                                | -44.2                   | -15.8              | Declined 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     | 94   | -18.4                   | Medium                   | -84.0                  | Low                     | Higher                         | 81   | Yellow                                | -17.5                   | 0.9                | Maintained               | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |                                       | Students with Disabilities          | 31   | -46.7                   | Low                      | -130.8                 | Very Low                | Higher                         | 26   | No Color                              | -43.3                   | 10.0               | Increased                | Orange                               | -127.3                 | 5.5               | Increased               | --                             |
|   |    |               |                                       | Two or More Races                   | 20   | 4.1                     | No Performance Level     | -9.9                   | Medium                  | --                             | 13   | No Color                              | 67.3                    | 63.2               | Increased Significantly  | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |                                       | White                               | 117  | 14.5                    | High                     | -13.4                  | Medium                  | Higher                         | 130  | Green                                 | 10.7                    | -3.8               | 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%                      | 97%             | 100%     | --           | 100%           | 100%   | --                                  | 97%                             | 91%                        | 100%              | 96%   |
| Participation Rate Met 2022 *            | Yes | --                               | Yes   | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | --                                  | Yes                             | No                         | Yes               | Yes   |
| Percent of students tested in 2023       | 99% | --                               | 96%   | 100%                      | 91%             | 100%     | 100%         | 100%           | 100%   | --                                  | 99%                             | 96%                        | 100%              | 99%   |
| Participation Rate Met 2023              | Yes | --                               | Yes   | Yes                       | No              | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Woodlake Elementary Community Charter

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |                                       |                 |   |  |                      |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|---------------------------------------|-----------------|---|--|----------------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School                                | Student Group   | 2022 School   |  |                      | 2022 State   |              |                                 | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         |                                 |
|  |    |               |                                       |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level         | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 3  | 7877          | Woodlake Elementary Community Charter | English Learner | 21  | 71.4%  | No Performance Level | 50.3%  | Medium       | Higher                          | 27  | No Color                              | 59.3%  | -12.2%             | Declined 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                | 41                            | 40                           | 97.6%                         | Yes                    |
| 2023                | 52                            | 48                           | 94.2%                         | No                     |

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  |       |       |
| Woodlake Elementary Community Charter   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 66.7% | 47.5% |
| ELs Who Maintained ELPI Level 4   | 4.8%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 9.5%  | 31.4% |
| ELs Who Decreased at Least One ELPI Level   | 19.0% | 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  |       |       |
| Woodlake Elementary Community Charter   |       | State |
| ELs Who Progressed at Least One ELPI Level  | 60.0% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 20.0% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 20.0% | 18.6% |

# Woodlake Elementary Community Charter

## Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |   |  |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                      |                               |   |
|---|--------|-------------------|---|--|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|----------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School                                      | Student Group                          | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 3      | 7877              | Woodlake<br>Elementary<br>Community Charter | All Students                           | 572  | 29.7%   | Very High                   | 30.0%  | Very High                  | Lower   | 617  | Orange                                      | 27.1%   | -2.7%                 | Declined                       | Yellow                                     | 24.3%  | -5.7                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | American Indian or<br>Alaska Native    | *  | --  | No<br>Performance<br>Level  | 42.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 36.1%  | -6.8                 | Declined<br>Significantly     | --  |
|   |        |                   |   | Asian                                  | 61   | 18.0%   | High                        | 11.5%  | High                       | Higher  | 58   | Yellow                                      | 12.1%   | -6.0%                 | Declined                       | Yellow                                     | 10.1%  | -1.4                 | Declined                      | Higher  |
|   |        |                   |   | Black or African<br>American           | 33   | 42.4%   | Very High                   | 42.9%  | Very High                  | Lower   | 31   | Orange                                      | 38.7%   | -3.7%                 | Declined                       | Yellow                                     | 36.4%  | -6.5                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | English Learner                        | 52   | 28.8%   | Very High                   | 33.6%  | Very High                  | Lower   | 62   | Red   | 35.5%   | 6.6%                  | Increased                      | Yellow                                     | 26.3%  | -7.3                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | Filipino                               | 14   | 14.3%   | No<br>Performance<br>Level  | 16.2%  | High                       | --  | 11   | No Color                                    | 27.3%   | 13.0%                 | Increased                      | Yellow                                     | 13.8%  | -2.4                 | Declined                      | --  |
|   |        |                   |   | Foster Youth                           | *  | --  | No<br>Performance<br>Level  | 42.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 33.6%  | -8.5                 | Declined<br>Significantly     | --  |
|   |        |                   |   | Homeless Youth                         | *  | --  | No<br>Performance<br>Level  | 45.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 38.7%  | -6.4                 | Declined<br>Significantly     | --  |
|   |        |                   |   | Latino                                 | 131  | 36.6%   | Very High                   | 35.8%  | Very High                  | Higher  | 146  | Orange                                      | 32.9%   | -3.8%                 | Declined                       | Yellow                                     | 28.4%  | -7.4                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | Native Hawaiian or<br>Pacific Islander | 0  | --  | --                          | 43.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 37.6%  | -6.3                 | Declined<br>Significantly     | --  |
|   |        |                   |   | Socioeconomically<br>Disadvantaged     | 209  | 38.8%   | Very High                   | 37.4%  | Very High                  | Higher  | 206  | Yellow                                      | 31.6%   | -7.2%                 | Declined<br>Significantly      | Yellow                                     | 29.9%  | -7.5                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | Students with<br>Disabilities          | 71   | 33.8%   | Very High                   | 39.6%  | Very High                  | Lower   | 80   | Red   | 41.3%   | 7.4%                  | Increased                      | Yellow                                     | 33.1%  | -6.5                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | Two or More Races                      | 51   | 41.2%   | Very High                   | 25.1%  | Very High                  | Higher  | 48   | Orange                                      | 27.1%   | -14.1%                | Declined                       | Yellow                                     | 21.6%  | -3.5                 | Declined<br>Significantly     | Higher  |
|   |        |                   |   | White                                  | 281  | 26.0%   | No<br>Performance<br>Level  | 21.9%  | Very High                  | Higher  | 321  | Red   | 25.9%   | -0.1%                 | Maintained                     | Yellow                                     | 18.5%  | -3.5                 | Declined<br>Significantly     | Higher  |

Data Sources: California School Dashboard Research data files 2023

# Woodlake Elementary Community Charter

## Suspension Rate Indicator

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

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

| Suspension Rate Indicator - CA School Dashboard Indicator |    |               |                                       |                                     |                    |  |                          |   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|----|---------------|---------------------------------------|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| RG  | BD | Location Code | School                                | Student Group                       | Number of Students | School 2022 Percentage of Students suspended at least once | School 2022 Status Level | State 2022 Percentage of Students suspended at least once | State 2022 Status Level | School to State Suspension Rate Percentage Comparison | Number of Students | School 2023 Performance level (color) | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Performance level (color) | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| N   | 3  | 7877          | Woodlake Elementary Community Charter | All Students                        | 583                | 0.2%   | Very Low                 | 3.1%  | Medium                  | Lower   | 631                | Green                                 | 0.5%   | 0.3%               | Increased                | 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                               | 62                 | 0.0%   | Very Low                 | 0.9%  | Very Low                | Lower   | 59                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower                                  |
|   |    |               |                                       | Black or African American           | 33                 | 0.0%   | Very Low                 | 7.9%  | High                    | Lower   | 36                 | Orange                                | 5.6%   | 5.6%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower                                  |
|   |    |               |                                       | English Learner                     | 53                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 66                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                       | Filipino                            | 14                 | 0.0%   | No Performance Level     | 1.2%  | Low                     | --  | 11                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | --                                     |
|   |    |               |                                       | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |                                       | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |                                       | Latino                              | 135                | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 148                | Blue                                  | 0.0%   | 0.0%               | Maintained               | 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     | 212                | 0.5%   | Very Low                 | 4.0%  | Medium                  | Lower   | 211                | Orange                                | 1.4%   | 1.0%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                       | Students with Disabilities          | 72                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 81                 | Orange                                | 1.2%   | 1.2%               | Increased                | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |                                       | Two or More Races                   | 52                 | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 50                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |                                       | White                               | 286                | 0.3%   | Very Low                 | 2.6%  | Medium                  | Lower   | 325                | Blue                                  | 0.3%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023

## Woodlake Elementary Community Charter

### Enrollment Report

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

| 2023-2024 Enrollment by Ethnicity and Student Group |    |          |                                       |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|---------------------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                                | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 7877     | Woodlake Elementary Community Charter | 582        | 37.1%    | 5.5%  | 0.2%                             | 7.0%  | 4.5%                      | 9.1%            | 1.7%     | 0.2%         | 0.9%     | 22.7%  | 0.0%              | 0.2%                                | 5.8%         | 37.1%                            | 10.5%                      | 3.6%              | 54.3% |
| Statewide   |    |          |                                       | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |                                       | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |                                       |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|---------------------------------------|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School                                | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 3  | 7877     | Woodlake Elementary Community Charter | 592        | 30.7%    | 5.9%  | 5.1%                             | 8.8%  | 5.1%                      | 9.3%            | 1.4%     | 0.0%         | 0.3%     | 23.6%  | 0.0%              | 0.2%                                | 3.7%         | 31.9%                            | 10.0%                      | 4.9%              | 52.2% |
| Statewide   |    |          |                                       | 5,852,544  | 59.9%    | N/A   | 0.4%                             | 9.5%  | 4.7%                      | 19.0%           | 2.2%     | 0.5%         | 3.2%     | 56.1%  | 0.7%              | 0.4%                                | 2.2%         | 61.5%                            | 13.1%                      | 4.3%              | 20.1% |
| Los Angeles Unified                                 |    |          |                                       | 538,295    | 81.0%    | 11.1% | 5.9%                             | 3.4%  | 7.4%                      | 21.3%           | 1.6%     | 0.7%         | 1.7%     | 74.2%  | 0.1%              | 0.2%                                | 1.5%         | 82.0%                            | 14.1%                      | 2.0%              | 9.7%  |

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

## Woodlake Elementary Community Charter

### RECLASSIFICATION RATES

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

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

| RG | BD | Loc Code | School                                | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|----|----|----------|---------------------------------------|------------|---|--------|-------|---------------------------------|
| N  | 3  | 7877     | Woodlake Elementary Community Charter | 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>

# Woodlake Elementary Community Charter

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

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

| RG | BD | Loc Code | School                                | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|----|----|----------|---------------------------------------|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|    |    |          |                                       |                                 | School     |         | State      |         | School     |         | State      |         |
|    |    |          |                                       |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| N  | 3  | 7877     | Woodlake Elementary Community Charter | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 10.6%   |
|    |    |          |                                       | At-Risk 4-5 Years               | 6          | 7.7%    | 144,190    | 7.1%    | 4          | 4.9%    | 136,190    | 6.8%    |
|    |    |          |                                       | EL 0-3 Years                    | 44         | 56.4%   | 505,487    | 24.8%   | 42         | 51.9%   | 519,652    | 26.0%   |
|    |    |          |                                       | EL 4+ Years Not At-Risk or LTEL | 5          | 6.4%    | 236,323    | 11.6%   | 7          | 8.6%    | 207,773    | 10.4%   |
|    |    |          |                                       | EL total                        | 55         | 70.5%   | 1,112,535  | 54.5%   | 53         | 65.4%   | 1,074,833  | 53.8%   |
|    |    |          |                                       | RFEP                            | 23         | 29.5%   | 927,723    | 45.5%   | 28         | 34.6%   | 924,460    | 46.2%   |
|    |    |          |                                       | Total (Ever)                    | 78         | 100.0%  | 2,040,258  | 100.0%  | 81         | 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>



## Woodlake Elementary Community Charter

### Students with Disabilities Report

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

**2023-2024 Special Education Enrollment**

| RG | BD | Location Code | School                                | OCT 2023 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|----|----|---------------|---------------------------------------|-------------------|----------------|----------------|
| N  | 3  | 7877          | Woodlake Elementary Community Charter | 582               | 61             | 10.5%          |
|    |    |               | Statewide                             | 5,837,690         | 799,980        | 13.7%          |
|    |    |               | Los Angeles Unified                   | 529,902           | 79,906         | 14.8%          |

**2022-2023 Special Education Enrollment**

| RG | BD | Loc Code | School                                | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|----|----|----------|---------------------------------------|-------------------|----------------|----------------|
| N  | 3  | 7877     | Woodlake Elementary Community Charter | 592               | 59             | 10.0%          |
|    |    |          | Statewide                             | 5,852,544         | 765,169        | 13.1%          |
|    |    |          | Los Angeles Unified                   | 538,295           | 75,935         | 14.1%          |

**2023-2024 Special Education Enrollment**

| RG                  | BD | Loc Code | School                                | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|---------------------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| N                   | 3  | 7877     | Woodlake Elementary Community Charter | 73.8%            | 26.2%           | 12     | 0    | 0      | 1     | 0     | 0     | 1     | 0   | 17     | 2    | 14     | 14     | 0     | 0    |
| Los Angeles Unified |    |          |                                       | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

**2022-2023 Special Education Enrollment**

| RG                  | BD | Loc Code | School                                | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|---------------------------------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 3  | 7877     | Woodlake Elementary Community Charter | 64.4%            | 35.6%           | 16     | 0    | 0      | 2     | 0     | 0     | 1     | 0   | 15     | 2     | 9      | 14     | 0     | 0    |
| Los Angeles Unified |    |          |                                       | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

# Woodlake Elementary Community Charter

LAUSD Location Code: 7877

Region: North

Board District: 3

## Academic Performance - English Language Arts

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

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

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

| Student Group                       | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|-------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                        | 241  | Green                                       | 26.2                       | -5.5                  | Declined                       | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Higher                               | 239  | Green                                       | 18.4                       | -7.7                  | Declined                       | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or Alaska Native    | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian                               | 20   | No Color                                    | 55.8                       | 2.9                   | Maintained                     | Blue                                       | 61.8                      | -1.2                 | Maintained                    | --                                   | 20   | No Color                                    | 60.4                       | 4.6                   | Increased                      | Blue                                       | 60.7                      | -1.2                 | Maintained                    | --                                   |
| Black or African American           | 11   | No Color                                    | 5.5                        | -1.6                  | Maintained                     | Orange                                     | -59.6                     | -2.0                 | Maintained                    | --                                   | 11   | No Color                                    | -21.4                      | -26.8                 | Declined Significantly         | Orange                                     | -58.9                     | 0.8                  | Maintained                    | --                                   |
| English Learner                     | 25   | No Color                                    | -62.3                      | -52.9                 | Declined Significantly         | Orange                                     | -67.7                     | -6.5                 | Declined                      | --                                   | 33   | No Color                                    | -44.1                      | 18.2                  | Increased Significantly        | Orange                                     | -67.6                     | 0.2                  | Maintained                    | Higher                               |
| Filipino                            | *  | No Color                                    | --                         | --                    | No Change Level                | Green                                      | 44.0                      | 1.1                  | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Blue                                       | 45.8                      | 1.8                  | Maintained                    | --                                   |
| Foster Youth                        | 0  | 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                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino                              | 55   | Orange                                      | -11.9                      | -11.8                 | Declined                       | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 53   | Orange                                      | -30.2                      | -18.4                 | 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     | 81   | Yellow                                      | 2.2                        | -2.6                  | Maintained                     | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 93   | Yellow                                      | -0.6                       | -2.8                  | Maintained                     | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with Disabilities          | 26   | No Color                                    | -35.2                      | 12.4                  | Increased                      | Red  | -96.3                     | 1.8                  | Maintained                    | --                                   | 31   | No Color                                    | -75.0                      | -39.8                 | Declined Significantly         | Red  | -95.6                     | 0.7                  | Maintained                    | Higher                               |
| Two or More Races                   | 13   | No Color                                    | 103.3                      | 53.2                  | Increased Significantly        | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | 12   | No Color                                    | 82.5                       | -20.8                 | Declined Significantly         | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White                               | 130  | Green                                       | 29.6                       | -14.0                 | Declined                       | Green                                      | 20.8                      | -1.2                 | Maintained                    | Higher                               | 133  | Green                                       | 32.6                       | 3.1                   | Increased                      | Green                                      | 19.2                      | -1.6                 | Maintained                    | Higher                               |

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

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

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)

# Woodlake Elementary Community Charter

LAUSD Location Code: 7877

Region: North

Board District: 3

## Academic Performance - Math

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

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

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

| Student Group                       | School 2023 Number of Students with Scores | School 2023 Performance Level (color) | School 2023 Average DFS | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Average DFS | State 2023 Change | State 2023 Change Level | School to State DFS Comparison | School 2024 Number of Students with Scores | School 2024 Performance Level (color) | School 2024 Average DFS | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Average DFS | State 2024 Change | State 2024 Change Level | School to State DFS Comparison |
|-------------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|--|---------------------------------------|-------------------------|--------------------|--------------------------|--------------------------------------|------------------------|-------------------|-------------------------|--------------------------------|
| All Students                        | 241  | Green                                 | 3.2                     | 1.1                | Maintained               | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         | 240  | Yellow                                | -0.2                    | -3.4               | Declined                 | Orange                               | -47.6                  | 1.5               | Maintained              | Higher                         |
| American Indian or Alaska Native    | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -86.6                  | 0.7               | Maintained              | --                             |
| Asian                               | 20   | No Color                              | 57.5                    | 22.5               | Increased Significantly  | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             | 20   | No Color                              | 50.6                    | -6.9               | Declined                 | Blue                                 | 49.5                   | -1.3              | Maintained              | --                             |
| Black or African American           | 11   | No Color                              | -42.2                   | 8.1                | Increased                | Red                                  | -104.5                 | 2.6               | Maintained              | --                             | 11   | No Color                              | -54.4                   | -12.2              | Declined                 | Red                                  | -102.2                 | 2.4               | Maintained              | --                             |
| English Learner                     | 25   | No Color                              | -61.6                   | -37.7              | Declined Significantly   | Orange                               | -93.4                  | -1.4              | Maintained              | --                             | 34   | No Color                              | -49.9                   | 11.7               | Increased                | Orange                               | -93.4                  | 0.0               | Maintained              | Higher                         |
| Filipino                            | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 7.4                    | 4.8               | Increased               | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 10.4                   | 3.0               | Increased               | --                             |
| Foster Youth                        | *  | 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              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -106.0                 | -4.7              | Maintained              | --                             |
| Latino                              | 55   | Orange                                | -44.2                   | -15.8              | Declined Significantly   | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         | 53   | Orange                                | -41.5                   | 2.7                | Maintained               | 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     | 81   | Yellow                                | -17.5                   | 0.9                | Maintained               | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         | 94   | Green                                 | -13.6                   | 3.9                | Increased                | Orange                               | -78.2                  | 2.6               | Maintained              | Higher                         |
| Students with Disabilities          | 26   | No Color                              | -43.3                   | 10.0               | Increased                | Orange                               | -127.3                 | 5.5               | Increased               | --                             | 31   | No Color                              | -76.0                   | -32.8              | Declined Significantly   | Red                                  | -124.3                 | 2.9               | Maintained              | Higher                         |
| Two or More Races                   | 13   | No Color                              | 67.3                    | 63.2               | Increased Significantly  | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             | 12   | No Color                              | 66.2                    | -1.1               | Maintained               | Yellow                               | -5.3                   | 2.1               | Maintained              | --                             |
| White                               | 130  | Green                                 | 10.7                    | -3.8               | Declined                 | Yellow                               | -11.1                  | 2.3               | Maintained              | Higher                         | 134  | Green                                 | 9.7                     | -0.9               | Maintained               | 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 **    | 99%  | --                               | 96%   | 100%                      | 91%             | 100%     | 100%         | 100%           | 100%   | --                                  | 99%                             | 96%                        | 100%              | 99%   |
| Participation Rate Met 2023 *            | Yes  | --                               | Yes   | Yes                       | No              | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |
| Percent of students tested in 2024       | 100% | --                               | 100%  | 100%                      | 100%            | 100%     | 100%         | 100%           | 100%   | --                                  | 100%                            | 100%                       | 100%              | 100%  |
| Participation Rate Met 2024              | Yes  | --                               | Yes   | Yes                       | Yes             | Yes      | Yes          | Yes            | Yes    | --                                  | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Source: California School Dashboard Research data files.

# Woodlake Elementary Community Charter

LAUSD Location Code: 7877

Region: North

Board District: 3

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| Student Group  | 2023 School   |                                       |  |                    |                          | 2023 State                           |  |                   |                         | School to State ELPI Comparison | 2024 School   |                                       |  |                    |                          | 2024 State                           |  |                   |                         | School to State ELPI Comparison |
|  | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level |                                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2024 Change | State 2024 Change Level |                                 |
| English Learner  | 27  | No Performance Color                  | 59.3%  | -12.2%             | Declined Significantly   | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 29  | No Performance Color                  | 41.4%  | -17.9%             | Declined Significantly   | Orange                               | 45.7%  | -3.0%             | Declined                | Lower                           |
| 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                | 60                            | 60                           | 100%                          | Yes                    |
| 2023                | 52                            | 48                           | 92%                           | No                     |

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   |       |       |
| Woodlake Elementary Community Charter  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 39.3% | 43.8% |
| ELs Who Maintained ELPI Level 4  | 3.6%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 32.1% | 34.9% |
| ELs Who Decreased at Least One ELPI Level  | 25.0% | 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   |       |       |
| Woodlake Elementary Community Charter  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 60.0% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 20.0% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 20.0% | 18.6% |

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.  
Data Sources: [California School Dashboard Research data files.](#)

# Woodlake Elementary Community Charter

LAUSD Location Code: 7877

Region: North

Board District: 3

## Chronic Absenteeism

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

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

| Student Group                       | Number of students enrolled who meet criteria | School 2023 Performance Level (color) | School 2023 Chronic Absenteeism Percentage | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Chronic Absenteeism Percentage | State 2023 Change | State 2023 Change Level | School to State Chronic Absenteeism Percentage Comparison | Number of students enrolled who meet criteria | School 2024 Performance Level (color) | School 2024 Chronic Absenteeism Percentage | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Chronic Absenteeism Percentage | State 2024 Change | State 2024 Change Level | School to State Chronic Absenteeism Percentage Comparison |
|-------------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| All Students                        | 617   | Orange                                | 27.1%                                      | -2.7%              | Declined                 | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Higher  | 607   | Yellow                                | 22.6%                                      | -4.5%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Higher  |
| American Indian or Alaska Native    | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 58  | Yellow                                | 12.1%                                      | -6.0%              | Declined                 | Yellow                               | 10.1%                                     | -1.4              | Declined                | Higher  | 43  | Orange                                | 16.3%                                      | 4.2%               | Increased                | Green                                | 7.5%                                      | -2.5%             | Declined                | Higher  |
| Black or African American           | 31  | Orange                                | 38.7%                                      | -3.7%              | Declined                 | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | Higher  | 27  | No Color                              | 29.6%                                      | -9.1%              | Declined                 | Yellow                               | 31.3%                                     | -5.1%             | Declined                | --  |
| English Learner                     | 62  | Red                                   | 35.5%                                      | 6.6%               | Increased                | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Higher  | 68  | Orange                                | 30.9%                                      | -4.6%              | Declined                 | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Higher  |
| Filipino                            | 11  | No Color                              | 27.3%                                      | 13.0%              | Increased                | 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  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 146   | Orange                                | 32.9%                                      | -3.8%              | Declined                 | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Higher  | 138   | Orange                                | 23.2%                                      | -9.7%              | 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     | 206   | Yellow                                | 31.6%                                      | -7.2%              | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Higher  | 245   | Orange                                | 29.0%                                      | -2.6%              | Declined                 | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Higher  |
| Students with Disabilities          | 80  | Red                                   | 41.3%                                      | 7.4%               | Increased                | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Higher  | 71  | Orange                                | 33.8%                                      | -7.4%              | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Higher  |
| Two or More Races                   | 48  | Orange                                | 27.1%                                      | -14.1%             | Declined                 | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Higher  | 58  | Orange                                | 22.4%                                      | -4.7%              | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Higher  |
| White                               | 321   | Red                                   | 25.9%                                      | -0.1%              | Maintained               | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Higher  | 329   | Yellow                                | 21.9%                                      | -4.0%              | Declined Significantly   | Yellow                               | 13.5%                                     | -4.9%             | Declined                | Higher  |

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

Data Sources: [California School Dashboard Research data files](#).

# Woodlake Elementary Community Charter

LAUSD Location Code: 7877

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## 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  | 631                | Green                                 | 0.5%   | 0.3%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 628                | Blue                                  | 0.0%   | -0.5%              | Declined                 | 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   | 59                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower   | 47                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Blue                                 | 1.0%  | 0.0%              | Maintained              | Lower                                  |
| Black or African American                                 | 36                 | Orange                                | 5.6%   | 5.6%               | Increased                | Red                                  | 8.8%  | 0.9%              | Increased               | Lower   | 32                 | Blue                                  | 0.0%   | -5.6%              | Declined                 | Orange                               | 8.4%  | -0.4%             | Declined                | Lower                                  |
| English Learner   | 66                 | 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  | 11                 | No Color                              | 0.0%   | 0.0%               | Maintained               | Green                                | 1.3%  | 0.1%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 148                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 142                | Blue                                  | 0.0%   | 0.0%               | Maintained               | 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                            | 211                | Orange                                | 1.4%   | 1.0%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 252                | Blue                                  | 0.0%   | -1.4%              | Declined Significantly   | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 81                 | Orange                                | 1.2%   | 1.2%               | Increased                | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 73                 | Blue                                  | 0.0%   | -1.2%              | Declined                 | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 50                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 58                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 325                | Blue                                  | 0.3%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 337                | Blue                                  | 0.0%   | -0.3%              | Declined                 | Green                                | 2.6%  | 0.3%              | Declined                | Lower                                  |

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

Data Sources: [California School Dashboard Research data files 2023](#)

## ATTACHMENT C



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

DESEGREGATION IMPACT STATEMENT (DIS)  
 WOODLAKE ELEMENTARY COMMUNITY CHARTER  
 BOARD OF EDUCATION REPORT 319-24/25

May 13, 2025

- I. Category of Proposed Action:  
 The proposed action would renew the charter for six (6) years, beginning July 1, 2025 until June 30, 2031 to serve up to 577 students in grades TK-5 in each year of the charter term.
- II. Summary Description of Current District Practice:  
 Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.
- III. Proposed Change:  
 The approval of this charter petition would renew the charter of Woodlake Elementary Community Charter for six (6) years beginning July 1, 2025 until June 30, 2031.
- IV. Effects of This Proposal:  
 The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.
- V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:  
 If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.
- VI. If proposed action affects negatively any desegregation program, list other option(s) identified:  
 If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

BRENDA MARTINEZ  
 Specialist  
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
 Executive Director  
 Student Integration Services

# TAB 21





## Board of Education Report

**File #:** Rep-320-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Renewal Petition for Woodland Hills Elementary Charter for Enriched Studies (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Woodland Hills Elementary Charter for Enriched Studies) Recommends approval of the renewal petition for Woodland Hills Elementary Charter for Enriched Studies, located in Board District 4 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 669 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Woodland Hills Elementary Charter for Enriched Studies ("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 669 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:**

Woodland Hills Elementary Charter for Enriched Studies is a TK-5 school currently serving 607 students on a district facility at 22201 San Miguel Street, Woodland Hills, CA, 91364 in Board District 4 and Region North. Woodland Hills Elementary Charter for Enriched Studies was originally approved by the LAUSD Board of Education on June 12, 2012. On May 9, 2017, the charter school was renewed for a five-year term to serve 729 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 Woodland Hills Elementary Charter for Enriched Studies expires June 30, 2025.

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

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

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

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

**File #:** Rep-320-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

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. 320, 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, Woodland Hills Elementary Charter for Enriched Studies 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 - Woodland Hills Elementary Charter for Enriched Studies 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/114JTsrL8dkLMWS-9oa7HeDDvewX9bPDs?usp=sharing>


**Submitted:**

04/08/25


File #: Rep-320-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 5/13/2025

RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent

APPROVED & PRESENTED BY:

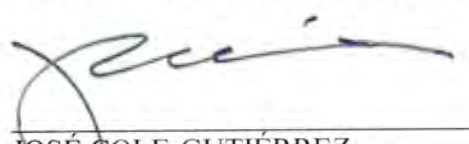
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

REVIEWED BY:


  
DEVORA NAVERA REED  
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

REVIEWED BY:

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

**STAFF ASSESSMENT AND RECOMMENDATION REPORT****RENEWAL PETITION**

Board of Education Report 319-24/25

May 13, 2025

|   |   |   |              |   |
|---|---|---|--------------|---|
| School Name:  | <b>Woodland Hills Elementary Charter for Enriched Studies<br/>(Affiliated Charter School)</b> |   |              | <b>BOARD IS<br/>REQUIRED TO<br/>TAKE ACTION BY:<br/><br/>May 14, 2025</b> |
| Type of Charter School:   | <b>Conversion Affiliated Charter School</b>   |   |              |   |
| Charter Operator  | <b>Los Angeles Unified School District</b>  |   |              |   |
| Location Code:  | <b>7890</b>   |   |              |   |
| Type of Site(s):  | <b>District Site</b>  |   |              |   |
| Site Address(es):   | <b>22201 San Miguel Street, Woodland Hills, CA 91364</b>                                      |   |              |   |
| Board District(s):  | <b>4</b>  | Region(s):                              | <b>North</b> |   |
| Grade Levels Served:  | <b>TK-5</b>   | Current Enrollment:                     | <b>607</b>   |   |
| Grade Levels Authorized in Current Charter:                         | <b>TK-5</b>   | Approved Enrollment in Current Charter: | <b>729</b>   |   |
| <b>CONSIDERATION:</b>   | <b>Renewal</b>  |   |              |   |
| <b>CDE PERFORMANCE CATEGORY:</b><br>(PER CDE'S 2025 CLASSIFICATION) | <b>High Performing</b>  |   |              |   |
| <b>STAFF RECOMMENDATION:</b>  | <b>Approval for a six (6)-year term (2025-2031)</b>   |   |              |   |
| <b>PROPOSED BENCHMARKS:</b>   | None  |   |              |   |

**STAFF ASSESSMENT****I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Woodland Hills Elementary Charter for Enriched Studies ("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 669 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; and Organizational Management, 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 Woodland Hills Elementary Charter for Enriched Studies' 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

|  |  |
|--|--|
|  | <b>Woodland Hills Elementary Charter for Enriched Studies</b>  |
| <b>Initial Authorization:</b>  | On June 12, 2012, Woodland Hills Elementary Charter for Enriched Studies was authorized by the LAUSD Board of Education to serve 720 students in grades K-5.   |
| <b>Most Recent Renewal</b>   | <p>The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 – June 30, 2022) to serve up to 729 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Woodland Hills Elementary Charter for Enriched Studies expires June 30, 2025.</p> |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable   |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable   |
| <b>Submission of Renewal Petition Application:</b>                     | Woodland Hills Elementary Charter for Enriched Studies submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.  |
| <b>Concurrent Request for Material Revision:</b>                       | Not applicable   |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Woodland Hills Elementary Charter for Enriched Studies implements the District's Master Plan for English Learners and Standard English Learners.   |
| <b>Special Education SELPA</b>   | As a District-affiliated charter school, Woodland Hills Elementary Charter for Enriched Studies is a member of the LAUSD SELPA.  |

#### B. Charter School Operator

As a District-affiliated charter school, Woodland Hills Elementary Charter for Enriched Studies is subject to the governance and control of the LAUSD Board of Education.

#### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

##### a. Summary

Woodland Hills Elementary Charter for Enriched Studies 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 Woodland Hills Elementary Charter for Enriched Studies data sets.

##### b. Measurements of Academic Performance on the California School Dashboard

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

##### Woodland Hills Charter Elementary for Enriched Studies Dashboard Indicators

| School Year | ELA       | Math | English Learner Progress | College/Career | Chronic Absenteeism | Graduation Rate | Suspension Rate |
|-------------|-----------|------|--------------------------|----------------|---------------------|-----------------|-----------------|
| 2021-2022   | Very High | High | No Performance Level     | Not Applicable | High                | Not Applicable  | Very Low        |
| 2022-2023   | Blue      | Blue | No Performance Color     | Not Applicable | Yellow              | Not Applicable  | Blue            |
| 2023-2024   | Green     | Blue | No Performance Color     | 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 four numerically significant student groups. In 2023 and 2024 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for three of three numerically significant student groups.

##### Woodland Hills Charter Elementary for Enriched Studies - 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                        | Very High     | 47.4              | Low         | -12.2           | Higher                            |
| Asian                           | Met                        | Very High     | 70.1              | Very High   | 63.0            | Higher                            |
| Latino                          | Met                        | High          | 11.3              | Low         | -38.6           | Higher                            |
| White                           | Met                        | Very High     | 49.0              | High        | 21.9            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | High          | 15.0              | Low         | -41.4           | Higher                            |

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



### Woodland Hills Charter Elementary for Enriched Studies - 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                        | Blue          | 55.8              | 8.4            | Orange      | -13.6           | Higher                            |
| Latino                          | Met                        | Green         | 17.7              | 6.3            | Orange      | -40.2           | Higher                            |
| White                           | Met                        | Blue          | 67.2              | 18.2           | Green       | 20.8            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Blue          | 34.1              | 19.1           | Orange      | -42.6           | Higher                            |

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

### Woodland Hills Charter Elementary for Enriched Studies - 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         | 51.4              | -4.5           | Orange      | -13.2           | Higher                            |
| Latino                          | Met                        | Green         | 25.3              | 7.6            | Orange      | -39.3           | Higher                            |
| White                           | Met                        | Green         | 56.3              | -10.9          | Green       | 19.2            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | 21.8              | -12.3          | Orange      | -40.9           | Higher                            |

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

#### d. Math Indicator

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

### Woodland Hills Charter Elementary for Enriched Studies - 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          | 23.6               | Low         | -51.7            | Higher                            |
| Asian                           | Met                        | Very High     | 62.4               | Very High   | 48.4             | Higher                            |
| Latino                          | Met                        | Medium        | -19.1              | Low         | -83.4            | Higher                            |
| White                           | Met                        | High          | 25.7               | Medium      | -13.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | -6.4               | Low         | -84.0            | Higher                            |

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

### Woodland Hills Charter Elementary for Enriched Studies - 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                        | Blue          | 39.6               | 16.0           | Orange      | -49.1            | Higher                            |
| Latino                          | Met                        | Blue          | 9.9                | 29.0           | Orange      | -80.8            | Higher                            |
| White                           | Met                        | Blue          | 45.7               | 20.0           | Yellow      | -11.1            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | 5.0                | 11.4           | Yellow      | -80.8            | Higher                            |

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

### Woodland Hills Charter Elementary for Enriched Studies - 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                        | Blue          | 50.0               | 10.5           | Orange      | -47.6            | Higher                            |
| Latino                          | Met                        | Blue          | 35.4               | 25.5           | Orange      | -79.2            | Higher                            |
| White                           | Met                        | Blue          | 49.0               | 3.4            | Yellow      | -10.3            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Green         | 13.9               | 8.9            | Orange      | -78.2            | Higher                            |

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

#### e. English Learner Progress Indicator

In 2022, on the English Learner Progress Indicator (ELPI), 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 and 2024 on the ELPI, there is no performance color due to the low number of English Learners, but the charter school's English Learner Progress Rate for the English Learner student group was higher than the state's rate for both years.

### Woodland Hills Charter Elementary for Enriched Studies - 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 | 14.3%                    | Medium      | 50.3%                  | Lower                       |

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

### Woodland Hills Charter Elementary for Enriched Studies - English Learner Progress Indicator - 2022-2023

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 61.1%                    | 46.8%          | Yellow      | 48.7%                  | Higher                      |

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

## Woodland Hills Charter Elementary for Enriched Studies - English Learner Progress Indicator - 2023-2024

| Student Group   | Charter ELPAC Participation Rate | Charter Color        | Charter EL Progress Rate | Charter Change | State Color | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|----------------------|--------------------------|----------------|-------------|------------------------|-----------------------------|
| English Learner | Met                              | No Performance Color | 79.3%                    | 18.2%          | Orange      | 45.7%                  | Higher                      |

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 and 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all 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 for six of eight numerically significant student groups and higher than the state for two 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; and Organizational Management, Programs, and Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Woodland Hills Elementary Charter for Enriched Studies outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</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**

As an affiliated charter school, the District is responsible for the fiscal management of Woodland Hills Elementary Charter for Enriched Studies.

# ATTACHMENT B

## Woodland Hills Elementary Charter For Enriched Studies

### 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  | 7890          | Woodland Hills Elementary Charter For Enriched Studies | All Students                        | 273                                 | 47.4                    | Very High                | -12.2                  | Low                     | Higher                         | 271                                 | Blue                                  | 55.8                    | 8.4                | Increased                | Orange                               | -13.6                  | -1.4              | Maintained              | Higher                         |
|  |    |               |  | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2.0               | Maintained              | --                             |
|  |    |               |  | Asian                               | 35                                  | 70.1                    | Very High                | 63.0                   | Very High               | Higher                         | 26                                  | No Color                              | 64.0                    | -6.1               | Declined                 | Blue                                 | 61.8                   | -1.2              | Maintained              | --                             |
|  |    |               |  | Black or African American           | 17                                  | 24.3                    | No Performance Level     | -57.7                  | Low                     | --                             | 21                                  | No Color                              | 22.5                    | -1.8               | Maintained               | Orange                               | -59.6                  | -2.0              | Maintained              | --                             |
|  |    |               |  | English Learner                     | 28                                  | 16.4                    | No Performance Level     | -61.2                  | Low                     | --                             | 26                                  | No Color                              | 26.3                    | 9.9                | Increased                | Orange                               | -67.7                  | -6.5              | Declined                | --                             |
|  |    |               |  | Filipino                            | *                                   | -                       | No Performance Level     | 42.9                   | High                    | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Green                                | 44.0                   | 1.1               | Maintained              | --                             |
|  |    |               |  | Foster Youth                        | 0                                   | --                      | --                       | -85.6                  | Very Low                | --                             | 0                                   | --                                    | --                      | --                 | --                       | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |
|  |    |               |  | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -67.9                  | -5.0              | Declined                | --                             |
|  |    |               |  | Latino                              | 45                                  | 11.3                    | High                     | -38.6                  | Low                     | Higher                         | 47                                  | Green                                 | 17.7                    | 6.3                | Increased                | Orange                               | -40.2                  | -1.7              | Maintained              | Higher                         |
|  |    |               |  | Native Hawaiian or Pacific Islander | *                                   | -                       | No Performance Level     | -29.1                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -32.5                  | -3.4              | Declined                | --                             |
|  |    |               |  | Socioeconomically Disadvantaged     | 88                                  | 15.0                    | High                     | -41.4                  | Low                     | Higher                         | 82                                  | Blue                                  | 34.1                    | 19.1               | Increased Significantly  | Orange                               | -42.6                  | -1.2              | Maintained              | Higher                         |
|  |    |               |  | Students with Disabilities          | 26                                  | -16.7                   | No Performance Level     | -97.3                  | Very Low                | --                             | 14                                  | No Color                              | -3.4                    | 15.5               | Increased Significantly  | Red                                  | -96.3                  | 1.8               | Maintained              | --                             |
|  |    |               |  | Two or More Races                   | 16                                  | 85.8                    | No Performance Level     | 25.1                   | High                    | --                             | 21                                  | No Color                              | 90.3                    | 4.5                | Increased                | Green                                | 24.3                   | -0.8              | Maintained              | --                             |
|  |    |               |  | White                               | 148                                 | 49.0                    | Very High                | 21.9                   | High                    | Higher                         | 137                                 | Blue                                  | 67.2                    | 18.2               | Increased 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 ** | 99%                                     | --                               | 100%  | 95%                       | 100%            | 100%     | --           | 100%           | 100%   | 100%                                | 100%                            | 93%                        | 100%              | 99%   |  |
| Participation Rate Met 2022 *         | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | --           | Yes            | Yes    | Yes                                 | Yes                             | No                         | Yes               | Yes   |  |
| Percent of students tested in 2023    | 99%                                     | --                               | 100%  | 95%                       | 100%            | 100%     | --           | --             | 100%   | --                                  | 99%                             | 94%                        | 100%              | 99%   |  |
| Participation Rate Met 2023           | Yes                                     | --                               | Yes   | Yes                       | Yes             | Yes      | --           | --             | Yes    | --                                  | Yes                             | No                         | Yes               | Yes   |  |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

## Woodland Hills Elementary Charter For Enriched Studies

### 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  | 7890          | Woodland Hills Elementary Charter For Enriched Studies | All Students                        | 272  | 23.6                    | High                     | -51.7                  | Low                     | Higher                         | 271  | Blue                                  | 39.6                    | 16.0               | Increased Significantly  | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         |
|   |    |               |  | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |  | Asian                               | 34   | 62.4                    | Very High                | 48.4                   | Very High               | Higher                         | 26   | No Color                              | 82.5                    | 20.1               | Increased Significantly  | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             |
|   |    |               |  | Black or African American           | 17   | -17.3                   | No Performance Level     | -106.9                 | Very Low                | --                             | 21   | No Color                              | -40.4                   | -23.1              | Declined Significantly   | Red                                  | -104.5                 | 2.6               | Maintained              | --                             |
|   |    |               |  | English Learner                     | 28   | 1.8                     | No Performance Level     | -92.0                  | Low                     | --                             | 27   | No Color                              | 18.8                    | 20.6               | Increased Significantly  | Orange                               | -93.4                  | -1.4              | Maintained              | --                             |
|   |    |               |  | Filipino                            | *  | -                       | No Performance Level     | 2.7                    | High                    | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |  | Foster Youth                        | 0  | --                      | --                       | -126.3                 | Very Low                | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |  | Homeless Youth                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |  | Latino                              | 45   | -19.1                   | Medium                   | -83.4                  | Low                     | Higher                         | 47   | Blue                                  | 9.9                     | 29.0               | Increased Significantly  | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         |
|   |    |               |  | Native Hawaiian or Pacific Islander | *  | -                       | No Performance Level     | -71.3                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |  | Socioeconomically Disadvantaged     | 88   | -6.4                    | Medium                   | -84.0                  | Low                     | Higher                         | 82   | Green                                 | 5.0                     | 11.4               | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         |
|   |    |               |  | Students with Disabilities          | 25   | -30.1                   | No Performance Level     | -130.8                 | Very Low                | --                             | 14   | No Color                              | 4.1                     | 38.3               | Increased Significantly  | Orange                               | -127.3                 | 5.5               | Increased               | --                             |
|   |    |               |  | Two or More Races                   | 16   | 58.1                    | No Performance Level     | -9.9                   | Medium                  | --                             | 21   | No Color                              | 65.4                    | 7.3                | Increased                | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |  | White                               | 148  | 25.7                    | High                     | -13.4                  | Medium                  | Higher                         | 137  | Blue                                  | 45.7                    | 20.0               | Increased Significantly  | 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 **    | 99% | --                               | 100%  | 95%                       | 94%             | 100%     | --           | 100%           | 100%   | 100%                                | 99%                             | 92%                        | 100%              | 98%   |
| Participation Rate Met 2022 *            | Yes | --                               | Yes   | Yes                       | No              | Yes      | --           | Yes            | Yes    | Yes                                 | Yes                             | No                         | Yes               | Yes   |
| Percent of students tested in 2023       | 99% | --                               | 100%  | 95%                       | 94%             | 100%     | --           | 0%             | 98%    | --                                  | 98%                             | 94%                        | 100%              | 99%   |
| Participation Rate Met 2023              | Yes | --                               | Yes   | Yes                       | No              | Yes      | --           | No             | Yes    | --                                  | Yes                             | No                         | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

## Woodland Hills Elementary Charter For Enriched Studies

### English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |  |                 |   |  |                      |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|--|-----------------|---|--|----------------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School   | Student Group   | 2022 School   |  |                      | 2022 State   |              |                                 | 2023 School   |                                       |  |                    | 2023 State               |                                      |  |                   |                         |                                 |
|  |    |               |  |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level         | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| N  | 4  | 7890          | Woodland Hills Elementary Charter For Enriched Studies | English Learner | 14  | 14.3%  | No Performance Level | 50.3%  | Medium       | Lower                           | 36  | No Performance Color                  | 61.1%  | 46.8%              | 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                | 45                            | 44                           | 97.8%                         | Yes                    |
| 2023                | 69                            | 68                           | 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  |       |       |
| Woodland Hills Elementary Charter For Enriched Studies  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 14.3% | 47.5% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.8%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 71.4% | 31.4% |
| ELs Who Decreased at Least One ELPI Level   | 14.3% | 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  |       |       |
| Woodland Hills Elementary Charter For Enriched Studies  |       | State |
| ELs Who Progressed at Least One ELPI Level  | 61.1% | 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 30.6% | 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 8.3%  | 18.6% |

## Woodland Hills Elementary Charter For Enriched Studies

### Chronic Absenteeism

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

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

| Chronic Absenteeism - CA School Dashboard Indicator |        |                   |  |  |  |   |                             |  |                            |   |  |   |   |                       |                                |  |  |                      |                               |   |
|---|--------|-------------------|--|--|--|---|-----------------------------|--|----------------------------|---|--|---|---|-----------------------|--------------------------------|--|--|----------------------|-------------------------------|---|
| R<br>G  | B<br>D | Locatio<br>n Code | School   | Student Group                          | Number of<br>students<br>enrolled who<br>meet criteria | School 2022<br>Chronic<br>Absenteeism<br>Percentage | School 2022<br>Status Level | State 2022<br>Chronic<br>Absenteeism<br>Percentage | State 2022<br>Status Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison | Number of<br>students<br>enrolled who<br>meet criteria | School 2023<br>Performance<br>Level (color) | School 2023<br>Chronic<br>Absenteeism<br>Percentage | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Chronic<br>Absenteeism<br>Percentage | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State Chronic<br>Absenteeism<br>Percentage<br>Comparison |
| N   | 4      | 7890              | Woodland Hills<br>Elementary Charter<br>For Enriched Studies | All Students                           | 649  | 16.9%   | High                        | 30.0%  | Very High                  | Lower   | 696  | Yellow                                      | 16.1%   | -0.9%                 | Declined                       | Yellow                                     | 24.3%  | -5.7                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | American Indian or<br>Alaska Native    | *  | --  | No<br>Performance<br>Level  | 42.9%  | Very High                  | --  | 0  | --  | --  | --                    | --                             | Yellow                                     | 36.1%  | -6.8                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Asian                                  | 122  | 8.2%  | Medium                      | 11.5%  | High                       | Lower   | 104  | Orange                                      | 9.6%  | 1.4%                  | Increased                      | Yellow                                     | 10.1%  | -1.4                 | Declined                      | Lower   |
|   |        |                   |  | Black or African<br>American           | 34   | 26.5%   | Very High                   | 42.9%  | Very High                  | Lower   | 39   | Yellow                                      | 15.4%   | -11.1%                | Declined                       | Yellow                                     | 36.4%  | -6.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | English Learner                        | 58   | 22.4%   | Very High                   | 33.6%  | Very High                  | Lower   | 81   | Yellow                                      | 18.5%   | -3.9%                 | Declined                       | Yellow                                     | 26.3%  | -7.3                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | Filipino                               | *  | --  | No<br>Performance<br>Level  | 16.2%  | High                       | --  | 11   | No Color                                    | 18.2%   | 0.0%                  | No Change<br>Level             | Yellow                                     | 13.8%  | -2.4                 | Declined                      | --  |
|   |        |                   |  | Foster Youth                           | *  | --  | No<br>Performance<br>Level  | 42.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 33.6%  | -8.5                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Homeless Youth                         | *  | --  | No<br>Performance<br>Level  | 45.1%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 38.7%  | -6.4                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Latino                                 | 114  | 32.5%   | Very High                   | 35.8%  | Very High                  | Lower   | 126  | Orange                                      | 21.4%   | -11.0%                | Declined                       | Yellow                                     | 28.4%  | -7.4                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | Native Hawaiian or<br>Pacific Islander | *  | --  | No<br>Performance<br>Level  | 43.9%  | Very High                  | --  | *  | No Color                                    | 0.0%  | 0.0%                  | No Change<br>Level             | Yellow                                     | 37.6%  | -6.3                 | Declined<br>Significantly     | --  |
|   |        |                   |  | Socioeconomically<br>Disadvantaged     | 172  | 29.7%   | Very High                   | 37.4%  | Very High                  | Lower   | 186  | Yellow                                      | 24.2%   | -5.5%                 | Declined<br>Significantly      | Yellow                                     | 29.9%  | -7.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | Students with<br>Disabilities          | 47   | 23.4%   | Very High                   | 39.6%  | Very High                  | Lower   | 52   | Yellow                                      | 15.4%   | -8.0%                 | Declined                       | Yellow                                     | 33.1%  | -6.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | Two or More Races                      | 90   | 16.7%   | High                        | 25.1%  | Very High                  | Lower   | 122  | Red   | 21.3%   | 4.6%                  | Increased                      | Yellow                                     | 21.6%  | -3.5                 | Declined<br>Significantly     | Lower   |
|   |        |                   |  | White                                  | 276  | 13.8%   | Very High                   | 21.9%  | Very High                  | Lower   | 293  | Orange                                      | 14.0%   | 0.2%                  | Maintained                     | Yellow                                     | 18.5%  | -3.5                 | Declined<br>Significantly     | Lower   |

Data Sources: California School Dashboard Research data files 2023



## Woodland Hills Elementary Charter For Enriched Studies

### 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  | 7890          | Woodland Hills Elementary Charter For Enriched Studies | All Students                        | 673                | 0.0%   | Very Low                 | 3.1%  | Medium                  | Lower   | 715                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |  | American Indian or Alaska Native    | *                  | --   | No Performance Level     | 6.4%  | High                    | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |  | Asian                               | 130                | 0.0%   | Very Low                 | 0.9%  | Very Low                | Lower   | 106                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower                                  |
|   |    |               |  | Black or African American           | 34                 | 0.0%   | Very Low                 | 7.9%  | High                    | Lower   | 41                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | Lower                                  |
|   |    |               |  | English Learner                     | 59                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 81                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |  | Filipino                            | *                  | --   | No Performance Level     | 1.2%  | Low                     | --  | 11                 | No Color                              | 0.0%   | --                 | No Change Level          | Green                                | 1.3%  | 0.1%              | Maintained              | --                                     |
|   |    |               |  | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |  | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |  | Latino                              | 121                | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 135                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |  | Native Hawaiian or Pacific Islander | *                  | --   | No Performance Level     | 4.5%  | Medium                  | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |  | Socioeconomically Disadvantaged     | 177                | 0.0%   | Very Low                 | 4.0%  | Medium                  | Lower   | 197                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |  | Students with Disabilities          | 48                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 53                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |  | Two or More Races                   | 95                 | 0.0%   | Very Low                 | 2.9%  | Medium                  | Lower   | 123                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |  | White                               | 280                | 0.0%   | Very Low                 | 2.6%  | Medium                  | Lower   | 298                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower                                  |

Data Sources: California School Dashboard Research data files 2023

## Woodland Hills Elementary Charter For Enriched Studies

### 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  | 7890     | Woodland Hills Elementary Charter For Enriched Studies | 630        | 29.7%    | 12.7% | 0.0%                             | 12.1% | 5.7%                      | 7.6%            | 1.4%     | 0.0%         | 0.0%     | 20.0%  | 0.0%              | 0.3%                                | 11.4%        | 29.7%                            | 6.2%                       | 8.1%              | 41.0% |
| Statewide   |    |          |  | 5,837,690  | 61.7%    | N/A   | 0.4%                             | 9.9%  | 4.9%                      | 18.4%           | 2.2%     | 0.5%         | 3.6%     | 56.1%  | 0.8%              | 0.4%                                | 1.1%         | 62.7%                            | 13.7%                      | 4.6%              | 20.3% |
| Los Angeles Unified                                 |    |          |  | 529,902    | 80.7%    | 11.0% | 0.1%                             | 3.4%  | 7.3%                      | 20.1%           | 1.7%     | 0.6%         | 2.1%     | 73.8%  | 0.2%              | 0.1%                                | 1.8%         | 81.3%                            | 14.8%                      | 2.0%              | 9.8%  |

| 2022-2023 Enrollment by Ethnicity and Student Group |    |          |  |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|----|----------|--|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| RG  | BD | Loc Code | School   | Enrollment | F/R Meal | GATE  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| N   | 4  | 7890     | Woodland Hills Elementary Charter For Enriched Studies | 679        | 24.3%    | 10.8% | 5.6%                             | 15.0% | 5.6%                      | 10.5%           | 1.2%     | 0.0%         | 0.3%     | 18.0%  | 0.0%              | 0.1%                                | 10.0%        | 25.0%                            | 5.7%                       | 8.0%              | 42.1% |
| Statewide   |    |          |  | 5,852,544  | 59.9%    | N/A   | 0.4%                             | 9.5%  | 4.7%                      | 19.0%           | 2.2%     | 0.5%         | 3.2%     | 56.1%  | 0.7%              | 0.4%                                | 2.2%         | 61.5%                            | 13.1%                      | 4.3%              | 20.1% |
| Los Angeles Unified                                 |    |          |  | 538,295    | 81.0%    | 11.1% | 5.9%                             | 3.4%  | 7.4%                      | 21.3%           | 1.6%     | 0.7%         | 1.7%     | 74.2%  | 0.1%              | 0.2%                                | 1.5%         | 82.0%                            | 14.1%                      | 2.0%              | 9.7%  |

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

## Woodland Hills Elementary Charter For Enriched Studies

### 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  | 7890     | Woodland Hills Elementary Charter For Enriched Studies | 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>

## Woodland Hills Elementary Charter For Enriched Studies

### 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  | 7890     | Woodland Hills Elementary Charter For Enriched Studies | LTEL 6+ Years                   | 0          | 0.0%    | 226,535    | 11.1%   | 0          | 0.0%    | 211,218    | 10.6%   |
|    |    |          |  | At-Risk 4-5 Years               | 4          | 3.8%    | 144,190    | 7.1%    | 1          | 1.3%    | 136,190    | 6.8%    |
|    |    |          |  | EL 0-3 Years                    | 64         | 61.5%   | 505,487    | 24.8%   | 47         | 60.3%   | 519,652    | 26.0%   |
|    |    |          |  | EL 4+ Years Not At-Risk or LTEL | 3          | 2.9%    | 236,323    | 11.6%   | 0          | 0.0%    | 207,773    | 10.4%   |
|    |    |          |  | EL total                        | 71         | 68.3%   | 1,112,535  | 54.5%   | 48         | 61.5%   | 1,074,833  | 53.8%   |
|    |    |          |  | RFEP                            | 33         | 31.7%   | 927,723    | 45.5%   | 30         | 38.5%   | 924,460    | 46.2%   |
|    |    |          |  | Total (Ever)                    | 104        | 100.0%  | 2,040,258  | 100.0%  | 78         | 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>

## Woodland Hills Elementary Charter For Enriched Studies

### 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  | 7890          | Woodland Hills Elementary Charter For Enriched Studies | 630               | 39             | 6.2%           |
|    |    |               | Statewide  | 5,837,690         | 799,980        | 13.7%          |
|    |    |               | Los Angeles Unified                                    | 529,902           | 79,906         | 14.8%          |

**2022-2023 Special Education Enrollment**

| RG | BD | Loc Code | School   | OCT 2022 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % |
|----|----|----------|--|-------------------|----------------|----------------|
| N  | 4  | 7890     | Woodland Hills Elementary Charter For Enriched Studies | 679               | 39             | 5.7%           |
|    |    |          | 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  | 7890     | Woodland Hills Elementary Charter For Enriched Studies | 74.4%            | 25.6%           | 9      | 0    | 0      | 0     | 0     | 1     | 0     | 0   | 10     | 0    | 6      | 13     | 0     | 0    |
| Los Angeles Unified |    |          |  | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

**2022-2023 Special Education Enrollment**

| RG                  | BD | Loc Code | School   | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|--|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| N                   | 4  | 7890     | Woodland Hills Elementary Charter For Enriched Studies | 79.5%            | 20.5%           | 7      | 0    | 0      | 0     | 0     | 1     | 0     | 0   | 7      | 0     | 5      | 19     | 0     | 0    |
| Los Angeles Unified |    |          |  | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

# Woodland Hills Elementary Charter For Enriched Studies

LAUSD Location Code: 7890

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<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
| All Students   | 271  | Blue  | 55.8                       | 8.4                   | Increased                      | Orange                                     | -13.6                     | -1.4                 | Maintained                    | Higher                               | 255  | Green                                       | 51.4                       | -4.5                  | Declined                       | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Higher                               |
| American Indian or Alaska Native   | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian  | 26   | No Color                                    | 64.0                       | -6.1                  | Declined                       | Blue                                       | 61.8                      | -1.2                 | Maintained                    | --                                   | 28   | No Color                                    | 78.6                       | 14.6                  | Increased                      | Blue                                       | 60.7                      | -1.2                 | Maintained                    | --                                   |
| Black or African American  | 21   | No Color                                    | 22.5                       | -1.8                  | Maintained                     | Orange                                     | -59.6                     | -2.0                 | Maintained                    | --                                   | 15   | No Color                                    | -20.5                      | -42.9                 | Declined Significantly         | Orange                                     | -58.9                     | 0.8                  | Maintained                    | --                                   |
| English Learner  | 26   | No Color                                    | 26.3                       | 9.9                   | Increased                      | Orange                                     | -67.7                     | -6.5                 | Declined                      | --                                   | 28   | No Color                                    | 23.0                       | -3.3                  | 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   | 0  | --  | --                         | --                    | --                             | Red  | -89.2                     | -2.5                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -87.3                     | 1.9                  | Maintained                    | --                                   |
| Homeless Youth   | 0  | --  | --                         | --                    | --                             | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino   | 47   | Green                                       | 17.7                       | 6.3                   | Increased                      | Orange                                     | -40.2                     | -1.7                 | Maintained                    | Higher                               | 49   | Green                                       | 25.3                       | 7.6                   | Increased                      | 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                      | --                                   | *  | No Color                                    | --                         | --                    | No Change Level                | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically Disadvantaged  | 82   | Blue  | 34.1                       | 19.1                  | Increased Significantly        | Orange                                     | -42.6                     | -1.2                 | Maintained                    | Higher                               | 88   | Green                                       | 21.8                       | -12.3                 | Declined                       | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with Disabilities   | 14   | No Color                                    | -3.4                       | 15.5                  | Increased Significantly        | Red  | -96.3                     | 1.8                  | Maintained                    | --                                   | 17   | No Color                                    | -48.1                      | -44.7                 | Declined Significantly         | Red  | -95.6                     | 0.7                  | Maintained                    | --                                   |
| Two or More Races  | 21   | No Color                                    | 90.3                       | 4.5                   | Increased                      | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | 22   | No Color                                    | 51.8                       | -38.5                 | Declined Significantly         | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White  | 137  | Blue  | 67.2                       | 18.2                  | Increased Significantly        | Green                                      | 20.8                      | -1.2                 | Maintained                    | Higher                               | 125  | Green                                       | 56.3                       | -10.9                 | Declined                       | Green                                      | 19.2                      | -1.6                 | Maintained                    | Higher                               |

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

| ELA Participation Rate By Student Group |     |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|-----|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2023 **   | 99% | --                               | 100%  | 95%                       | 100%            | 100%     | --           | --             | 100%   | --                                  | 99%                             | 94%                        | 100%              | 99%   |
| Participation Rate Met 2023 *           | Yes | --                               | Yes   | Yes                       | Yes             | Yes      | --           | --             | Yes    | --                                  | Yes                             | No                         | Yes               | Yes   |
| Percent of students tested in 2024      | 99% | --                               | 100%  | 94%                       | 100%            | 100%     | --           | 100%           | 98%    | 100%                                | 98%                             | 95%                        | 100%              | 100%  |
| Participation Rate Met 2024             | Yes | --                               | Yes   | No                        | Yes             | Yes      | --           | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files.

# Woodland Hills Elementary Charter For Enriched Studies

LAUSD Location Code: 7890

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/ds/files/enr.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                        | 271  | Blue                                  | 39.6                    | 16.0               | Increased Significantly  | Orange                               | -49.1                  | 2.6               | Maintained              | Higher                         | 256  | Blue                                  | 50.0                    | 10.5               | Increased                | Orange                               | -47.6                  | 1.5               | Maintained              | Higher                         |
| American Indian or Alaska Native    | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -86.6                  | 0.7               | Maintained              | --                             |
| Asian                               | 26   | No Color                              | 82.5                    | 20.1               | Increased Significantly  | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             | 28   | No Color                              | 87.3                    | 4.7                | Increased                | Blue                                 | 49.5                   | -1.3              | Maintained              | --                             |
| Black or African American           | 21   | No Color                              | -40.4                   | -23.1              | Declined Significantly   | Red                                  | -104.5                 | 2.6               | Maintained              | --                             | 15   | No Color                              | -54.9                   | -14.4              | Declined                 | Red                                  | -102.2                 | 2.4               | Maintained              | --                             |
| English Learner                     | 27   | No Color                              | 18.8                    | 20.6               | Increased Significantly  | Orange                               | -93.4                  | -1.4              | Maintained              | --                             | 29   | No Color                              | 12.2                    | -6.6               | Declined                 | 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                        | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -125.1                 | 2.3               | Maintained              | --                             |
| Homeless Youth                      | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -106.0                 | -4.7              | Maintained              | --                             |
| Latino                              | 47   | Blue                                  | 9.9                     | 29.0               | Increased Significantly  | Orange                               | -80.8                  | 2.6               | Maintained              | Higher                         | 49   | Blue                                  | 35.4                    | 25.5               | Increased 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              | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -72.5                  | -1.2              | Maintained              | --                             |
| Socioeconomically Disadvantaged     | 82   | Green                                 | 5                       | 11.4               | Increased                | Yellow                               | -80.8                  | 3.2               | Increased               | Higher                         | 89   | Green                                 | 13.9                    | 8.9                | Increased                | Orange                               | -78.2                  | 2.6               | Maintained              | Higher                         |
| Students with Disabilities          | 14   | No Color                              | 4.1                     | 38.3               | Increased Significantly  | Orange                               | -127.3                 | 5.5               | Increased               | --                             | 17   | No Color                              | -20.4                   | -24.6              | Declined Significantly   | Red                                  | -124.3                 | 2.9               | Maintained              | --                             |
| Two or More Races                   | 21   | No Color                              | 65.4                    | 7.3                | Increased                | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             | 22   | No Color                              | 63.8                    | -1.6               | Maintained               | Yellow                               | -5.3                   | 2.1               | Maintained              | --                             |
| White                               | 137  | Blue                                  | 45.7                    | 20.0               | Increased Significantly  | Yellow                               | -11.1                  | 2.3               | Maintained              | Higher                         | 126  | Blue                                  | 49.0                    | 3.4                | 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 **    | 99% | --                               | 100%  | 95%                       | 94%             | 100%     | --           | 0%             | 98%    | --                                  | 98%                             | 94%                        | 100%              | 99%   |
| Participation Rate Met 2023 *            | Yes | --                               | Yes   | Yes                       | No              | Yes      | --           | No             | Yes    | --                                  | Yes                             | No                         | Yes               | Yes   |
| Percent of students tested in 2024       | 99% | --                               | 100%  | 94%                       | 100%            | 100%     | --           | 100%           | 98%    | 100%                                | 98%                             | 95%                        | 100%              | 100%  |
| Participation Rate Met 2024              | Yes | --                               | Yes   | No                        | Yes             | Yes      | --           | Yes            | Yes    | Yes                                 | Yes                             | Yes                        | Yes               | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Source: California School Dashboard Research data files.

# Woodland Hills Elementary Charter For Enriched Studies

LAUSD Location Code: 7890

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  | 36  | No Performance Color                  | 61.1%  | 46.8%              | Increased Significantly  | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 29  | No Performance Color                  | 79.3%  | 18.2%              | Increased Significantly  | Orange                               | 45.7%  | -3.0%             | Declined                | Higher                          |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | 0   | --                                    | --   | --                 | --                       | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

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

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 47                            | 47                           | 100%                          | Yes                    |
| 2023                | 69                            | 68                           | 99%                           | Yes                    |

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

| 2024 Student English Language Acquisition Results  |       |       |
|--|-------|-------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |       |       |
| School   |       |       |
| Woodland Hills Elementary Charter For Enriched Studies   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 79.3% | 43.8% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 20.7% | 34.9% |
| ELs Who Decreased at Least One ELPI Level  | 0.0%  | 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   |       |       |
| Woodland Hills Elementary Charter For Enriched Studies   |       | State |
| ELs Who Progressed at Least One ELPI Level   | 61.1% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 30.6% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 8.3%  | 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.](#)



# Woodland Hills Elementary Charter For Enriched Studies

LAUSD Location Code: 7890

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/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                        | 696   | Yellow                                | 16.1%                                      | -0.9%              | Declined                 | Yellow                               | 24.3%                                     | -5.7              | Declined Significantly  | Lower   | 654   | Yellow                                | 10.9%                                      | -5.2%              | Declined Significantly   | Yellow                               | 18.6%                                     | -5.7%             | Declined                | Lower   |
| American Indian or Alaska Native    | 0   | --                                    | --   | --                 | --                       | Yellow                               | 36.1%                                     | -6.8              | Declined Significantly  | --  | 0   | --                                    | --   | --                 | --                       | Yellow                               | 30.6%                                     | -5.4%             | Declined                | --  |
| Asian                               | 104   | Orange                                | 9.6%                                       | 1.4%               | Increased                | Yellow                               | 10.1%                                     | -1.4              | Declined                | Lower   | 81  | Green                                 | 8.6%                                       | -1.0%              | Declined                 | Green                                | 7.5%                                      | -2.5%             | Declined                | Higher  |
| Black or African American           | 39  | Yellow                                | 15.4%                                      | -11.1%             | Declined                 | Yellow                               | 36.4%                                     | -6.5              | Declined Significantly  | Lower   | 44  | Red                                   | 31.8%                                      | 16.4%              | Increased                | Yellow                               | 31.3%                                     | -5.1%             | Declined                | Higher  |
| English Learner                     | 81  | Yellow                                | 18.5%                                      | -3.9%              | Declined                 | Yellow                               | 26.3%                                     | -7.3              | Declined Significantly  | Lower   | 55  | Yellow                                | 16.4%                                      | -2.2%              | Declined                 | Yellow                               | 20.1%                                     | -6.1%             | Declined                | Lower   |
| Filipino                            | 11  | No Color                              | 18.2%                                      | 0.0%               | 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  | --  | *   | No Color                              | --   | --                 | No Change Level          | Yellow                               | 32.7%                                     | -6.0%             | Declined                | --  |
| Latino                              | 126   | Orange                                | 21.4%                                      | -11.0%             | Declined                 | Yellow                               | 28.4%                                     | -7.4              | Declined Significantly  | Lower   | 129   | Green                                 | 9.3%                                       | -12.1%             | Declined                 | Yellow                               | 21.7%                                     | -6.7%             | Declined                | Lower   |
| 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     | 186   | Yellow                                | 24.2%                                      | -5.5%              | Declined Significantly   | Yellow                               | 29.9%                                     | -7.5              | Declined Significantly  | Lower   | 214   | Yellow                                | 18.2%                                      | -6.0%              | Declined Significantly   | Yellow                               | 23.4%                                     | -6.6%             | Declined                | Lower   |
| Students with Disabilities          | 52  | Yellow                                | 15.4%                                      | -8.0%              | Declined                 | Yellow                               | 33.1%                                     | -6.5              | Declined Significantly  | Lower   | 50  | Yellow                                | 14.0%                                      | -1.4%              | Declined                 | Yellow                               | 26.3%                                     | -6.8%             | Declined                | Lower   |
| Two or More Races                   | 122   | Red                                   | 21.3%                                      | 4.6%               | Increased                | Yellow                               | 21.6%                                     | -3.5              | Declined Significantly  | Lower   | 128   | Yellow                                | 13.3%                                      | -8.0%              | Declined                 | Yellow                               | 16.2%                                     | -5.4%             | Declined                | Lower   |
| White                               | 293   | Orange                                | 14.0%                                      | 0.2%               | Maintained               | Yellow                               | 18.5%                                     | -3.5              | Declined Significantly  | Lower   | 261   | Green                                 | 6.9%                                       | -7.1%              | Declined Significantly   | Yellow                               | 13.5%                                     | -4.9%             | 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](#).

# Woodland Hills Elementary Charter For Enriched Studies

LAUSD Location Code: 7890

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  | 715                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 664                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.2%  | -0.3%             | Declined                | Lower                                  |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 106                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 1.1%  | 0.2%              | Maintained              | Lower   | 87                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Blue                                 | 1.0%  | 0.0%              | Maintained              | Lower                                  |
| Black or African American                                 | 41                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Red                                  | 8.8%  | 0.9%              | Increased               | Lower   | 45                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 8.4%  | -0.4%             | Declined                | Lower                                  |
| English Learner   | 81                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 57                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.4%  | -0.3%             | Declined                | Lower                                  |
| Filipino  | 11                 | No Color                              | 0.0%   | --                 | No Change Level          | Green                                | 1.3%  | 0.1%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 13.6%   | 1.2%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 13.2%   | -0.4%             | Declined                | --                                     |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 6.5%  | 1.0%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 135                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 129                | Blue                                  | 0.0%   | 0.0%               | Maintained               | 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                            | 197                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 217                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 4.0%  | -0.5%             | Declined                | Lower                                  |
| Students with Disabilities                                | 53                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 50                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | 123                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.3%  | 0.4%              | Increased               | Lower   | 130                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Green                                | 3.0%  | -0.3%             | Declined                | Lower                                  |
| White   | 298                | Blue                                  | 0.0%   | 0.0%               | Maintained               | Yellow                               | 2.9%  | 0.2%              | Maintained              | Lower   | 262                | 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](#)

## ATTACHMENT C

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report****DESEGREGATION IMPACT STATEMENT (DIS)****WOODLAND HILLS ELEMENTARY CHARTER FOR ENRICHED STUDIES****BOARD OF EDUCATION REPORT 320-24/25**

May 13, 2025

**I. Category of Proposed Action:**

The proposed action would renew the charter for six (6) years, beginning July 1, 2025 until June 30, 2031 to serve up to 669 students in grades TK-5 in each year of the charter term.

**II. Summary Description of Current District Practice:**

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

**III. Proposed Change:**

The approval of this charter petition would renew the charter of Woodland Hills Elementary Charter for Enriched Studies for six (6) years beginning July 1, 2025 until June 30, 2031.

**IV. Effects of This Proposal:**

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

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

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

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

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

PREPARED BY:

James Perreault  
Specialist, Charter Schools Division  
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services

[Return to Order of Business](#)

# TAB 22



## Board of Education Report

**File #:** Rep-321-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

### **Approval of the Proposed Material Revision for Collegiate Charter High School of Los Angeles** Charter Schools Division

#### **Brief Description:**

(Approval of the Proposed Material Revision for Collegiate Charter High School of Los Angeles) Recommends approval of the material revision for Collegiate Charter High School of Los Angeles to transfer operations, governance and management to Equitas Academy Charter School, Inc.; relocate outside the community; and revise related charter elements and provisions. Collegiate Charter High School of Los Angeles is presently located in Board District 2 and Region East.

#### **Action Proposed:**

Approve the material revision of the charter for Collegiate Charter High School of Los Angeles ( "Charter School"), a 9-12 school located in Board District 2 and Region East, to join Equitas Academy Charter School, Inc., such that Equitas Academy Charter School, Inc. would operate, govern, and manage Collegiate Charter High School of Los Angeles with Equitas Academy Charter School, Inc.'s six (6) other LAUSD-authorized charter schools. Collegiate Charter High School of Los Angeles specifically seeks to revise its charter's governance structure and related charter elements and provisions. This material revision request includes a relocation from the current co-location through Proposition 39 on the campus of Robert Louis Stevenson College and Career Preparatory Middle in Board District 2 and Region East to a private facility operated by Equitas Academy Charter School, Inc. at 2501 W. 7<sup>th</sup> St., Los Angeles, CA 90057, also in Board District 2 and Region East, but in a different Community of Schools and more than a three-mile radius from the current location. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### **Background:**

Collegiate Charter High School of Los Angeles is a 9-12 school serving 142 students currently on the campus of Robert Louis Stevenson College and Career Preparatory Middle School, as a co-location through Proposition 39, at 725 Indiana St., Los Angeles, CA 90023 in Board District 2 and Region East. Collegiate Charter High School of Los Angeles was approved by the LAUSD Board of Education on November 18, 2014. On October 20, 2019, the charter school was renewed, pursuant to applicable law, for another five-year term to serve up to 420 students in grades 9-12.

On January 13, 2025, the Charter Schools Division commenced processing of Collegiate Charter High School of Los Angeles' complete material revision. Collegiate Charter High School of Los Angeles seeks to revise its current charter, which expires June 30, 2028.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revision of the charter.

### **Expected Outcomes:**

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, and 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 material revision of the charter, Charter School would continue to operate as a charter school, as amended, for the remainder of the charter term.

"No" - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board's action and direction.

### **Policy Implications:**

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

### **Budget Impact:**

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

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to

create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

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

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

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Collegiate Charter High School of Los Angeles' potential fiscal impact on existing District schools in the proposed target community.

Based on Collegiate Charter High School of Los Angeles' projected enrollment-215 students in Fiscal Year 2025-2026, increasing to 340 students by Charter School's renewal year (i.e., Fiscal Year 2027-2028)-the estimated total revenue loss for the District's schools could be \$2,662,815 in Fiscal Year 2025-2026, increasing to \$4,210,964 by Charter School's renewal year, and amounting to \$10,428,327 over Collegiate Charter High School of Los Angeles' remaining charter term. Additionally, the aggregate fiscal impact on the District and charter schools in the proposed community could be \$16,294,262 over Collegiate Charter High School of Los Angeles' remaining charter term. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R. § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment in the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Staff reviewed the budget assumptions and the community fiscal impact, which included consideration and analysis of Equitas Academy Charter School, Inc.'s written projections that over 50% of its current 8<sup>th</sup> graders plan to attend Collegiate Charter High School of Los Angeles, as well as Charter School's anticipated continuing students at the proposed location.

Currently, there are 13 other LAUSD-authorized independent charter schools within the proposed community serving one or more of the same grade levels (Grades 9-12) as Collegiate Charter High School of Los Angeles.

### **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 request for material revision of the charter and its record of performance, staff has determined that Charter School has met the requirements for approval of the material revision.

**File #:** Rep-321-24/25, **Version:** 1  
**In Control:** Charter Schools Division

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

**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 - Collegiate Charter High School of Los Angeles Data Set

Attachment C - Schools within the Community Data, and Schools within the Community Subgroup Medians Data Set

Attachment D - Material Revision

Attachment E - Collegiate Charter High School of Los Angeles Schools within the Community List with Enrollment Data

Attachment F - Collegiate Charter High School of Los Angeles Community Impact Assessment

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

<https://drive.google.com/drive/folders/137fkZnAwYHy3EM5WNaqn6uNG9t9PLNWA?usp=sharing>

**Submitted:**

04/05/25




File #: Rep-321-24/25, Version: 1  
In Control: Charter Schools Division

Agenda Date: 5/13/2025


**RESPECTFULLY SUBMITTED,**

  
ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**

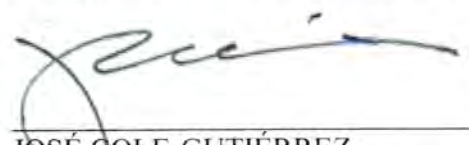
  
CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

  
JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

## **STAFF ASSESSMENT AND RECOMMENDATION REPORT** **REQUEST FOR MATERIAL REVISION OF CHARTER**

Board of Education Report 321-24/25

May 13, 2025

|   |   |   |      |
|---|---|---|------|
| School Name:  | Collegiate Charter High School of Los Angeles   |   |      |
| Type of Charter School:                                   | Start-Up Independent Charter School   |   |      |
| Charter Operator  | Collegiate Charter High School of Los Angeles   |   |      |
| Location Code:  | 7594  |   |      |
| Type of Site(s):  | Proposition 39 Co-Location  |   |      |
| Site Address(es):   | 725 S. Indiana Street, Los Angeles, CA 90023<br>(Robert Louis Stevenson College and Career Preparatory MS Campus)   |   |      |
| Board District(s):  | 2   | Region(s):                              | East |
| Grade Levels Served:                                      | 9-12  | Current Enrollment:                     | 142  |
| Grade Levels Authorized in Current Charter:               | 9-12  | Approved Enrollment in Current Charter: | 420  |
| CONSIDERATION:  | Material Revision to Transfer Operations, Governance, and Management to Equitas Academy Charter School, Inc.; Relocate Outside the Community; and Revise Related Charter Elements and Provisions. |   |      |
| CDE PERFORMANCE LEVEL:<br>(PER CDE'S 2025 CLASSIFICATION) | Middle Performing   |   |      |
| CURRENT CHARTER TERM                                      | 2020-2028   |   |      |
| STAFF RECOMMENDATION:                                     | Approval  |   |      |

### **STAFF ASSESSMENT**

#### **I. ACTION PROPOSED**

Staff recommends approval of the proposed material revision of the charter for Collegiate Charter High School of Los Angeles (“Collegiate” or “Charter School”), a 9-12 high school located in Board District 2 and Region East, to join Equitas Academy Charter School, Inc., (“Equitas”), such that Equitas would operate, govern, and manage Collegiate with Equitas’ six (6) other LAUSD-authorized charter schools. Collegiate specifically seeks to revise its charter’s governance structure and related charter elements and provisions. This material revision request includes a relocation from the current co-location through Proposition 39 on the campus of Robert Louis Stevenson College and Career Preparatory Middle in Board District 2 and Region East to a private facility operated by Equitas at 2501 W. 7<sup>th</sup> St., Los Angeles, CA 90057, also in Board District 2 and Region East, but in a different Community of Schools and more than a three-mile radius from the current location.

Equitas is a California nonprofit public benefit corporation that operates six (6) other LAUSD-authorized charter schools:

| School Name:            | Grades Levels: | Board District: | Region: |
|-------------------------|----------------|-----------------|---------|
| Equitas Academy Charter | TK-4           | 5               | West    |

| School Name:              | Grades Levels: | Board District: | Region: |
|---------------------------|----------------|-----------------|---------|
| Equitas Academy 2         | 5-8            | 5               | West    |
| Equitas Academy 3 Charter | TK-4           | 2               | East    |
| Equitas Academy 4         | 5-8            | 2               | East    |
| Equitas Academy 5         | TK-4           | 5               | West    |
| Equitas Academy 6         | TK-4           | 5               | West    |

## II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision application, staff has determined that the charter school has met the standards and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, 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?

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

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?

**This requirement has been determined not to be a basis for denial.**

- Is the proposed charter school demonstrably likely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)

**This criterion has been determined not to be a basis for denial.**

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)

**This criterion has been determined not to be a basis for denial.**

## III. GENERAL SCHOOL INFORMATION

### A. Charter Details

|                               | Collegiate Charter High School of Los Angeles   |
|-------------------------------|---|
| <b>Initial Authorization:</b> | On November 18, 2014, Collegiate Charter High School of Los Angeles was authorized by the LAUSD Board of Education to serve 528 students in grades 9-12.                  |
| <b>Most Recent Renewal</b>    | The charter was renewed, pursuant to applicable law, on October 20, 2019, for a five-year term (July 1, 2020 - June 30, 2025) to serve up to 420 students in grades 9-12. |

|  | <b>Collegiate Charter High School of Los Angeles</b>   |
|--|--|
| <b>Most Recent Renewal (cont.)</b>                                     | Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Collegiate Charter High School of Los Angeles expires June 30, 2028. |
| <b>Approved Material Revisions of Current Charter:</b>                 | Not applicable   |
| <b>Board Benchmarks in Current Charter Term:</b>                       | Not applicable   |
| <b>Material Revision Application:</b>                                  | The processing of Collegiate Charter High School of Los Angeles' complete material revision application commenced on January 13, 2025. Pursuant to the <i>LAUSD Policy and Procedures for Charter Schools</i> , the 120-day timeline (for presenting the material revision once processing commences) runs through May 13, 2025.   |
| <b>Master Plan for English Learners and Standard English Learners:</b> | Collegiate Charter High Schools of Los Angeles implements its own Master Plan for English Learners and Standard English Learners.  |
| <b>Special Education SELPA</b>   | Collegiate Charter High School of Los Angeles participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.  |

#### **B. Charter School Operator**

Collegiate Charter High School of Los Angeles is operated by Collegiate Charter High School of Los Angeles, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

### **IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

#### **a. Summary**

Collegiate Charter High School of Los Angeles has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below.

Please see the attached *Collegiate Charter High School of Los Angeles Data Set*.

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.

### Collegiate Charter High School of Los Angeles Dashboard Indicators

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

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

#### b. 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 both numerically significant student groups. In 2023 in ELA, applicable indicator data was not available due to the low number of students tested. In 2024, the charter school's DFS was lower than the state for All Students, and higher than the state for both numerically significant student groups.

### Collegiate Charter High School of Los Angeles - 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                        | Medium        | 22.9              | Low         | -12.2           | Higher                            |
| Latino                          | Met                        | Medium        | 28.6              | Low         | -38.6           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | 23.8              | Low         | -41.4           | Higher                            |

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

### Collegiate Charter High School of Los Angeles - English Language Arts Indicator - 2022-2023

\*All LEAs, schools, and student groups that have 30 or more continuously enrolled students in the denominator of their Distance from Standard (DFS) are held accountable for these indicators. This school had less than 30 students reported.

(\*Source: 2024 Dashboard Technical Guide: Academic Indicators, p. 2)

### Collegiate Charter High School of Los Angeles - 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                        | No Performance Color | -26.3             | -14.4          | Orange      | -13.2           | Lower                             |
| Latino                          | Met                        | No Performance Color | -32.4             | -20.4          | Orange      | -39.3           | Higher                            |
| Socioeconomically Disadvantaged | Met                        | No Performance Color | -31.3             | -31.0          | Orange      | -40.9           | Higher                            |

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

c. 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 both numerically significant student groups. In 2023 in Math, applicable indicator data was not available due to the low number of students tested. In 2024, the charter school's DFS was lower than the state for All Students, and lower than the state for both student groups.

**Collegiate Charter High School of Los Angeles - 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                        | Medium        | -48.6              | Low         | -51.7            | Higher                            |
| Latino                          | Met                        | Medium        | -49.4              | Low         | -83.4            | Higher                            |
| Socioeconomically Disadvantaged | Met                        | Medium        | -54.2              | Low         | -84.0            | Higher                            |

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

**Collegiate Charter High School of Los Angeles - Math Indicator - 2022-2023**

\*All LEAs, schools, and student groups that have 30 or more continuously enrolled students in the denominator of their Distance from Standard (DFS) are held accountable for these indicators. This school had less than 30 students reported.

(\*Source: 2024 Dashboard Technical Guide: Academic Indicators, p. 2)

**Collegiate Charter High School of Los Angeles - 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                        | No Performance Color | -96.6              | 2.3            | Orange      | -47.6            | Lower                             |
| Latino                          | Met                        | No Performance Color | -99.6              | -0.7           | Orange      | -79.2            | Lower                             |
| Socioeconomically Disadvantaged | Met                        | No Performance Color | -96.2              | -4.5           | Orange      | -78.2            | Lower                             |

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

d. English Learner Progress Indicator

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

**Collegiate Charter High School of Los Angeles - English Learner Progress Indicator - 2021-2022**

| Student Group   | Charter ELPAC Participation Rate | Charter Level | Charter EL Progress Rate | State Level | State EL Progress Rate | Charter to State Comparison |
|-----------------|----------------------------------|---------------|--------------------------|-------------|------------------------|-----------------------------|
| English Learner | Not Met                          | Low           | 35.6%                    | Medium      | 50.3%                  | Lower                       |

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

**Collegiate Charter High School of Los Angeles - 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 | Not Met                          | Green         | 50.0%                    | 15.2%          | Yellow      | 48.7%                  | Higher                      |

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

**Collegiate Charter High School of Los Angeles - 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           | Not Met                          | Red                  | 33.3%                    | -16.7%         | Orange      | 45.7%                  | Lower                       |
| Long Term English Learner | Met                              | No Performance Color | 42.9%                    | -16.5%         | Orange      | 45.8%                  | Lower                       |

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

e. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's Status Level of Medium for All Students was similar to the state's Status Level of Medium. The charter school's percentage of students prepared was higher than the state for both numerically significant student groups. In 2024, the charter school's performance color of Orange was lower than the state's color of Yellow for All Students, and lower than the state for one of two student groups.

**Collegiate Charter High School of Los Angeles - College/Career Indicator - 2022-2023**

| Student Group                   | Charter Level | Charter Prepared | State Level | State Prepared | Charter to State Comparison |
|---------------------------------|---------------|------------------|-------------|----------------|-----------------------------|
| All Students                    | Medium        | 51.9%            | Medium      | 43.9%          | Higher                      |
| Latino                          | Medium        | 52.9%            | Medium      | 35.5%          | Higher                      |
| Socioeconomically Disadvantaged | Medium        | 51.0%            | Medium      | 35.4%          | Higher                      |

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

**Collegiate Charter High School of Los Angeles - College/Career Indicator - 2023-2024**

| Student Group                   | Charter Level | Charter Prepared | Charter Change | State Level | State Prepared | Charter to State Comparison |
|---------------------------------|---------------|------------------|----------------|-------------|----------------|-----------------------------|
| All Students                    | Orange        | 37.1%            | -14.8          | Yellow      | 45.3%          | Lower                       |
| Latino                          | Orange        | 36.4%            | -16.6          | Yellow      | 37.4%          | Lower                       |
| Socioeconomically Disadvantaged | Orange        | 38.2%            | -12.7          | Yellow      | 37.4%          | Higher                      |

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

f. Chronic Absenteeism Indicator

Not applicable

g. Graduation Indicator [HS only]

In 2022, the charter school's percentage of graduated students was lower than the state for All Students, and higher for one of two student groups. In 2023, the charter school's



performance color of Orange was the same as the state’s color of Orange for All Students, and lower than the state for both student groups. In 2024, the charter school’s performance color of Green was higher than the state’s color of Yellow for All Students, and higher than the state for one out of two student groups. Collegiate Charter High School of Los Angeles’ students must meet A-G requirements with a grade of "C" or better.

h. Suspension Rate Indicator

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

i. 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.

j. 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.

k. Additional Information

As Collegiate’s proposal involves Equitas Academy Charter School, Inc. as a successor organization to operate, govern, and manage Collegiate, CSD staff conducted a combined Capacity Interview with both Equitas and Collegiate leadership. Representatives from both organizations noted their shared mission to provide a college-going culture, as well as areas of projected mutual benefit as to some of the reasons for their proposed merger (e.g., Collegiate being a part of a charter network organization for supports; Equitas pursuing a high school option for students).

The discussion during the Capacity Interview focused on the proposed addition of Collegiate Charter High School of Los Angeles to Equitas, specifically, Equitas’ capacity to assume responsibility for Collegiate Charter High School of Los Angeles (as proposed in this material revision). The inclusion of a fully-staffed high school to Equitas would fulfill an expressed desire from current Equitas families for a high school within the Equitas option of schools as represented by the organization’s leadership. The leaders shared their intention to retain Collegiate staff, should the proposed material revision be approved. Key senior leadership positions within Equitas (Chief Executive Officer and Managing Director of Schools) noted experience serving high schools to offer instructional support to students in grades 9-12.

As noted further in this report, staff analyzed both organizations’ performance in the areas of governance, academics, operations, and fiscal operations of their existing schools as part of this assessment (including, all six of Equitas’ existing LAUSD-authorized charter schools and the ability of the organization to successfully implement their respective programs).



In total, Staff reviewed this material revision and considered Collegiate Charter High School of Los Angeles' stated needs for additional support to improve academic outcomes and operations. Both organizations have affirmed they have conducted their respective due diligence of one another's organizations (i.e., staffing, academic record, finances, etc.), and their Boards of Directors have approved the pursuit of this material revision. Should this material revision be approved, staff will continue to review the performance of all schools as part of ongoing oversight, and at the time of the school's renewal.

Equitas' Academics:

### Academic Performance Medians- ELA

| 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator |                     |                                |                           |              |              |  |
|--|---------------------|--------------------------------|---------------------------|--------------|--------------|--|
| School Name  | Student Group       | Number of Students with Scores | Performance Level (Color) | DFS          | State DFS    | Charter to State Median Comparison (DFS) |
| Equitas Academy 2  | All Students        | 386                            | Orange                    | -48.1        | -13.2        | Lower                                    |
| Equitas Academy 3 Charter  | All Students        | 151                            | Orange                    | -38.2        | -13.2        | Lower                                    |
| Equitas Academy 4  | All Students        | 400                            | Yellow                    | -22.8        | -13.2        | Lower                                    |
| Equitas Academy 5  | All Students        | 105                            | Orange                    | -50.5        | -13.2        | Lower                                    |
| Equitas Academy 6  | All Students        | 26                             | No Color                  | -13.1        | -13.2        | Higher                                   |
| Equitas Academy Charter  | All Students        | 152                            | Yellow                    | -26.6        | -13.2        | Lower                                    |
| <b>Equitas Charter Schools' Median</b>   | <b>All Students</b> | <b>1,220</b>                   | <b>Orange</b>             | <b>-32.4</b> | <b>-13.2</b> | <b>Lower</b>                             |

Data Sources: California School 2024 Dashboard Research data files.

### Academic Performance Medians- Math

| 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator |                     |                                |                           |              |              |  |
|---|---------------------|--------------------------------|---------------------------|--------------|--------------|--|
| School Name   | Student Group       | Number of Students with Scores | Performance Level (Color) | DFS          | State DFS    | Charter to State Median Comparison (DFS) |
| Equitas Academy 2   | All Students        | 386                            | Yellow                    | -78.0        | -47.6        | Lower                                    |
| Equitas Academy 3 Charter   | All Students        | 151                            | Green                     | -15.1        | -47.6        | Higher                                   |
| Equitas Academy 4   | All Students        | 404                            | Orange                    | -84.6        | -47.6        | Lower                                    |
| Equitas Academy 5   | All Students        | 106                            | Orange                    | -34.4        | -47.6        | Higher                                   |
| Equitas Academy 6   | All Students        | 26                             | No Color                  | 5.9          | -47.6        | Higher                                   |
| Equitas Academy Charter   | All Students        | 153                            | Orange                    | -30.2        | -47.6        | Higher                                   |
| <b>Equitas Charter Schools' Median</b>  | <b>All Students</b> | <b>1,226</b>                   | <b>Orange</b>             | <b>-32.3</b> | <b>-47.6</b> | <b>Higher</b>                            |

Data Sources: California School 2024 Dashboard Research data files.

### Academic Performance Medians- ELPI

| 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator |                           |   |                           |   |           |  |
|--|---------------------------|---|---------------------------|---|-----------|--|
| School Name  | Student Group             | Number of EL Students with a Performance Level in Both the Current and Prior Year | Performance Level (Color) | Percentage of English Learner making progress towards English proficiency | State DFS | Charter to State Median Comparison (DFS) |
| Equitas Academy 2  | English Learner           | 105   | Orange                    | 42.9%   | 45.7%     | Lower                                    |
|  | Long Term English Learner | 50  | Red                       | 38.0%   | 45.8%     | Lower                                    |
| Equitas Academy 3 Charter  | English Learner           | 150   | Yellow                    | 47.3%   | 45.7%     | Higher                                   |

| 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator |                                  |   |                           |   |              |  |
|--|----------------------------------|---|---------------------------|---|--------------|--|
| School Name  | Student Group                    | Number of EL Students with a Performance Level in Both the Current and Prior Year | Performance Level (Color) | Percentage of English Learner making progress towards English proficiency | State DFS    | Charter to State Median Comparison (DFS) |
| Equitas Academy 4  | English Learner                  | 104   | Orange                    | 50.0%   | 45.7%        | Higher                                   |
|  | Long Term English Learner        | 47  | Orange                    | 61.7%   | 45.8%        | Higher                                   |
| Equitas Academy 5  | English Learner                  | 69  | Green                     | 52.2%   | 45.7%        | Higher                                   |
| Equitas Academy 6  | English Learner                  | 55  | Green                     | 45.5%   | 45.7%        | Lower                                    |
| Equitas Academy Charter  | English Learner                  | 130   | Red                       | 37.7%   | 45.7%        | Lower                                    |
| <b>Equitas Charter Schools' Median</b>   | <b>English Learner</b>           | <b>613</b>  | <b>Orange</b>             | <b>46.4%</b>  | <b>45.7%</b> | <b>Higher</b>                            |
|  | <b>Long Term English Learner</b> | <b>97</b>   | <b>Orange</b>             | <b>49.9%</b>  | <b>45.8%</b> | <b>Higher</b>                            |

Data Sources: California School 2024 Dashboard Research data files.

Staff reviewed the Median record of performance for the six LAUSD-authorized charter schools currently managed by Equitas on the applicable 2024 California School Dashboard Academic indicators for All Students and for each numerically significant student group served by Equitas compared to state averages. This comparison indicated that the Equitas Charter Schools' Median outperformed the state on two of the three applicable indicators (Math and ELPI), and were lower in ELA.

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT RESULTS

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

### a. Governance

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| <b>2022-2023</b>           | <i>Proficient</i>            |
| <b>2023-2024</b>           | <i>Proficient</i>            |
| <b>Concerns</b>            | No unresolved issues pending |

### b. Student Achievement and Educational Performance

| Oversight Ratings/Concerns |   |
|----------------------------|---|
| <b>2022-2023</b>           | <i>Proficient</i>   |
| <b>2023-2024</b>           | <i>No Rating</i>  |
| <b>Concerns</b>            | Based on the 2023 California Schools Dashboard report, the charter school's total number of students with scores was under 30, therefore, performance data for All Students and Student Groups is not available for ELA and Math performance indicators which led to "No Rating." |

c. Organizational Management, Programs, and Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

d. Fiscal Operations

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

LAUSD-authorized Equitas charter schools' outcomes on the annual oversight evaluation reports for the last two years are included in the tables below:

a. Governance

The following ratings were assigned to all six Equitas charter schools:

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Accomplished</i>          |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

b. Student Achievement and Educational Performance

Equitas Academy Charter:

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

Equitas Academy 2:

| Oversight Ratings/Concerns |   |
|----------------------------|---|
| 2022-2023                  | <i>Developing</i>   |
| 2023-2024                  | <i>Developing</i>   |
| Concerns                   | The rating of <i>Developing</i> in 2022-2023 and 2023-2024 was a result of the average score of CA School Dashboard indicators. |

Equitas Academy 3 Charter:

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| 2022-2023                  | <i>Proficient</i>            |
| 2023-2024                  | <i>Proficient</i>            |
| Concerns                   | No unresolved issues pending |

## Equitas Academy 4:

| Oversight Ratings/Concerns |   |
|----------------------------|---|
| <b>2022-2023</b>           | <i>Developing</i>   |
| <b>2023-2024</b>           | <i>Proficient</i>   |
| <b>Concerns</b>            | The rating of <i>Developing</i> in 2022-2023 was a result of the average score of CA School Dashboard indicators. |

## Equitas Academy 5:

| Oversight Ratings/Concerns |  |
|----------------------------|--|
| <b>2022-2023</b>           | <i>Developing</i>  |
| <b>2023-2024</b>           | <i>Developing</i>  |
| <b>Concerns</b>            | In 2022-2023, Equitas Academy 5 was not eligible to administer CAASPP due to its grade-level rollout, but was assigned a “Pair and Share” DFS in the CA School Dashboard. In 2023-2024, the rating of <i>Developing</i> was a result of the average score of CA School Dashboard indicators. |

## Equitas Academy 6:

| Oversight Ratings/Concerns |   |
|----------------------------|---|
| <b>2022-2023</b>           | <i>Developing</i>   |
| <b>2023-2024</b>           | <i>Proficient</i>   |
| <b>Concerns</b>            | In 2022-2023, Equitas Academy 6 was not eligible to administer CAASPP due to its grade-level rollout, but was assigned a “Pair and Share” DFS in the CA School Dashboard. |

c. Organizational Management, Programs, and Operations

The following ratings were assigned to all six Equitas charter schools:

| Oversight Ratings/Concerns |                              |
|----------------------------|------------------------------|
| <b>2022-2023</b>           | <i>Accomplished</i>          |
| <b>2023-2024</b>           | <i>Accomplished</i>          |
| <b>Concerns</b>            | No unresolved issues pending |

d. Fiscal Operations

The following ratings were assigned to all six Equitas charter schools:

| Oversight Ratings/Concerns |   |
|----------------------------|---|
| <b>2022-2023</b>           | <i>Developing</i>   |
| <b>2023-2024</b>           | <i>Unsatisfactory</i>   |
| <b>Concerns</b>            | The ratings of <i>Developing</i> in 2022-2023 and <i>Unsatisfactory</i> in 2023-2024 were primarily due to audit findings reported in Equitas Academy Charter School, Inc.’s 2021-2022 and 2022-2023 independent audit reports, respectively, and the charter operator’s negative financial condition. See further details under “Other Significant Fiscal Information” in the VI. Fiscal Management and Performance section below. |

<sup>1</sup> Per the [Dashboard Technical Guide](#) published by the California Department of Education, “schools that serve kindergarten, grade one, and/or grade two only (non-testing grades) are required to receive a performance level on the Academic Indicator even though students in these grades are not administered the ELA and Mathematics assessments. The process of assigning DFS results to these schools is called “Pair and Share.” These schools are specifically assigned ... the grade three DFS results of the school(s) where the grade two students matriculate to. The district or school informs the CDE of the matriculation patterns for up to three schools.” The Dashboard Technical Guide also notes that Pair and Share schools do not receive student group data, do not receive participation rates, and are not held responsible for meeting the 95 percent participation rate goal. The Dashboard Technical Guide also notes: “The federal Pair and Share requirement only applies to the Academic Indicators. The data for the other state indicators are based on these schools’ own data.”

<sup>2</sup> Ibid.

## VI. FISCAL MANAGEMENT AND PERFORMANCE

### a. Fiscal Condition

Collegiate Charter High School of Los Angeles' fiscal condition is positive, but has been downward trending since the 2021-2022 fiscal year.

|                             | 2020-2021<br>(Audited<br>Actuals) | 2021-2022<br>(Audited<br>Actuals) | 2022-2023<br>(Audited<br>Actuals) | 2023-2024<br>(Audited<br>Actuals) | 2024-2025<br>(Second<br>Interim) |
|-----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|
| Net Assets                  | \$750,455                         | \$1,062,427                       | \$913,357                         | \$801,422                         | \$283,324                        |
| Net<br>Income/Loss          | \$364,913                         | \$311,972                         | (\$149,070) <sup>1</sup>          | (\$111,935) <sup>1</sup>          | (\$518,098) <sup>1</sup>         |
| Transfers<br>In/Out         | \$0                               | \$0                               | \$0                               | \$0                               | \$0                              |
| Prior Year<br>Adjustment(s) | \$0                               | \$0                               | \$0                               | \$0                               | \$0                              |
| Norm<br>Enrollment          | 201                               | 206                               | 160                               | 176                               | 142 <sup>2</sup>                 |

<sup>1</sup> Collegiate attributed the net losses primarily to declining student enrollment, the expiration of COVID-related funding, and the Prop. 39 over-allocated space reimbursement fees (see further information in the "Other Significant Fiscal Information" section below). The school explained that teaching positions or classes cannot be reduced in order to meet high school A-G requirements. Despite the net losses, Collegiate has met—and is projected to continue meeting—the financial metrics (primarily the fund reserve, cash reserve, current ratio, and debt ratio) above the CSD-recommended levels for the most recent four audited years and the 2024-2025 school year.

<sup>2</sup> Collegiate's student enrollment decreased to 142 (or 19%) in Fiscal Year 2024-2025, reflecting an under-enrollment of 278 students (or 66%) compared to the approved 420 enrollment capacity in its operative charter. If approved, the school shares it anticipates some existing students of Equitas middle schools transitioning into Collegiate's high school program. Additionally, as noted above, the Equitas charter schools would gain from offering a high school, which Equitas leadership stated has been a longstanding request from their families. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

### b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

### c. Other Significant Fiscal Information

#### **Collegiate Charter High School of Los Angeles:**

Per the LAUSD Charter Schools Accounting Unit's record, as of December 31, 2024, Collegiate owed \$76,793 in Proposition 39 over-allocated space reimbursement fees to

LAUSD (consisting of \$479,486 amounts due for Fiscal Years 2016-2017 through 2023-2024, respectively, less payments of \$402,693). Collegiate is current on its payment plan as of the writing of this report. The CSD will continue to monitor this matter through oversight.

Collegiate's submitted budget projects 215, 287, and 340 students for the remainder of its charter term (i.e., Fiscal Years 2025-2026 through 2027-2028). The 215 projected Fiscal Year 2025-2026 enrollment includes 135 incoming 9<sup>th</sup> graders. Equitas' leadership estimates approximately 50% or more of its matriculating 210 current 8<sup>th</sup> graders would seek enrollment at Collegiate if the material revision were to be approved. Additionally, Equitas reported that over 120 of its students applied to Collegiate in March 2025.

Collegiate's submitted budget and cash flow projections include the transportation cost and lease payments to Equitas' private facility, where it plans to relocate if the material revision is approved. With the estimated enrollment above, Collegiate projects positive net operational results, positive net assets, and cash reserve levels above the recommended 5% for the remaining years in the current charter term.

**Equitas Academy Charter School, Inc.:**

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

| <b>Equitas Academy Charter School, Inc.</b>                               |                     |   |                     |   |                     |
|---|---------------------|---|---------------------|---|---------------------|
| <b>Source: Independent Audit Report for the Year Ending June 30, 2024</b> |                     |   |                     |   |                     |
| <b># of Charter Schools</b>   |                     | <b><u>Including</u> related parties and charter schools</b> |                     | <b><u>Excluding</u> related parties and charter schools</b> |                     |
| Operated  | Authorized by LAUSD | Net Assets  | Net Income / (Loss) | Net Assets  | Net Income / (Loss) |
| 6   | 6                   | \$14,589,087  | \$776,637           | (\$1,411,895)*  | \$33,153            |

\* Equitas explains that the charter operator's negative financial condition was primarily due to specific events in recent fiscal years. In Fiscal Year 2019-2020, rent expenses, which were intended to offset the purchase cost of the Equitas' facility at 1612 W. Pico Boulevard, had to be expensed rather than capitalized, based on auditor guidance. In Fiscal Year 2020-2021, anticipated federal grant revenue was written off due to the non-opening of planned schools. Additionally, in Fiscal Year 2021-2022, management fees were waived to support expanding Equitas schools. However, the charter operator has since undertaken restructuring efforts to reduce costs and has requested all its charter schools to contribute to the payment of future management fees, which is expected to improve cash flow. The charter operator believes this will enable it to fully eliminate the net deficit and pay down its intraorganizational payables to its charter schools within the next five years.

Equitas' consolidated six-year (i.e., 2025-2026 through 2029-2030) budget and cash flow projections submitted in February 2025—which include the budgets for each Equitas charter school, the Equitas charter operator, and Collegiate—project positive net operational results, positive net assets, and cash reserve levels at or above the recommended 5% for all Equitas charter schools and Collegiate. The projections also indicate that Equitas will meet the LAUSD Board-approved fiscal benchmarks related to

the Equitas charter operator's negative financial condition for Equitas Academy 2's renewal (Board Report 093-24/25, November 19, 2024).<sup>3</sup> The Equitas charter operator (excluding related parties and charter schools) is projected to have positive net assets of \$359K by Fiscal Year 2029-2030. Additionally, it is projected to fully repay its intraorganizational payables to the Equitas charter schools by June 30, 2028, meeting the LAUSD Board-approved fiscal benchmarks. These projections are based on a 14%-15% management fee contribution from all Equitas charter schools and Collegiate (if the material revision is approved) from 2025-2026 through 2029-2030. The CSD will continue to monitor the Equitas organization's financial condition as part of its ongoing oversight process.

Equitas Academy Charter School, Inc.'s 2022-2023 annual independent audit report identified four (4) audit findings as follows: 1) Repeat Audit Finding: Material weakness in internal controls over the organization's closing process that is required to be in accordance with the Government Auditing Standards; 2) Repeat Audit Finding: Noncompliance with state compliance related to nonclassroom-based instruction/independent study pertaining to Equitas Academy 1, Equitas Academy 2, and Equitas Academy 3. The audit report identified a total of \$591 in estimated questioned costs; 3) Noncompliance with state compliance related to Unduplicated Pupil Counts pertaining to Equitas Academy 1. The audit report identified a total of \$4,012 in estimated questioned costs; and 4) Noncompliance with state compliance related to Transitional Kindergarten pertaining to Equitas Academy 1 and Equitas Academy 3. The audit report identified a total of \$570,625.50 in estimated questioned costs.

As part of Equitas Academy 2's renewal, the LAUSD Board approved the fiscal benchmarks that include Equitas' independent audit report reflecting no material internal control weaknesses related to the timely and accurate closing of its books at year-end. Equitas' 2023-2024 independent audit report discloses no or repeat audit findings and indicates that prior-year audit findings described above were remediated during the year ending June 30, 2024. The CSD will continue to monitor the Equitas organization's annual independent audit report as part of its ongoing oversight process.

## **VII. COMMUNITY IMPACT ANALYSIS**

Staff's analysis evaluated whether the proposed transfer of operations, governance, and management from Collegiate Charter High School of Los Angeles to Equitas Academy Charter School, Inc. is demonstrably unlikely to serve the interests of the entire community (See Education Code section 47605(c)(7)); see also the *LAUSD Policy and Procedures for Charter Schools*. Accordingly, the District's analysis considered the potential fiscal impact of the proposed material revision; the extent to which the proposed material revision would substantially undermine existing services and academic offerings or programmatic offerings; and whether the proposed material revision would duplicate a program currently offered within the community and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school is located or intends to locate. School leaders shared that Collegiate, as an existing charter school, intends to continue to operate within Board District 2 in Region East whether or not the material revision request is approved.

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<sup>3</sup> As part of Equitas Academy 2's renewal, the LAUSD Board approved the fiscal benchmarks, including Equitas' financial plan and projections, which maintain monthly positive cash balances and indicate consistent improvement toward reversing Equitas' negative financial condition by the end of Fiscal Year 2029-2030 and reducing Equitas' intraorganizational borrowing.

Per the *LAUSD Policy and Procedures for Charter Schools*, a “community” includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the charter school (inclusive of the proposed additional grade levels being requested, if applicable). The identified geographical area encompasses both the LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the charter school’s material revision application. Data provided by the Office of Master Planning and Demographics (MPD), indicates that there are 31 District public schools within the community (18 District schools and 13 independent charter schools).

### 1. *Fiscal Impact on the Existing District and Charter Schools in the Proposed Community*

Staff’s fiscal impact analysis is calculated based on multiple sourced assumptions<sup>4</sup> to provide a projection of Collegiate’s potential fiscal impact, collectively, to existing District and charter schools in the proposed target community. Given the various factors described below, Collegiate’s material revision request is not likely to have a significant fiscal impact on the existing District and charter schools in the proposed community. These factors include:

- Equitas reported in March 2025 that, based on family and student feedback, over 120 of its 210 current matriculating 8<sup>th</sup> graders would enroll at Collegiate should the material revision be approved.
- Collegiate anticipates that most of its current 9<sup>th</sup>-11<sup>th</sup> grade students would transition with the school. As of March 17, 2025, Collegiate estimated 75 continuing students for the proposed location/community based on applications received.

The table below outlines Collegiate’s current student enrollment and the projections for the remainder of its current charter term, providing context for the circumstances described above.

|  | Norm Day Data | Material Revision Budget Projections |            |            |
|--|---------------|--------------------------------------|------------|------------|
| Grade Level  | 2024-2025     | 2025-2026                            | 2026-2027  | 2027-2028  |
| 9  | 26            | 135                                  | 125        | 115        |
| 10   | 28            | 30                                   | 115        | 105        |
| 11   | 39            | 22                                   | 27         | 95         |
| 12   | 49            | 28                                   | 20         | 25         |
| <b>Total Enrollment</b>                                  | <b>142</b>    | <b>215</b>                           | <b>287</b> | <b>340</b> |
| <b>Increase/(Decrease) in Enrollment from Prior Year</b> | <b>(34)</b>   | <b>73</b>                            | <b>72</b>  | <b>53</b>  |
| <b>Enrollment Growth (Decrease) (%)</b>                  | <b>(19%)</b>  | <b>51%</b>                           | <b>34%</b> | <b>19%</b> |

<sup>4</sup> Staff’s assumptions and analysis utilized in the Fiscal Impact section are primarily based on the following sources: (1) Percentage of students that attend District schools (approximately 64%) and charter schools (approximately 36%) in the proposed community; (2) Average enrollment realization ratio (as a percentage of the aggregate Norm Enrollment over the aggregate petition enrollment rollout) for the charter schools in the proposed community in the most three recent years, which is approximately 89% from Fiscal Years 2022-2023 through 2024-2025. Please see attached *Collegiate Charter High School of Los Angeles Schools within the Community List with Enrollment Data*; (3) Per Pupil Revenue Rate, which is \$24,349 in the 2024-2025 academic school year based on LAUSD’s “Preliminary Budget 2024-25” ([Link](#)); and (4) District school attendance rate of approximately 89% representing the 3-year cumulative average ADA from 2021-2022 through 2023-2024 based on LAUSD’s “Preliminary Budget 2024-25” ([Link](#)).



Under these circumstances, the budget assumptions and the community fiscal impact analysis described below are for illustrative purposes only.

Based on Collegiate's projected enrollment—215 students in Fiscal Year 2025-2026, increasing to 340 students by Charter School's renewal year (i.e., Fiscal Year 2027-2028)—the estimated total revenue loss for the District's schools could be \$2,662,815 in Fiscal Year 2025-2026, increasing to \$4,210,964 by Charter School's renewal year, and amounting to \$10,428,327 over Collegiate's remaining charter term. Additionally, the aggregate fiscal impact on the District and charter schools in the proposed community could be \$16,294,262 over Collegiate's remaining charter term. Because District revenue is associated with average daily attendance (ADA) rather than enrollment (See 5 C.C.R. § 402), the estimated District revenue loss is not directly proportionally associated with the number of students who would attend the charter school. Additionally, as a result of lower enrollment in the District schools, any loss of revenue may be offset by possible reductions in expenditures for the District's services and programs.

Further, and using the same assumptions and the most current District Norms tables (staffing ratios by grade spans), it is also projected that correlative District staff impacts will result based on Collegiate's projected enrollment. For example, the projected staff impact, collectively, for the District schools within the proposed target community could be four (4) teachers for the first year and six (6) teachers by Charter School's renewal year.

Staff reviewed the budget assumptions and the community fiscal impact, which included consideration and analysis of Equitas' written projections that over 50% of Equitas' current 8<sup>th</sup> graders plan to attend Collegiate, as well as Collegiate's anticipated continuing students at the proposed location.

## **2. *Duplication of Programs***

As part of the analysis to determine if the proposed material revision is demonstrably unlikely to serve the interests of the entire community in which the school is located or proposing to locate, staff compared the programs offered by the charter school with those programs provided by the existing schools in the community to determine whether and to what extent they would be duplicative and whether existing District programs (and charter schools) have sufficient capacity to serve the students in the proposed location.

Based on review of the charter school's submitted Community Impact Assessment, the programs identified by Collegiate as being nonduplicative are the following:

- High Dosage Tutoring - which Collegiate describes as thirty minutes of in-school tutoring Monday through Thursday
- Extended Time - which Collegiate describes as an extended school day (in 2024-2025 8:30am-3:54pm)
- Culture of High Expectations - which Collegiate describes as A-G course completion, expecting acceptance to college upon graduation, and C- or better to earn credit for each course

Based on staff's assessment, including publicly available information, and input from the applicable LAUSD Region(s), most high schools in the community offer similar programs to those listed above. Tutoring and college-going/high expectations are pervasive in the community and extended school day is available at a limited number of schools. Therefore, it

appears that the proposed material revision would be duplicative of existing services or programs at other schools in the community.

To evaluate whether the existing schools in the community have sufficient capacity to serve the programmatic needs of the community's students, staff's analysis included a review of the enrollment trends of the existing District and charter schools in the community which indicated that the existing programs have sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to implement its material revision.

### **3. *Enrollment Trends of the Existing District and Charter Schools in the Proposed Community***

Staff's review of the 2024-2025 Norm Enrollment data provided by MPD and the District Attendance and Enrollment Unit reveals that 21 of the 31 existing District and charter schools within the proposed community where Collegiate proposes to relocate are under-enrolled in comparison to their current capacity or projected enrollment. Moreover, the 2024-2025 enrollment data show that the majority of schools within the proposed community are under-enrolled by an average of 187 students; 20 schools under-enrolled by 35 students or more represent 95% of the under-enrolled schools.<sup>5</sup> Enrollment data from Fiscal Years 2022-2023 and 2023-2024 indicate similar under-enrollment trends in the proposed community. Specifically, the enrollment data reflects that a majority of the schools within the community were under-enrolled for both school years. The schools that were under-enrolled by 35 students or more represented 88% and 83% of the under-enrolled schools for Fiscal Years 2022-2023 and 2023-2024, respectively.

As noted above, Collegiate reported a Norm Enrollment of 142 students for Fiscal Year 2024-2025, significantly below the approved enrollment capacity of 420 students in its operative charter—a shortfall of 278 students (or 66%). If the material revision is approved, the school anticipates benefiting from the matriculation of Equitas' middle school students. This is also a key reason for the proposed merger between Collegiate and Equitas, which is to establish a high school in Equitas' network for its students in response to family input.

Assuming Collegiate reaches full enrollment capacity of 420 students in Fiscal Year 2027-2028 and that the projected increase of approximately 80 students comes entirely from the existing District and charter schools, Collegiate's material revision request is not likely to have a significant undermining impact on the 31 existing District and charter schools. This is because 80 students represent less than 0.5% of the three-year average enrollment of approximately 21,600 students across these schools, based on the Norm Enrollment data for Fiscal Years from 2022-2023 through 2024-2025.

Please see the attached *Collegiate Charter High School of Los Angeles Schools within the Community List with Enrollment Data*.

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<sup>5</sup> As a way to assess the materiality of the under-enrollment, Staff reviews the extent to which the latest Norm Enrollment data reflects a majority of the existing schools are under-enrolled compared to their capacity at a level equal to or greater than the number required to staff a class according to applicable District Norms tables (in this case, 34.83:1 in District senior high schools ([Link to District Senior High Schools Staffing Ratios for Fiscal Year 2024-25](#))). If a majority of schools fall within this category, Staff deems there to be prevalent under-enrollment in the community. Among other considerations, this analysis may help determine if a proposed new charter school or a material revision request has a substantially undermining impact on the existing District and charter schools.

#### 4. *Additional Considerations*

##### a. Community Engagement

Staff's review of the materials submitted by Collegiate Charter High School of Los Angeles revealed that, pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the charter school conducted community outreach efforts with parents, District and charter school leaders, neighborhood council(s), community-based organizations, elected representatives, LAUSD Region and Community of Schools leaders, and LAUSD Board of Education member offices. The documentation provided shows Collegiate's outreach included thirty documented outreach and engagement events, including in-person meetings, emails, phone calls, virtual meetings, and printed informative materials in English and Spanish.

The charter school provided documentation of stakeholders' outreach consisting of in-person and virtual meetings with parents, parent surveys, and in-person meetings with neighborhood councils, and meetings with LAUSD Board Member Offices. The summary provided by Collegiate indicates that the majority of the responses appear to be supportive of the proposed transfer of operations, governance, and management to Equitas Academy Charter School, Inc., as well as the relocation outside of the existing community.

Overall, the charter school's community engagement was reasonably transparent, inclusive, and active based on the materials and response provided by the charter school.

##### b. Academic Performance

Staff reviewed the record of performance of the existing Schools within the Community (SWC) on the applicable 2024 California School Dashboard indicators for All Students and for each numerically significant student group served compared to state averages as well as Collegiate Charter High School of Los Angeles' performance. Please see Schools within the Community Data, and Schools within the Community subgroup Medians Data Set.

##### Comparison of SWC Schoolwide Performance to the State Averages:

Comparison of the SWC's All Students medians<sup>6</sup> to the state averages on the applicable 2024 California Schools Dashboard indicated that the SWC outperformed the state on four of the six applicable indicators (ELA, CCI, Suspension, and Graduation).

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<sup>6</sup> For each applicable California Schools Dashboard indicator, the SWC Median is calculated by utilizing published data on the current California School Dashboard for all the schools within the community. While an individual school's value for a particular indicator is a percentage or an average calculated using all the school's applicable students' data, overall percentages and averages for all students attending schools within the community are not calculated as student-level data are not released publicly, for privacy reasons. Therefore, SWC Medians are compared to state percentages and averages.

| CA Dashboard Indicator | Collegiate Charter High School of Los Angeles 2024 | Schools Within the Community 2024 Median | State Average 2024 |
|------------------------|--|--|--------------------|
| ELA                    | -26.3 (DFS)  | -5.2 (DFS)                               | -13.2 (DFS)        |
| Math                   | -96.6 (DFS)  | -109.2 (DFS)                             | -47.6 (DFS)        |
| ELPI                   | 33.3%  | 38.1%                                    | 45.7%              |
| CCI                    | 37.1%  | 56.5%                                    | 45.3%              |
| Suspension             | 4.6%   | 0.2%                                     | 3.2%               |
| Graduation             | 84.6%  | 92.6%                                    | 86.7%              |

### Comparison of SWC Student Groups to State Averages:

Comparison of the SWC's numerically significant student groups' medians to the state on the applicable 2024 California Schools Dashboard indicators<sup>7</sup> indicated that a majority of the SWC's numerically significant student groups outperformed the state average on 4 of the 6 applicable indicators (ELA, CCI, Suspension, and Graduation).

| Schools Within Community Medians | ELA   |                              |        | Math  |                              |        | ELPI  |                              |       |
|----------------------------------|---|------------------------------|--------|---|------------------------------|--------|---|------------------------------|-------|
| Student Group                    | Collegiate Charter High School of Los Angeles | Schools Within the Community | State  | Collegiate Charter High School of Los Angeles | Schools Within the Community | State  | Collegiate Charter High School of Los Angeles | Schools Within the Community | State |
| All Students                     | -26.3   | -5.2                         | -13.2  | -96.6   | -109.2                       | -47.6  | 33.3%   | 38.1%                        | 45.7% |
| English Learner                  | -112.5  | -92.3                        | -67.6  | -166.9  | -155.8                       | -93.4  |   |                              |       |
| Latino                           | -32.4   | -9.1                         | -39.3  | -99.6   | -110.5                       | -79.2  |   |                              |       |
| Long-Term English Learner        | --  | -127.3                       | -109.6 | --  | -177.9                       | -163.5 |   |                              |       |
| Socioeconomically Disadvantaged  | -31.3   | -8.1                         | -40.9  | -96.2   | -106.0                       | -78.2  |   |                              |       |
| Students with Disabilities       | -48.3   | -83.4                        | -95.6  | -153.8  | -163.3                       | -124.3 |   |                              |       |

-- Number of students counted for this indicator were <30, therefore total # of student groups comparisons varied by indicator

| Schools Within Community Medians | CCI   |                              |       | Suspension                                    |                              |       | Graduation                                    |                              |       |
|----------------------------------|---|------------------------------|-------|---|------------------------------|-------|---|------------------------------|-------|
| Student Group                    | Collegiate Charter High School of Los Angeles | Schools Within the Community | State | Collegiate Charter High School of Los Angeles | Schools Within the Community | State | Collegiate Charter High School of Los Angeles | Schools Within the Community | State |
| All Students                     | 37.1%   | 56.5%                        | 45.3% | 4.6%  | 0.2%                         | 3.2%  | 84.6%   | 92.6%                        | 86.7% |
| English Learner                  | 27.3%   | 25.0%                        | 17.2% | 6.1%  | 0.3%                         | 3.4%  | 75.0%   | 98.5%                        | 77.9% |
| Latino                           | 36.4%   | 51.7%                        | 37.4% | 4.7%  | 0.2%                         | 3.4%  | 83.8%   | 92.5%                        | 85.3% |
| Long-Term English Learner        | --  | 23.1%                        | 16.5% | 7.9%  | 0.0%                         | 8.1%  | --  | 92.9%                        | 80.8% |
| Socioeconomically Disadvantaged  | 38.2%   | 57.1%                        | 37.4% | 4.8%  | 0.2%                         | 4.0%  | 86.8%   | 92.5%                        | 84.4% |
| Students with Disabilities       | 0.0%  | 16.4%                        | 13.5% | 4.3%  | 0.0%                         | 5.4%  | --  | 85.2%                        | 74.4% |

-- Number of students counted for this indicator were <30, therefore total # of student groups comparisons varied by indicator

<sup>7</sup> ELPI is not included in this analysis, as it applies to only one student group and is already considered in the schoolwide analysis.

Overall, the SWC demonstrated higher results when compared to the state averages, inclusive of schoolwide and student groups outcomes. Collegiate's performance as compared to the state averages demonstrated mixed results. However, Collegiate, as compared to the SWC, is not outperforming in the majority of the indicators, with the exception of Math.

c. Facilities Plan

Staff has reviewed the facilities plan and documentation provided by petitioners as part of its material revision application and determined it to be reasonable and appropriate pursuant to the *LAUSD Policy and Procedures for Charter Schools*. The petitioners have presented a facilities plan which details their intent to vacate from a Prop. 39 co-location at Robert Louis Stevenson College and Career Preparatory Middle School, and to relocate to a private facility managed by Equitas Academy Charter School, Inc., in the MacArthur Park Community of Schools. Equitas is currently working with the Los Angeles Department of Building and Safety (LADBS) to ensure that the proposed site's Certificate of Occupancy (COO) is cleared for high school occupancy. Based on staff's review, should the material revision be approved, Collegiate's relocation to Equitas' private facility at 2501 W. 7th St., Los Angeles, CA 90057 in Board District 2 and Region East, would require evidence that the COO has been cleared by the appropriate building authority. [Please note: Collegiate submitted a request for facilities under Prop. 39 for the 2025-2026 school year as a contingency plan.]

Community Impact Analysis Conclusion

Taken as a whole, and considering the above and additional relevant factors, including that Collegiate Charter High School of Los Angeles is an existing charter school (and intends to remain in operation regardless of the material revision outcome), some of the potential impacts in the proposed community may be mitigated if the move is approved in view of the submitted facilities plan and a reported number of current students from Collegiate who plan to remain with the school and students from Equitas who plan to enroll in the school, as noted previously. In the final analysis, the criterion related to community impact has been determined not to be a basis for denial.

**VIII. DISTRICT-LEVEL FISCAL IMPACT**

A petition may be denied if the district is not positioned to absorb the fiscal impact of the charter school under the following criteria: 1) the district is under the authority of a state trustee or administrator; 2) the district is in negative certification; or 3) the district is in qualified certification and the county superintendent and FCMAT certify that approval of the charter school would result in the district having a negative certification. This criterion has been determined not to be a basis for denial.

# Collegiate Charter High School of Los Angeles

## 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 |
| E  | 2  | 7594          | Collegiate Charter High School of Los Angeles | All Students                        | 43                                  | 22.9                    | Medium                   | -12.2                  | Low                     | Higher                         | 29                                  | No Color                              | -11.9                   | -34.9              | Declined Significantly   | Orange                               | -13.6                  | -1.4              | Maintained              | --                             |
|  |    |               |   | American Indian or Alaska Native    | 0                                   | --                      | --                       | -49.3                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -47.9                  | 2.0               | Maintained              | --                             |
|  |    |               |   | Asian                               | 0                                   | --                      | --                       | 63.0                   | Very High               | --                             | 0                                   | --                                    | --                      | --                 | --                       | Blue                                 | 61.8                   | -1.2              | Maintained              | --                             |
|  |    |               |   | Black or African American           | *                                   | -                       | No Performance Level     | -57.7                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -59.6                  | -2.0              | Maintained              | --                             |
|  |    |               |   | English Learner                     | 14                                  | -63.4                   | No Performance Level     | -61.2                  | Low                     | --                             | 8                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.7                  | -6.5              | Declined                | --                             |
|  |    |               |   | Filipino                            | 0                                   | --                      | --                       | 42.9                   | High                    | --                             | 0                                   | --                                    | --                      | --                 | --                       | Green                                | 44.0                   | 1.1               | Maintained              | --                             |
|  |    |               |   | Foster Youth                        | 0                                   | --                      | --                       | -85.6                  | Very Low                | --                             | 0                                   | --                                    | --                      | --                 | --                       | Red                                  | -89.2                  | -2.5              | Maintained              | --                             |
|  |    |               |   | Homeless Youth                      | *                                   | -                       | No Performance Level     | -62.9                  | Low                     | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Orange                               | -67.9                  | -5.0              | Declined                | --                             |
|  |    |               |   | Latino                              | 41                                  | 28.6                    | Medium                   | -38.6                  | Low                     | Higher                         | 29                                  | No Color                              | -11.9                   | -40.6              | Declined Significantly   | Orange                               | -40.2                  | -1.7              | Maintained              | --                             |
|  |    |               |   | Native Hawaiian or Pacific Islander | 0                                   | --                      | --                       | -29.1                  | Low                     | --                             | 0                                   | --                                    | --                      | --                 | --                       | Orange                               | -32.5                  | -3.4              | Declined                | --                             |
|  |    |               |   | Socioeconomically Disadvantaged     | 39                                  | 23.8                    | Medium                   | -41.4                  | Low                     | Higher                         | 26                                  | No Color                              | -0.4                    | -24.2              | Declined Significantly   | Orange                               | -42.6                  | -1.2              | Maintained              | --                             |
|  |    |               |   | Students with Disabilities          | *                                   | -                       | No Performance Level     | -97.3                  | Very Low                | --                             | *                                   | No Color                              | --                      | --                 | No Change Level          | Red                                  | -96.3                  | 1.8               | Maintained              | --                             |
|  |    |               |   | Two or More Races                   | 0                                   | --                      | --                       | 25.1                   | High                    | --                             | 0                                   | --                                    | --                      | --                 | --                       | Green                                | 24.3                   | -0.8              | Maintained              | --                             |
|  |    |               |   | White                               | 0                                   | --                      | --                       | 21.9                   | High                    | --                             | 0                                   | --                                    | --                      | --                 | --                       | Green                                | 20.8                   | -1.2              | Maintained              | --                             |

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

| ELA Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|---|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|   | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **   | 100% | --                               | --    | 100%                      | 100%            | --       | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | --                | --    |
| Participation Rate Met 2022 *           | Yes  | --                               | --    | Yes                       | Yes             | --       | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |
| Percent of students tested in 2023      | 100% | --                               | --    | --                        | 100%            | --       | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | --                | --    |
| Participation Rate Met 2023             | Yes  | --                               | --    | --                        | Yes             | --       | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Collegiate Charter High School of Los Angeles

## 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 |
| E   | 2  | 7594          | Collegiate Charter High School of Los Angeles | All Students                        | 43   | -48.6                   | Medium                   | -51.7                  | Low                     | Higher                         | 29   | No Color                              | -98.9                   | -50.3              | Declined Significantly   | Orange                               | -49.1                  | 2.6               | Maintained              | --                             |
|   |    |               |   | American Indian or Alaska Native    | 0  | --                      | --                       | -90.4                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -87.3                  | 4.6               | Increased               | --                             |
|   |    |               |   | Asian                               | 0  | --                      | --                       | 48.4                   | Very High               | --                             | 0  | --                                    | --                      | --                 | --                       | Blue                                 | 50.8                   | 2.3               | Maintained              | --                             |
|   |    |               |   | Black or African American           | *  | -                       | No Performance Level     | -106.9                 | Very Low                | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -104.5                 | 2.6               | Maintained              | --                             |
|   |    |               |   | English Learner                     | 14   | -125.1                  | No Performance Level     | -92.0                  | Low                     | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -93.4                  | -1.4              | Maintained              | --                             |
|   |    |               |   | Filipino                            | 0  | --                      | --                       | 2.7                    | High                    | --                             | 0  | --                                    | --                      | --                 | --                       | Green                                | 7.4                    | 4.8               | Increased               | --                             |
|   |    |               |   | Foster Youth                        | 0  | --                      | --                       | -126.3                 | Very Low                | --                             | 0  | --                                    | --                      | --                 | --                       | Red                                  | -127.4                 | 1.4               | Maintained              | --                             |
|   |    |               |   | Homeless Youth                      | *  | -                       | No Performance Level     | -101.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Red                                  | -101.3                 | 0.5               | Maintained              | --                             |
|   |    |               |   | Latino                              | 41   | -49.4                   | Medium                   | -83.4                  | Low                     | Higher                         | 29   | No Color                              | -98.9                   | -49.5              | Declined Significantly   | Orange                               | -80.8                  | 2.6               | Maintained              | --                             |
|   |    |               |   | Native Hawaiian or Pacific Islander | 0  | --                      | --                       | -71.3                  | Low                     | --                             | 0  | --                                    | --                      | --                 | --                       | Orange                               | -71.3                  | 0.0               | Maintained              | --                             |
|   |    |               |   | Socioeconomically Disadvantaged     | 39   | -54.2                   | Medium                   | -84.0                  | Low                     | Higher                         | 26   | No Color                              | -91.7                   | -37.5              | Declined Significantly   | Yellow                               | -80.8                  | 3.2               | Increased               | --                             |
|   |    |               |   | Students with Disabilities          | *  | -                       | No Performance Level     | -130.8                 | Very Low                | --                             | *  | No Color                              | --                      | --                 | No Change Level          | Orange                               | -127.3                 | 5.5               | Increased               | --                             |
|   |    |               |   | Two or More Races                   | 0  | --                      | --                       | -9.9                   | Medium                  | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -7.4                   | 2.5               | Maintained              | --                             |
|   |    |               |   | White                               | 0  | --                      | --                       | -13.4                  | Medium                  | --                             | 0  | --                                    | --                      | --                 | --                       | Yellow                               | -11.1                  | 2.3               | Maintained              | --                             |

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

| Math Participation Rate By Student Group |      |                                  |       |                           |                 |          |              |                |        |                                     |                                 |                            |                   |       |
|--|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------------|--------|-------------------------------------|---------------------------------|----------------------------|-------------------|-------|
|  | ALL  | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian or Pacific Islander | Socioeconomically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Percent of students tested in 2022 **    | 100% | --                               | --    | 100%                      | 100%            | --       | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | --                | --    |
| Participation Rate Met 2022 *            | Yes  | --                               | --    | Yes                       | Yes             | --       | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |
| Percent of students tested in 2023       | 100% | --                               | --    | --                        | 100%            | --       | --           | 100%           | 100%   | --                                  | 100%                            | 100%                       | --                | --    |
| Participation Rate Met 2023              | Yes  | --                               | --    | --                        | Yes             | --       | --           | Yes            | Yes    | --                                  | Yes                             | Yes                        | --                | --    |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

# Collegiate Charter High School of Los Angeles

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |    |               |   |                 |   |  |              |  |              |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|----|---------------|---|-----------------|---|--|--------------|--|--------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| RG   | BD | Location Code | School  | Student Group   | 2022 School   |  |              | 2022 State   |              |                                 | 2023 School   |                                       |  |                    | 2023 State               |                                      |  |                   |                         |                                 |
|  |    |               |   |                 | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level | Percentage of English Learners making progress towards English proficiency | Status Level | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| E  | 2  | 7594          | Collegiate Charter High School of Los Angeles | English Learner | 45  | 35.6%  | Low          | 50.3%  | Medium       | Lower                           | 44  | Green                                 | 50.0%  | 15.2%              | 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                | 52                            | 49                           | 94.2%                         | No                     |
| 2023                | 55                            | 51                           | 92.7%                         | No                     |

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       |
| Collegiate Charter High School of Los Angeles   | State       |
| ELs Who Progressed at Least One ELPI Level  | 35.6% 47.5% |
| ELs Who Maintained ELPI Level 4   | 0.0% 2.8%   |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 33.3% 31.4% |
| ELs Who Decreased at Least One ELPI Level   | 31.1% 18.3% |

| 2023 Student English Language Acquisition Results   |             |
|---|-------------|
| The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. |             |
| School  | State       |
| Collegiate Charter High School of Los Angeles   | State       |
| ELs Who Progressed at Least One ELPI Level  | 52.4% 46.4% |
| ELs Who Maintained ELPI Level 4   | 0.0% 2.4%   |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H   | 33.3% 32.7% |
| ELs Who Decreased at Least One ELPI Level   | 14.3% 18.6% |



# Collegiate Charter High School of Los Angeles

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## Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are included in the calculations of the CCI rate. For the 2023 Dashboard, the CCI will report the most current year data or "Status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| College / Career Academic Indicator - CA School Dashboard Indicator |    |          |   |                                     |                                |   |                          |  |                         |                                |
|---|----|----------|---|-------------------------------------|--------------------------------|---|--------------------------|--|-------------------------|--------------------------------|
| RG  | BD | Loc Code | School  | Student Group                       | Number of Students with Scores | School 2023 percentage of prepared students | School 2023 Status Level | State 2023 percentage of prepared students | State 2023 Status Level | School to State CCI Comparison |
| E   | 2  | 7594     | Collegiate Charter High School of Los Angeles | All Students                        | 52                             | 51.9%                                       | Medium                   | 43.9%                                      | Medium                  | Higher                         |
|   |    |          |   | American Indian or Alaska Native    | 0                              | --  | --                       | 26.5%                                      | Low                     | --                             |
|   |    |          |   | Asian                               | 0                              | --  | --                       | 75.8%                                      | Very High               | --                             |
|   |    |          |   | Black or African American           | *                              | --  | No Status Level          | 25.1%                                      | Low                     | --                             |
|   |    |          |   | English Learner                     | 11                             | 45.5%                                       | Medium                   | 15.3%                                      | Low                     | --                             |
|   |    |          |   | Filipino                            | 0                              | --  | --                       | 65.2%                                      | High                    | --                             |
|   |    |          |   | Foster Youth                        | 0                              | --  | --                       | 11.6%                                      | Low                     | --                             |
|   |    |          |   | Homeless Youth                      | *                              | --  | No Status Level          | 20.4%                                      | Low                     | --                             |
|   |    |          |   | Latino                              | 51                             | 52.9%                                       | Medium                   | 35.5%                                      | Medium                  | Higher                         |
|   |    |          |   | Native Hawaiian or Pacific Islander | 0                              | --  | --                       | 33.1%                                      | Low                     | --                             |
|   |    |          |   | Socioeconomically Disadvantaged     | 51                             | 51.0%                                       | Medium                   | 35.4%                                      | Medium                  | Higher                         |
|   |    |          |   | Students with Disabilities          | *                              | --  | No Status Level          | 12.3%                                      | Low                     | --                             |
|   |    |          |   | Two or More Races                   | 0                              | --  | --                       | 52.9%                                      | Medium                  | --                             |
|   |    |          |   | White                               | 0                              | --  | --                       | 53.2%                                      | Medium                  | --                             |

Data Sources: California School Dashboard Research data files 2023.

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# Collegiate Charter High School of Los Angeles

## 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 Color | School 2023 Percentage of Students suspended at least once | School 2023 Change | School 2023 Change Level | State 2023 Color | State 2023 Percentage of Students suspended at least once | State 2023 Change | State 2023 Change Level | School to State Suspensions Comparison |
| E   | 2  | 7594          | Collegiate Charter High School of Los Angeles | All Students                        | 226                | 0.0%   | Very Low                 | 3.1%  | Medium                  | Lower   | 186                | Orange            | 1.6%   | 1.6%               | Increased                | Orange           | 3.5%  | 0.4%              | Increased               | Lower                                  |
|   |    |               |   | American Indian or Alaska Native    | 0                  | --   | --                       | 6.4%  | High                    | --  | 0                  | --                | --   | --                 | --                       | Orange           | 7.4%  | 1.0%              | Increased               | --                                     |
|   |    |               |   | Asian                               | *                  | --   | No Performance Level     | 0.9%  | Very Low                | --  | 0                  | --                | --   | --                 | --                       | Green            | 1.1%  | 0.2%              | Maintained              | --                                     |
|   |    |               |   | Black or African American           | 11                 | 0.0%   | No Performance Level     | 7.9%  | High                    | --  | *                  | No Color          | --   | --                 | No Change Level          | Red              | 8.8%  | 0.9%              | Increased               | --                                     |
|   |    |               |   | English Learner                     | 62                 | 0.0%   | Very Low                 | 3.2%  | Medium                  | Lower   | 60                 | Blue              | 0.0%   | 0.0%               | Maintained               | Orange           | 3.7%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |   | Filipino                            | 0                  | --   | --                       | 1.2%  | Low                     | --  | 0                  | --                | --   | --                 | --                       | Green            | 1.3%  | 0.1%              | Maintained              | --                                     |
|   |    |               |   | Foster Youth                        | *                  | --   | No Performance Level     | 12.4%   | Very High               | --  | 0                  | --                | --   | --                 | --                       | Red              | 13.6%   | 1.2%              | Increased               | --                                     |
|   |    |               |   | Homeless Youth                      | *                  | --   | No Performance Level     | 5.5%  | High                    | --  | *                  | No Color          | --   | --                 | No Change Level          | Orange           | 6.5%  | 1.0%              | Increased               | --                                     |
|   |    |               |   | Latino                              | 211                | 0.0%   | Very Low                 | 3.3%  | Medium                  | Lower   | 179                | Orange            | 1.7%   | 1.7%               | Increased                | Orange           | 3.8%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |   | Native Hawaiian or Pacific Islander | *                  | --   | No Performance Level     | 4.5%  | Medium                  | --  | 0                  | --                | --   | --                 | --                       | Orange           | 4.9%  | 0.4%              | Increased               | --                                     |
|   |    |               |   | Socioeconomically Disadvantaged     | 215                | 0.0%   | Very Low                 | 4.0%  | Medium                  | Lower   | 172                | Yellow            | 1.2%   | 1.2%               | Increased                | Orange           | 4.5%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |   | Students with Disabilities          | 48                 | 0.0%   | Very Low                 | 5.4%  | High                    | Lower   | 44                 | Blue              | 0.0%   | 0.0%               | Maintained               | Orange           | 5.9%  | 0.5%              | Increased               | Lower                                  |
|   |    |               |   | Two or More Races                   | 0                  | --   | --                       | 2.9%  | Medium                  | --  | *                  | No Color          | --   | --                 | No Change Level          | Orange           | 3.3%  | 0.4%              | Increased               | --                                     |
|   |    |               |   | White                               | *                  | --   | No Performance Level     | 2.6%  | Medium                  | --  | *                  | No Color          | --   | --                 | No Change Level          | Yellow           | 2.9%  | 0.2%              | Maintained              | --                                     |

Data Sources: California School Dashboard Research data files 2023

# Collegiate Charter High School of Los Angeles

## Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2023 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2023) as well as students from the prior cohort (Class of 2022) who graduated in their fifth year of high school in 2022-23. Current and prior year data is compared to see whether a school made improvement (i.e., had a higher rate of graduation in 2023 than it did in 2022) or experienced a decline. Results will fall into one of five levels, ranging from "Increased Significantly" to "Declined Significantly." Combining current year data and its comparison with prior year data, will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| Graduation Rate Indicator - CA School Dashboard Indicator |    |               |   |                                     |                    |  |                          |   |                         |   |                    |                   |  |                    |                          |                  |   |                   |                         |   |
|---|----|---------------|---|-------------------------------------|--------------------|--|--------------------------|---|-------------------------|---|--------------------|-------------------|--|--------------------|--------------------------|------------------|---|-------------------|-------------------------|---|
| RG  | BD | Location Code | School  | Student Group                       | Number of Students | School 2022 Percentage of graduated students | School 2022 Status Level | State 2022 Percentage of graduated students | State 2022 Status Level | School to State Graduated Students Comparison | Number of Students | School 2023 Color | School 2023 Percentage of graduated students | School 2023 Change | School 2023 Change Level | State 2023 Color | State 2023 Percentage of graduated students | State 2023 Change | State 2023 Change Level | School to State Graduated Students Comparison |
| E   | 2  | 7594          | Collegiate Charter High School of Los Angeles | All Students                        | 41                 | 85.4%  | Medium                   | 87.4%                                       | Medium                  | Lower   | 53                 | Orange            | 81.1%  | -4.2%              | Declined                 | Orange           | 86.4%                                       | 1.0%              | Declined                | Lower   |
|   |    |               |   | American Indian or Alaska Native    | 0                  | --   | --                       | 79.6%                                       | Low                     | --  | 0                  | --                | --   | --                 | --                       | Orange           | 79.6%                                       | -0.1%             | Maintained              | --  |
|   |    |               |   | Asian                               | 0                  | --   | --                       | 95.2%                                       | Very High               | --  | 0                  | --                | --   | --                 | --                       | Green            | 94.5%                                       | -0.7%             | Maintained              | --  |
|   |    |               |   | Black or African American           | *                  | --   | No Performance Level     | 79.5%                                       | Low                     | --  | *                  | No Color          | --   | --                 | No Change Level          | Orange           | 78.5%                                       | 1.0%              | Declined                | --  |
|   |    |               |   | English Learner                     | *                  | --   | No Performance Level     | 73.3%                                       | Low                     | --  | 12                 | No Color          | 75.0%  | --                 | No Change Level          | Orange           | 73.5%                                       | 0.2%              | Maintained              | --  |
|   |    |               |   | Filipino                            | 0                  | --   | --                       | 95.5%                                       | Very High               | --  | 0                  | --                | --   | --                 | --                       | Green            | 94.7%                                       | -0.8%             | Maintained              | --  |
|   |    |               |   | Foster Youth                        | *                  | --   | No Performance Level     | 64.1%                                       | Very Low                | --  | 0                  | --                | --   | --                 | --                       | Red              | 63.2%                                       | -0.8%             | Maintained              | --  |
|   |    |               |   | Homeless Youth                      | 0                  | --   | --                       | 74.4%                                       | Low                     | --  | *                  | No Color          | --   | --                 | No Change Level          | Orange           | 73.7%                                       | -0.7%             | Maintained              | --  |
|   |    |               |   | Latino                              | 40                 | 85.0%  | Medium                   | 85.3%                                       | Medium                  | Lower   | 52                 | Orange            | 80.8%  | -4.2%              | Declined                 | Orange           | 84.2%                                       | 1.0%              | Declined                | Lower   |
|   |    |               |   | Native Hawaiian or Pacific Islander | 0                  | --   | --                       | 85.2%                                       | Medium                  | --  | 0                  | --                | --   | --                 | --                       | Yellow           | 84.6%                                       | -0.7%             | Maintained              | --  |
|   |    |               |   | Socioeconomically Disadvantaged     | 41                 | 85.4%  | Medium                   | 85.1%                                       | Medium                  | Higher  | 52                 | Orange            | 80.8%  | -4.6%              | Declined                 | Orange           | 83.7%                                       | 1.4%              | Declined                | Lower   |
|   |    |               |   | Students with Disabilities          | *                  | --   | No Performance Level     | 75.2%                                       | Low                     | --  | *                  | No Color          | --   | --                 | No Change Level          | Orange           | 72.7%                                       | 2.5%              | Declined                | --  |
|   |    |               |   | Two or More Races                   | 0                  | --   | --                       | 89.6%                                       | Medium                  | --  | 0                  | --                | --   | --                 | --                       | Orange           | 88.6%                                       | 1.0%              | Declined                | --  |
|   |    |               |   | White                               | 0                  | --   | --                       | 90.8%                                       | High                    | --  | 0                  | --                | --   | --                 | --                       | Orange           | 89.8%                                       | 1.0%              | Declined                | --  |

Data Sources: California School Dashboard Research data files 2023

# Collegiate Charter High School of Los Angeles

LAUSD Location Code: 7594

Region: East

Board District: 2

## Enrollment Report

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

| 2023-2024 Enrollment by Ethnicity and Student Group |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| 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 |
| Collegiate Charter High School of Los Angeles       | 174        | 94.3%    | 0.0%  | 0.0%                             | 0.0%  | 1.7%                      | 32.8%           | 0.0%     | 0.6%         | 5.7%     | 97.1%  | 0.0%              | 0.0%                                | 0.0%         | 94.3%                            | 25.9%                      | 0.0%              | 1.1%  |
| 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 |            |          |       |                                  |       |                           |                 |          |              |          |        |                   |                                     |              |                                  |                            |                   |       |
|---|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| 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 |
| Collegiate Charter High School of Los Angeles       | 162        | 92.0%    | 0.0%  | 0.0%                             | 0.6%  | 1.2%                      | 30.9%           | 0.0%     | 0.0%         | 1.2%     | 96.9%  | 0.0%              | 0.0%                                | 0.0%         | 93.2%                            | 24.7%                      | 0.0%              | 1.2%  |
| Statewide   | 5,852,544  | 59.9%    | N/A   | 0.4%                             | 9.5%  | 4.7%                      | 19.0%           | 2.2%     | 0.5%         | 3.2%     | 56.1%  | 0.7%              | 0.4%                                | 2.2%         | 61.5%                            | 13.1%                      | 4.3%              | 20.1% |
| Los Angeles Unified                                 | 538,295    | 81.0%    | 11.1% | 5.9%                             | 3.4%  | 7.4%                      | 21.3%           | 1.6%     | 0.7%         | 1.7%     | 74.2%  | 0.1%              | 0.2%                                | 1.5%         | 82.0%                            | 14.1%                      | 2.0%              | 9.7%  |

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

# Collegiate Charter High School of Los Angeles

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LAUSD Location Code: 7594

Region: East

Board District: 2

## RECLASSIFICATION RATES

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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.

| School  | Year       | Students Redesignated FEP                     | School | State | School to State RFEP Comparison |
|---|------------|---|--------|-------|---------------------------------|
| Collegiate Charter High School of Los Angeles | 2022-2023* | 2021-2022 Number of English Language Learners | --     | --    | --                              |
|   |            | 2022-2023 Number of Students Reclassified     | --     | --    |                                 |
|   |            | 2022-2023 Reclassification Rate               | --     | --    |                                 |
|   | 2023-2024* | 2022-2023 Number of English Language Learners | --     | --    | --                              |
|   |            | 2023-2024 Number of Students Reclassified     | --     | --    |                                 |
|   |            | 2023-2024 Reclassification Rate               | --     | --    |                                 |

Note: \*Reclassification data for 2022-2023 and 2023-2024 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2022-2023 and 2023-2024 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>

# Collegiate Charter High School of Los Angeles

LAUSD Location Code: 7594

Region: East

Board District: 2

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

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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.

| School  | English Learners                | 2022-2023  |         |            |         | 2023-2024  |         |            |         |
|---|---------------------------------|------------|---------|------------|---------|------------|---------|------------|---------|
|   |                                 | School     |         | State      |         | School     |         | State      |         |
|   |                                 | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| Collegiate Charter High School of Los Angeles | LTEL 6+ Years                   | 27         | 20.8%   | 226,535    | 11.1%   | 23         | 17.7%   | 211,218    | 10.6%   |
|   | At-Risk 4-5 Years               | 2          | 1.5%    | 144,190    | 7.1%    | 2          | 1.5%    | 136,190    | 6.8%    |
|   | EL 0-3 Years                    | 9          | 6.9%    | 505,487    | 24.8%   | 17         | 13.1%   | 519,652    | 26.0%   |
|   | EL 4+ Years Not At-Risk or LTEL | 12         | 9.2%    | 236,323    | 11.6%   | 15         | 11.5%   | 207,773    | 10.4%   |
|   | EL total                        | 50         | 38.5%   | 1,112,535  | 54.5%   | 57         | 43.8%   | 1,074,833  | 53.8%   |
|   | RFEP                            | 80         | 61.5%   | 927,723    | 45.5%   | 73         | 56.2%   | 924,460    | 46.2%   |
|   | Total (Ever)                    | 130        | 100.0%  | 2,040,258  | 100.0%  | 130        | 100.0%  | 1,999,293  | 100.0%  |

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

# Collegiate Charter High School of Los Angeles

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LAUSD Location Code: 7594

Region: East

Board District: 2

## Students with Disabilities Report

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

|   | Special Education Enrollment |                            |                              |              |                            |                              |
|---|------------------------------|----------------------------|------------------------------|--------------|----------------------------|------------------------------|
|   | 2023-2024                    |                            |                              | 2022-2023    |                            |                              |
|   | All Students                 | Students with Disabilities | Students with Disabilities % | All Students | Students with Disabilities | Students with Disabilities % |
| Collegiate Charter High School of Los Angeles | 174                          | 45                         | 25.9%                        | 162          | 40                         | 24.7%                        |
| Statewide                                     | 5,837,690                    | 799,980                    | 13.7%                        | 5,852,544    | 765,169                    | 13.1%                        |
| Los Angeles Unified                           | 529,902                      | 79,906                     | 14.8%                        | 538,295      | 75,935                     | 14.1%                        |

| 2023-2024 Special Education Enrollment by Category |                  |                 |        |      |        |       |       |       |       |     |        |      |        |        |       |      |
|--|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|------|--------|--------|-------|------|
| School   | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
| Collegiate Charter High School of Los Angeles      | 73.3%            | 26.7%           | 6      | 0    | 0      | 0     | 0     | 1     | 4     | 0   | 5      | 0    | 25     | 3      | 1     | 0    |
| Los Angeles Unified                                | 66.7%            | 33.3%           | 19,082 | 6    | 200    | 1,178 | 0     | 988   | 3,410 | 978 | 11,302 | 543  | 30,274 | 11,688 | 66    | 189  |

| 2022-2023 Special Education Enrollment by Category |                  |                 |        |      |        |       |       |       |       |     |        |       |        |        |       |      |
|--|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|-----|--------|-------|--------|--------|-------|------|
| School   | % High Incidence | % Low Incidence | # AUT  | # DB | # DEAF | # ED  | # EMD | # HOH | # ID  | MD  | # OHI* | # OI  | # SLD* | # SLI* | # TBI | # VI |
| Collegiate Charter High School of Los Angeles      | 80.0%            | 20.0%           | 4      | 0    | 0      | 0     | 0     | 1     | 1     | 0   | 5      | 1     | 25     | 2      | 1     | 0    |
| Los Angeles Unified                                | 68.3%            | 31.6%           | 16,427 | 5    | 226    | 1,143 | 1     | 994   | 3,495 | 354 | 10,342 | 1,065 | 29,411 | 12,139 | 64    | 248  |

| Key  |                                |     |                               |
|------|--------------------------------|-----|-------------------------------|
| AUT  | Autism                         | OHI | Other Health Impairment       |
| DB   | Deaf-Blindness                 | OI  | Orthopedic Impairment         |
| DEAF | Deafness                       | SLD | Specific Learning Disability  |
| ED   | Emotional Disturbance          | SLI | Speech or Language Impairment |
| EMD  | Established Medical Disability | TBI | Traumatic Brain Injury        |
| HOH  | Hard of Hearing                | VI  | Visual Impairment             |
| ID   | Intellectual Disability        | MD  | Multiple Disabilities         |

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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# Collegiate Charter High School of Los Angeles

LAUSD Location Code: 7594

Region: East

Board District: 2

## Academic Performance - English Language Arts

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

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

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

| Student Group                          | 2023<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change<br>Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change<br>Level | School to<br>State DFS<br>Comparison | 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change<br>Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change<br>Level | School to<br>State DFS<br>Comparison |
|--|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|--|---|----------------------------|-----------------------|--------------------------------|--|---------------------------|----------------------|-------------------------------|--------------------------------------|
| All Students                           | 29   | No Color                                    | -11.9                      | -34.9                 | Declined<br>Significantly      | Orange                                     | -13.6                     | -1.4                 | Maintained                    | --                                   | 52   | No Color                                    | -26.3                      | -14.4                 | Declined                       | Orange                                     | -13.2                     | 0.4                  | Maintained                    | Lower                                |
| American Indian or<br>Alaska Native    | 0  | --  | --                         | --                    | --                             | Orange                                     | -47.9                     | 2.0                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -49.0                     | -1.1                 | Maintained                    | --                                   |
| Asian                                  | 0  | --  | --                         | --                    | --                             | Blue                                       | 61.8                      | -1.2                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Blue                                       | 60.7                      | -1.2                 | Maintained                    | --                                   |
| Black or African<br>American           | 0  | --  | --                         | --                    | --                             | Orange                                     | -59.6                     | -2.0                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -58.9                     | 0.8                  | Maintained                    | --                                   |
| English Learner                        | 8  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -67.7                     | -6.5                 | Declined                      | --                                   | 21   | No Color                                    | -112.5                     | --                    | No Change<br>Level             | Orange                                     | -67.6                     | 0.2                  | Maintained                    | --                                   |
| Filipino                               | 0  | --  | --                         | --                    | --                             | Green                                      | 44.0                      | 1.1                  | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Blue                                       | 45.8                      | 1.8                  | Maintained                    | --                                   |
| Foster Youth                           | 0  | --  | --                         | --                    | --                             | Red  | -89.2                     | -2.5                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Red  | -87.3                     | 1.9                  | Maintained                    | --                                   |
| Homeless Youth                         | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Orange                                     | -67.9                     | -5.0                 | Declined                      | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -70.4                     | -2.5                 | Maintained                    | --                                   |
| Latino                                 | 29   | No Color                                    | -11.9                      | -40.6                 | Declined<br>Significantly      | Orange                                     | -40.2                     | -1.7                 | Maintained                    | --                                   | 50   | No Color                                    | -32.4                      | -20.4                 | Declined<br>Significantly      | Orange                                     | -39.3                     | 0.9                  | Maintained                    | Higher                               |
| Long-Term English<br>Learner           | --   | --  | --                         | --                    | --                             | --   | --                        | --                   | --                            | --                                   | 10   | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -109.6                    | 3.4                  | Declined                      | --                                   |
| Native Hawaiian or<br>Pacific Islander | 0  | --  | --                         | --                    | --                             | Orange                                     | -32.5                     | -3.4                 | Declined                      | --                                   | 0  | --  | --                         | --                    | --                             | Orange                                     | -34.7                     | -2.2                 | Maintained                    | --                                   |
| Socioeconomically<br>Disadvantaged     | 26   | No Color                                    | -0.4                       | -24.2                 | Declined<br>Significantly      | Orange                                     | -42.6                     | -1.2                 | Maintained                    | --                                   | 49   | No Color                                    | -31.3                      | -31.0                 | Declined<br>Significantly      | Orange                                     | -40.9                     | 1.8                  | Maintained                    | Higher                               |
| Students with<br>Disabilities          | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Red  | -96.3                     | 1.8                  | Maintained                    | --                                   | 16   | No Color                                    | -48.3                      | --                    | No Change<br>Level             | Red  | -95.6                     | 0.7                  | Maintained                    | --                                   |
| Two or More Races                      | 0  | --  | --                         | --                    | --                             | Green                                      | 24.3                      | -0.8                 | Maintained                    | --                                   | 0  | --  | --                         | --                    | --                             | Green                                      | 24.3                      | 0.0                  | Maintained                    | --                                   |
| White                                  | 0  | --  | --                         | --                    | --                             | Green                                      | 20.8                      | -1.2                 | Maintained                    | --                                   | *  | No Color                                    | --                         | --                    | No Change<br>Level             | Green                                      | 19.2                      | -1.6                 | Maintained                    | --                                   |

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

| ELA Participation Rate By Student Group     |      |                                     |       |                              |                 |          |              |                |        |  |                                    |                               |                      |       |
|---|------|-------------------------------------|-------|------------------------------|-----------------|----------|--------------|----------------|--------|--|------------------------------------|-------------------------------|----------------------|-------|
|   | ALL  | American Indian<br>or Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested in<br>2023 ** | 100% | --                                  | --    | --                           | 100%            | --       | --           | 100%           | 100%   | --                                     | 100%                               | 100%                          | --                   | --    |
| Participation Rate<br>Met 2023 *            | Yes  | --                                  | --    | --                           | Yes             | --       | --           | Yes            | Yes    | --                                     | Yes                                | Yes                           | --                   | --    |
| Percent of<br>students tested in<br>2024    | 100% | --                                  | --    | 100%                         | 100%            | --       | --           | 100%           | 100%   | --                                     | 100%                               | 100%                          | --                   | 100%  |
| Participation Rate<br>Met 2024              | Yes  | --                                  | --    | Yes                          | Yes             | --       | --           | Yes            | Yes    | --                                     | Yes                                | Yes                           | --                   | Yes   |

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

\*\* Whole number rounding is used for the participation rate.

Data Sources: [California School Dashboard Research data files.](#)



# Collegiate Charter High School of Los Angeles

LAUSD Location Code: 7594

Region: East

Board District: 2

## Academic Performance - Math

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/ds/files/enr.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<br>Number of<br>Students<br>with Scores | School 2023<br>Performance<br>Level (color) | School 2023<br>Average DFS | School 2023<br>Change | School 2023<br>Change Level | State 2023<br>Performance<br>Level (color) | State 2023<br>Average DFS | State 2023<br>Change | State 2023<br>Change Level | School to<br>State DFS<br>Comparison | School 2024<br>Number of<br>Students<br>with Scores | School 2024<br>Performance<br>Level (color) | School 2024<br>Average DFS | School 2024<br>Change | School 2024<br>Change Level | State 2024<br>Performance<br>Level (color) | State 2024<br>Average DFS | State 2024<br>Change | State 2024<br>Change Level | School to<br>State DFS<br>Comparison |
|--|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|----------------------------|--------------------------------------|---|---|----------------------------|-----------------------|-----------------------------|--|---------------------------|----------------------|----------------------------|--------------------------------------|
| All Students                           | 29  | No Color                                    | -98.9                      | -50.3                 | Declined<br>Significantly   | Orange                                     | -49.1                     | 2.6                  | Maintained                 | --                                   | 51  | No Color                                    | -96.6                      | 2.3                   | Maintained                  | Orange                                     | -47.6                     | 1.5                  | Maintained                 | Lower                                |
| American Indian<br>or Alaska Native    | 0   | --  | --                         | --                    | --                          | Yellow                                     | -87.3                     | 4.6                  | Increased                  | --                                   | 0   | --  | --                         | --                    | --                          | Orange                                     | -86.6                     | 0.7                  | Maintained                 | --                                   |
| Asian                                  | 0   | --  | --                         | --                    | --                          | Blue                                       | 50.8                      | 2.3                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Blue                                       | 49.5                      | -1.3                 | Maintained                 | --                                   |
| Black or African<br>American           | 0   | --  | --                         | --                    | --                          | Red  | -104.5                    | 2.6                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -102.2                    | 2.4                  | Maintained                 | --                                   |
| English Learner                        | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Orange                                     | -93.4                     | -1.4                 | Maintained                 | --                                   | 21  | No Color                                    | -166.9                     | --                    | No Change<br>Level          | Orange                                     | -93.4                     | 0.0                  | Maintained                 | --                                   |
| Filipino                               | 0   | --  | --                         | --                    | --                          | Green                                      | 7.4                       | 4.8                  | Increased                  | --                                   | 0   | --  | --                         | --                    | --                          | Green                                      | 10.4                      | 3.0                  | Increased                  | --                                   |
| Foster Youth                           | 0   | --  | --                         | --                    | --                          | Red  | -127.4                    | 1.4                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Red  | -125.1                    | 2.3                  | Maintained                 | --                                   |
| Homeless Youth                         | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -101.3                    | 0.5                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -106.0                    | -4.7                 | Maintained                 | --                                   |
| Latino                                 | 29  | No Color                                    | -98.9                      | -49.5                 | Declined<br>Significantly   | Orange                                     | -80.8                     | 2.6                  | Maintained                 | --                                   | 49  | No Color                                    | -99.6                      | -0.7                  | Maintained                  | Orange                                     | -79.2                     | 1.6                  | Maintained                 | Lower                                |
| Long-Term<br>English Learner           | --  | --  | --                         | --                    | --                          | --   | --                        | --                   | --                         | --                                   | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Red  | -163.5                    | -0.4                 | Maintained                 | --                                   |
| Native Hawaiian<br>or Pacific Islander | 0   | --  | --                         | --                    | --                          | Orange                                     | -71.3                     | 0.0                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Orange                                     | -72.5                     | -1.2                 | Maintained                 | --                                   |
| Socioeconomically<br>Disadvantaged     | 26  | No Color                                    | -91.7                      | -37.5                 | Declined<br>Significantly   | Yellow                                     | -80.8                     | 3.2                  | Increased                  | --                                   | 48  | No Color                                    | -96.2                      | -4.5                  | Declined                    | Orange                                     | -78.2                     | 2.6                  | Maintained                 | Lower                                |
| Students with<br>Disabilities          | *   | No Color                                    | --                         | --                    | No Change<br>Level          | Orange                                     | -127.3                    | 5.5                  | Increased                  | --                                   | 16  | No Color                                    | -153.8                     | --                    | No Change<br>Level          | Red  | -124.3                    | 2.9                  | Maintained                 | --                                   |
| Two or More<br>Races                   | 0   | --  | --                         | --                    | --                          | Yellow                                     | -7.4                      | 2.5                  | Maintained                 | --                                   | 0   | --  | --                         | --                    | --                          | Yellow                                     | -5.3                      | 2.1                  | Maintained                 | --                                   |
| White                                  | 0   | --  | --                         | --                    | --                          | Yellow                                     | -11.1                     | 2.3                  | Maintained                 | --                                   | *   | No Color                                    | --                         | --                    | --                          | Yellow                                     | -10.3                     | 0.7                  | Maintained                 | --                                   |

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

| Math Participation Rate By Student Group    |      |                                     |       |                              |                 |          |              |                |        |  |                                    |                               |                      |       |
|---|------|-------------------------------------|-------|------------------------------|-----------------|----------|--------------|----------------|--------|--|------------------------------------|-------------------------------|----------------------|-------|
|   | ALL  | American Indian<br>or Alaska Native | Asian | Black or African<br>American | English Learner | Filipino | Foster Youth | Homeless Youth | Latino | Native Hawaiian<br>or Pacific Islander | Socioeconomically<br>Disadvantaged | Students with<br>Disabilities | Two or More<br>Races | White |
| Percent of<br>students tested in<br>2023 ** | 100% | --                                  | --    | --                           | 100%            | --       | --           | 100%           | 100%   | --                                     | 100%                               | 100%                          | --                   | --    |
| Participation Rate<br>Met 2023 *            | Yes  | --                                  | --    | --                           | Yes             | --       | --           | Yes            | Yes    | --                                     | Yes                                | Yes                           | --                   | --    |
| Percent of<br>students tested in<br>2024    | 98%  | --                                  | --    | 100%                         | 100%            | --       | --           | 100%           | 98%    | --                                     | 98%                                | 94%                           | --                   | 100%  |
| Participation Rate<br>Met 2024              | Yes  | --                                  | --    | Yes                          | Yes             | --       | --           | Yes            | Yes    | --                                     | Yes                                | 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 Source: California School Dashboard Research data files.

# Collegiate Charter High School of Los Angeles

LAUSD Location Code: 7594

Region: East

Board District: 2

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

| English Learner Progress Indicator - CA School Dashboard Indicator |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |   |                                       |  |                    |                          |                                      |  |                   |                         |                                 |
|--|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|---|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|---------------------------------|
| 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  | 44  | Green                                 | 50.0%  | 15.2%              | Increased Significantly  | Yellow                               | 48.7%  | -1.6%             | Maintained              | Higher                          | 42  | Red                                   | 33.3%  | -16.7%             | Declined Significantly   | Orange                               | 45.7%  | -3.0%             | Declined                | Lower                           |
| Long-Term English Learner  | --  | --                                    | --   | --                 | --                       | --                                   | --   | --                | --                      | --                              | 28  | No Color                              | 42.9%  | -16.5%             | Declined Significantly   | Orange                               | 45.8%  | -3.9%             | Declined                | --                              |

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

| ELPAC Participation |                               |                              |                               |                        |
|---------------------|-------------------------------|------------------------------|-------------------------------|------------------------|
| Year                | Number of EL Student Enrolled | Number of EL Students Tested | Percent of EL Students Tested | Participation Rate Met |
| 2024                | 53                            | 48                           | 91%                           | No                     |
| 2023                | 55                            | 51                           | 93%                           | No                     |

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   |       |       |
| Collegiate Charter High School of Los Angeles  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 35.9% | 43.8% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 1.9%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 43.6% | 34.9% |
| ELs Who Decreased at Least One ELPI Level  | 20.5% | 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   |       |       |
| Collegiate Charter High School of Los Angeles  |       | State |
| ELs Who Progressed at Least One ELPI Level   | 52.4% | 46.4% |
| ELs Who Maintained ELPI Level 4  | 0.0%  | 2.4%  |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H  | 33.3% | 32.7% |
| ELs Who Decreased at Least One ELPI Level  | 14.3% | 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.

# Collegiate Charter High School of Los Angeles

LAUSD Location Code: 7594

Region: East

Board District: 2

## Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are include in the calculations of the CCI rate. For the 2023 Dashboard, the CCI will report the most current year data or "Status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| College / Career Academic Indicator - CA School Dashboard Indicator |                                |   |                          |  |                         |                                |  |                                       |   |                    |                          |                                      |  |                   |                         |                                |
|---|--------------------------------|---|--------------------------|--|-------------------------|--------------------------------|--|---------------------------------------|---|--------------------|--------------------------|--------------------------------------|--|-------------------|-------------------------|--------------------------------|
| Student Group   | Number of Students with Scores | School 2023 percentage of prepared students | School 2023 Status Level | State 2023 percentage of prepared students | State 2023 Status Level | School to State CCI Comparison | School 2024 Number of Students with Scores | School 2024 Performance Level (color) | School 2023 percentage of prepared students | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 percentage of prepared students | State 2024 Change | State 2024 Change Level | School to State DFS Comparison |
| All Students  | 52                             | 51.9%                                       | Medium                   | 43.9%                                      | Medium                  | Higher                         | 35   | Orange                                | 37.1%                                       | -14.8%             | Declined                 | Yellow                               | 45.3%                                      | 1.4%              | Maintained              | Lower                          |
| American Indian or Alaska Native                                    | 0                              | --  | --                       | 26.5%                                      | Low                     | --                             | 0  | --                                    | --  | --                 | --                       | Yellow                               | 28.9%                                      | 2.4%              | Increased               | --                             |
| Asian   | 0                              | --  | --                       | 75.8%                                      | Very High               | --                             | 0  | --                                    | --  | --                 | --                       | Blue                                 | 74.5%                                      | -1.3%             | Maintained              | --                             |
| Black or African American   | *                              | --  | No Status Level          | 25.1%                                      | Low                     | --                             | *  | No Color                              | --  | --                 | No Change Level          | Yellow                               | 28.1%                                      | 3.0%              | Increased               | --                             |
| English Learner   | 11                             | 45.5%                                       | Medium                   | 15.3%                                      | Low                     | --                             | 11   | No Color                              | 27.3%                                       | -18.2%             | Declined                 | Orange                               | 17.2%                                      | 1.9%              | Maintained              | --                             |
| Filipino  | 0                              | --  | --                       | 65.2%                                      | High                    | --                             | 0  | --                                    | --  | --                 | --                       | Green                                | 67.7%                                      | 2.5%              | Increased               | --                             |
| Foster Youth  | 0                              | --  | --                       | 11.6%                                      | Low                     | --                             | 0  | --                                    | --  | --                 | --                       | Orange                               | 13.0%                                      | 1.4%              | Maintained              | --                             |
| Homeless Youth  | *                              | --  | No Status Level          | 20.4%                                      | Low                     | --                             | *  | No Color                              | --  | --                 | No Change Level          | Orange                               | 21.8%                                      | 1.3%              | Maintained              | --                             |
| Latino  | 51                             | 52.9%                                       | Medium                   | 35.5%                                      | Medium                  | Higher                         | 33   | Orange                                | 36.4%                                       | -16.6%             | Declined                 | Yellow                               | 37.4%                                      | 1.8%              | Maintained              | Lower                          |
| Long-Term English Learner   | --                             | --  | --                       | --   | --                      | --                             | *  | No Color                              | --  | --                 | No Change Level          | Yellow                               | 16.5%                                      | 2.0%              | Maintained              | --                             |
| Native Hawaiian or Pacific Islander                                 | 0                              | --  | --                       | 33.1%                                      | Low                     | --                             | 0  | --                                    | --  | --                 | --                       | Orange                               | 34.6%                                      | 1.4%              | Maintained              | --                             |
| Socioeconomically Disadvantaged                                     | 51                             | 51.0%                                       | Medium                   | 35.4%                                      | Medium                  | Higher                         | 34   | Orange                                | 38.2%                                       | -12.7%             | Declined                 | Yellow                               | 37.4%                                      | 1.9%              | Maintained              | Higher                         |
| Students with Disabilities  | *                              | --  | No Status Level          | 12.3%                                      | Low                     | --                             | *  | No Color                              | --  | --                 | No Change Level          | Orange                               | 13.5%                                      | 1.1%              | Maintained              | --                             |
| Two or More Races   | 0                              | --  | --                       | 52.9%                                      | Medium                  | --                             | 0  | --                                    | --  | --                 | --                       | Yellow                               | 53.7%                                      | 0.8%              | Maintained              | --                             |
| White   | 0                              | --  | --                       | 53.2%                                      | Medium                  | --                             | 0  | --                                    | --  | --                 | --                       | Yellow                               | 54.3%                                      | 1.1%              | Maintained              | --                             |

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: [California School Dashboard Research data files.](#)

# Collegiate Charter High School of Los Angeles

LAUSD Location Code: 7594

Region: East

Board District: 2

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

| Suspension Rate Indicator - CA School Dashboard Indicator |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |  |
|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|--|
| 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  | 186                | Orange                                | 1.6%   | 1.6%               | Increased                | Orange                               | 3.5%  | 0.4%              | Increased               | Lower   | 197                | Orange                                | 4.6%   | 3.0%               | Increased                | Green                                | 3.2%  | -0.3%             | Declined                | Higher                                 |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 7.4%  | 1.0%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 7.0%  | -0.4%             | Declined                | --                                     |
| Asian   | 0                  | --                                    | --   | --                 | --                       | Green                                | 1.1%  | 0.2%              | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Blue                                 | 1.0%  | 0.0%              | Maintained              | --                                     |
| Black or African American                                 | *                  | No Color                              | --   | --                 | No Change Level          | Red                                  | 8.8%  | 0.9%              | Increased               | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 8.4%  | -0.4%             | Declined                | --                                     |
| English Learner   | 60                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 3.7%  | 0.5%              | Increased               | Lower   | 66                 | Orange                                | 6.1%   | 6.1%               | Increased                | Green                                | 3.4%  | -0.3%             | Declined                | Higher                                 |
| Filipino  | 0                  | --                                    | --   | --                 | --                       | Green                                | 1.3%  | 0.1%              | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 1.2%  | -0.1%             | Maintained              | --                                     |
| Foster Youth  | 0                  | --                                    | --   | --                 | --                       | 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               | --  | 17                 | No Color                              | 5.9%   | --                 | No Change Level          | Yellow                               | 5.7%  | -0.8%             | Declined                | --                                     |
| Latino  | 179                | Orange                                | 1.7%   | 1.7%               | Increased                | Orange                               | 3.8%  | 0.5%              | Increased               | Lower   | 190                | Orange                                | 4.7%   | 3.1%               | Increased Significantly  | Green                                | 3.4%  | -0.4%             | Declined                | Higher                                 |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | 38                 | Orange                                | 7.9%   | 7.9%               | Increased                | Orange                               | 8.1%  | -0.9%             | Declined                | Lower                                  |
| Native Hawaiian or Pacific Islander                       | 0                  | --                                    | --   | --                 | --                       | Orange                               | 4.9%  | 0.4%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 4.4%  | -0.5%             | Declined                | --                                     |
| SocioeconomicMRY Disadvantaged                            | 172                | Yellow                                | 1.2%   | 1.2%               | Increased                | Orange                               | 4.5%  | 0.5%              | Increased               | Lower   | 187                | Orange                                | 4.8%   | 3.7%               | Increased Significantly  | Green                                | 4.0%  | -0.5%             | Declined                | Higher                                 |
| Students with Disabilities                                | 44                 | Blue                                  | 0.0%   | 0.0%               | Maintained               | Orange                               | 5.9%  | 0.5%              | Increased               | Lower   | 46                 | Orange                                | 4.3%   | 4.3%               | Increased                | Yellow                               | 5.4%  | -0.5%             | Declined                | Lower                                  |
| Two or More Races   | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 3.3%  | 0.4%              | Increased               | --  | 0                  | --                                    | --   | --                 | --                       | Green                                | 3.0%  | -0.3%             | Declined                | --                                     |
| White   | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 2.9%  | 0.2%              | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 2.6%  | 0.3%              | Declined                | --                                     |

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: [California School Dashboard Research data files 2023](#)

# Collegiate Charter High School of Los Angeles

LAUSD Location Code: 7594

Region: East

Board District: 2

## Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2023 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2023) as well as students from the prior cohort (Class of 2022) who graduated in their fifth year of high school in 2022-23. Current and prior year data is compared to see whether a school made improvement (i.e., had a higher rate of graduation in 2023 than it did in 2022) or experienced a decline. Results will fall into one of five levels, ranging from "Increased Significantly" to "Declined Significantly." Combining current year data and its comparison with prior year data, will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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| Graduation Rate Indicator - CA School Dashboard Indicator |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |                    |                                       |  |                    |                          |                                      |   |                   |                         |   |
|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|--------------------|---------------------------------------|--|--------------------|--------------------------|--------------------------------------|---|-------------------|-------------------------|---|
| Student Group   | Number of Students | School 2023 Performance Level (color) | School 2023 Percentage of graduated students | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | State 2023 Percentage of graduated students | State 2023 Change | State 2023 Change Level | School to State Graduated Students Comparison | Number of Students | School 2024 Performance Level (color) | School 2024 Percentage of graduated students | School 2024 Change | School 2024 Change Level | State 2024 Performance Level (color) | State 2024 Percentage of graduated students | State 2024 Change | State 2024 Change Level | School to State Graduated Students Comparison |
| All Students  | 53                 | Orange                                | 81.1%  | -4.2%              | Declined                 | Orange                               | 86.4%                                       | 1.0%              | Declined                | Higher  | 39                 | Green                                 | 84.6%  | 3.5%               | Increased                | Yellow                               | 86.7%                                       | 0.3%              | Maintained              | Lower   |
| American Indian or Alaska Native                          | 0                  | --                                    | --   | --                 | --                       | Orange                               | 79.6%                                       | -0.1%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 80.1%                                       | 0.5%              | Maintained              | --  |
| Asian   | 0                  | --                                    | --   | --                 | --                       | Green                                | 94.5%                                       | -0.7%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 92.2%                                       | -2.3%             | Declined                | --  |
| Black or African American                                 | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 78.5%                                       | 1.0%              | Declined                | --  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 79.1%                                       | 0.6%              | Maintained              | --  |
| English Learner   | 12                 | No Color                              | 75.0%  | --                 | No Change Level          | Orange                               | 73.5%                                       | 0.2%              | Maintained              | --  | 12                 | No Color                              | 75.0%  | 0.0%               | Maintained               | Yellow                               | 77.9%                                       | 4.4%              | Increased               | --  |
| Filipino  | 0                  | --                                    | --   | --                 | --                       | Green                                | 94.7%                                       | -0.8%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Blue                                 | 95.2%                                       | 0.6%              | Maintained              | --  |
| Foster Youth  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 63.2%                                       | -0.8%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Red                                  | 65.7%                                       | 2.5%              | Increased               | --  |
| Homeless Youth  | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 73.7%                                       | -0.7%             | Maintained              | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 75.7%                                       | 2.0%              | Increased               | --  |
| Latino  | 52                 | Orange                                | 80.8%  | -4.2%              | Declined                 | Orange                               | 84.2%                                       | 1.0%              | Declined                | Higher  | 37                 | Green                                 | 83.8%  | 3.0%               | Increased                | Green                                | 85.3%                                       | 1.1%              | Increased               | Lower   |
| Long-Term English Learner                                 | --                 | --                                    | --   | --                 | --                       | --                                   | --  | --                | --                      | --  | *                  | No Color                              | --   | --                 | No Change Level          | Green                                | 80.8%                                       | 2.4%              | Increased               | --  |
| Native Hawaiian or Pacific Islander                       | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 84.6%                                       | -0.7%             | Maintained              | --  | 0                  | --                                    | --   | --                 | --                       | Orange                               | 83.1%                                       | -1.4%             | Declined                | --  |
| Socioeconomically Disadvantaged                           | 52                 | Orange                                | 80.8%  | -4.6%              | Declined                 | Orange                               | 83.7%                                       | 1.4%              | Declined                | Higher  | 38                 | Green                                 | 86.8%  | 6.1%               | Increased Significantly  | Yellow                               | 84.4%                                       | 0.8%              | Maintained              | Higher  |
| Students with Disabilities                                | *                  | No Color                              | --   | --                 | No Change Level          | Orange                               | 72.7%                                       | 2.5%              | Declined                | --  | *                  | No Color                              | --   | --                 | No Change Level          | Yellow                               | 74.4%                                       | 1.7%              | Increased               | --  |
| Two or More Races   | 0                  | --                                    | --   | --                 | --                       | Orange                               | 88.6%                                       | 1.0%              | Declined                | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 88.3%                                       | -0.3%             | Maintained              | --  |
| White   | 0                  | --                                    | --   | --                 | --                       | Orange                               | 89.8%                                       | 1.0%              | Declined                | --  | 0                  | --                                    | --   | --                 | --                       | Yellow                               | 89.2%                                       | -0.6%             | Maintained              | --  |

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: [California School Dashboard Research data files 2023](#)

| Collegiate Charter High School of Los Angeles            |                                       |                           |                        |                          |                            | Schools Within the Community                             |                                  |                        |                         | State of California                                      |                                 |                        |
|--|---------------------------------------|---------------------------|------------------------|--------------------------|----------------------------|--|----------------------------------|------------------------|-------------------------|--|---------------------------------|------------------------|
| 2024 California School Dashboard - English Language Arts |                                       |                           |                        |                          |                            | 2024 California School Dashboard - English Language Arts |                                  |                        |                         | 2024 California School Dashboard - English Language Arts |                                 |                        |
| Student Group  | Number of Students with Scores Median | Performance Level (Color) | Distance From Standard | School to SWC Comparison | School to State Comparison | Number of Students with Scores                           | School Performance Level (Color) | Distance From Standard | SWC to State Comparison | Number of Students with Scores                           | State Performance Level (Color) | Distance From Standard |
| All Students   | 52                                    | No Color                  | -26.3                  | Lower                    | Lower                      | 4,759  | Yellow                           | -5.2                   | Higher                  | 2,961,600  | Orange                          | -13.2                  |
| American Indian or Alaska Native                         | 0                                     | --                        | --                     | --                       | --                         | 0  | --                               | --                     | --                      | 12,751   | Orange                          | -49.0                  |
| Asian  | 0                                     | --                        | --                     | --                       | --                         | 262  | No Color                         | -20.2                  | Lower                   | 299,011  | Blue                            | 60.7                   |
| Black or African American                                | *                                     | No Color                  | --                     | --                       | --                         | 329  | No Color                         | -30.4                  | Higher                  | 147,055  | Orange                          | -58.9                  |
| English Learner  | 21                                    | No Color                  | -112.5                 | --                       | --                         | 2,212  | No Color                         | -92.3                  | Lower                   | 748,700  | Orange                          | -67.6                  |
| Filipino   | 0                                     | --                        | --                     | --                       | --                         | 28   | No Color                         | 33.1                   | --                      | 67,619   | Blue                            | 45.8                   |
| Foster Youth   | 0                                     | --                        | --                     | --                       | --                         | 0  | --                               | --                     | --                      | 16,695   | Red                             | -87.3                  |
| Homeless   | *                                     | No Color                  | --                     | --                       | --                         | 108  | No Color                         | -154.6                 | Lower                   | 119,419  | Red                             | -70.4                  |
| Latino   | 50                                    | No Color                  | -32.4                  | Lower                    | Higher                     | 5,817  | Yellow                           | -9.1                   | Higher                  | 1,662,471  | Orange                          | -39.3                  |
| Long-Term English Learner                                | 10                                    | No Color                  | --                     | --                       | --                         | 373  | No Color                         | -127.3                 | Lower                   | 157,332  | Red                             | -109.6                 |
| Native Hawaiian or Pacific Islander                      | 0                                     | --                        | --                     | --                       | --                         | 0  | --                               | --                     | --                      | 12,336   | Orange                          | -34.7                  |
| Socioeconomically Disadvantaged                          | 49                                    | No Color                  | -31.3                  | Lower                    | Higher                     | 6,206  | Yellow                           | -8.1                   | Higher                  | 1,918,343  | Orange                          | -40.9                  |
| Students with Disabilities                               | 16                                    | No Color                  | -48.3                  | --                       | --                         | 890  | No Color                         | -83.4                  | Higher                  | 437,68   | Red                             | -95.6                  |
| Two or More Races  | 0                                     | --                        | --                     | --                       | --                         | 165  | Blue                             | 86.8                   | Higher                  | 136,025  | Green                           | 24.3                   |
| White  | *                                     | No Color                  | --                     | --                       | --                         | 518  | Blue                             | 76.7                   | Higher                  | 596,977  | Green                           | 19.2                   |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

| Collegiate Charter High School of Los Angeles  |                                |                                  |                        |                          |                            | Schools Within the Community                   |                                  |                        |                         | State of California                            |                                 |                        |
|--|--------------------------------|----------------------------------|------------------------|--------------------------|----------------------------|--|----------------------------------|------------------------|-------------------------|--|---------------------------------|------------------------|
| 2024 California School Dashboard - Mathematics |                                |                                  |                        |                          |                            | 2024 California School Dashboard - Mathematics |                                  |                        |                         | 2024 California School Dashboard - Mathematics |                                 |                        |
| Student Group                                  | Number of Students with Scores | School Performance Level (Color) | Distance From Standard | School to SWC Comparison | School to State Comparison | Number of Students with Scores                 | School Performance Level (Color) | Distance From Standard | SWC to State Comparison | Number of Students with Scores                 | State Performance Level (Color) | Distance From Standard |
| All Students                                   | 51                             | No Color                         | -96.6                  | Higher                   | Lower                      | 7,477  | Orange                           | -109.2                 | Lower                   | 2,995,905                                      | Orange                          | -47.6                  |
| American Indian or Alaska Native               | 0                              | --                               | --                     | --                       | --                         | 0  | --                               | --                     | --                      | 12,709   | Orange                          | -86.6                  |
| Asian  | 0                              | --                               | --                     | --                       | --                         | 265  | No Color                         | -44.8                  | Lower                   | 305,987  | Blue                            | 49.5                   |
| Black or African American                      | *                              | No Color                         | --                     | --                       | --                         | 328  | No Color                         | -103.2                 | Lower                   | 146,687  | Red                             | -102.2                 |
| English Learner                                | 21                             | No Color                         | -166.9                 | --                       | --                         | 2,239  | No Color                         | -155.8                 | Lower                   | 788,814  | Orange                          | -93.4                  |
| Filipino                                       | 0                              | --                               | --                     | --                       | --                         | 28   | No Color                         | -15.1                  | --                      | 68,132   | Green                           | 10.4                   |
| Foster Youth                                   | 0                              | --                               | --                     | --                       | --                         | 0  | --                               | --                     | --                      | 16,733   | Red                             | -125.1                 |
| Homeless                                       | *                              | No Color                         | --                     | --                       | --                         | 120  | No Color                         | -164.8                 | Lower                   | 128,657  | Red                             | -106.0                 |
| Latino   | 49                             | No Color                         | -99.6                  | Higher                   | Lower                      | 5,831  | Orange                           | -110.5                 | Lower                   | 1,686,212                                      | Orange                          | -79.2                  |
| Long-Term English Learner                      | *                              | No Color                         | --                     | --                       | --                         | 374  | No Color                         | -177.9                 | Lower                   | 156,776  | Red                             | -163.5                 |
| Native Hawaiian or Pacific Islander            | 0                              | --                               | --                     | --                       | --                         | 0  | --                               | --                     | --                      | 12,458   | Orange                          | -72.5                  |
| Socioeconomically Disadvantaged                | 48                             | No Color                         | -96.2                  | Higher                   | Lower                      | 6,225  | Orange                           | -106.0                 | Lower                   | 1,944,582                                      | Orange                          | -78.2                  |
| Students with Disabilities                     | 16                             | No Color                         | -153.8                 | --                       | --                         | 891  | No Color                         | -163.3                 | Lower                   | 437,276  | Red                             | -124.3                 |
| Two or More Races                              | 0                              | --                               | --                     | --                       | --                         | 165  | Green                            | 45.2                   | Higher                  | 135,850  | Yellow                          | -5.3                   |
| White  | *                              | No Color                         | --                     | --                       | --                         | 530  | Green                            | -57.3                  | Lower                   | 599,961  | Yellow                          | -10.3                  |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

| Collegiate Charter High School of Los Angeles                         |                                    |                           |  |   |                            | Schools Within the Community  |                           |  |  | State of California   |                                 |  |
|---|------------------------------------|---------------------------|--|---|----------------------------|---|---------------------------|--|--|---|---------------------------------|--|
| 2024 California School Dashboard - English Learner Progress Indicator |                                    |                           |  |   |                            | 2024 California School Dashboard - English Learner Progress Indicator |                           |  |  | 2024 California School Dashboard - English Learner Progress Indicator |                                 |  |
| Student Group   | Number of English Learner Students | Performance Level (Color) | Percentage of English Learners making progress towards English proficiency | School to Schools Within Community Comparison | School to State Comparison | Number of English Learner Students                                    | Performance Level (Color) | Percentage of English Learners making progress towards English proficiency | Schools Within Community to State Comparison | Number of English Learner Students                                    | State Performance Level (Color) | Percentage of English Learners making progress towards English proficiency |
| English Learners  | 42                                 | Red                       | 33.3%  | Lower   | Lower                      | 3,302   | Orange                    | 38.1%  | Lower  | 796,176   | Orange                          | 45.7%  |
| Long-Term English Learner   | 28                                 | No Color                  | 42.9%  | --  | --                         | 1,357   | Red                       | 40.0%  | Lower  | 235,462   | Orange                          | 45.8%  |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.



| Collegiate Charter High School of Los Angeles          |                    |                                 |                                 |                          |                            | Schools Within the Community                           |                                 |                                 |                         | State of California                                    |                                 |                                 |
|--|--------------------|---------------------------------|---------------------------------|--------------------------|----------------------------|--|---------------------------------|---------------------------------|-------------------------|--|---------------------------------|---------------------------------|
| 2024 Academic Performance - College / Career Indicator |                    |                                 |                                 |                          |                            | 2024 Academic Performance - College / Career Indicator |                                 |                                 |                         | 2024 Academic Performance - College / Career Indicator |                                 |                                 |
| Student Group  | Number of Students | State Performance Level (Color) | Percentage of prepared students | School to SWC Comparison | School to State Comparison | Number of Students                                     | State Performance Level (Color) | Percentage of prepared students | SWC to State Comparison | Number of Students                                     | State Performance Level (Color) | Percentage of prepared students |
| All Students   | 35                 | Orange                          | 37.1%                           | Lower                    | Lower                      | 4,035  | Green                           | 56.5%                           | Higher                  | 507,621  | Yellow                          | 45.3%                           |
| American Indian or Alaska Native                       | 0                  | --                              | --                              | --                       | --                         | 0  | --                              | --                              | --                      | 2,450  | Yellow                          | 28.9%                           |
| Asian  | 0                  | --                              | --                              | --                       | --                         | 71   | No Color                        | 84.6%                           | Higher                  | 47,918   | Blue                            | 74.5%                           |
| Black or African American                              | *                  | No Color                        | --                              | --                       | --                         | 117  | No Color                        | 33.3%                           | Higher                  | 26,188   | Yellow                          | 28.1%                           |
| English Learner  | 11                 | No Color                        | 27.3%                           | --                       | --                         | 797  | No Color                        | 25.0%                           | Higher                  | 76,578   | Orange                          | 17.2%                           |
| Filipino   | 0                  | --                              | --                              | --                       | --                         | 0  | --                              | --                              | --                      | 12,954   | Green                           | 67.7%                           |
| Foster Youth   | 0                  | --                              | --                              | --                       | --                         | 0  | --                              | --                              | --                      | 5,614  | Orange                          | 13.0%                           |
| Homeless   | *                  | No Color                        | --                              | --                       | --                         | 102  | No Color                        | 21.1%                           | Lower                   | 37,772   | Orange                          | 21.8%                           |
| Latino   | 33                 | Orange                          | 36.4%                           | Lower                    | Lower                      | 3,458  | Green                           | 51.7%                           | Higher                  | 287,174  | Yellow                          | 37.4%                           |
| Long-Term English Learner                              | *                  | No Color                        | --                              | --                       | --                         | 397  | No Color                        | 23.1%                           | Higher                  | 55,369   | Yellow                          | 16.5%                           |
| Native Hawaiian or Pacific Islander                    | 0                  | --                              | --                              | --                       | --                         | 0  | --                              | --                              | --                      | 2,214  | Orange                          | 34.6%                           |
| Socioeconomically Disadvantaged                        | 34                 | Orange                          | 38.2%                           | Lower                    | Higher                     | 3,799  | Green                           | 57.1%                           | Higher                  | 370,710  | Yellow                          | 37.4%                           |
| Students with Disabilities                             | *                  | No Color                        | --                              | --                       | --                         | 429  | No Color                        | 16.4%                           | Higher                  | 68,393   | Orange                          | 13.5%                           |
| Two or More Races                                      | 0                  | --                              | --                              | --                       | --                         | 0  | --                              | --                              | --                      | 19,232   | Yellow                          | 53.7%                           |
| White  | 0                  | --                              | --                              | --                       | --                         | 111  | No Color                        | 80.0%                           | Higher                  | 106,207  | Yellow                          | 54.3%                           |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

| Collegiate Charter High School of Los Angeles                |                    |                                  |                                  |                          |                            | Schools Within the Community                                 |                           |                                       |                         | State of California  |                                 |                                  |
|--|--------------------|----------------------------------|----------------------------------|--------------------------|----------------------------|--|---------------------------|---------------------------------------|-------------------------|--|---------------------------------|----------------------------------|
| 2024 California School Dashboard - Suspension Rate Indicator |                    |                                  |                                  |                          |                            | 2024 California School Dashboard - Suspension Rate Indicator |                           |                                       |                         | 2024 California School Dashboard - Suspension Rate Indicator |                                 |                                  |
| Student Group  | Number of Students | School Performance Level (Color) | Students suspended at least once | School to SWC Comparison | School to State Comparison | Number of students enrolled who meet criteria                | Performance Level (Color) | Chronic Absenteesim Percentage Median | SWC to State Comparison | Number of Students   | State Performance Level (Color) | Students suspended at least once |
| All Students   | 197                | Orange                           | 4.6%                             | Higher                   | Higher                     | 23,356   | Blue                      | 0.2%                                  | Lower                   | 6,021,915  | Green                           | 3.2%                             |
| American Indian or Alaska Native                             | 0                  | --                               | --                               | --                       | --                         | 0  | --                        | --                                    | --                      | 26,529   | Yellow                          | 7.0%                             |
| Asian  | 0                  | --                               | --                               | --                       | --                         | 756  | Orange                    | 0.0%                                  | Lower                   | 595,552  | Blue                            | 1.0%                             |
| Black or African American                                    | *                  | No Color                         | --                               | --                       | --                         | 1,089  | Green                     | 0.0%                                  | Lower                   | 303,232  | Orange                          | 8.4%                             |
| English Learner  | 66                 | Orange                           | 6.1%                             | Higher                   | Higher                     | 4,950  | Green                     | 0.3%                                  | Lower                   | 1,184,673  | Green                           | 3.4%                             |
| Filipino   | 0                  | --                               | --                               | --                       | --                         | 179  | No Color                  | 0.0%                                  | Lower                   | 132,528  | Green                           | 1.2%                             |
| Foster Youth   | *                  | No Color                         | --                               | --                       | --                         | 29   | No Color                  | 0.0%                                  | --                      | 39,269   | Orange                          | 13.2%                            |
| Homeless   | 17                 | No Color                         | 5.9%                             | --                       | --                         | 956  | No Color                  | 0.0%                                  | Lower                   | 286,821  | Yellow                          | 5.7%                             |
| Latino   | 190                | Orange                           | 4.7%                             | Higher                   | Higher                     | 19,048   | Blue                      | 0.2%                                  | Lower                   | 3,380,960  | Green                           | 3.4%                             |
| Long-Term English Learner                                    | 38                 | Orange                           | 7.9%                             | Higher                   | Lower                      | 1,723  | Green                     | 0.0%                                  | Lower                   | 300,802  | Orange                          | 8.1%                             |
| Native Hawaiian or Pacific Islander                          | 0                  | --                               | --                               | --                       | --                         | 33   | Blue                      | 0.0%                                  | Lower                   | 24,983   | Green                           | 4.4%                             |
| Socioeconomically Disadvantaged                              | 187                | Orange                           | 4.8%                             | Higher                   | Higher                     | 20,029   | Blue                      | 0.2%                                  | Lower                   | 3,919,858  | Green                           | 4.0%                             |
| Students with Disabilities                                   | 46                 | Orange                           | 4.3%                             | Higher                   | Lower                      | 3,023  | Blue                      | 0.0%                                  | Lower                   | 903,052  | Yellow                          | 5.4%                             |
| Two or More Races  | 0                  | --                               | --                               | --                       | --                         | 594  | No Color                  | 0.0%                                  | Lower                   | 342,270  | Green                           | 3.0%                             |
| White  | *                  | No Color                         | --                               | --                       | --                         | 1,273  | No Color                  | 0.0%                                  | Lower                   | 1,215,894  | Green                           | 2.6%                             |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

| Collegiate Charter High School of Los Angeles |                    |                                  |   |                          |                            | Schools Within the Community   |                                  |   |                         | State of California            |                                 |                                  |
|---|--------------------|----------------------------------|---|--------------------------|----------------------------|--------------------------------|----------------------------------|---|-------------------------|--------------------------------|---------------------------------|----------------------------------|
| 2024 Graduation Rate Indicator                |                    |                                  |   |                          |                            | 2024 Graduation Rate Indicator |                                  |   |                         | 2024 Graduation Rate Indicator |                                 |                                  |
| Student Group                                 | Number of Students | School Performance Level (Color) | Percentage of graduated students Median | School to SWC Comparison | School to State Comparison | Number of Students Median      | School Performance Level (Color) | Percentage of graduated students Median | SWC to State Comparison | Number of Students             | State Performance Level (Color) | Percentage of graduated students |
| All Students                                  | 39                 | Green                            | 84.6%                                   | Lower                    | Lower                      | 4,065                          | Green                            | 92.6%                                   | Higher                  | 517,434                        | Yellow                          | 86.7%                            |
| American Indian or Alaska Native              | 0                  | --                               | --                                      | --                       | --                         | 0                              | --                               | --                                      | --                      | 2,504                          | Yellow                          | 80.1%                            |
| Asian   | 0                  | --                               | --                                      | --                       | --                         | 71                             | No Color                         | 95.0%                                   | Higher                  | 48,266                         | Yellow                          | 92.2%                            |
| Black or African American                     | *                  | No Color                         | --                                      | --                       | --                         | 119                            | No Color                         | 88.2%                                   | Higher                  | 27,002                         | Orange                          | 79.1%                            |
| English Learner                               | 12                 | No Color                         | 75.0%                                   | --                       | --                         | 816                            | No Color                         | 98.5%                                   | Higher                  | 79,620                         | Yellow                          | 77.9%                            |
| Filipino                                      | 0                  | --                               | --                                      | --                       | --                         | 0                              | --                               | --                                      | --                      | 13,046                         | Blue                            | 95.2%                            |
| Foster Youth                                  | 0                  | --                               | --                                      | --                       | --                         | 0                              | --                               | --                                      | --                      | 5,936                          | Red                             | 65.7%                            |
| Homeless                                      | *                  | No Color                         | --                                      | --                       | --                         | 104                            | No Color                         | 79.7%                                   | Higher                  | 39,280                         | Yellow                          | 75.7%                            |
| Latino  | 37                 | Green                            | 83.8%                                   | Lower                    | Lower                      | 3,483                          | Green                            | 92.5%                                   | Higher                  | 293,952                        | Green                           | 85.3%                            |
| Long-Term English Learner                     | *                  | No Color                         | --                                      | --                       | --                         | 418                            | No Color                         | 92.9%                                   | Higher                  | 57,214                         | Green                           | 80.8%                            |
| Native Hawaiian or Pacific Islander           | 0                  | --                               | --                                      | --                       | --                         | 0                              | --                               | --                                      | --                      | 2,260                          | Orange                          | 83.1%                            |
| Socioeconomically Disadvantaged               | 38                 | Green                            | 86.8%                                   | Lower                    | Higher                     | 3,829                          | Green                            | 92.5%                                   | Higher                  | 379,711                        | Yellow                          | 84.4%                            |
| Students with Disabilities                    | *                  | No Color                         | --                                      | --                       | --                         | 450                            | No Color                         | 85.2%                                   | Higher                  | 71,002                         | Yellow                          | 74.4%                            |
| Two or More Races                             | 0                  | --                               | --                                      | --                       | --                         | 0                              | --                               | --                                      | --                      | 19,495                         | Yellow                          | 88.3%                            |
| White   | 0                  | --                               | --                                      | --                       | --                         | 112                            | Orange                           | 92.7%                                   | Higher                  | 107,494                        | Yellow                          | 89.2%                            |

\* Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

Schools Within Community to State Comparison to State Averages

| Schools Within Community Medians    |   |                              |        | ELA   |                              |        | Math  |                              |       | ELPI  |                              |       | CCI   |                              |       | Chronic Absenteeism                           |                              |       | Suspension                                    |                              |       | Graduation |  |  |
|-------------------------------------|---|------------------------------|--------|---|------------------------------|--------|---|------------------------------|-------|---|------------------------------|-------|---|------------------------------|-------|---|------------------------------|-------|---|------------------------------|-------|------------|--|--|
| Student Group                       | Collegiate Charter High School of Los Angeles | Schools Within the Community | State  | Collegiate Charter High School of Los Angeles | Schools Within the Community | State  | Collegiate Charter High School of Los Angeles | Schools Within the Community | State | Collegiate Charter High School of Los Angeles | Schools Within the Community | State | Collegiate Charter High School of Los Angeles | Schools Within the Community | State | Collegiate Charter High School of Los Angeles | Schools Within the Community | State | Collegiate Charter High School of Los Angeles | Schools Within the Community | State |            |  |  |
| All Students                        | -26.3   | -5.2                         | -13.2  | -96.6   | -109.2                       | -47.6  | 33.3%   | 38.1%                        | 45.7% | 37.1%   | 56.5%                        | 45.3% | --  | 20.6%                        | 18.6% | 4.6%  | 0.2%                         | 3.2%  | 84.6%   | 92.6%                        | 86.7% |            |  |  |
| American Indian or Alaska Native    | --  | --                           | -49.0  | --  | --                           | -86.6  | --  | --                           | --    | --  | 28.9%                        | --    | --  | 30.6%                        | --    | --  | --                           | 7.0%  | --  | --                           | 80.1% |            |  |  |
| Asian                               | --  | -20.2                        | 60.7   | --  | -44.8                        | 49.5   | --  | 0.846                        | 74.5% | --  | 17.6%                        | 7.5%  | --  | 17.6%                        | 7.5%  | --  | 0.0%                         | 1.0%  | --  | 95.0%                        | 92.2% |            |  |  |
| Black or African American           | --  | -30.4                        | -58.9  | --  | -103.2                       | -102.2 | --  | 0.333                        | 28.1% | --  | 32.7%                        | 31.1% | --  | 32.7%                        | 31.1% | --  | 0.0%                         | 8.4%  | --  | 88.2%                        | 79.1% |            |  |  |
| English Learner                     | -112.5  | -92.3                        | -67.6  | -166.9  | -155.8                       | -93.4  | 0.273   | 0.25                         | 17.2% | --  | 22.8%                        | 20.1% | --  | 22.8%                        | 20.1% | 6.1%  | 0.3%                         | 3.4%  | 75.0%   | 98.5%                        | 77.9% |            |  |  |
| Hispanic                            | --  | 33.1                         | 45.8   | --  | -15.1                        | 10.4   | --  | --                           | 67.7% | --  | 37.6%                        | 9.6%  | --  | 37.6%                        | 9.6%  | --  | 0.0%                         | 1.2%  | --  | --                           | 95.2% |            |  |  |
| Foster Youth                        | --  | --                           | -87.3  | --  | --                           | -125.1 | --  | --                           | 13.0% | --  | --                           | 30.3% | --  | --                           | 30.3% | --  | 0.0%                         | 13.2% | --  | --                           | 65.7% |            |  |  |
| Homeless                            | --  | -154.6                       | -70.4  | --  | -164.8                       | -106   | --  | 0.211                        | 21.8% | --  | 38.1%                        | 32.7% | --  | 38.1%                        | 32.7% | 5.9%  | 0.0%                         | 5.7%  | --  | 79.7%                        | 75.7% |            |  |  |
| Latino                              | -32.4   | -8.1                         | -39.3  | -99.6   | -110.5                       | -79.2  | 0.364   | 0.517                        | 37.4% | --  | 19.6%                        | 21.7% | --  | 19.6%                        | 21.7% | 4.7%  | 0.2%                         | 3.4%  | 83.8%   | 92.5%                        | 85.3% |            |  |  |
| Long-Term English Learner           | --  | -127.3                       | -109.6 | --  | -177.9                       | -163.5 | --  | 0.231                        | 16.5% | --  | 29.5%                        | 23.9% | --  | 29.5%                        | 23.9% | 7.9%  | 0.0%                         | 8.1%  | --  | 92.9%                        | 80.8% |            |  |  |
| Native Hawaiian or Pacific Islander | --  | --                           | -34.7  | --  | --                           | -72.5  | --  | --                           | 34.6% | --  | --                           | 32.6% | --  | --                           | 32.6% | --  | 0.0%                         | 4.4%  | --  | --                           | 83.1% |            |  |  |
| Socioeconomically Disadvantaged     | -31.3   | -8.1                         | -40.9  | -96.2   | -106.0                       | -78.2  | 0.382   | 0.571                        | 37.4% | --  | 20.2%                        | 23.4% | --  | 20.2%                        | 23.4% | 4.8%  | 0.2%                         | 4.0%  | 86.8%   | 92.5%                        | 84.4% |            |  |  |
| Students with Disabilities          | -48.3   | -83.4                        | -95.6  | -153.8  | -163.3                       | -124.3 | --  | 0.164                        | 13.5% | --  | 23.3%                        | 26.3% | --  | 23.3%                        | 26.3% | 4.3%  | 0.0%                         | 5.4%  | --  | 85.2%                        | 74.4% |            |  |  |
| Two or More Races                   | --  | 86.8                         | 24.3   | --  | 45.2                         | -5.3   | --  | --                           | 53.7% | --  | 5.8%                         | 16.2% | --  | --                           | 16.2% | --  | 0.0%                         | 3.0%  | --  | --                           | 88.3% |            |  |  |
| White                               | --  | 76.7                         | 19.2   | --  | -57.3                        | -10.3  | --  | 0.8                          | 54.3% | --  | 9.9%                         | 13.3% | --  | --                           | 13.3% | --  | 0.0%                         | 2.6%  | --  | 92.7%                        | 89.2% |            |  |  |

| CA Dashboard Indicator | Collegiate Charter High School of Los Angeles 2024 | Schools Within the Community 2024 Median | State Average 2024 |
|------------------------|--|--|--------------------|
| ELA                    | -26.3 (DFS)  | -9.2 (DFS)                               | -13.2 (DFS)        |
| Math                   | -96.6 (DFS)  | -109.2 (DFS)                             | -47.6 (DFS)        |
| ELPI                   | 33.3%  | 33.3%                                    | 45.7%              |
| CCI                    | 37.1%  | 37.1%                                    | 45.3%              |
| Chronic Absenteeism    | --   | 20.6%                                    | 18.6%              |
| Suspension             | 4.6%   | 4.6%                                     | 3.2%               |
| Graduation             | 84.6%  | 92.6%                                    | 86.7%              |

## ATTACHMENT D

**MATERIAL REVISION TO CHARTER OF  
COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES**

This Material Revision to the Charter of Collegiate Charter High School of Los Angeles (“Material Revision”) is made between the Los Angeles Unified School District (“District” or “LAUSD”), a California public school district, and Collegiate Charter High School of Los Angeles (“Collegiate”), a California nonprofit public benefit corporation, operating a California public charter school known as Collegiate Charter High School of Los Angeles (“Charter School” and/or “CCHSLA”). District and Collegiate are also referred to individually as “Party,” and collectively as “Parties.”

This Material Revision is to be read in conjunction with and shall expressly revise the charter of CCHSLA which was originally authorized by the LAUSD Board of Education (“Board of Education”) on November 18, 2014, and last renewed on October 20, 2019, for a five-year term, from 2020 to 2025 (“Charter”) and was set to expire on June 30, 2025. However, Education Code section 47607.4 provides that 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 Charter School expires on June 30, 2028.

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting July 1, 2025, in the 2025-2026 academic school year.

This Material Revision is *contingent* upon Collegiate and/or Charter School meeting all applicable requirements to effectuate the merger of Collegiate and Charter School with and into Equitas Academy Charter School, Inc. (“Equitas”). This Material Revision is also *contingent* upon Collegiate’s transfer of ownership, control, operations, governance, assets and management of Charter School to Equitas, pursuant to (but without limitation), the Charter Schools Act of 1992 (the “Act”),<sup>1</sup> the California Corporations Code<sup>2</sup> and the relevant merger agreement(s) necessary to consummate the corporate merger of nonprofit public benefit corporations,<sup>3</sup> the applicable terms and requirements set forth in the Articles of Incorporation, Bylaws for Collegiate and the Equitas, and other agreed upon arrangements between Collegiate and Equitas (collectively, the “Applicable Requirements”). This Material Revision is based upon the following factual recitals:

**RECITALS**

A. **WHEREAS**, the approval of charter schools is governed by the Act;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall

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<sup>1</sup> (Ed. Code, § 47600 *et seq.*)

<sup>2</sup> (e.g., Corp. Code, § 6010.)

<sup>3</sup> (e.g., Corp. Code, § 6011.)

include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District’s Charter Schools Division (“CSD”) must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented;

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school’s mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, as set forth in the Charter, CCHSLA is authorized to serve students in grades 9-12 and is currently governed, operated and managed by Collegiate;

F. **WHEREAS**, Charter School’s governing board convened a meeting on November 20, 2024, and adopted a Resolution 2024-01 (“Resolution”) to materially revise the Charter to reflect changes in Charter School’s governance structure to have Charter School governed by Equitas, among other relevant changes. The Resolution is attached herewith as **Attachment A** and part of this Material Revision;

G. **WHEREAS**, changes to the governance and/or corporate structure, or in location/address outside the community<sup>4</sup> (requiring Community Impact Assessment) constitute a material revision in accordance with California law and *LAUSD Policy and Procedures for Charter Schools* (“LAUSD Policy”);

H. **WHEREAS**, Equitas’ governing board convened a meeting on December 12, 2024 during which it passed a resolution (“Equitas’ Resolution”) authorizing (among other things) subject to the LAUSD Board of Education’s approval: (a) Equitas to become the governing and operating body of CCHSLA; (b) CCHSLA to relocate from a District-owned facility to a private site (owned by Equitas) located at 2501 West 7<sup>th</sup> Street, Los Angeles, CA 90057; and (c) CCHSLA to be renamed “Equitas Academy High School.” The Equitas’ Resolution is attached herewith as **Attachment B** and part of this Material Revision;

I. **WHEREAS**, Equitas is a California nonprofit public benefit corporation operating 6 (six) LAUSD-authorized independent charter schools that serve students in grades TK through 8, respectively;

J. **WHEREAS**, based on correspondence submitted to the District on or about January 2, 2025 (“January 2025 Correspondence”) in support of the Material Revision, Charter School provided several reasons why it seeks to merge with Equitas, including that it “[recognize’s] that there would be advantages to operating as a member of a CMO rather than continuing to operate as a stand-alone school.” The January 2025 Correspondence is attached is attached herewith as **Attachment C** and part of this Material Revision;

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<sup>4</sup> A “community” includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the charter school (inclusive of the proposed additional grade levels being requested, if applicable). The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the charter school’s material revision application.

K. **WHEREAS**, the Charter School and/or Collegiate shall effectuate the transfer of ownership, control, operations, governance, assets, and management of Charter School to Equitas pursuant to (but without limitation) the Applicable Requirements including a “*Final Merger Agreement*” as referenced in Equitas’ Resolution, **Attachment B** of this Material Revision. The fully executed and approved *Final Merger Agreement* between Collegiate and Equitas is incorporated by reference as part of this Material Revision;

**NOW, THEREFORE**, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

### **MATERIAL REVISION**

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.
2. **Name of Charter School**: All references in the Charter to the name of Charter School as “Collegiate Charter High School of Los Angeles” shall be deleted and replaced with:

Equitas Academy High School.

3. **Location of Charter School**: The Charter shall be revised to reflect that the location and address of Charter School is as follows:

2501 West 7<sup>th</sup> Street, Los Angeles, CA 90057.

4. All relevant sections of the Charter shall be revised to reflect the following: the corporate merger between Collegiate and Equitas, Equitas as the operating entity and governing board of Charter School, any new state and federal laws enacted and/or have taken effect since the last renewal of CCHSLA’s Charter, and alignment with Equitas’ policies and procedures, as noted in Paragraphs 5 to 7 below.

5. **Element 4 – Governance**: The governance structure of Charter School shall be revised to reflect that Equitas is the governing and operating entity. The organizational chart shall be deleted and replaced with the chart in the charter of the latest Equitas Academy #2, Board of Education-approved on November 19, 2024.

6. **Elements 5, 6, 9 to 12, and 15**: All provisions in the Charter, to the extent that they are not specific to students in grades 9 – 12 and are not inconsistent with the Applicable Requirements and terms of the *Final Merger Agreement*, related to: the employee positions and qualifications, roles and responsibilities, health and safety procedures, annual financial audits, student discipline, employee retirement systems, public School attendance alternatives, and position(s) that will serve as the Charter School’s closure agent(s) in the event that the charter school closes, shall be revised to align with the descriptions in the charter of the latest Equitas Academy #2, Board of Education-approved on November 19, 2024.

7. **Element 7 - Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance**: The

descriptions in Element 7 of the Charter, related to the annual outreach and recruitment efforts, shall be revised to incorporate the new location of Charter School.

8. Collegiate and/or Charter School agree to make all documents available to the District, including but not limited to the California Secretary of State-filed Certificate, the Final Merger Agreement, financial documents, transfer of assets, new board membership (if applicable), disclosures, credentialing, and other relevant corporate merger documentation involving Collegiate and Equitas.

9. **Budget:** All prior budgets and cash flow projections submitted for the Charter School shall be replaced by the Charter School's updated budget(s), financials and cash flow projections incorporated and attached herewith as **Attachment D** and incorporated by reference and part of this Material Revision.

10. **Updated District Required Language:** The Charter shall be revised to update and incorporate the Board of Education approved "Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020", attached herewith as **Attachment E** and incorporated by reference as part of this Material Revision.

11. The Charter School warrants that it is operated by a nonprofit public benefit corporation in good standing in the State of California.

12. All the other provisions set forth in the Charter remain in effect and enforceable.

13. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

14. The Parties agree that the approval of this Material Revision shall be contingent upon Charter School and/or Collegiate effectuating the transfer of ownership, control, operations, governance, assets and management of Charter School to Equitas pursuant to (but without limitation) the Applicable Requirements.

15. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional or appropriate actions necessary to give full force and effect to the terms, provisions, and intent of this Material Revision.

16. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

**IN WITNESS WHEREOF**, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.



DATED: April xx, 2025

COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of Collegiate

DATED: April xx, 2025

LOS ANGELES UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of Los Angeles Unified School District

**Attachments:**

- A.** CCHSLA's Board Resolution
- B.** Equitas' Board Resolution
- C.** CCHSLA's January 2025 Correspondence
- D.** Updated CCHSLA's Budget, Financials, and Cash Flow Projections
- E.** Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020.

**COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES  
BOARD OF DIRECTORS**

**RESOLUTION 2024-01 AUTHORIZING SUBMISSION OF REQUEST FOR  
MATERIAL REVISION OF THE COLLEGIATE CHARTER HIGH SCHOOL OF LOS  
ANGELES CHARTER TO CHANGE ADDRESS, REVISE THE ORGANIZATIONAL  
STRUCTURE, AND JOIN THE EQUITAS ACADEMY CHARTER MANAGEMENT  
ORGANIZATION.**

WHEREAS, Collegiate Charter High School of Los Angeles (“Collegiate” or “CCHS”) is a California nonprofit public benefit corporation that operates a California public charter high school;

WHEREAS, Equitas Academy Charter School (“Equitas”) is California nonprofit public benefit corporation that serves as a charter management organization (“CMO”) operating four public charter elementary schools and two public charter middle schools;

WHEREAS, the CCHS Board of Directors (“BOARD”) finds it in the best interest of CCHS and in furtherance of its educational and charitable purposes to join the Equitas CMO,

WHEREAS, CCHS desires to move all its operations and occupy the facility owned by Equitas at 2501 West 7th Street in Los Angeles, California.

WHEREAS, the CCHS Board finds it in its best interest to submit a request for material revision of the CCHS charter, as authorized by LAUSD and provided for in Education Code Sections 47605 and 47607, for the reasons stated herein.

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the submission of a request for material revision of the CCHS charter to the LAUSD Board of Education to specifically revise the following:

- In Element 4, revise the governance structure and organizational chart to have Collegiate governed by the Equitas Academy board of directors and the CCHS principal reporting to CMO-based leadership.
- In Element 5, revise job descriptions for some roles and responsibilities to be transferred from site-based roles to CMO-based roles.
- As required by LAUSD for the material revision process, update LAUSD’s Federal, State and District Required Language (FSDRL) and any additional legal requirements throughout the charter.

BE IT FURTHER RESOLVED that if this material revision is approved by LAUSD, Collegiate will move from the Stevenson College and Career Prep Middle School campus located at 725 S. Indiana Street in Los Angeles, to the the school facility located at 2501 West 7th Street in Los Angeles California.

BE IT FURTHER RESOLVED that the Board authorizes Edward Morris, Executive Director of CCHS, or his designee(s), as the representative(s) to execute the CCHS material revision and supporting documents and otherwise act on behalf of CCHS with regard to the material revision application process, including any and all actions needed to finalize the submittal documentation.

\* \* \*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 20th day of November, 2024.

AYES: 7

NOES: \_\_\_\_

ABSTENTIONS: \_\_\_\_

ABSENCES: 1



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Julie Jhun, Secretary



**EQUITAS ACADEMY CHARTER SCHOOLS, INC.  
RESOLUTION OF THE BOARD OF DIRECTORS  
Authorization of the Submission of a Request for Material Revision to the  
Los Angeles Unified School District Board of Education for the  
Merger of Collegiate Charter High School into and to be Governed by  
Equitas Academy Charter Schools, Inc.**

**WHEREAS**, Equitas Academy Charter Schools, Inc., a California nonprofit public benefit corporation (“Equitas”), operates the following public charter schools each authorized by the Los Angeles Unified School District Board of Education:

- ❖ Equitas Academy Charter School (TK–4)
- ❖ Equitas Academy #2 (5-8)
- ❖ Equitas Academy #3 (TK-4)
- ❖ Equitas Academy #4 (5-8)
- ❖ Equitas Academy #5 (TK-4)
- ❖ Equitas Academy #6 (TK-4)

**WHEREAS**, Collegiate Charter High School of Los Angeles, a California nonprofit public benefit corporation (“Collegiate”), operates the following public charter school authorized by the Los Angeles Unified School District Board of Education:

- ❖ Collegiate Charter High School of Los Angeles (9-12) (“CCHSLA”)

**WHEREAS**, on or about October 24, 2024, at a regularly scheduled public board meeting, the Equitas Board of Directors amended its bylaws, which previously stated that “[t]he specific charitable purpose of [Equitas] is to establish a public charter school in the State of California to prepare underprivileged K-8 students to gain admission to and graduate from prestigious high schools and colleges” and which previously read “[t]he purpose and objective of Equitas Academy is to provide a structured achievement-based community that prepares K-5 students to graduate from college-preparatory middle and high schools, four-year colleges and universities to now read under Article III, Section 1: “The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation Law of California (“Nonprofit Corporation Law”) for public and charitable purposes. The purpose of the Corporation is to manage, operate, guide, direct and promote one or more California public charter schools.” (Emphasis added.)

**WHEREAS**, the Equitas Board of Directors believes that the merger of Collegiate and CCHSLA with and into Equitas – so that CCHSLA is governed and operated by Equitas – is in the best interest of Equitas and Collegiate and is in furtherance of their educational and charitable purposes and will create a stronger and more effective charter school organization and support for students.

**WHEREAS**, a final merger agreement, subject to further due diligence efforts between Equitas and Collegiate, will be considered and approved by the Equitas Board of Directors prior to the Los Angeles Unified School District Board of Education's determination on the request for material revision described below.

**NOW THEREFORE, BE IT RESOLVED THAT**, the Equitas Board of Directors finds it in the best interest of Equitas and in furtherance of its educational and charitable purposes to submit a request for material revision authorizing:

- (1) Effective July 1, 2025, and subject to approval by the Los Angeles Unified School District Board of Education, for Equitas Academy Charter Schools, Inc. to become the governing and operating body of CCHSLA, due to the organizational, operations, and fiscal strategic planning considerations of both Equitas and Collegiate.
- (2) Effective July 1, 2025, and subject to approval by the Los Angeles Unified School District Board of Education, for Equitas Academy #4 (current enrollment: 448 students) currently located in a private, Equitas-owned facility at 2501 West Seventh Street, Los Angeles, California 90057, to move 1.3 miles (by road), to a private, Equitas-owned 1,000-student capacity facility located at 1612 West Pico Boulevard, Los Angeles, California 90015, where Equitas Academy #5 (current enrollment: 184 students) and Equitas Academy #6 (current enrollment: 210 students) are and will continue to be located.
- (3) Effective July 1, 2025, and subject to approval by the Los Angeles Unified School District Board of Education, for CCHSLA (current enrollment: 145 students), co-located pursuant to Proposition 39 at Los Angeles Unified School District's Robert Louis Stevenson Middle School, at 725 South Indiana Street, Los Angeles, California 90023, to move 6.1 miles (by road), to a private, Equitas-owned facility located at 2501 West Seventh Street, Los Angeles, California 90057.
- (4) Effective July 1, 2025, and subject to approval by the Los Angeles Unified School District Board of Education, for CCHSLA to be renamed Equitas Academy High School, with no change to its Charter Number (1722) or its CDS Code (19-64733-0131821).


**RESOLVED FURTHER THAT**, it is understood by the Equitas Board of Directors that if the merger of Collegiate and CCHSLA with and into Equitas – so that CCHSLA is governed and operated by Equitas – is not approved by the Los Angeles Unified School District Board of Education, then Equitas Academy #4 will not move to 1612 West Pico Boulevard, Los Angeles, California 90015 and will instead remain at 2501 West Seventh Street, Los Angeles, California 90057.

**RESOLVED FURTHER THAT**, the Equitas Board of Directors authorizes its Chief Executive Officer, Dr. Sofia P. Roditti, to prepare and execute the documents necessary to submit the proposed material revision packet and to act on behalf of Equitas Academy Charter Schools, Inc. regarding the proposed material revision.

**RESOLVED FURTHER THAT**, the Equitas Board of Directors authorizes its Chief Executive Officer, Dr. Sofia P. Roditti, to work with the Los Angeles Unified School District, including but not limited to the Charter Schools Division and/or the Board of Education, on the details of the material revision submission and authorizes Dr. Roditti to amend the material revision application as necessary based on the best interests of Equitas Academy Charter Schools, Inc.

**RESOLVED FURTHER THAT**, that the Board Secretary is directed to certify a copy of this Resolution and to keep it on file as necessary for auditing purposes.

By:   
Lindsey Heisser  
Chair, Equitas Academy Charter School, Inc., Board of Directors

By:   
Catie Langston  
Secretary, Equitas Academy Charter School, Inc., Board of Directors

### SECRETARY'S CERTIFICATE

I, Catie Langston, Secretary of the Equitas Academy Charter School, Inc. Board of Directors, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the Board of Directors of Equitas Academy Charter School, Inc., which was duly and regularly held on December 12, 2024, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolution was adopted by the following vote:

AYES: 7

NOES: 0

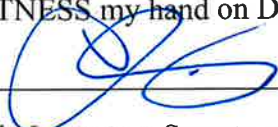
ABSTAIN: 0

ABSENT: 2

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been

amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on December 12, 2024.



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Catie Langston, Secretary  
Equitas Academy Charter School, Inc.  
Board of Directors



January 2, 2025

Jose Cole-Gutierrez, Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles, California 90017

Re: Request for Material Revision to Charter

Mr. Cole-Gutierrez:

The Board of Collegiate Charter High School of Los Angeles (Collegiate) respectfully submits this request for a material revision to the school's charter, as outlined in the attached signed resolution and accompanying documents.

The boards of Collegiate Charter High School and Equitas Academy each approved this consolidation concept at public board meetings in November and December, respectively. Pending LAUSD board approval, the proposed changes would take effect at the start of the new school and fiscal year on July 1, 2025.



### **Identification of the Proposed Material Revision**

The nature of the revision would be for Collegiate to join Equitas Academy Charter School Inc. (Equitas) as a member school. Collegiate would be supported by Equitas's charter management organization (CMO) and governed by the Equitas board. Additionally, Collegiate would relocate from its current co-location at Stevenson College and Career Preparatory in Boyle Heights to a private facility owned by Equitas in the MacArthur Park neighborhood.

### **Reason for Seeking the Proposed Material Revision**

Collegiate has enjoyed many successes over the years. The school has had six graduating classes since its founding and four of them had a 100% acceptance rate to 4-year colleges, including several students earning prestigious scholarships. The school is consistently recognized on U.S News and World Report's annual list of top high schools in the country - especially for the indicator for the degree to which we out-perform expectations based on the high percentage of low-income and Hispanic children we serve.

While the board and leadership are proud of the school's accomplishments, we nonetheless recognize that there would be advantages to operating as a member of a CMO rather than continuing to operate as a stand-alone school. Over the past five years, the board and leadership have explored several options, including joining with several other stand-alone schools to create a new CMO, joining a relatively new CMO with a substantial grant for expansion, or partnering with a larger existing network with a longer track record. After conducting due diligence and analyzing each option as it was presented, the board determined that the option that would be most advantageous to our school and our students would be to join the Equitas CMO.

Simultaneously, Equitas Academy has been exploring the feasibility of adding a high school to their network. Equitas's mission is to prepare students for college, but they do not have a high school in their network to complete the final years of preparation before students matriculate to college. For many years, Equitas families have been requesting that a high school be added to the network to create a seamless TK-12

college preparatory experience. Adding a high school will complete the mission envisioned by their founder 15 years ago.

Another benefit to the Equitas community is that having Collegiate occupy the building currently occupied by Equitas Academy #4 will allow that middle school to move to a private facility owned by Equitas that is adjacent to three of the feeder elementary schools, which will be much more convenient for families with siblings across those schools.

Equitas's analysis of various options for adding a high school determined that inviting Collegiate to join the network would be the most beneficial to their students and within their capacity to implement successfully. The Equitas team looked at Collegiate's 9-year track record of success, including our high rate of college acceptances (over 98%), which is in line with Equitas's mission. Further, they saw a school with proven programs, curricula, and systems that already has an experienced leadership team and stable teaching force in place.

### **Educational Soundness of the Proposed Revision**

The proposed consolidation is designed to enhance the educational experience for Collegiate's students by leveraging the expertise and resources of Equitas, a network with a proven track record of success. Specifically our analysis has found the following reasons this partnership will lead to improved outcomes for our scholars:

- Equitas's senior leadership, including the CEO, Chief Schools Officer, and Managing Director of Schools have extensive experience at the high school level and will be able to offer professional development and guidance to the instructional leaders at Collegiate.
- Collegiate's principal will be able to dedicate their time and energy to student instruction and school culture, while Equitas's network staff takes responsibility for finance, compliance, legal matters, and other operational aspects of the school.
- Structured sharing of best practices, especially in the evolving world of education technology and socio-emotional learning will accelerate Collegiate's continued growth in those areas.

- Through this material revision, we expect to be able to offer a broader variety of elective classes and extracurricular activities and programs, which we haven't been able to offer due to our co-location status and small student population.

### **Capacity to Implement the Proposed Changes**

Equitas's existing infrastructure and expertise provide a strong foundation for successfully implementing this transition. The organization's well-established systems in operations, compliance, and instructional support ensure a seamless integration of Collegiate into the network.

It's important to highlight that Equitas will not be starting from scratch or partnering with an unfamiliar organization. Collegiate brings a proven nine-year track record of success as a high school, with established curriculum, programs, and systems already in place. Additionally, Collegiate boasts a stable team of dedicated teachers and experienced school-based leaders. With the added support of the Equitas network and strong demand from Equitas families, Collegiate is well-positioned to elevate its success to even greater heights.

Some of the specific points that indicate a strong capacity for our two organizations to work together to successfully implement the changes proposed are as follows:

- Equitas and Collegiate were both founded through the Building Excellent Schools fellowship. The mission and core beliefs upon which both organizations were founded are well-aligned and will ensure a seamless integration.
- Equitas's 15 years of experience operating multiple successful elementary and middle schools demonstrates their ability to provide invaluable support across a network of schools in the form of systems for regulatory compliance, instructional excellence, job-embedded training, and organizational efficiency.
- As mentioned above, Equitas's senior leadership, including the CEO, Chief Schools Officer, and Managing Director of Schools have extensive experience at the high school level, so they are well positioned to offer professional development and guidance to the instructional leaders at Collegiate.
- Collegiate currently serves a student population that is very similar to the demographics of the Pico Union community that Equitas serves. In fact, Collegiate serves a significantly higher percentage of English learners, recently arrived immigrants, and students with disabilities than the other charter high

schools in the Pico Union/MacArthur park community - much more reflective of the actual demographics of the community.

- Given the demand expressed by current Equitas families, we anticipate that many of these students will choose to enroll at Collegiate for high school. This increased enrollment will bring Collegiate closer to its approved capacity, strengthening the school's financial position.
- The larger CMO entity, with its larger cash reserves and a stronger borrowing position for financing, is better positioned to weather any potential statewide financial challenges, such as the revenue deferrals we saw several years ago.
- Operational roles can be divided among experts in their fields, such as human resources, finance, etc. rather than expecting deep knowledge in multiple fields to reside within a single school leader.
- Moving to a private facility will allow the school to save tens of thousands of dollars every year that have been lost to over-allocation fees as part of the Prop 39 co-location policy.

### **Impact on the Current Collegiate Students and Families**

Collegiate leadership has solicited feedback from students and families regarding this opportunity through class discussions, family meetings (both in-person and remote), and an online feedback form. The majority of the feedback we have received has been positive. They are particularly excited about the additional electives, programs, and activities that we expect to be able to offer through this partnership.

One concern that was raised by some families was around transportation. We assured families that we will provide free daily bus transportation from the vicinity of Collegiate's current campus in Boyle Heights. More than 30% of Collegiate's current students already use the free transportation from South Los Angeles. This service will continue for those students, and their commute to the new campus will remain similar in duration to their current commute.

Student and parent/guardian input and feedback will continue to be taken into account through representation on a joint Collegiate-Equitas steering committee that will meet monthly until the changes take effect.

### **Advantages for Los Angeles Unified School District**

We see this material revision as a win-win-win for Collegiate, Equitas, and LAUSD. A few of the specific advantages to LAUSD are as follows:

- Last year, the LAUSD Board of Education passed a resolution aiming to prevent charter school co-locations at specific district campuses. Stevenson College and Career Preparatory was on that list of schools. This material revision would achieve the goal of that resolution by moving Collegiate off of the Stevenson campus and into a private facility. Per the policy that was born from that resolution, once Collegiate moves from that campus, no other charter school will be authorized to co-locate on the Stevenson campus.
- Moving Collegiate to a private site will reduce the number of Prop 39 proposals that the Charter Schools Division has to review annually, which is a very time-consuming process for the District.
- Collegiate and the six Equitas schools are all currently overseen by the same Charter Schools Division specialist, Luis Augilar. Having Collegiate join the Equitas network will create efficiency in the CSD's oversight responsibilities by creating streamlined communication with leadership and consolidating policies and other organizing documents that are reviewed by Mr. Aguilar and the team annually.

**Identification and Description of Each Addition, Change, and/or Deletion Proposed to be Made in the Charter School's Current Approved Charter**

A summary of the material changes that we are proposing for the charter are as follows:

- Element 4 shall be replaced in its entirety to match the language used in all of the schools in the Equitas network. The current Collegiate board will be dissolved and the existing Equitas board will become the governing body for Collegiate Charter High School. Element 4 also explains the organization structure at the network level.
- Throughout the charter petition, all references to the School's current address shall be updated to:  
     2501 West 7th Street  
     Los Angeles, CA 90057

- Element 5 shall be updated with language that is used in all Equitas' charters. These changes are necessary to reflect job responsibilities that will be transferred from school-based personnel to network-level personnel. Additionally, Equitas has consistent human resource policies across all of their schools and revising the language in this element aligns our employee titles and qualifications with those throughout the Equitas network.
- Additionally, any Federal, State and District Required Language (FSDRL) and/or any additional legal requirements throughout the charter that have changed since Collegiate's last charter renewal will be updated as required by LAUSD for the material revision process.

We hope you share our belief that the proposed changes will positively impact the students and staff at Collegiate Charter High School, advancing Collegiate's mission while aligning with LAUSD's mission. We look forward to your recommendation for approval to the board of education.

Should you have any questions or need further information regarding this request for material revision, the Collegiate board has designated me to act on behalf of the school on these matters. I can be reached at (310) 600-8876 or [tedmorris@collegiatecharterhighschool.org](mailto:tedmorris@collegiatecharterhighschool.org).

Respectfully,



Edward Morris  
Executive Director

cc: Luis Aguilar, Specialist, LAUSD  
Brooke Rios, Board Chair, Collegiate Charter High School of Los Angeles  
Sofia Roditti, CEO, Equitas Academy Charter Schools

## COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES

## Multi-Year Budget Detail

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|  | -2               | -1               | 0                               | 0                   | 1                | 2                | 3                |
|--|------------------|------------------|---------------------------------|---------------------|------------------|------------------|------------------|
|  | 2022-23          | 2023-24          | 2024-25<br>Budget -<br>Approved | 2024-25<br>Forecast | 2025-26          | 2026-27          | 2027-28          |
| Enrollment   | 164              | 158              | 210                             | 147                 | 215              | 287              | 340              |
| ADA  | 146.48           | 148.16           | 189.00                          | 131.08              | 199.95           | 266.91           | 316.20           |
| ADA %  | 90.1%            | 87.7%            | 90.0%                           | 90.6%               | 93.0%            | 93.0%            | 93.0%            |
| UPP  | 94.5%            | 94.0%            | 95.1%                           | 94.1%               | 96.0%            | 96.3%            | 96.2%            |
| <b>Income</b>  |                  |                  |                                 |                     |                  |                  |                  |
| <b>8011-8098 · Local Control Funding Formula Sources</b>       |                  |                  |                                 |                     |                  |                  |                  |
| 8011 Local Control Funding Formula                             | 1,778,607        | 1,939,252        | 2,521,855                       | 1,738,817           | 2,763,456        | 3,837,200        | 4,737,081        |
| 8012 Education Protection Account                              | 29,296           | 29,632           | 37,800                          | 26,216              | 39,990           | 53,382           | 63,240           |
| 8019 Local Control Funding Formula - Prior Year                | 1,707            | (18,123)         | -                               | -                   | -                | -                | -                |
| 8096 In Lieu of Property Taxes                                 | 513,798          | 566,379          | 712,428                         | 501,086             | 764,359          | 1,020,330        | 1,208,754        |
| 8098 In Lieu of Property Taxes, Prior Year                     | (1,707)          | 17,592           | -                               | -                   | -                | -                | -                |
| <b>Total 8011-8098 · Local Control Funding Formula Sources</b> | <b>2,321,701</b> | <b>2,534,732</b> | <b>3,272,083</b>                | <b>2,266,119</b>    | <b>3,567,805</b> | <b>4,910,913</b> | <b>6,009,075</b> |
| <b>8100-8299 · Federal Revenue</b>                             |                  |                  |                                 |                     |                  |                  |                  |
| 8181 Special Education - Federal (IDEA)                        | 35,637           | 37,799           | 45,982                          | 33,441              | 51,011           | 68,094           | 80,669           |
| 8221 Child Nutrition - Federal                                 | 130,247          | 123,555          | 150,437                         | 109,242             | 157,803          | 210,648          | 249,549          |
| 8223 CACFP Supper  | -                | -                | -                               | -                   | -                | -                | -                |
| 8291 Title I   | 81,540           | 80,880           | 80,880                          | 79,881              | 121,804          | 162,595          | 217,045          |
| 8292 Title II  | 10,075           | 6,973            | 6,834                           | 8,274               | 12,616           | 16,841           | 22,481           |
| 8294 Title III   | -                | -                | -                               | -                   | -                | 13,256           | 13,256           |
| 8295 Title IV, SSAE  | 10,000           | 10,000           | 10,000                          | 10,000              | 10,000           | 10,000           | 10,000           |
| 8296 Title IV, PCSGP   | -                | -                | -                               | -                   | -                | -                | -                |
| 8297 Facilities Incentive Grant                                | 28,393           | -                | -                               | -                   | -                | -                | -                |
| 8299 All Other Federal Revenue                                 | 287,116          | 281,643          | 5,000                           | 34,545              | -                | -                | -                |
| <b>Total 8100-8299 · Other Federal Income</b>                  | <b>583,008</b>   | <b>540,850</b>   | <b>299,133</b>                  | <b>275,383</b>      | <b>353,235</b>   | <b>481,435</b>   | <b>593,000</b>   |
| <b>8300-8599 · Other State Revenue</b>                         |                  |                  |                                 |                     |                  |                  |                  |
| 8520 Child Nutrition - State                                   | 54,264           | 56,662           | 56,384                          | 49,233              | 58,251           | 77,759           | 92,118           |
| 8550 Mandate Block Grant                                       | 9,737            | 8,043            | 8,261                           | 8,261               | 7,523            | 11,829           | 16,312           |
| 8560 Lottery Revenue   | 46,789           | 47,629           | 49,153                          | 37,342              | 57,013           | 76,106           | 90,161           |
| 8587 State Grant Pass-Through                                  | -                | -                | -                               | -                   | -                | -                | -                |
| 8591 SB740   | -                | -                | -                               | -                   | 218,114          | 300,218          | 367,328          |
| 8592 State Mental Health                                       | -                | 11,868           | 15,294                          | 10,607              | 16,180           | 21,598           | 25,587           |
| 8596 Prop 28 Arts & Music                                      | -                | 29,587           | 31,777                          | 31,777              | 25,750           | 39,265           | 52,414           |
| 8599 State Revenue - Other                                     | 257,520          | 97,742           | 245,328                         | 188,001             | 179,320          | 114,332          | -                |
| <b>Total 8300-8599 · Other State Income</b>                    | <b>368,310</b>   | <b>251,532</b>   | <b>406,197</b>                  | <b>325,221</b>      | <b>562,153</b>   | <b>641,108</b>   | <b>643,920</b>   |
| <b>8600-8799 · Other Local Revenue</b>                         |                  |                  |                                 |                     |                  |                  |                  |
| 8660 Interest & Dividend Income                                | -                | 18,686           | -                               | -                   | -                | -                | -                |
| 8689 All Other Fees & Contracts                                | -                | -                | -                               | -                   | -                | -                | -                |
| 8692 Grants  | -                | 45,000           | -                               | 140,000             | 700,000          | 300,000          | -                |
| 8694 In Kind Donations   | -                | -                | -                               | -                   | -                | -                | -                |
| 8695 Contributions & Events                                    | 16,716           | 2,114            | 15,750                          | 7,095               | 16,609           | 22,854           | 27,967           |
| 8696 Other Fundraising   | 4,739            | 8,609            | 5,250                           | 7,605               | 5,536            | 7,618            | 9,322            |
| 8697 E-Rate  | 13,767           | 14,979           | 15,660                          | 15,660              | 16,130           | 16,627           | 17,175           |
| 8698 SELPA Grants  | 26,434           | 24,350           | 19,492                          | 13,088              | 17,961           | 23,975           | 28,403           |
| 8699 All Other Local Revenue                                   | 277              | 165,786          | -                               | 394,939             | -                | -                | -                |
| 8792 Transfers of Apportionments - Special Education           | 141,221          | 133,227          | 182,215                         | 117,868             | 179,797          | 240,008          | 284,330          |
| <b>Total 8600-8799 · Other Income-Local</b>                    | <b>203,155</b>   | <b>412,751</b>   | <b>238,367</b>                  | <b>696,255</b>      | <b>936,033</b>   | <b>611,082</b>   | <b>367,198</b>   |
| <b>Prior Year Adjustments</b>                                  |                  |                  |                                 |                     |                  |                  |                  |
| 8999 Other Prior Year Adjustment                               | 12,276           | 8,108            | -                               | -                   | -                | -                | -                |
| <b>Total Prior Year Adjustments</b>                            | <b>12,276</b>    | <b>8,108</b>     | <b>-</b>                        | <b>-</b>            | <b>-</b>         | <b>-</b>         | <b>-</b>         |
| <b>TOTAL INCOME</b>  | <b>3,488,450</b> | <b>3,747,972</b> | <b>4,215,780</b>                | <b>3,562,978</b>    | <b>5,419,225</b> | <b>6,644,537</b> | <b>7,613,193</b> |
| <b>Expense</b>   |                  |                  |                                 |                     |                  |                  |                  |
| <b>1000 · Certificated Salaries</b>                            |                  |                  |                                 |                     |                  |                  |                  |
| 1110 Teachers' Salaries  | 787,278          | 835,115          | 886,923                         | 895,446             | 928,875          | 1,151,741        | 1,387,293        |
| 1170 Teachers' Salaries - Substitute                           | 66,289           | 43,079           | 35,780                          | 38,201              | 36,853           | 37,959           | 39,098           |
| 1175 Teachers' Salaries - Stipend/Extra Duty                   | 1,133            | 43,607           | 62,200                          | 51,341              | 37,286           | 38,405           | 39,557           |
| 1213 Certificated Pupil Support - Guidance & Counseling        | 61,288           | 70,655           | 71,950                          | 25,125              | 74,000           | 76,220           | 78,507           |
| 1215 Certificated Pupil Support - Psychologist                 | -                | -                | -                               | -                   | -                | -                | -                |
| 1299 Certificated Pupil Support - Other                        | -                | -                | -                               | -                   | -                | -                | -                |
| 1300 Certificated Supervisors' & Administrators' Salaries      | 196,633          | 309,575          | 326,300                         | 328,354             | 336,089          | 346,172          | 356,557          |
| 1900 Other Certificated Salaries                               | -                | -                | -                               | -                   | -                | -                | -                |
| <b>Total 1000 · Certificated Salaries</b>                      | <b>1,112,621</b> | <b>1,302,030</b> | <b>1,383,153</b>                | <b>1,338,467</b>    | <b>1,413,103</b> | <b>1,650,496</b> | <b>1,901,011</b> |
| <b>2000 · Classified Salaries</b>                              |                  |                  |                                 |                     |                  |                  |                  |
| 2111 Instructional Aide & Other Salaries                       | 243,540          | 317,529          | 287,660                         | 285,221             | 297,232          | 396,005          | 499,405          |
| 2131 Classified Teacher Salaries                               | 108,511          | -                | -                               | -                   | -                | -                | -                |
| 2200 Classified Support Salaries                               | 18,053           | -                | -                               | -                   | 116,480          | 161,574          | 166,422          |
| 2300 Classified Supervisors' & Administrators' Salaries        | 264,690          | 262,845          | 241,706                         | 268,535             | 84,000           | 86,520           | 89,116           |
| 2400 Classified Office Staff Salaries                          | 141,613          | 183,871          | 218,113                         | 205,790             | 87,360           | 89,981           | 92,680           |
| 2900 Other Classified Salaries                                 | -                | -                | -                               | 19,152              | -                | -                | -                |
| <b>Total 2000 · Classified Salaries</b>                        | <b>776,408</b>   | <b>764,245</b>   | <b>747,479</b>                  | <b>778,699</b>      | <b>585,072</b>   | <b>734,080</b>   | <b>847,623</b>   |
| <b>Total 1000-2000 · Salaries</b>                              | <b>1,889,029</b> | <b>2,066,275</b> | <b>2,130,632</b>                | <b>2,117,165</b>    | <b>1,998,175</b> | <b>2,384,576</b> | <b>2,748,633</b> |

## COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES

## Multi-Year Budget Detail

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|  | -2               | -1               | 0                               | 0                   | 1                | 2                | 3                |
|--|------------------|------------------|---------------------------------|---------------------|------------------|------------------|------------------|
|  | 2022-23          | 2023-24          | 2024-25<br>Budget -<br>Approved | 2024-25<br>Forecast | 2025-26          | 2026-27          | 2027-28          |
| <b>3000 • Employee Benefits</b>                  |                  |                  |                                 |                     |                  |                  |                  |
| 3111 STRS - State Teachers Retirement System     | -                | -                | -                               | -                   | -                | -                | -                |
| 3311 OASDI - Social Security                     | 116,179          | 126,228          | 132,099                         | 130,638             | 123,887          | 147,844          | 170,415          |
| 3331 MED - Medicare                              | 27,171           | 29,521           | 30,894                          | 30,552              | 28,974           | 34,576           | 39,855           |
| 3401 H&W - Health & Welfare                      | 148,318          | 179,520          | 203,037                         | 206,960             | 209,680          | 266,081          | 320,754          |
| 3501 SUI - State Unemployment Insurance          | 9,418            | 1,018            | 1,065                           | 1,111               | 999              | 1,192            | 1,374            |
| 3601 Workers' Compensation Insurance             | 20,439           | 22,324           | 23,949                          | 28,672              | 28,143           | 34,928           | 41,872           |
| 3751 OPEB, Active Employees                      | -                | -                | -                               | -                   | -                | -                | -                |
| 3901 Other Retirement Benefits                   | 10,840           | 6,569            | 47,939                          | 37,582              | 44,959           | 53,653           | 61,844           |
| 3902 Other Benefits                              | (8,440)          | 2,690            | -                               | -                   | -                | -                | -                |
| <b>Total 3000 • Employee Benefits</b>            | <b>323,924</b>   | <b>367,871</b>   | <b>438,984</b>                  | <b>435,515</b>      | <b>436,641</b>   | <b>538,275</b>   | <b>636,115</b>   |
| <b>Total 1000-3000 • Salaries &amp; Benefits</b> | <b>2,212,953</b> | <b>2,434,146</b> | <b>2,569,616</b>                | <b>2,552,681</b>    | <b>2,434,816</b> | <b>2,922,851</b> | <b>3,384,748</b> |
| <b>4000 • Supplies</b>                           |                  |                  |                                 |                     |                  |                  |                  |
| 4111 Core Curricula Materials                    | 14,537           | 14,462           | 12,500                          | 22,362              | 13,759           | 26,932           | 32,958           |
| 4211 Books & Other Reference Materials           | 5,811            | 2,256            | 3,150                           | 3,000               | 4,519            | 12,219           | 13,808           |
| 4311 Student Materials                           | 19,179           | 15,258           | 27,100                          | 15,766              | 23,751           | 32,681           | 39,994           |
| 4351 Office Supplies                             | 8,100            | 7,954            | 10,500                          | 10,000              | 14,626           | 19,524           | 23,129           |
| 4371 Custodial Supplies                          | 571              | 936              | 925                             | 925                 | 1,393            | 1,917            | 2,346            |
| 4391 Food (Non Nutrition Program)                | 9,220            | 13,356           | 12,300                          | 12,000              | 18,078           | 24,875           | 30,441           |
| 4392 Uniforms                                    | 17,671           | 20,760           | 27,075                          | 18,415              | 27,742           | 38,172           | 46,714           |
| 4393 PE & Sports Equipment                       | 377              | 1,342            | 2,500                           | 2,500               | 2,575            | 2,654            | 2,742            |
| 4395 Before & After School Program Supplies      | -                | -                | -                               | -                   | -                | -                | -                |
| 4399 All Other Supplies                          | 12,719           | 3,518            | 9,450                           | 6,615               | 9,965            | 13,712           | 16,780           |
| 4411 Non Capitalized Equipment                   | 15,018           | 11,462           | 15,000                          | 15,000              | 22,597           | 31,093           | 38,051           |
| 4711 Nutrition Program Food & Supplies           | 131,814          | 151,236          | 170,599                         | 133,998             | 175,383          | 234,115          | 277,349          |
| 4713 CACFP Supper Food & Supplies                | -                | -                | -                               | -                   | -                | -                | -                |
| <b>Total 4000 • Supplies</b>                     | <b>235,016</b>   | <b>242,540</b>   | <b>291,099</b>                  | <b>240,581</b>      | <b>314,387</b>   | <b>437,895</b>   | <b>524,313</b>   |
| <b>5000 • Operating Services</b>                 |                  |                  |                                 |                     |                  |                  |                  |
| 5211 Travel & Conferences                        | 1,280            | 1,975            | 2,200                           | 2,200               | 2,266            | 2,336            | 2,413            |
| 5311 Dues & Memberships                          | 4,305            | 12,711           | 8,565                           | 7,961               | 8,862            | 10,324           | 11,553           |
| 5451 General Insurance                           | 36,544           | 33,099           | 40,669                          | 40,669              | 22,575           | 31,063           | 38,014           |
| 5511 Utilities                                   | -                | -                | -                               | -                   | 100,000          | 103,080          | 106,482          |
| 5521 Security Services                           | -                | -                | -                               | -                   | -                | -                | -                |
| 5531 Housekeeping Services                       | -                | -                | -                               | -                   | -                | -                | -                |
| 5599 Other Facility Operations & Utilities       | -                | -                | -                               | -                   | -                | -                | -                |
| 5611 School Rent - Private Facility              | -                | -                | -                               | -                   | 776,000          | 776,000          | 776,000          |
| 5613 School Rent - Prop 39                       | 105,349          | 137,293          | 185,683                         | 175,149             | -                | -                | -                |
| 5619 Other Facility Rentals                      | 159,804          | 90,387           | -                               | 194,047             | -                | -                | -                |
| 5621 Equipment Lease                             | 15,886           | 14,867           | 14,974                          | 14,974              | 15,749           | 16,998           | 17,934           |
| 5631 Vendor Repairs                              | 1,034            | 482              | 1,000                           | 1,000               | 1,506            | 2,073            | 2,537            |
| 5812 Field Trips & Pupil Transportation          | 225,686          | 260,574          | 255,500                         | 158,675             | 168,915          | 180,097          | 190,588          |
| 5821 Legal                                       | 10,088           | 18,087           | 26,200                          | 27,200              | -                | -                | -                |
| 5823 Audit                                       | 12,000           | 19,324           | 14,320                          | 14,320              | 7,500            | 10,320           | 12,629           |
| 5831 Advertisement & Recruitment                 | 23,837           | 40,405           | 50,275                          | 50,275              | -                | -                | -                |
| 5841 Contracted Substitute Teachers              | 26,326           | 14,688           | 6,500                           | 6,500               | 6,695            | 8,494            | 10,419           |
| 5842 Special Education Services                  | 191,510          | 175,388          | 273,210                         | 207,368             | 312,162          | 429,220          | 524,863          |
| 5843 Non Public School                           | -                | -                | 25,000                          | 25,000              | -                | -                | -                |
| 5849 Other Student Instructional Services        | 10,000           | 10,750           | 10,500                          | 10,500              | 15,818           | 21,765           | 26,636           |
| 5852 PD Consultants & Tuition                    | 61,772           | 70,358           | 67,700                          | 70,700              | 17,201           | 17,731           | 18,316           |
| 5854 Nursing & Medical (Non-IEP)                 | -                | (57,200)         | -                               | -                   | -                | -                | -                |
| 5859 All Other Consultants & Services            | 171,949          | 210,879          | 192,530                         | 229,114             | 19,210           | 19,802           | 20,455           |
| 5861 Non Instructional Software                  | 30,233           | 26,671           | 31,643                          | 26,714              | 32,886           | 39,761           | 45,530           |
| 5865 Fundraising Cost                            | 1,774            | 347              | 2,000                           | 2,000               | 3,013            | 4,146            | 5,073            |
| 5871 District Oversight Fees                     | 23,217           | 25,353           | 32,721                          | 22,661              | 35,678           | 49,109           | 60,091           |
| 5872 Special Education Fees (SELPA)              | 35,372           | 34,206           | 45,639                          | 30,262              | 46,162           | 61,620           | 73,000           |
| 5881 Intra-Agency Fees                           | -                | -                | -                               | -                   | 680,986          | 934,531          | 1,141,979        |
| 5899 All Other Expenses                          | 6,412            | 6,598            | 5,650                           | 5,650               | 5,820            | 5,999            | 6,197            |
| 5911 Office Phone                                | -                | 11,832           | 11,880                          | 11,880              | 12,236           | 12,613           | 13,030           |
| 5913 Mobile Phone                                | 9,902            | -                | -                               | -                   | -                | -                | -                |
| 5921 Internet                                    | 17,615           | 17,527           | 17,400                          | 17,400              | 17,922           | 18,474           | 19,084           |
| 5923 Website Hosting                             | 310              | 35               | 250                             | 250                 | 258              | 265              | 274              |
| 5931 Postage & Shipping                          | 901              | 1,360            | 2,000                           | 2,000               | 3,013            | 4,146            | 5,073            |
| 5999 Other Communications                        | 223              | 216              | 3,240                           | 3,240               | 3,337            | 3,440            | 3,554            |
| <b>Total 5000 • Operating Services</b>           | <b>1,183,329</b> | <b>1,178,209</b> | <b>1,327,249</b>                | <b>1,357,709</b>    | <b>2,315,769</b> | <b>2,763,407</b> | <b>3,131,723</b> |
| <b>6000 • Capital Outlay</b>                     |                  |                  |                                 |                     |                  |                  |                  |
| 6901 Depreciation Expense                        | 6,223            | 5,013            | 5,810                           | 5,810               | 5,512            | 4,164            | 2,253            |
| <b>Total 6000 • Capital Outlay</b>               | <b>6,223</b>     | <b>5,013</b>     | <b>5,810</b>                    | <b>5,810</b>        | <b>5,512</b>     | <b>4,164</b>     | <b>2,253</b>     |
| <b>7000 • Other Outgo</b>                        |                  |                  |                                 |                     |                  |                  |                  |
| 7438 Interest Expense                            | -                | -                | -                               | -                   | -                | -                | -                |
| <b>Total 7000 • Other Outgo</b>                  | <b>-</b>         | <b>-</b>         | <b>-</b>                        | <b>-</b>            | <b>-</b>         | <b>-</b>         | <b>-</b>         |
| <b>TOTAL EXPENSE</b>                             | <b>3,637,521</b> | <b>3,859,907</b> | <b>4,193,774</b>                | <b>4,156,781</b>    | <b>5,070,485</b> | <b>6,128,318</b> | <b>7,043,038</b> |
| <b>NET INCOME</b>                                | <b>(149,070)</b> | <b>(111,935)</b> | <b>22,006</b>                   | <b>(593,803)</b>    | <b>348,741</b>   | <b>516,219</b>   | <b>570,155</b>   |



## COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES

## Multi-Year Budget Detail

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|  | -2        | -1        | 0                               | 0                   | 1             | 2             | 3              |
|--|-----------|-----------|---------------------------------|---------------------|---------------|---------------|----------------|
|  | 2022-23   | 2023-24   | 2024-25<br>Budget -<br>Approved | 2024-25<br>Forecast | 2025-26       | 2026-27       | 2027-28        |
| <b>Beginning Cash Balance</b>              | 1,192,187 | 1,643,962 | 1,369,153                       | 1,351,790           | 645,846       | 352,055       | 586,529        |
| <b>Cash Flow from Operating Activities</b> |           |           |                                 |                     |               |               |                |
| Net Income                                 | (149,070) | (111,935) | 22,006                          | (593,803)           | 348,741       | 516,219       | 570,155        |
| Change in Accounts Receivable              | -         | -         | -                               | -                   | -             | -             | -              |
| Prior Year Accounts Receivable             | 539,730   | 441,971   | 302,197                         | 267,883             | 210,593       | 616,048       | 791,596        |
| Current Year Accounts Receivable           | (430,200) | (267,883) | (442,135)                       | (210,593)           | (616,048)     | (791,596)     | (894,341)      |
| Change in Due from                         | 14,558    | (35,240)  | -                               | 35,240              | -             | -             | -              |
| Change in Accounts Payable                 | 101,965   | (102,852) | (17,735)                        | 84,406              | 20,447        | (10,787)      | (15,032)       |
| Change in Due to                           | 27,580    | (58,286)  | (79,170)                        | (64,242)            | (174)         | 390           | 407            |
| Change in Accrued Vacation                 | (8,584)   | 2,690     | -                               | -                   | -             | -             | -              |
| Change in Payroll Liabilities              | 27,404    | (15,927)  | 12,345                          | (29,135)            | (81,435)      | -             | -              |
| Change in Prepaid Expenditures             | (3,484)   | (3,122)   | (1,626)                         | (5,635)             | (1,733)       | (1,819)       | (1,910)        |
| Change in Deposits                         | -         | -         | -                               | -                   | -             | -             | -              |
| Change in Deferred Revenue                 | 336,391   | (139,349) | (245,328)                       | (188,001)           | (179,320)     | (97,755)      | -              |
| Change in Other Long Term Assets           | (3,398)   | 2,906     | 246                             | (35,278)            | 8,366         | 8,739         | 9,129          |
| Change in Other Long Term Liabilities      | 492       | (492)     | -                               | 27,404              | (8,739)       | (9,129)       | (9,536)        |
| Depreciation Expense                       | 6,223     | 5,013     | 5,810                           | 5,810               | 5,512         | 4,164         | 2,253          |
| <b>Cash Flow from Investing Activities</b> |           |           |                                 |                     |               |               |                |
| Capital Expenditures                       | (7,834)   | (9,667)   | -                               | -                   | -             | -             | -              |
| <b>Cash Flow from Financing Activities</b> |           |           |                                 |                     |               |               |                |
| Source - Loans                             | -         | -         | -                               | -                   | -             | -             | -              |
| Use - Loans                                | -         | -         | -                               | -                   | -             | -             | -              |
| <b>Ending Cash Balance</b>                 | 1,643,962 | 1,351,790 | 925,763                         | 645,846             | 352,055       | 586,529       | 1,039,250      |
| Month with Lowest Ending Cash Balance      |           | Jul: \$   | Feb: \$476,882                  | Mar: \$584,825      | Feb: \$94,443 | Dec: \$31,026 | Dec: \$207,001 |
| 5% Reserve Goal                            | 181,876   | 192,995   | 209,689                         | 207,839             | 253,524       | 306,416       | 352,152        |
| Operating Income                           | (142,847) | (106,922) | 27,816                          | (587,993)           | 354,252       | 520,383       | 572,408        |
| Net Income as a Percent of Expenses        | -4.1%     | -2.9%     | 0.5%                            | -14.3%              | 6.9%          | 8.4%          | 8.1%           |
| Ending Cash as a Percent of Expenses       | 45.2%     | 35.0%     | 22.1%                           | 15.5%               | 6.9%          | 9.6%          | 14.8%          |

**COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES****Balance Sheet**

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| Balance Sheet                         | 6/30/2024        | 6/30/2025      | 6/30/2026        | 6/30/2027        | 6/30/2028        |
|---------------------------------------|------------------|----------------|------------------|------------------|------------------|
| <b>Assets</b>                         |                  |                |                  |                  |                  |
| Cash                                  | 1,280,836        | 577,927        | 352,055          | 586,529          | 1,039,250        |
| Accounts Receivable                   | 267,883          | 210,593        | 616,048          | 791,596          | 894,341          |
| Due From Others                       | 35,240           | -              | -                | -                | -                |
| Deposits                              | -                | -              | -                | -                | -                |
| Prepays                               | 29,021           | 34,656         | 36,389           | 38,208           | 40,119           |
| Net Fixed Assets                      | 18,374           | 12,564         | 7,052            | 2,887            | 634              |
| Other Long Term Assets                | 492              | 35,770         | 27,404           | 18,665           | 9,536            |
| <b>Total Assets</b>                   | <b>1,702,800</b> | <b>939,429</b> | <b>1,038,947</b> | <b>1,437,885</b> | <b>1,983,880</b> |
| <b>Liabilities</b>                    |                  |                |                  |                  |                  |
| Accounts Payable                      | 166,158          | 250,564        | 271,011          | 260,224          | 245,192          |
| Payroll Liabilities                   | 110,570          | 81,435         | -                | -                | -                |
| Due to Others                         | 134,433          | 70,191         | 70,017           | 70,407           | 70,814           |
| Current Loans                         | -                | -              | -                | -                | -                |
| Deferred Revenue                      | 465,076          | 277,075        | 97,755           | -                | -                |
| Sale of Future Receivables            | -                | -              | -                | -                | -                |
| Accrued Vacation                      | 25,140           | 25,140         | 25,140           | 25,140           | 25,140           |
| Long Term Debt                        | -                | -              | -                | -                | -                |
| Other Long Term Liabilities           | -                | 27,404         | 18,665           | 9,536            | -                |
| <b>Total Liabilities</b>              | <b>901,378</b>   | <b>731,810</b> | <b>482,587</b>   | <b>365,307</b>   | <b>341,146</b>   |
| <b>Equity</b>                         |                  |                |                  |                  |                  |
| Beginning Fund Balance                | 913,357          | 801,422        | 207,619          | 556,360          | 1,072,579        |
| Net Income/(Loss)                     | (111,935)        | (593,803)      | 348,741          | 516,219          | 570,155          |
| <b>Total Equity</b>                   | <b>801,422</b>   | <b>207,619</b> | <b>556,360</b>   | <b>1,072,579</b> | <b>1,642,733</b> |
| <b>Total Liabilities &amp; Equity</b> | <b>1,702,800</b> | <b>939,429</b> | <b>1,038,947</b> | <b>1,437,885</b> | <b>1,983,880</b> |

|                   |   |   |   |   |   |
|-------------------|---|---|---|---|---|
| <b>Difference</b> | - | - | - | - | - |
|-------------------|---|---|---|---|---|

| Ratios                       | 6/30/2025 | 6/30/2026 | 6/30/2027 | 6/30/2028 |
|------------------------------|-----------|-----------|-----------|-----------|
| Cash Ratio                   | 0.85      | 0.80      | 1.77      | 3.29      |
| Quick Ratio                  | 1.16      | 2.21      | 4.17      | 6.12      |
| Debt-Equity Ratio*           | -         | -         | -         | -         |
| Debt Service Coverage Ratio  | N/A       | N/A       | N/A       | N/A       |
| Lease Payment Coverage Ratio | (2.39)    | 1.45      | 1.67      | 1.73      |
| Interest Coverage Ratio      | N/A       | N/A       | N/A       | N/A       |
| Days Cash on Hand            | 51        | 25        | 35        | 54        |
| Cash Reserve %               | 13.9%     | 7.0%      | 9.6%      | 14.8%     |

\*NFB = Negative Fund Balance

| Actuals as of 11/30/2024                                |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           | FORECAST<br>Jul-24 - Jun-25 | Budget Variance<br>Better /<br>(Worse) % Better /<br>(Worse) |      |
|---|-------------------|------------------|------------------|------------------|------------------|------------------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------------------------|--|------|
|   | 2024-25<br>Budget | ACTUAL<br>Jul-24 | ACTUAL<br>Aug-24 | ACTUAL<br>Sep-24 | ACTUAL<br>Oct-24 | ACTUAL<br>Nov-24 | Dec-24  | Jan-25  | Feb-25  | Mar-25  | Apr-25  | May-25  | Jun-25  | Accrual   |                             |  |      |
| # of School Days in Month                               | 180               | 0                | 14               | 20               | 21               | 15               | 10      | 19      | 19      | 19      | 16      | 21      | 9       |           | 183                         |  |      |
| Enrollment  | 210               |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           | 145                         | (65)   | -31% |
| Unduplicated Pupil Percentage                           | 95%               |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           | 96%                         | 0  | 1%   |
| ADA   | 189.00            |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           | 131.08                      | (58)   |      |
| ADA Rate  | 0.90              |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           | 91%                         |  |      |
| Income  |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           |                             |  |      |
| 8011-8098 · Local Control Funding Formula Sources       |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           |                             |  |      |
| 8011 Local Control Funding Formula                      | 2,521,855         | -                | 98,319           | 98,319           | 176,974          | 176,974          | 176,974 | 176,974 | 176,974 | 131,754 | 131,754 | 131,754 | 131,754 | 130,295   | 1,738,817                   | (783,038)  | -31% |
| 8012 Education Protection Account                       | 37,800            | -                | -                | -                | 7,408            | -                | -       | 7,408   | -       | -       | 4,863   | -       | -       | 6,538     | 26,216                      | (11,584)   | -31% |
| 8019 Local Control Funding Formula - Prior Year         | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8096 In Lieu of Property Taxes                          | 712,428           | 33,983           | 67,965           | -                | 90,621           | -                | 90,621  | 45,310  | 57,669  | 28,834  | 28,834  | 28,834  | 28,834  | (421)     | 501,086                     | (211,342)  | -30% |
| 8098 In Lieu of Property Taxes, Prior Year              | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| Total 8011-8098 · Local Control Funding Formula Sources | 3,272,083         | 33,983           | 166,284          | 98,319           | 275,003          | 176,974          | 267,595 | 229,692 | 234,643 | 160,588 | 165,451 | 160,588 | 160,588 | 136,411   | 2,266,119                   | (1,005,964)  | -31% |
| 8100-8299 · Federal Revenue                             |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           |                             |  |      |
| 8181 Special Education - Federal (IDEA)                 | 45,982            | 2,268            | 4,536            | -                | 6,048            | -                | 6,048   | 3,024   | 3,849   | 1,924   | 1,924   | 1,924   | 1,924   | (28)      | 33,441                      | (12,541)   | -27% |
| 8221 Child Nutrition - Federal                          | 150,437           | -                | -                | -                | -                | 19,544           | 12,073  | 12,961  | 9,623   | 5,987   | 11,276  | 11,276  | 11,276  | 15,226    | 109,242                     | (41,195)   | -27% |
| 8223 CACFP Supper                                       | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8291 Title I  | 80,880            | -                | -                | -                | -                | 19,970           | -       | 19,970  | -       | -       | 19,970  | -       | -       | 19,971    | 79,881                      | (999)  | -1%  |
| 8292 Title II   | 6,834             | -                | -                | -                | -                | 2,069            | -       | 2,069   | -       | -       | 2,069   | -       | -       | 2,068     | 8,274                       | 1,440  | 21%  |
| 8294 Title III  | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8295 Title IV, SSAE                                     | 10,000            | -                | -                | -                | -                | 2,500            | -       | 2,500   | -       | -       | 2,500   | -       | -       | 2,500     | 10,000                      | -  |      |
| 8296 Title IV, PCSGP                                    | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8297 Facilities Incentive Grant                         | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8299 All Other Federal Revenue                          | 5,000             | -                | -                | -                | -                | -                | 34,545  | -       | -       | -       | -       | -       | -       | -         | 34,545                      | 29,545   | 591% |
| Total 8100-8299 · Other Federal Income                  | 299,133           | 2,268            | 4,536            | -                | 6,048            | 44,083           | 52,666  | 40,524  | 13,471  | 7,912   | 37,739  | 13,200  | 13,200  | 39,736    | 275,383                     | (23,750)   | -8%  |
| 8300-8599 · Other State Revenue                         |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           |                             |  |      |
| 8520 Child Nutrition - State                            | 56,384            | -                | -                | -                | -                | 8,906            | 5,463   | 5,860   | 4,319   | 2,728   | 5,058   | 5,058   | 5,058   | 6,783     | 49,233                      | (7,151)  | -13% |
| 8550 Mandate Block Grant                                | 8,261             | -                | -                | -                | -                | -                | 8,261   | -       | -       | -       | -       | -       | -       | -         | 8,261                       | -  |      |
| 8560 Lottery Revenue                                    | 49,153            | -                | -                | -                | 512              | -                | -       | 6,531   | -       | -       | 6,531   | -       | -       | 23,767    | 37,342                      | (11,812)   | -24% |
| 8591 SB740  | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8592 State Mental Health                                | 15,294            | -                | 615              | 615              | 1,108            | 1,108            | 1,108   | 1,108   | 1,108   | 955     | 955     | 955     | 955     | 18        | 10,607                      | (4,687)  | -31% |
| 8596 Prop 28 Arts & Music                               | 31,777            | -                | 1,537            | 1,537            | 2,767            | 2,767            | 2,767   | 2,767   | 2,767   | 2,860   | 2,860   | 2,860   | 2,860   | 3,428     | 31,777                      | -  |      |
| 8599 State Revenue - Other                              | 245,328           | 465,076          | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | (277,075) | 188,001                     | (57,327)   | -23% |
| Total 8300-8599 · Other State Income                    | 406,197           | 465,076          | 2,152            | 2,152            | 4,387            | 12,781           | 17,600  | 16,267  | 8,194   | 6,542   | 15,404  | 8,873   | 8,873   | (243,078) | 325,221                     | (80,976)   | -20% |
| 8600-8799 · Other Local Revenue                         |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           |                             |  |      |
| 8660 Interest & Dividend Income                         | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8682 Childcare & Enrichment Program Fees                | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8689 All Other Fees & Contracts                         | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8692 Grants   | -                 | 5,000            | 30,000           | 5,000            | -                | -                | -       | -       | -       | -       | 100,000 | -       | -       | -         | 140,000                     | 140,000  | 100% |
| 8694 In Kind Donations                                  | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| 8695 Contributions & Events                             | 15,750            | -                | 1,234            | 308              | 42               | 328              | -       | -       | -       | -       | -       | -       | 5,182   | -         | 7,095                       | (8,655)  | -55% |
| 8696 Other Fundraising                                  | 5,250             | -                | -                | 2,368            | 2,073            | 3,163            | -       | -       | -       | -       | -       | -       | -       | -         | 7,605                       | 2,355  | 45%  |
| 8697 E-Rate   | 15,660            | -                | -                | -                | 2,509            | 1,204            | 1,707   | 1,707   | 1,707   | 1,707   | 1,707   | 1,707   | 1,707   | -         | 15,660                      | -  |      |
| 8698 SELPA Grants                                       | 19,492            | -                | -                | -                | -                | -                | -       | 8,558   | -       | -       | -       | 3,992   | 537     | -         | 13,088                      | (6,405)  | -33% |
| 8699 All Other Local Revenue                            | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | 394,939 | -       | -       | -         | 394,939                     | 394,939  | 100% |
| 8792 Transfers of Apportionments - Special Education    | 182,215           | 7,994            | 15,987           | -                | 21,316           | -                | 21,316  | 10,658  | 13,565  | 6,783   | 6,783   | 6,783   | 6,783   | (99)      | 117,868                     | (64,346)   | -35% |
| Total 8600-8799 · Other Income-Local                    | 238,367           | 12,994           | 47,221           | 7,677            | 25,940           | 4,696            | 23,023  | 20,923  | 15,272  | 8,489   | 503,428 | 12,481  | 14,209  | (99)      | 696,255                     | 457,888  | 192% |
| Prior Year Adjustments                                  |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |           |                             |  |      |
| 8999 Other Prior Year Adjustment                        | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| Total Prior Year Adjustments                            | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -         | -                           | -  |      |
| TOTAL INCOME  | 4,215,780         | 514,321          | 220,193          | 108,148          | 311,378          | 238,534          | 360,883 | 307,406 | 271,580 | 183,531 | 722,022 | 195,142 | 196,870 | (67,030)  | 3,562,978                   | (652,803)  | -15% |

| Actuals as of 11/30/2024                                  |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |         | FORECAST<br>Jul-24 - Jun-25 | Budget Variance<br>Better /<br>(Worse) % Better /<br>(Worse) |      |
|---|-------------------|------------------|------------------|------------------|------------------|------------------|---------|---------|---------|---------|---------|---------|---------|---------|-----------------------------|--|------|
| Expense   | 2024-25<br>Budget | ACTUAL<br>Jul-24 | ACTUAL<br>Aug-24 | ACTUAL<br>Sep-24 | ACTUAL<br>Oct-24 | ACTUAL<br>Nov-24 | Dec-24  | Jan-25  | Feb-25  | Mar-25  | Apr-25  | May-25  | Jun-25  | Accrual |                             |  |      |
| 1000 · Certificated Salaries                              |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |         |                             |  |      |
| 1110 Teachers' Salaries                                   | 886,923           | 1,000            | 38,152           | 86,912           | 80,365           | 79,205           | 76,486  | 81,976  | 82,064  | 82,064  | 82,064  | 82,064  | 82,064  | 41,032  | 895,446                     | (8,523)  | -1%  |
| 1120 Teachers' Hourly                                     | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| 1170 Teachers' Salaries - Substitute                      | 35,780            | -                | 2,919            | (752)            | 2,823            | 7,895            | 4,576   | 2,080   | 3,520   | 3,200   | 3,200   | 3,040   | 5,700   | -       | 38,201                      | (2,421)  | -7%  |
| 1175 Teachers' Salaries - Stipend/Extra Duty              | 62,200            | -                | -                | 524              | 524              | 524              | 2,024   | 1,545   | 1,545   | 1,545   | 1,545   | 1,545   | 39,245  | 773     | 51,341                      | 10,859   | 17%  |
| 1211 Certificated Pupil Support - Librarians              | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| 1213 Certificated Pupil Support - Guidance & Counseling   | 71,950            | -                | 3,009            | 6,018            | 6,018            | 6,018            | 4,062   | -       | -       | -       | -       | -       | -       | -       | 25,125                      | 46,825   | 65%  |
| 1215 Certificated Pupil Support - Psychologist            | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| 1299 Certificated Pupil Support - Other                   | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| 1300 Certificated Supervisors' & Administrators' Salaries | 326,300           | 9,708            | 24,653           | 27,889           | 27,889           | 27,889           | 28,989  | 27,898  | 27,898  | 27,898  | 27,898  | 27,898  | 27,898  | 13,949  | 328,354                     | (2,054)  | -1%  |
| 1900 Other Certificated Salaries                          | -                 | 104              | -                | (104)            | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| Total 1000 · Certificated Salaries                        | 1,383,153         | 10,812           | 68,733           | 120,488          | 117,619          | 121,531          | 116,137 | 113,499 | 115,027 | 114,707 | 114,707 | 114,547 | 154,907 | 55,753  | 1,338,467                   | 44,686   | 3%   |
| 2000 · Classified Salaries                                |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |         |                             |  |      |
| 2111 Instructional Aide & Other Salaries                  | 287,660           | -                | 13,947           | 28,085           | 30,058           | 30,910           | 22,976  | 17,886  | 30,268  | 27,517  | 27,517  | 26,141  | 29,917  | -       | 285,221                     | 2,438  | 1%   |
| 2121 After School Staff Salaries                          | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| 2131 Classified Teacher Salaries                          | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| 2200 Classified Support Salaries                          | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| 2300 Classified Supervisors' & Administrators' Salaries   | 241,706           | 11,189           | 22,378           | 22,378           | 22,378           | 22,378           | 22,378  | 22,378  | 22,378  | 22,378  | 22,378  | 22,378  | 22,378  | 11,189  | 268,535                     | (26,829)   | -11% |
| 2400 Classified Office Staff Salaries                     | 218,113           | 8,303            | 17,202           | 17,615           | 17,063           | 16,394           | 15,875  | 17,796  | 17,521  | 16,972  | 17,521  | 17,521  | 17,247  | 8,761   | 205,790                     | 12,323   | 6%   |
| 2900 Other Classified Salaries                            | -                 | -                | -                | -                | -                | -                | -       | 2,184   | 3,696   | 3,360   | 3,360   | 3,192   | 3,360   | -       | 19,152                      | (19,152)   | 100% |
| Total 2000 · Classified Salaries                          | 747,479           | 19,492           | 53,527           | 68,078           | 69,498           | 69,681           | 61,229  | 60,243  | 73,864  | 70,227  | 70,776  | 69,232  | 72,901  | 19,950  | 778,699                     | (31,220)   | -4%  |
| Total 1000-2000 · Salaries                                | 2,130,632         | 30,304           | 122,260          | 188,566          | 187,118          | 191,212          | 177,366 | 173,742 | 188,890 | 184,934 | 185,483 | 183,779 | 227,808 | 75,703  | 2,117,165                   | 13,466   | 1%   |
| 3000 · Employee Benefits                                  |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |         |                             |  |      |
| 3311 OASDI - Social Security                              | 132,099           | 1,852            | 7,654            | 11,489           | 11,366           | 11,620           | 10,997  | 10,772  | 11,711  | 11,466  | 11,500  | 11,394  | 14,124  | 4,694   | 130,638                     | 1,461  | 1%   |
| 3331 MED - Medicare                                       | 30,894            | 433              | 1,790            | 2,687            | 2,658            | 2,718            | 2,572   | 2,519   | 2,739   | 2,682   | 2,689   | 2,665   | 3,303   | 1,098   | 30,552                      | 342  | 1%   |
| 3401 H&W - Health & Welfare                               | 203,037           | 58,870           | (618)            | 7,402            | 25,288           | 20,018           | 16,900  | 16,900  | 16,900  | 16,900  | 16,900  | 16,900  | (3,600) | (1,800) | 206,960                     | (3,922)  | -2%  |
| 3501 SUI - State Unemployment Insurance                   | 1,065             | 72               | 62               | 93               | 92               | 94               | 89      | 87      | 94      | 92      | 93      | 92      | 114     | 38      | 1,111                       | (45)   | -4%  |
| 3601 Workers' Compensation Insurance                      | 23,949            | 5,994            | -                | 6,711            | 1,996            | 3,992            | 1,996   | 1,996   | 1,996   | 1,996   | 1,996   | 4,135   | 5,126   | 1,703   | 28,672                      | (4,723)  | -20% |
| 3901 Other Retirement Benefits                            | 47,939            | (1,491)          | 396              | 2,981            | 2,122            | 2,125            | 3,991   | 3,909   | 4,250   | 4,161   | 4,173   | 4,135   | 5,126   | 1,703   | 37,582                      | 10,357   | 22%  |
| 3902 Other Benefits                                       | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| Total 3000 · Employee Benefits                            | 438,984           | 65,730           | 9,284            | 31,362           | 43,521           | 40,567           | 36,544  | 36,183  | 37,690  | 37,297  | 37,351  | 35,186  | 19,067  | 5,732   | 435,515                     | 3,469  | 1%   |
| Total 1000-3000 · Salaries & Benefits                     | 2,569,616         | 96,034           | 131,545          | 219,928          | 230,639          | 231,779          | 213,910 | 209,925 | 226,581 | 222,230 | 222,834 | 218,965 | 246,875 | 81,435  | 2,552,681                   | 16,936   | 1%   |
| 4000 · Supplies   |                   |                  |                  |                  |                  |                  |         |         |         |         |         |         |         |         |                             |  |      |
| 4111 Core Curricula Materials                             | 12,500            | 5,366            | 3,342            | -                | 8,317            | -                | 762     | 762     | 762     | 762     | 762     | 762     | 762     | -       | 22,362                      | (9,862)  | -79% |
| 4211 Books & Other Reference Materials                    | 3,150             | -                | 1,100            | 5,974            | (4,683)          | -                | 87      | 87      | 87      | 87      | 87      | 87      | 87      | -       | 3,000                       | 150  | 5%   |
| 4311 Student Materials                                    | 27,100            | 4,747            | -                | 2,925            | (3,049)          | 1,456            | 1,384   | 1,384   | 1,384   | 1,384   | 1,384   | 1,384   | 1,384   | -       | 15,766                      | 11,334   | 42%  |
| 4351 Office Supplies                                      | 10,500            | 579              | 439              | 2,573            | 872              | 605              | 705     | 705     | 705     | 705     | 705     | 705     | 705     | -       | 10,000                      | 500  | 5%   |
| 4371 Custodial Supplies                                   | 925               | -                | -                | 20               | 268              | 145              | 70      | 70      | 70      | 70      | 70      | 70      | 70      | -       | 925                         | -  | -    |
| 4391 Food (Non Nutrition Program)                         | 12,300            | 146              | 2,119            | 1,289            | 1,133            | 4,699            | 373     | 373     | 373     | 373     | 373     | 373     | 373     | -       | 12,000                      | 300  | 2%   |
| 4392 Uniforms   | 27,075            | -                | 8,760            | 552              | 224              | 68               | 1,259   | 1,259   | 1,259   | 1,259   | 1,259   | 1,259   | 1,259   | -       | 18,415                      | 8,660  | 32%  |
| 4393 PE & Sports Equipment                                | 2,500             | -                | -                | 391              | -                | -                | 301     | 301     | 301     | 301     | 301     | 301     | 301     | -       | 2,500                       | -  | -    |
| 4395 Before & After School Program Supplies               | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| 4399 All Other Supplies                                   | 9,450             | -                | -                | 419              | -                | -                | 885     | 885     | 885     | 885     | 885     | 885     | 885     | -       | 6,615                       | 2,835  | 30%  |
| 4411 Non Capitalized Equipment                            | 15,000            | 12,200           | -                | 609              | -                | -                | 313     | 313     | 313     | 313     | 313     | 313     | 313     | -       | 15,000                      | -  | -    |
| 4711 Nutrition Program Food & Supplies                    | 170,599           | -                | 11,015           | 15,779           | 13,563           | 11,835           | 11,835  | 7,074   | 13,259  | 13,259  | 13,259  | 11,165  | 14,655  | (2,701) | 133,998                     | 36,601   | 21%  |
| 4713 CACFP Supper Food & Supplies                         | -                 | -                | -                | -                | -                | -                | -       | -       | -       | -       | -       | -       | -       | -       | -                           | -  | -    |
| Total 4000 · Supplies                                     | 291,099           | 23,039           | 26,775           | 30,532           | 16,645           | 18,810           | 17,975  | 13,214  | 19,398  | 19,398  | 19,398  | 17,305  | 20,794  | (2,701) | 240,581                     | 50,518   | 17%  |

| Actuals as of 11/30/2024                   |           |         |         |           |          |           |         |          |          |           |         |           |           |           |
|--|-----------|---------|---------|-----------|----------|-----------|---------|----------|----------|-----------|---------|-----------|-----------|-----------|
|  | 2024-25   | ACTUAL  | ACTUAL  | ACTUAL    | ACTUAL   |           |         |          |          |           |         |           |           |           |
|  | Budget    | Jul-24  | Aug-24  | Sep-24    | Oct-24   | Nov-24    | Dec-24  | Jan-25   | Feb-25   | Mar-25    | Apr-25  | May-25    | Jun-25    | Accrual   |
| 5000 · Operating Services                  |           |         |         |           |          |           |         |          |          |           |         |           |           |           |
| 5211 Travel & Conferences                  | 2,200     | -       | -       | -         | -        | 3,300     | (3,300) | 367      | 367      | 367       | 367     | 367       | 367       |           |
| 5311 Dues & Memberships                    | 8,565     | 8,612   | -       | (4,155)   | -        | -         | 501     | 501      | 501      | 501       | 501     | 501       | 501       |           |
| 5451 General Insurance                     | 40,669    | 10,162  | -       | 6,778     | 3,389    | 5,951     | 3,389   | 3,389    | 3,389    | 3,389     | 833     | -         | -         |           |
| 5511 Utilities                             | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5521 Security Services                     | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5531 Housekeeping Services                 | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5599 Other Facility Operations & Utilities | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5613 School Rent - Prop 39                 | 185,683   | 20,613  | 20,613  | -         | 41,225   | -         | 13,243  | 13,243   | 13,243   | 13,243    | 13,243  | 13,243    | 13,243    |           |
| 5619 Other Facility Rentals                | -         | 989     | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         | 193,059   |
| 5621 Equipment Lease                       | 14,974    | 3,833   | 282     | 2,663     | -        | 2,371     | 832     | 832      | 832      | 832       | 832     | 832       | 832       |           |
| 5631 Vendor Repairs                        | 1,000     | -       | -       | -         | -        | -         | 143     | 143      | 143      | 143       | 143     | 143       | 143       |           |
| 5812 Field Trips & Pupil Transportation    | 255,500   | -       | 2,319   | 18,210    | 21,231   | 5,749     | 15,881  | 15,881   | 15,881   | 15,881    | 15,881  | 15,881    | 15,881    |           |
| 5821 Legal                                 | 26,200    | -       | 150     | 2,220     | -        | 75        | 3,536   | 3,536    | 3,536    | 3,536     | 3,536   | 3,536     | 3,536     |           |
| 5823 Audit                                 | 14,320    | -       | -       | 2,862     | 2,862    | -         | 1,228   | 1,228    | 1,228    | 1,228     | 1,228   | 1,228     | 1,228     |           |
| 5831 Advertisement & Recruitment           | 50,275    | 266     | -       | 325       | 506      | 575       | 6,943   | 6,943    | 6,943    | 6,943     | 6,943   | 6,943     | 6,943     |           |
| 5841 Contracted Substitute Teachers        | 6,500     | -       | -       | -         | -        | -         | 929     | 929      | 929      | 929       | 929     | 929       | 929       |           |
| 5842 Special Education Services            | 273,210   | -       | 9,897   | -         | 29,323   | 48,249    | 17,128  | 17,128   | 17,128   | 17,128    | 17,128  | 17,128    | 17,128    |           |
| 5843 Non Public School                     | 25,000    | -       | -       | -         | -        | -         | 4,167   | 4,167    | 4,167    | 4,167     | 4,167   | 4,167     | 4,167     | -         |
| 5844 After School Services                 | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5849 Other Student Instructional Services  | 10,500    | -       | -       | -         | -        | -         | 1,500   | 1,500    | 1,500    | 1,500     | 1,500   | 1,500     | 1,500     |           |
| 5852 PD Consultants & Tuition              | 67,700    | 1,200   | -       | 4,825     | 3,600    | 2,800     | 8,325   | 8,325    | 8,325    | 8,325     | 8,325   | 8,325     | 8,325     |           |
| 5854 Nursing & Medical (Non-IEP)           | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5859 All Other Consultants & Services      | 192,530   | 17,820  | 5,193   | 15,680    | 14,124   | 15,199    | 23,014  | 23,014   | 23,014   | 23,014    | 23,014  | 23,014    | 23,014    |           |
| 5861 Non Instructional Software            | 31,643    | 13,385  | 82      | 2,011     | 261      | 5,894     | 726     | 726      | 726      | 726       | 726     | 726       | 726       |           |
| 5865 Fundraising Cost                      | 2,000     | -       | 47      | 3         | 3        | 2         | 278     | 278      | 278      | 278       | 278     | 278       | 278       |           |
| 5871 District Oversight Fees               | 32,721    | 1,521   | 3,042   | -         | 4,057    | -         | 2,006   | 2,006    | 2,006    | 2,006     | 2,006   | 2,006     | 2,006     |           |
| 5872 Special Education Fees (SELPA)        | 45,639    | 2,052   | 4,104   | -         | 5,474    | -         | 2,421   | 2,421    | 4,597    | 2,298     | 2,298   | 2,298     | 2,298     | -         |
| 5881 Intra-Agency Fees                     | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5895 Bad Debt Expense                      | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5898 Uncategorized Expense                 | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5899 All Other Expenses                    | 5,650     | 1,083   | 978     | 915       | -        | 955       | 245     | 245      | 245      | 245       | 245     | 245       | 245       |           |
| 5911 Office Phone                          | 11,880    | 547     | 283     | 274       | 842      | 547       | 1,341   | 1,341    | 1,341    | 1,341     | 1,341   | 1,341     | 1,341     |           |
| 5913 Mobile Phone                          | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| 5921 Internet                              | 17,400    | -       | -       | -         | 2,793    | 1,391     | 1,888   | 1,888    | 1,888    | 1,888     | 1,888   | 1,888     | 1,888     |           |
| 5923 Website Hosting                       | 250       | -       | -       | 23        | -        | -         | 32      | 32       | 32       | 32        | 32      | 32        | 32        |           |
| 5931 Postage & Shipping                    | 2,000     | -       | -       | 23        | 317      | 17        | 235     | 235      | 235      | 235       | 235     | 235       | 235       |           |
| 5999 Other Communications                  | 3,240     | 607     | -       | 19        | 19       | 19        | 368     | 368      | 368      | 368       | 368     | 368       | 368       |           |
| Total 5000 · Operating Services            | 1,327,249 | 82,689  | 46,989  | 52,675    | 130,027  | 93,095    | 102,832 | 110,666  | 112,841  | 110,543   | 107,986 | 107,154   | 107,154   | 193,059   |
| 6000 · Capital Outlay                      |           |         |         |           |          |           |         |          |          |           |         |           |           |           |
| 6901 Depreciation Expense                  | 5,810     | 484     | 484     | 484       | 484      | 484       | 484     | 484      | 484      | 484       | 484     | 484       | 484       |           |
| Total 6000 · Capital Outlay                | 5,810     | 484     | 484     | 484       | 484      | 484       | 484     | 484      | 484      | 484       | 484     | 484       | 484       | -         |
| 7000 · Other Outgo                         |           |         |         |           |          |           |         |          |          |           |         |           |           |           |
| 7438 Interest Expense                      | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| Total 7000 · Other Outgo                   | -         | -       | -       | -         | -        | -         | -       | -        | -        | -         | -       | -         | -         |           |
| TOTAL EXPENSE                              | 4,193,774 | 202,245 | 205,792 | 303,620   | 377,795  | 344,168   | 335,201 | 334,289  | 359,305  | 352,656   | 350,703 | 343,908   | 375,307   | 271,793   |
| NET INCOME                                 | 22,006    | 312,076 | 14,401  | (195,472) | (66,417) | (105,634) | 25,682  | (26,883) | (87,724) | (169,125) | 371,319 | (148,766) | (178,437) | (338,822) |
| Operating Income                           | 27,816    |         |         |           |          |           |         |          |          |           |         |           |           |           |

| Actuals as of 11/30/2024                  |                   |                  |                  |                  |                  |                  |            |           |           |           |           |           |           |           |                             |  |
|---|-------------------|------------------|------------------|------------------|------------------|------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------------------------|--|
|   | 2024-25<br>Budget | ACTUAL<br>Jul-24 | ACTUAL<br>Aug-24 | ACTUAL<br>Sep-24 | ACTUAL<br>Oct-24 | ACTUAL<br>Nov-24 | Dec-24     | Jan-25    | Feb-25    | Mar-25    | Apr-25    | May-25    | Jun-25    | Accrual   | FORECAST<br>Jul-24 - Jun-25 | Budget Variance<br>Better / (Worse) % Better / (Worse) |
| Beginning Cash Balance                    | 1,369,153         | 1,351,790        | 1,238,415        | 1,248,250        | 1,011,049        | 939,782          | 928,532    | 909,070   | 862,634   | 761,775   | 584,825   | 950,973   | 798,364   | 645,846   | 1,351,790                   | (17,363)   |
| Cash Flow from Operating Activities       |                   |                  |                  |                  |                  |                  |            |           |           |           |           |           |           |           |                             |  |
| Net Income                                | 22,006            | 312,076          | 14,401           | (195,472)        | (66,417)         | (105,634)        | 25,682     | (26,883)  | (87,724)  | (169,125) | 371,319   | (148,766) | (178,437) | (338,822) | (593,803)                   | (615,809)  |
| Change in Accounts Receivable             |                   |                  |                  |                  |                  |                  |            |           |           |           |           |           |           |           |                             |  |
| Prior Year Accounts Receivable            | 302,197           | 124,180          | 39,582           | 28,847           | 10,211           | 60,862           | -          | 4,201     | -         | -         | -         | -         | -         |           | 267,883                     | (34,314)   |
| Current Year Accounts Receivable          | (442,135)         |                  |                  |                  |                  |                  |            |           |           |           |           |           |           | (210,593) | (210,593)                   | 231,542  |
| Change in Due from                        | -                 | -                | -                | 35,015           | (32)             | 226              | 32         | -         | -         | -         | -         | -         | -         |           | 35,240                      | 35,240   |
| Change in Accounts Payable                | (17,735)          | 8,271            | (5,935)          | (106,368)        | (9,893)          | 32,719           | (42,476)   | (21,238)  | (10,619)  | (5,309)   | (2,655)   | (1,327)   | 58,879    | 190,357   | 84,406                      | 102,142  |
| Change in Due to                          | (79,170)          | 34,586           | (37,477)         | -                | (8,116)          | (36,434)         | (3,666)    | (3,669)   | (3,671)   | (3,673)   | (3,676)   | (3,678)   | (3,681)   | 8,914     | (64,242)                    | 14,928   |
| Change in Accrued Vacation                | -                 | -                | -                | -                | -                | -                | -          | -         | -         | -         | -         | -         | -         |           | -                           | -  |
| Change in Payroll Liabilities             | 12,345            | (109,200)        | (1,450)          | 306              | (135)            | 94               | (185)      | -         | -         | -         | -         | -         |           | 81,435    | (29,135)                    | (41,480)   |
| Change in Prepaid Expenditures            | (1,626)           | 24,837           | (17)             | (12)             | -                | -                |            |           |           |           |           |           | (30,444)  |           | (5,635)                     | (4,009)  |
| Change in Deposits                        | -                 | -                | -                | -                | -                | -                |            |           |           |           |           |           |           |           | -                           | -  |
| Change in Deferred Revenue                | (245,328)         | (465,076)        | -                | -                | -                | -                |            |           |           |           |           |           |           | 277,075   | (188,001)                   | 57,327   |
| Change in Other Long Term Assets          | 246               | (43,533)         | 246              | -                | 2,631            | 664              | 666        | 669       | 671       | 673       | 676       | 678       | 681       |           | (35,278)                    |  |
| Change in Other Long Term Liabilities     | -                 | -                | -                | -                | -                | 35,770           |            |           |           |           |           |           |           | (8,366)   | 27,404                      |  |
| Depreciation Expense                      | 5,810             | 484              | 484              | 484              | 484              | 484              | 484        | 484       | 484       | 484       | 484       | 484       | 484       |           | 5,810                       | (0)  |
| Cash Flow from Investing Activities       |                   |                  |                  |                  |                  |                  |            |           |           |           |           |           |           |           |                             |  |
| Capital Expenditures                      | -                 | -                | -                | -                | -                | -                | -          | -         | -         | -         | -         | -         | -         |           | -                           | -  |
| Cash Flow from Financing Activities       |                   |                  |                  |                  |                  |                  |            |           |           |           |           |           |           |           |                             |  |
| Source - Loans                            | -                 | -                | -                | -                | -                | -                | -          | -         | -         | -         | -         | -         | -         |           | -                           | -  |
| Use - Loans                               | -                 | -                | -                | -                | -                | -                | -          | -         | -         | -         | -         | -         | -         |           | -                           | -  |
| Ending Cash Balance                       | 925,763           | 1,238,415        | 1,248,250        | 1,011,049        | 939,782          | 928,532          | 909,070    | 862,634   | 761,775   | 584,825   | 950,973   | 798,364   | 645,846   | 645,846   | 645,846                     | (279,917)  |
| Restricted Portion of Ending Cash Balance |                   | 70,954           | 70,954           | 70,954           | 70,954           | 70,954           | 70,954     | 70,954    | 70,954    | 70,954    | 70,954    | 70,954    | 67,919    | 67,919    | 67,919                      |  |
| 5% Reserve Goal                           |                   |                  |                  |                  |                  |                  |            |           |           |           |           |           |           | 207,839   |                             |  |
| Balance Sheet                             |                   | 7/31/2024        | 8/31/2024        | 9/30/2024        | 10/31/2024       | 11/30/2024       | 12/31/2024 | 1/31/2025 | 2/28/2025 | 3/31/2025 | 4/30/2025 | 5/31/2025 | 6/30/2025 | Accrual   | 6/30/2025                   |  |
| Assets                                    |                   |                  |                  |                  |                  |                  |            |           |           |           |           |           |           |           |                             |  |
| Operating Cash                            |                   | 1,167,461        | 1,177,296        | 940,095          | 868,828          | 857,579          | 838,116    | 791,680   | 690,821   | 513,871   | 880,019   | 727,410   | 577,927   | 577,927   | 577,927                     |  |
| Restricted Cash                           |                   | 70,954           | 70,954           | 70,954           | 70,954           | 70,954           | 70,954     | 70,954    | 70,954    | 70,954    | 70,954    | 70,954    | 67,919    | 67,919    | 67,919                      |  |
| Accounts Receivable                       |                   | 143,703          | 104,121          | 75,274           | 65,063           | 4,201            | 4,201      | -         | -         | -         | -         | -         | -         | 210,593   | 210,593                     |  |
| Due From Others                           |                   | 35,240           | 35,240           | 226              | 258              | 32               | -          | -         | -         | -         | -         | -         | -         | -         | -                           |  |
| Deposits                                  |                   | -                | -                | -                | -                | -                | -          | -         | -         | -         | -         | -         | -         | -         | -                           |  |
| Prepays                                   |                   | 4,184            | 4,201            | 4,212            | 4,212            | 4,212            | 4,212      | 4,212     | 4,212     | 4,212     | 4,212     | 4,212     | 34,656    | 34,656    | 34,656                      |  |
| Net Fixed Assets                          |                   | 17,890           | 17,405           | 16,921           | 16,437           | 15,953           | 15,469     | 14,985    | 14,500    | 14,016    | 13,532    | 13,048    | 12,564    | 12,564    | 12,564                      |  |
| Other Long-Term Assets                    |                   | 44,026           | 43,779           | 43,779           | 41,148           | 40,485           | 39,818     | 39,150    | 38,479    | 37,805    | 37,129    | 36,451    | 35,770    | 35,770    | 35,770                      |  |
| Total Assets                              |                   | 1,483,457        | 1,452,996        | 1,151,461        | 1,066,900        | 993,415          | 972,770    | 920,981   | 818,966   | 640,859   | 1,005,847 | 852,075   | 728,836   | 939,429   | 939,429                     |  |
| Liabilities                               |                   |                  |                  |                  |                  |                  |            |           |           |           |           |           |           |           |                             |  |
| Accounts Payable                          |                   | 174,429          | 168,494          | 62,126           | 52,233           | 84,952           | 42,476     | 21,238    | 10,619    | 5,309     | 2,655     | 1,327     | 60,207    | 250,564   | 250,564                     |  |
| Payroll Liabilities                       |                   | 1,371            | (79)             | 227              | 92               | 185              | -          | -         | -         | -         | -         | -         | -         | 81,435    | 81,435                      |  |
| Due to Others                             |                   | 169,019          | 131,542          | 131,542          | 123,426          | 86,992           | 83,326     | 79,657    | 75,986    | 72,313    | 68,637    | 64,959    | 61,278    | 70,191    | 70,191                      |  |
| Current Loans                             |                   | -                | -                | -                | -                | -                | -          | -         | -         | -         | -         | -         | -         | -         | -                           |  |
| Deferred Revenue                          |                   | -                | -                | -                | -                | -                | -          | -         | -         | -         | -         | -         | -         | 277,075   | 277,075                     |  |
| Accrued Vacation                          |                   | 25,140           | 25,140           | 25,140           | 25,140           | 25,140           | 25,140     | 25,140    | 25,140    | 25,140    | 25,140    | 25,140    | 25,140    | 25,140    | 25,140                      |  |
| Long Term Debt                            |                   | -                | -                | -                | -                | -                | -          | -         | -         | -         | -         | -         | -         | -         | -                           |  |
| Other Long Term Liabilities               |                   | -                | -                | -                | -                | 35,770           | 35,770     | 35,770    | 35,770    | 35,770    | 35,770    | 35,770    | 35,770    | 27,404    | 27,404                      |  |
| Total Liabilities                         |                   | 369,959          | 325,098          | 219,035          | 200,890          | 233,040          | 186,712    | 161,806   | 147,516   | 138,533   | 132,202   | 127,196   | 182,395   | 731,810   | 731,810                     |  |
| Equity                                    |                   |                  |                  |                  |                  |                  |            |           |           |           |           |           |           |           |                             |  |
| Beginning Fund Balance                    |                   | 801,422          | 801,422          | 801,422          | 801,422          | 801,422          | 801,422    | 801,422   | 801,422   | 801,422   | 801,422   | 801,422   | 801,422   | 801,422   | 801,422                     |  |
| Net Income/(Loss)                         |                   | 312,076          | 326,476          | 131,004          | 64,588           | (41,046)         | (15,364)   | (42,247)  | (129,971) | (299,096) | 72,223    | (76,543)  | (254,980) | (593,803) | (593,803)                   |  |
| Total Equity                              |                   | 1,113,498        | 1,127,898        | 932,426          | 866,010          | 760,376          | 786,058    | 759,175   | 671,451   | 502,326   | 873,645   | 724,879   | 546,442   | 207,619   | 207,619                     |  |
| Total Liabilities & Equity                |                   | 1,483,457        | 1,452,996        | 1,151,461        | 1,066,900        | 993,415          | 972,770    | 920,981   | 818,966   | 640,859   | 1,005,847 | 852,075   | 728,836   | 939,429   | 939,429                     |  |

| Actuals as of 11/30/2024   |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
|--|-----------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|-----------------|------------------|--------------------|
| # of months remaining in FY  |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
| State Schedule: P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1 P-1 P-1    |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
| District Schedule: P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1 P-1 P-1 P-1 |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
|  | 2025-26   | 2025-26   |         |         |         |         |         |         |         |         |         |         |         |         | FORECAST | Budget Variance |                  |                    |
|  | Budget    | Trend     | Jul-25  | Aug-25  | Sep-25  | Oct-25  | Nov-25  | Dec-25  | Jan-26  | Feb-26  | Mar-26  | Apr-26  | May-26  | Jun-26  | Accrual  | Jul-25 - Jun-26 | Better / (Worse) | % Better / (Worse) |
| 4 - State Apportionment Schedule, June Deferral Only, Paid on a Lag        |           |           | 0%      | 5%      | 5%      | 9%      | 9%      | 9%      | 9%      | 9%      | 20%     | 20%     | 20%     | 20%     | 20%      |                 |                  |                    |
| 1 - District Apportionment Schedule, Paid on Time                          |           |           | 6%      | 12%     | 8%      | 8%      | 8%      | 8%      | 8%      | 1/3     | 1/6     | 1/6     | 1/6     | 1/6     | 0        |                 |                  |                    |
| # of School Days in Month  | 180       |           | 0       | 14      | 20      | 21      | 15      | 10      | 19      | 19      | 19      | 16      | 21      | 9       |          | 183             |                  |                    |
| Enrollment   | 230       | 215       |         |         |         |         |         |         |         |         |         |         |         |         |          | 215             | (15)             | -7%                |
| Unduplicated Count of Low Income, EL, Foster Youth                         | 219       | 207       |         |         |         |         |         |         |         |         |         |         |         |         |          | 207             | (12)             | -5%                |
| ADA  | 207.00    | 199.95    |         |         |         |         |         |         |         |         |         |         |         |         |          | 199.95          | (7)              |                    |
| ADA Rate   |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
| Income   |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
| 8011-8098 - Local Control Funding Formula Sources                          |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
| 8011 Local Control Funding Formula   | 2,868,233 | 2,763,456 | -       | 90,581  | 90,581  | 163,046 | 163,046 | 163,046 | 163,046 | 163,046 | 353,413 | 353,413 | 353,413 | 353,413 | 353,413  | 2,763,456       | (104,777)        | -4%                |
| 8012 Education Protection Account  | 41,400    | 39,990    | -       | -       | -       | 6,554   | -       | -       | 6,554   | -       | -       | 16,885  | -       | -       | 9,998    | 39,990          | (1,410)          | -3%                |
| 8019 Local Control Funding Formula - Prior Year                            | -         | -         |         |         |         |         |         |         |         |         |         |         |         |         |          | -               | -                |                    |
| 8096 In Lieu of Property Taxes   | 780,278   | 764,359   | 30,065  | 60,130  | 40,087  | 40,087  | 40,087  | 40,087  | 40,087  | 157,910 | 78,955  | 78,955  | 78,955  | 78,955  | -        | 764,359         | (15,919)         | -2%                |
| 8098 In Lieu of Property Taxes, Prior Year                                 | -         | -         |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
| Total 8011-8098 - Local Control Funding Formula Sources                    | 3,689,912 | 3,567,805 | 30,065  | 150,711 | 130,668 | 209,687 | 203,133 | 203,133 | 209,687 | 320,956 | 432,368 | 449,252 | 432,368 | 432,368 | 363,410  | 3,567,805       | (122,106)        | -3%                |
| 8100-8299 - Federal Revenue  |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
| 8181 Special Education - Federal (IDEA)                                    | 50,361    | 51,011    | 2,006   | 4,013   | 2,675   | 2,675   | 2,675   | 2,675   | 2,675   | 10,538  | 5,269   | 5,269   | 5,269   | 5,269   | -        | 51,011          | 650              | 1%                 |
| 8221 Child Nutrition - Federal   | 162,610   | 157,803   |         |         |         |         |         | 15,780  | 15,780  | 15,780  | 15,780  | 15,780  | 15,780  | 15,780  | 47,341   | 157,803         | (4,807)          | -3%                |
| 8223 CACFP Supper  | -         | -         |         |         |         |         |         | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8291 Title I   | 80,880    | 121,804   | -       | -       | -       | 30,451  | -       | -       | 30,451  | -       | -       | 30,451  | -       | -       | 30,451   | 121,804         | 40,924           | 51%                |
| 8292 Title II  | 6,834     | 12,616    | -       | -       | -       | 3,154   | -       | -       | 3,154   | -       | -       | 3,154   | -       | -       | 3,154    | 12,616          | 5,782            | 85%                |
| 8294 Title III   | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8295 Title IV, SSAE  | 10,000    | 10,000    | -       | -       | -       | 2,500   | -       | -       | 2,500   | -       | -       | 2,500   | -       | -       | 2,500    | 10,000          | -                |                    |
| 8296 Title IV, PCSGP   | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8297 Facilities Incentive Grant  | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8299 All Other Federal Revenue   | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| Total 8100-8299 - Other Federal Income                                     | 310,685   | 353,235   | 2,006   | 4,013   | 2,675   | 38,780  | 2,675   | 18,456  | 54,561  | 26,319  | 21,050  | 57,155  | 21,050  | 21,050  | 83,446   | 353,235         | 42,550           | 14%                |
| 8300-8599 - Other State Revenue  |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
| 8520 Child Nutrition - State   | 53,305    | 58,251    |         |         |         |         |         | 5,825   | 5,825   | 5,825   | 5,825   | 5,825   | 5,825   | 5,825   | 17,475   | 58,251          | 4,946            | 9%                 |
| 8550 Mandate Block Grant   | 10,847    | 7,523     | -       | -       | -       | -       | -       | 7,523   | -       | -       | -       | -       | -       | -       | -        | 7,523           | (3,324)          | -31%               |
| 8560 Lottery Revenue   | 53,835    | 57,013    | -       | -       | -       | -       | -       | -       | 9,972   | -       | -       | 9,972   | -       | -       | 37,069   | 57,013          | 3,179            | 6%                 |
| 8587 State Grant Pass-Through  | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8591 SB740   | -         | 218,114   |         |         |         |         |         |         | 71,494  |         |         | 35,747  |         |         | 110,873  | 218,114         | 218,114          | 100%               |
| 8592 State Mental Health   | 16,750    | 16,180    | -       | 809     | 809     | 1,456   | 1,456   | 1,456   | 1,456   | 1,456   | 1,456   | 1,456   | 1,456   | 1,456   | 1,456    | 16,180          | (570)            | -3%                |
| 8593 After School Education & Safety                                       | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8594 Supplemental Categorical Block Grant                                  | -         | -         |         |         |         |         |         |         |         |         |         |         |         |         |          | -               | -                |                    |
| 8595 Expanded Learning Opportunity Program                                 | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8596 Prop 28 Arts & Music  | 38,352    | 25,750    | -       | 1,288   | 1,288   | 2,318   | 2,318   | 2,318   | 2,318   | 2,318   | 2,318   | 2,318   | 2,318   | 2,318   | 2,318    | 25,750          | (12,601)         | -33%               |
| 8599 State Revenue - Other   | 119,944   | 179,320   | 277,075 | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | (97,755) | 179,320         | 59,377           | 50%                |
| Total 8300-8599 - Other State Income                                       | 293,033   | 562,153   | 277,075 | 2,097   | 2,097   | 3,774   | 3,774   | 17,122  | 91,065  | 9,599   | 9,599   | 55,318  | 9,599   | 9,599   | 71,437   | 562,153         | 269,119          | 92%                |
| 8600-8799 - Other Local Revenue  |           |           |         |         |         |         |         |         |         |         |         |         |         |         |          |                 |                  |                    |
| 8631 Sale of Equipment & Supplies  | -         | -         |         |         |         |         |         |         |         |         |         |         |         |         | -        | -               | -                |                    |
| 8634 Food Service Sales  | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8650 Leases & Rentals  | -         | -         |         |         |         |         |         |         |         |         |         |         |         |         | -        | -               | -                |                    |
| 8660 Interest & Dividend Income  | -         | -         |         |         |         |         |         |         |         |         |         |         |         |         | -        | -               | -                |                    |
| 8662 Net Increase (Decrease) in Fair Value of Investments                  | -         | -         |         |         |         |         |         |         |         |         |         |         |         |         | -        | -               | -                |                    |
| 8681 Intra-Agency Fee Income   | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8682 Childcare & Enrichment Program Fees                                   | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8689 All Other Fees & Contracts  | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |
| 8692 Grants  | -         | 700,000   | 700,000 | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | 700,000         | 700,000          | 100%               |
| 8694 In Kind Donations   | -         | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -               | -                |                    |

|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  | Actuals as of 11/30/2024 |  |     |  |     |  |
|--------------------|--|-----------------------------|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|--------------------------|--|-----|--|-----|--|
|                    |  | # of months remaining in FY |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
| State Schedule:    |  | P-2                         |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-1 |  | P-1                      |  | P-1 |  | P-1 |  |
| District Schedule: |  | P-2                         |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-1 |  | P-1                      |  | P-1 |  | P-1 |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |
|                    |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |                          |  |     |  |     |  |



|   |                                      |                             |           |         |           |           |           |           |           |          |          |         |         |         |         | Actuals as of 11/30/2024 |                 |                  |                    |     |  |
|---|--------------------------------------|-----------------------------|-----------|---------|-----------|-----------|-----------|-----------|-----------|----------|----------|---------|---------|---------|---------|--------------------------|-----------------|------------------|--------------------|-----|--|
|   |                                      | # of months remaining in FY |           |         |           |           |           |           |           |          |          |         |         |         |         |                          |                 |                  |                    |     |  |
| State Schedule:                                     |                                      | P-2                         |           | P-2     |           | P-2       |           | P-2       |           | P-2      |          | P-2     |         | P-1     |         | P-1                      |                 | P-1              |                    | P-1 |  |
| District Schedule:                                  |                                      | P-2                         |           | P-2     |           | P-2       |           | P-2       |           | P-2      |          | P-1     |         | P-1     |         | P-1                      |                 | P-1              |                    | P-1 |  |
|   |                                      | 2025-26                     |           | 2025-26 |           |           |           |           |           |          |          |         |         |         |         |                          |                 |                  |                    |     |  |
|   |                                      | Budget                      | Trend     | Jul-25  | Aug-25    | Sep-25    | Oct-25    | Nov-25    | Dec-25    | Jan-26   | Feb-26   | Mar-26  | Apr-26  | May-26  | Jun-26  | Accrual                  | FORECAST        |                  | Budget Variance    |     |  |
|   |                                      |                             |           | Jul-25  | Aug-25    | Sep-25    | Oct-25    | Nov-25    | Dec-25    | Jan-26   | Feb-26   | Mar-26  | Apr-26  | May-26  | Jun-26  | Accrual                  | Jul-25 - Jun-26 | Better / (Worse) | % Better / (Worse) |     |  |
| 4390  | Other Supplies                       | 57,899                      | 58,359    | 7,355   | 7,355     | 7,355     | 4,033     | 4,033     | 4,033     | 4,033    | 4,033    | 4,033   | 4,033   | 4,033   | 4,033   | -                        | 58,359          | (460)            | 1%                 |     |  |
| 4411  | Non Capitalized Equipment            | 16,921                      | 22,597    | 7,532   | 7,532     | 7,532     | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | 22,597          | (5,676)          | 34%                |     |  |
| 4711  | Nutrition Program Food & Supplies    | 178,101                     | 175,383   | -       | -         | 13,417    | 19,167    | 20,126    | 14,376    | 9,584    | 18,209   | 18,209  | 18,209  | 15,334  | 20,126  | 8,625                    | 175,383         | 2,718            | -2%                |     |  |
| 4713  | CACFP Supper Food & Supplies         | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                | -                  |     |  |
| Total 4000 - Supplies                               |                                      | 313,691                     | 314,387   | 24,294  | 24,294    | 37,711    | 26,515    | 27,473    | 21,723    | 16,931   | 25,556   | 25,556  | 25,556  | 22,681  | 27,473  | 8,625                    | 314,387         | (696)            | 0%                 |     |  |
| 5000 - Operating Services                           |                                      |                             |           |         |           |           |           |           |           |          |          |         |         |         |         |                          |                 |                  |                    |     |  |
| 5211  | Travel & Conferences                 | 2,266                       | 2,266     | 189     | 189       | 189       | 189       | 189       | 189       | 189      | 189      | 189     | 189     | 189     | 189     | -                        | 2,266           | -                |                    |     |  |
| 5311  | Dues & Memberships                   | 9,180                       | 8,862     | 738     | 738       | 738       | 738       | 738       | 738       | 738      | 738      | 738     | 738     | 738     | 738     | -                        | 8,862           | 319              | -3%                |     |  |
| 5451  | General Insurance                    | 45,879                      | 22,575    | 5,644   | 1,881     | 1,881     | 1,881     | 1,881     | 1,881     | 1,881    | 1,881    | 1,881   | 1,881   | -       | -       | -                        | 22,575          | 23,304           | -51%               |     |  |
| 5511  | Utilities                            | -                           | 100,000   | 8,333   | 8,333     | 8,333     | 8,333     | 8,333     | 8,333     | 8,333    | 8,333    | 8,333   | 8,333   | 8,333   | 8,333   | -                        | 100,000         | (100,000)        | 100%               |     |  |
| 5619  | Other Facility Rentals               | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| 5621  | Equipment Lease                      | 14,846                      | 15,749    | 1,312   | 1,312     | 1,312     | 1,312     | 1,312     | 1,312     | 1,312    | 1,312    | 1,312   | 1,312   | 1,312   | 1,312   | -                        | 15,749          | (903)            | 6%                 |     |  |
| 5631  | Vendor Repairs                       | 1,128                       | 1,506     | 126     | 126       | 126       | 126       | 126       | 126       | 126      | 126      | 126     | 126     | 126     | 126     | -                        | 1,506           | (378)            | 34%                |     |  |
| 5812  | Field Trips & Pupil Transportation   | 264,293                     | 168,915   | -       | 15,356    | 15,356    | 15,356    | 15,356    | 15,356    | 15,356   | 15,356   | 15,356  | 15,356  | 15,356  | 15,356  | -                        | 168,915         | 95,379           | -36%               |     |  |
| 5821  | Legal                                | 25,044                      | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | 25,044           | -100%              |     |  |
| 5823  | Audit                                | 15,085                      | 7,500     | 625     | 625       | 625       | 625       | 625       | 625       | 625      | 625      | 625     | 625     | 625     | 625     | -                        | 7,500           | 7,585            | -50%               |     |  |
| 5831  | Advertisement & Recruitment          | 51,633                      | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | 51,633           | -100%              |     |  |
| 5841  | Contracted Substitute Teachers       | 7,651                       | 6,695     | 558     | 558       | 558       | 558       | 558       | 558       | 558      | 558      | 558     | 558     | 558     | 558     | -                        | 6,695           | 956              | -13%               |     |  |
| 5842  | Special Education Services           | 307,959                     | 312,162   | 26,014  | 26,014    | 26,014    | 26,014    | 26,014    | 26,014    | 26,014   | 26,014   | 26,014  | 26,014  | 26,014  | 26,014  | -                        | 312,162         | (4,204)          | 1%                 |     |  |
| 5843  | Non Public School                    | 28,202                      | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | 28,202           | -100%              |     |  |
| 5844  | After School Services                | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| 5849  | Other Student Instructional Services | 11,845                      | 15,818    | 1,318   | 1,318     | 1,318     | 1,318     | 1,318     | 1,318     | 1,318    | 1,318    | 1,318   | 1,318   | 1,318   | 1,318   | -                        | 15,818          | (3,973)          | 34%                |     |  |
| 5852  | PD Consultants & Tuition             | 42,951                      | 17,201    | 1,433   | 1,433     | 1,433     | 1,433     | 1,433     | 1,433     | 1,433    | 1,433    | 1,433   | 1,433   | 1,433   | 1,433   | -                        | 17,201          | 25,750           | -60%               |     |  |
| 5854  | Nursing & Medical (Non-IEP)          | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| 5859  | All Other Consultants & Services     | 214,861                     | 19,210    | 1,601   | 1,601     | 1,601     | 1,601     | 1,601     | 1,601     | 1,601    | 1,601    | 1,601   | 1,601   | 1,601   | 1,601   | -                        | 19,210          | 195,651          | -91%               |     |  |
| 5861  | Non Instructional Software           | 33,698                      | 32,886    | 2,740   | 2,740     | 2,740     | 2,740     | 2,740     | 2,740     | 2,740    | 2,740    | 2,740   | 2,740   | 2,740   | 2,740   | -                        | 32,886          | 812              | -2%                |     |  |
| 5865  | Fundraising Cost                     | 2,256                       | 3,013     | 251     | 251       | 251       | 251       | 251       | 251       | 251      | 251      | 251     | 251     | 251     | 251     | -                        | 3,013           | (757)            | 34%                |     |  |
| 5871  | District Oversight Fees              | 36,899                      | 35,678    | 2,973   | 2,973     | 2,973     | 2,973     | 2,973     | 2,973     | 2,973    | 2,973    | 2,973   | 2,973   | 2,973   | 2,973   | -                        | 35,678          | 1,221            | -3%                |     |  |
| 5872  | Special Education Fees (SELPA)       | 49,986                      | 46,162    | -       | -         | 3,693     | 3,693     | 3,693     | 3,693     | 3,693    | 9,232    | 4,616   | 4,616   | 4,616   | 4,616   | -                        | 46,162          | 3,824            | -8%                |     |  |
| 5881  | Intra-Agency Fees                    | -                           | 680,986   | 5,847   | 25,005    | 21,487    | 33,144    | 32,161    | 32,161    | 34,906   | 53,992   | 67,918  | 72,068  | 68,739  | 68,635  | 164,922                  | 680,986         | (680,986)        | 100%               |     |  |
| 5895  | Bad Debt Expense                     | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| 5898  | Uncategorized Expense                | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| 5899  | All Other Expenses                   | 5,820                       | 5,820     | 485     | 485       | 485       | 485       | 485       | 485       | 485      | 485      | 485     | 485     | 485     | 485     | -                        | 5,820           | -                |                    |     |  |
| 5911  | Office Phone                         | 12,236                      | 12,236    | 1,020   | 1,020     | 1,020     | 1,020     | 1,020     | 1,020     | 1,020    | 1,020    | 1,020   | 1,020   | 1,020   | 1,020   | -                        | 12,236          | -                |                    |     |  |
| 5913  | Mobile Phone                         | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| 5921  | Internet                             | 17,922                      | 17,922    | 1,494   | 1,494     | 1,494     | 1,494     | 1,494     | 1,494     | 1,494    | 1,494    | 1,494   | 1,494   | 1,494   | 1,494   | -                        | 17,922          | -                |                    |     |  |
| 5923  | Website Hosting                      | 258                         | 258       | 21      | 21        | 21        | 21        | 21        | 21        | 21       | 21       | 21      | 21      | 21      | 21      | -                        | 258             | -                |                    |     |  |
| 5931  | Postage & Shipping                   | 2,256                       | 3,013     | 251     | 251       | 251       | 251       | 251       | 251       | 251      | 251      | 251     | 251     | 251     | 251     | -                        | 3,013           | (757)            | 34%                |     |  |
| 5999  | Other Communications                 | 3,337                       | 3,337     | 278     | 278       | 278       | 278       | 278       | 278       | 278      | 278      | 278     | 278     | 278     | 278     | -                        | 3,337           | -                |                    |     |  |
| Total 5000 - Operating Services                     |                                      | 1,416,959                   | 2,315,769 | 127,919 | 158,670   | 158,844   | 170,502   | 169,519   | 169,519   | 172,264  | 196,889  | 206,199 | 210,349 | 205,139 | 205,035 | 164,922                  | 2,315,769       | (898,810)        | 63%                |     |  |
| 6000 - Capital Outlay                               |                                      |                             |           |         |           |           |           |           |           |          |          |         |         |         |         |                          |                 |                  |                    |     |  |
| 6901  | Depreciation Expense                 | 5,512                       | 5,512     | 484     | 484       | 484       | 484       | 484       | 484       | 484      | 425      | 425     | 425     | 425     | 425     | -                        | 5,512           | -                |                    |     |  |
| 6911  | Amortization Expense - Lease Assets  | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| 6912  | Amortization Expense - Other         | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| 6999  | Capital Outlay                       | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| Total 6000 - Capital Outlay                         |                                      | 5,512                       | 5,512     | 484     | 484       | 484       | 484       | 484       | 484       | 484      | 425      | 425     | 425     | 425     | 425     | -                        | 5,512           | -                |                    |     |  |
| 7000 - Other Outgo                                  |                                      |                             |           |         |           |           |           |           |           |          |          |         |         |         |         |                          |                 |                  |                    |     |  |
| 7438  | Interest Expense                     | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| Total 7000 - Other Outgo                            |                                      | -                           | -         | -       | -         | -         | -         | -         | -         | -        | -        | -       | -       | -       | -       | -                        | -               | -                |                    |     |  |
| TOTAL EXPENSE                                       |                                      | 4,536,400                   | 5,070,485 | 218,672 | 391,801   | 422,285   | 425,562   | 408,645   | 388,817   | 412,109  | 445,300  | 454,610 | 450,314 | 453,960 | 424,863 | 173,547                  | 5,070,485       | (534,084)        | 12%                |     |  |
| NET INCOME  |                                      | 15,832                      | 348,741   | 799,392 | (218,991) | (274,269) | (162,046) | (187,788) | (138,832) | (33,776) | (49,437) | 28,824  | 142,613 | 34,951  | 63,352  | 344,746                  | 348,741         | 332,909          | 2103%              |     |  |
| Operating Income                                    |                                      | 21,344                      |           |         |           |           |           |           |           |          |          |         |         |         |         |                          | 354,252         |                  |                    |     |  |
| Operating Income, Excluding Non-cash Lease Expenses |                                      | 21,344                      |           |         |           |           |           |           |           |          |          |         |         |         |         |                          | 354,252         |                  |                    |     |  |





| Actuals as of 11/30/2024 |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|--------------------------|--|-----------------------------|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|
|                          |  | # of months remaining in FY |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
| State Schedule:          |  | 12                          |  | 11  |  | 10  |  | 9   |  | 8   |  | 7   |  | 6   |  | 5   |  | 4   |  | 3   |  | 2   |  | 1   |  |
| District Schedule:       |  | P-2                         |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-1 |  | P-1 |  | P-1 |  | P-1 |  | P-1 |  |
|                          |  | P-2                         |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-1 |  | P-1 |  | P-1 |  | P-1 |  | P-1 |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
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|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |

| Actuals as of 11/30/2024                   |  |                             |           |         |         |         |         |         |         |         |         |         |         |         |          |         |                 |                  |                    |
|--|--|-----------------------------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|-----------------|------------------|--------------------|
|  |  | # of months remaining in FY |           |         |         |         |         |         |         |         |         |         |         |         |          |         |                 |                  |                    |
|  |  | 12                          | 11        | 10      | 9       | 8       | 7       | 6       | 5       | 4       | 3       | 2       | 1       |         |          |         |                 |                  |                    |
| State Schedule:                            |  | P-2                         | P-2       | P-2     | P-2     | P-2     | P-2     | P-2     | P-2     | P-1     | P-1     | P-1     | P-1     |         |          |         |                 |                  |                    |
| District Schedule:                         |  | P-2                         | P-2       | P-2     | P-2     | P-2     | P-2     | P-2     | P-1     | P-1     | P-1     | P-1     | P-1     |         |          |         |                 |                  |                    |
|  |  |                             |           |         |         |         |         |         |         |         |         |         |         |         | FORECAST |         | Budget Variance |                  |                    |
|  |  | 2026-27                     | 2026-27   |         |         |         |         |         |         |         |         |         |         |         |          |         | Jul-26 - Jun-27 | Better / (Worse) | % Better / (Worse) |
|  |  | Budget                      | Trend     | Jul-26  | Aug-26  | Sep-26  | Oct-26  | Nov-26  | Dec-26  | Jan-27  | Feb-27  | Mar-27  | Apr-27  | May-27  | Jun-27   | Accrual |                 |                  |                    |
| 4351 Office Supplies                       |  | 13,250                      | 19,524    | 1,627   | 1,627   | 1,627   | 1,627   | 1,627   | 1,627   | 1,627   | 1,627   | 1,627   | 1,627   | 1,627   | 1,627    |         | 19,524          | (6,274)          | 47%                |
| 4371 Custodial Supplies                    |  | 1,239                       | 1,917     | 160     | 160     | 160     | 160     | 160     | 160     | 160     | 160     | 160     | 160     | 160     | 160      |         | 1,917           | (678)            | 55%                |
| 4390 Other Supplies                        |  | 68,765                      | 79,413    | 10,046  | 10,046  | 10,046  | 5,475   | 5,475   | 5,475   | 5,475   | 5,475   | 5,475   | 5,475   | 5,475   | 5,475    | -       | 79,413          | (10,648)         | 15%                |
| 4411 Non Capitalized Equipment             |  | 20,097                      | 31,093    | 10,364  | 10,364  | (0)     | (0)     | (0)     | (0)     | (0)     | (0)     | (0)     | (0)     | (0)     | (0)      |         | 31,093          | (10,996)         | 55%                |
| 4711 Nutrition Program Food & Supplies     |  | 205,203                     | 234,115   | -       | -       | 17,910  | 25,586  | 26,866  | 19,190  | 12,793  | 24,307  | 24,307  | 24,307  | 20,469  | 26,866   | 11,514  | 234,115         | (28,912)         | 14%                |
| 4713 CACFP Supper Food & Supplies          |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        | -       | -               | -                | -                  |
| Total 4000 - Supplies                      |  | 379,830                     | 437,895   | 37,971  | 37,971  | 55,881  | 35,572  | 36,851  | 29,175  | 22,779  | 34,292  | 34,292  | 34,292  | 30,454  | 36,851   | 11,514  | 437,895         | (58,065)         | 15%                |
| 5000 - Operating Services                  |  |                             |           |         |         |         |         |         |         |         |         |         |         |         |          |         |                 |                  |                    |
| 5211 Travel & Conferences                  |  | 2,336                       | 2,336     | 195     | 195     | 195     | 195     | 195     | 195     | 195     | 195     | 195     | 195     | 195     | 195      |         | 2,336           | -                |                    |
| 5311 Dues & Memberships                    |  | 10,098                      | 10,324    | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860      |         | 10,324          | (227)            | 2%                 |
| 5451 General Insurance                     |  | 54,488                      | 31,063    | 7,766   | 2,589   | 2,589   | 2,589   | 2,589   | 2,589   | 2,589   | 2,589   | 2,589   | 2,589   | 0       | 0        |         | 31,063          | 23,425           | -43%               |
| 5511 Utilities                             |  | -                           | 103,080   | 8,590   | 8,590   | 8,590   | 8,590   | 8,590   | 8,590   | 8,590   | 8,590   | 8,590   | 8,590   | 8,590   | 8,590    |         | 103,080         | (103,080)        | 100%               |
| 5521 Security Services                     |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 5531 Housekeeping Services                 |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 5599 Other Facility Operations & Utilities |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 5611 School Rent - Private Facility        |  | -                           | 776,000   | 64,667  | 64,667  | 64,667  | 64,667  | 64,667  | 64,667  | 64,667  | 64,667  | 64,667  | 64,667  | 64,667  | 64,667   |         | 776,000         | (776,000)        | 100%               |
| 5613 School Rent - Prop 39                 |  | 248,777                     | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | 248,777          | -100%              |
| 5619 Other Facility Rentals                |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 5621 Equipment Lease                       |  | 15,301                      | 16,998    | 1,417   | 1,417   | 1,417   | 1,417   | 1,417   | 1,417   | 1,417   | 1,417   | 1,417   | 1,417   | 1,417   | 1,417    |         | 16,998          | (1,698)          | 11%                |
| 5631 Vendor Repairs                        |  | 1,340                       | 2,073     | 173     | 173     | 173     | 173     | 173     | 173     | 173     | 173     | 173     | 173     | 173     | 173      |         | 2,073           | (733)            | 55%                |
| 5812 Field Trips & Pupil Transportation    |  | 274,468                     | 180,097   | -       | 16,372  | 16,372  | 16,372  | 16,372  | 16,372  | 16,372  | 16,372  | 16,372  | 16,372  | 16,372  | 16,372   |         | 180,097         | 94,371           | -34%               |
| 5821 Legal                                 |  | 29,743                      | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | 29,743           | -100%              |
| 5823 Audit                                 |  | 15,550                      | 10,320    | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860     | 860      |         | 10,320          | 5,230            | -34%               |
| 5831 Advertisement & Recruitment           |  | 48,070                      | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | 48,070           | -100%              |
| 5841 Contracted Substitute Teachers        |  | 8,873                       | 8,494     | 708     | 708     | 708     | 708     | 708     | 708     | 708     | 708     | 708     | 708     | 708     | 708      |         | 8,494           | 379              | -4%                |
| 5842 Special Education Services            |  | 365,456                     | 429,220   | 35,768  | 35,768  | 35,768  | 35,768  | 35,768  | 35,768  | 35,768  | 35,768  | 35,768  | 35,768  | 35,768  | 35,768   |         | 429,220         | (63,763)         | 17%                |
| 5843 Non Public School                     |  | 33,495                      | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | 33,495           | -100%              |
| 5844 After School Services                 |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 5849 Other Student Instructional Services  |  | 14,068                      | 21,765    | 1,814   | 1,814   | 1,814   | 1,814   | 1,814   | 1,814   | 1,814   | 1,814   | 1,814   | 1,814   | 1,814   | 1,814    |         | 21,765          | (7,697)          | 55%                |
| 5852 PD Consultants & Tuition              |  | 44,274                      | 17,731    | 1,478   | 1,478   | 1,478   | 1,478   | 1,478   | 1,478   | 1,478   | 1,478   | 1,478   | 1,478   | 1,478   | 1,478    |         | 17,731          | 26,543           | -60%               |
| 5854 Nursing & Medical (Non-IEP)           |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 5859 All Other Consultants & Services      |  | 244,303                     | 19,802    | 1,650   | 1,650   | 1,650   | 1,650   | 1,650   | 1,650   | 1,650   | 1,650   | 1,650   | 1,650   | 1,650   | 1,650    |         | 19,802          | 224,501          | -92%               |
| 5861 Non Instructional Software            |  | 36,730                      | 39,761    | 3,313   | 3,313   | 3,313   | 3,313   | 3,313   | 3,313   | 3,313   | 3,313   | 3,313   | 3,313   | 3,313   | 3,313    |         | 39,761          | (3,031)          | 8%                 |
| 5865 Fundraising Cost                      |  | 2,680                       | 4,146     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345      |         | 4,146           | (1,466)          | 55%                |
| 5871 District Oversight Fees               |  | 43,817                      | 49,109    | 4,092   | 4,092   | 4,092   | 4,092   | 4,092   | 4,092   | 4,092   | 4,092   | 4,092   | 4,092   | 4,092   | 4,092    |         | 49,109          | (5,292)          | 12%                |
| 5872 Special Education Fees (SELPA)        |  | 57,593                      | 61,620    | -       | -       | 4,930   | 4,930   | 4,930   | 4,930   | 4,930   | 12,324  | 6,162   | 6,162   | 6,162   | 6,162    | -       | 61,620          | (4,028)          | 7%                 |
| 5881 Intra-Agency Fees                     |  | -                           | 934,531   | 9,337   | 40,310  | 34,540  | 60,555  | 51,951  | 58,052  | 86,594  | 81,897  | 91,995  | 114,701 | 93,092  | 92,768   | 118,739 | 934,531         | (934,531)        | 100%               |
| 5895 Bad Debt Expense                      |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 5898 Uncategorized Expense                 |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 5899 All Other Expenses                    |  | 5,999                       | 5,999     | 500     | 500     | 500     | 500     | 500     | 500     | 500     | 500     | 500     | 500     | 500     | 500      |         | 5,999           | -                |                    |
| 5911 Office Phone                          |  | 12,613                      | 12,613    | 1,051   | 1,051   | 1,051   | 1,051   | 1,051   | 1,051   | 1,051   | 1,051   | 1,051   | 1,051   | 1,051   | 1,051    |         | 12,613          | -                |                    |
| 5913 Mobile Phone                          |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 5921 Internet                              |  | 18,474                      | 18,474    | 1,539   | 1,539   | 1,539   | 1,539   | 1,539   | 1,539   | 1,539   | 1,539   | 1,539   | 1,539   | 1,539   | 1,539    |         | 18,474          | -                |                    |
| 5923 Website Hosting                       |  | 265                         | 265       | 22      | 22      | 22      | 22      | 22      | 22      | 22      | 22      | 22      | 22      | 22      | 22       |         | 265             | -                |                    |
| 5931 Postage & Shipping                    |  | 2,680                       | 4,146     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345     | 345      |         | 4,146           | (1,466)          | 55%                |
| 5999 Other Communications                  |  | 3,440                       | 3,440     | 287     | 287     | 287     | 287     | 287     | 287     | 287     | 287     | 287     | 287     | 287     | 287      |         | 3,440           | -                |                    |
| Total 5000 - Operating Services            |  | 1,594,929                   | 2,763,407 | 146,778 | 188,945 | 188,105 | 214,120 | 205,516 | 211,617 | 240,159 | 242,857 | 246,793 | 269,498 | 245,301 | 244,978  | 118,739 | 2,763,407       | (1,168,478)      | 73%                |
| 6000 - Capital Outlay                      |  |                             |           |         |         |         |         |         |         |         |         |         |         |         |          |         |                 |                  |                    |
| 6901 Depreciation Expense                  |  | 4,164                       | 4,164     | 425     | 425     | 425     | 425     | 425     | 292     | 292     | 292     | 292     | 292     | 292     | 292      |         | 4,164           | -                |                    |
| 6911 Amortization Expense - Lease Assets   |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 6912 Amortization Expense - Other          |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| 6999 Capital Outlay                        |  | -                           | -         | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -       | -        |         | -               | -                |                    |
| Total 6000 - Capital Outlay                |  | 4,164                       | 4,164     | 425     | 425     | 425     | 425     | 425     | 292     | 292     | 292     | 292     | 292     | 292     | 292      | -       | 4,164           | -                |                    |

|   |                   |                             |          |           |           |           |           |          |          |          |          |          |          |          |           | Actuals as of 11/30/2024 |                  |                    |
|---|-------------------|-----------------------------|----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|--------------------------|------------------|--------------------|
|   |                   | # of months remaining in FY |          |           |           |           |           |          |          |          |          |          |          |          |           |                          |                  |                    |
|   |                   | 12                          | 11       | 10        | 9         | 8         | 7         | 6        | 5        | 4        | 3        | 2        | 1        |          |           |                          |                  |                    |
| State Schedule:                                     |                   | P-2                         | P-2      | P-2       | P-2       | P-2       | P-2       | P-2      | P-2      | P-1      | P-1      | P-1      | P-1      |          |           |                          |                  |                    |
| District Schedule:                                  |                   | P-2                         | P-2      | P-2       | P-2       | P-2       | P-2       | P-2      | P-1      | P-1      | P-1      | P-1      | P-1      |          |           |                          |                  |                    |
|   | 2026-27<br>Budget | 2026-27<br>Trend            |          |           |           |           |           |          |          |          |          |          |          |          |           | FORECAST                 | Budget Variance  |                    |
|   |                   |                             | Jul-26   | Aug-26    | Sep-26    | Oct-26    | Nov-26    | Dec-26   | Jan-27   | Feb-27   | Mar-27   | Apr-27   | May-27   | Jun-27   | Accrual   | Jul-26 - Jun-27          | Better / (Worse) | % Better / (Worse) |
| 7000 - Other Outgo                                  |                   |                             |          |           |           |           |           |          |          |          |          |          |          |          |           |                          |                  |                    |
| 7438 Interest Expense                               | -                 | -                           | -        | -         | -         | -         | -         | -        | -        | -        | -        | -        | -        | -        | -         | -                        | -                |                    |
| Total 7000 - Other Outgo                            | -                 | -                           | -        | -         | -         | -         | -         | -        | -        | -        | -        | -        | -        | -        | -         | -                        | -                |                    |
| TOTAL EXPENSE                                       | 5,050,695         | 6,128,318                   | 262,601  | 477,476   | 515,185   | 524,330   | 496,367   | 477,461  | 530,564  | 544,775  | 548,712  | 561,098  | 547,351  | 512,147  | 130,253   | 6,128,318                | (1,077,623)      | 21%                |
| NET INCOME  | 293,812           | 516,219                     | 197,403  | (208,746) | (284,920) | (120,633) | (150,027) | (90,450) | 46,729   | 1,205    | 64,591   | 220,150  | 73,264   | 106,309  | 661,342   | 516,219                  | 222,407          | 76%                |
| Operating Income                                    | 297,976           |                             |          |           |           |           |           |          |          |          |          |          |          |          |           | 520,383                  |                  |                    |
| Operating Income, Excluding Non-cash Lease Expenses | 297,976           |                             |          |           |           |           |           |          |          |          |          |          |          |          |           | 520,383                  |                  |                    |
| EBITDA  | 297,976           |                             |          |           |           |           |           |          |          |          |          |          |          |          |           | 520,383                  |                  |                    |
| Beginning Cash Balance                              | 822,710           | 352,055                     | 352,055  | 488,954   | 608,610   | 330,476   | 215,082   | 53,132   | 31,026   | 61,934   | 48,929   | 48,553   | 347,239  | 404,480  | 586,529   | 352,055                  | (470,655)        |                    |
| Cash Flow from Operating Activities                 |                   |                             |          |           |           |           |           |          |          |          |          |          |          |          |           |                          |                  |                    |
| Net Income  | 293,812           | 516,219                     | 197,403  | (208,746) | (284,920) | (120,633) | (150,027) | (90,450) | 46,729   | 1,205    | 64,591   | 220,150  | 73,264   | 106,309  | 661,342   | 516,219                  | 222,407          |                    |
| Change in Accounts Receivable                       |                   | -                           |          |           |           |           |           |          |          |          |          |          |          |          |           |                          |                  |                    |
| Prior Year Accounts Receivable                      | 449,218           | 616,048                     | 68,190   | 378,792   | 21,605    | 18,535    | -         | 18,053   | -        | -        | -        | 110,873  | -        | -        |           | 616,048                  | 166,830          |                    |
| Current Year Accounts Receivable                    | (539,968)         | (791,596)                   |          |           |           |           |           |          |          |          |          |          |          |          | (791,596) | (791,596)                | (251,628)        |                    |
| Change in Due from                                  | -                 | -                           |          |           |           |           |           |          |          |          |          |          |          |          |           | -                        | -                |                    |
| Change in Accounts Payable                          | (16,172)          | (10,787)                    | (67,753) | (50,815)  | (15,244)  | (13,720)  | (12,348)  | 50,000   | (16,113) | (14,502) | (65,258) | (32,629) | (16,315) | 113,656  | 130,253   | (10,787)                 | 5,386            |                    |
| Change in Due to                                    | -                 | 390                         | (714)    | (716)     | (719)     | (722)     | (724)     | (727)    | (730)    | (732)    | (735)    | (738)    | (740)    | (743)    | 9,129     | 390                      | 390              |                    |
| Change in Accrued Vacation                          | -                 | -                           |          |           |           |           |           |          |          |          |          |          |          |          |           | -                        | -                |                    |
| Change in Payroll Liabilities                       | -                 | -                           | -        |           |           |           |           |          |          |          |          |          |          |          |           | -                        | -                |                    |
| Change in Prepaid Expenditures                      | (1,793)           | (1,819)                     | 36,389   |           |           |           |           |          |          |          |          |          |          | (38,208) |           | (1,819)                  | (27)             |                    |
| Change in Deposits                                  | -                 | -                           |          |           |           |           |           |          |          |          |          |          |          |          |           | -                        | -                |                    |
| Change in Deferred Revenue                          | (12,585)          | (97,755)                    | (97,755) |           |           |           |           |          |          |          |          |          |          |          | -         | (97,755)                 | (85,170)         |                    |
| Change in Other Long Term Assets                    | -                 | 8,739                       | 714      | 716       | 719       | 722       | 724       | 727      | 730      | 732      | 735      | 738      | 740      | 743      |           | 8,739                    |                  |                    |
| Change in Other Long Term Liabilities               | -                 | (9,129)                     |          |           |           |           |           |          |          |          |          |          |          |          | (9,129)   | (9,129)                  |                  |                    |
| Depreciation Expense                                | 4,164             | 4,164                       | 425      | 425       | 425       | 425       | 425       | 292      | 292      | 292      | 292      | 292      | 292      | 292      |           | 4,164                    | -                |                    |
| Cash Flow from Investing Activities                 |                   |                             |          |           |           |           |           |          |          |          |          |          |          |          |           |                          |                  |                    |
| Capital Expenditures                                | -                 | -                           | -        | -         | -         | -         | -         | -        | -        | -        | -        | -        | -        | -        | -         | -                        | -                |                    |
| Cash Flow from Financing Activities                 |                   |                             |          |           |           |           |           |          |          |          |          |          |          |          |           |                          |                  |                    |
| Source - Sale of Receivables                        | -                 | -                           | -        | -         | -         | -         | -         | -        | -        | -        | -        | -        | -        | -        | -         | -                        | -                |                    |
| Use - Sale of Receivables                           | -                 | -                           | -        | -         | -         | -         | -         | -        | -        | -        | -        | -        | -        | -        | -         | -                        | -                |                    |
| Source - Loans                                      | -                 | -                           | -        | -         | -         | -         | -         | -        | -        | -        | -        | -        | -        | -        | -         | -                        | -                |                    |
| Use - Loans   | -                 | -                           | -        | -         | -         | -         | -         | -        | -        | -        | -        | -        | -        | -        | -         | -                        | -                |                    |
| Ending Cash Balance                                 | 999,385           | 586,529                     | 488,954  | 608,610   | 330,476   | 215,082   | 53,132    | 31,026   | 61,934   | 48,929   | 48,553   | 347,239  | 404,480  | 586,529  | 586,529   | 586,529                  | (412,856)        |                    |

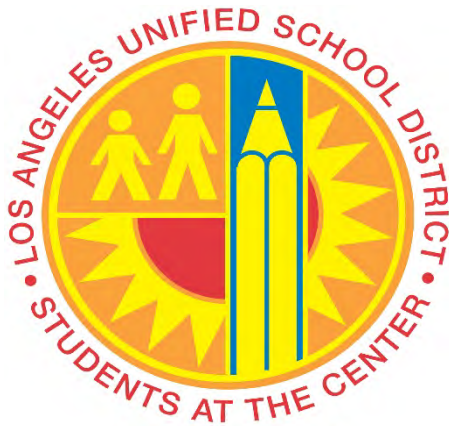
| Actuals as of 11/30/2024 |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|--------------------------|--|-----------------------------|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|
|                          |  | # of months remaining in FY |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  | 12                          |  | 11  |  | 10  |  | 9   |  | 8   |  | 7   |  | 6   |  | 5   |  | 4   |  | 3   |  | 2   |  | 1   |  |
| State Schedule:          |  | P-2                         |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-1 |  | P-1 |  | P-1 |  | P-1 |  |
| District Schedule:       |  | P-2                         |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-2 |  | P-1 |  | P-1 |  | P-1 |  | P-1 |  | P-1 |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
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|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
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|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
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|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
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|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
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|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |
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|                          |  |                             |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |     |  |





| Actuals as of 11/30/2024 |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|--------------------------|--|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
|                          |  | # of months remaining in FY |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  | 12                          | 11  | 10  | 9   | 8   | 7   | 6   | 5   | 4   | 3   | 2   | 1   |  |
| State Schedule:          |  | P-2                         | P-2 | P-2 | P-2 | P-2 | P-2 | P-2 | P-2 | P-1 | P-1 | P-1 | P-1 |  |
| District Schedule:       |  | P-2                         | P-2 | P-2 | P-2 | P-2 | P-2 | P-2 | P-1 | P-1 | P-1 | P-1 | P-1 |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
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|                          |  |                             |     |     |     |     |     |     |     |     |     |     |     |  |
|                          |  |                             |     |     |     |     |     |     |     |     | </  |     |     |  |

| Actuals as of 11/30/2024                            |           |           |                             |           |           |          |           |          |          |         |         |         |         |           |           |                 |                  |                    |           |  |
|---|-----------|-----------|-----------------------------|-----------|-----------|----------|-----------|----------|----------|---------|---------|---------|---------|-----------|-----------|-----------------|------------------|--------------------|-----------|--|
|   |           |           | # of months remaining in FY |           |           |          |           |          |          |         |         |         |         |           |           |                 |                  |                    |           |  |
|   |           |           | 12                          | 11        | 10        | 9        | 8         | 7        | 6        | 5       | 4       | 3       | 2       | 1         |           |                 |                  |                    |           |  |
| State Schedule:                                     | P-2       | P-2       | P-2                         | P-2       | P-2       | P-2      | P-2       | P-2      | P-2      | P-1     | P-1     | P-1     | P-1     | P-1       |           |                 |                  |                    |           |  |
| District Schedule:                                  | P-2       | P-2       | P-2                         | P-2       | P-2       | P-2      | P-2       | P-2      | P-1      | P-1     | P-1     | P-1     | P-1     | P-1       |           |                 |                  |                    |           |  |
|   | 2027-28   | 2027-28   |                             |           |           |          |           |          |          |         |         |         |         |           | FORECAST  | Budget Variance |                  |                    |           |  |
|   | Budget    | Trend     | Jul-27                      | Aug-27    | Sep-27    | Oct-27   | Nov-27    | Dec-27   | Jan-28   | Feb-28  | Mar-28  | Apr-28  | May-28  | Jun-28    | Accrual   | Jul-27 – Jun-28 | Better / (Worse) | % Better / (Worse) |           |  |
| Operating Income                                    | 670,830   |           |                             |           |           |          |           |          |          |         |         |         |         |           | 572,408   |                 |                  |                    |           |  |
| Operating Income, Excluding Non-cash Lease Expenses | 670,830   |           |                             |           |           |          |           |          |          |         |         |         |         |           | 572,408   |                 |                  |                    |           |  |
| EBITDA  | 670,830   |           |                             |           |           |          |           |          |          |         |         |         |         |           | 572,408   |                 |                  |                    |           |  |
| Beginning Cash Balance                              | 999,385   | 586,529   | 586,529                     | 442,717   | 693,918   | 404,997  | 343,602   | 222,999  | 207,001  | 356,985 | 392,482 | 448,371 | 812,232 | 881,351   | 1,039,250 | 586,529         | (412,856)        |                    |           |  |
| Cash Flow from Operating Activities                 |           |           |                             |           |           |          |           |          |          |         |         |         |         |           |           |                 |                  |                    |           |  |
| Net Income  | 672,361   | 570,155   | (211,177)                   | (185,856) | (281,358) | (58,882) | (100,179) | (27,715) | 161,402  | 44,020  | 62,240  | 237,043 | 72,622  | 111,446   | 746,550   | 570,155         | (102,206)        |                    |           |  |
| Change in Accounts Receivable                       |           | -         |                             |           |           |          |           |          |          |         |         |         |         |           |           |                 |                  |                    |           |  |
| Prior Year Accounts Receivable                      | 539,968   | 791,596   | 93,921                      | 485,557   | 28,841    | 24,741   | -         | 26,993   | -        | -       | -       | 131,542 | -       | -         |           | 791,596         | 251,628          |                    |           |  |
| Current Year Accounts Receivable                    | (619,867) | (894,341) |                             |           |           |          |           |          |          |         |         |         |         |           | (894,341) |                 |                  | (894,341)          | (274,474) |  |
| Change in Due from                                  | -         | -         |                             |           |           |          |           |          |          |         |         |         |         |           |           |                 |                  | -                  | -         |  |
| Change in Accounts Payable                          | (15,364)  | (15,032)  | (65,056)                    | (48,792)  | (36,594)  | (27,446) | (20,584)  | (15,438) | (11,579) | (8,684) | (6,513) | (4,885) | (3,664) | 86,411    | 147,791   | (15,032)        | 332              |                    |           |  |
| Change in Due to                                    | (527)     | 407       | (746)                       | (748)     | (751)     | (754)    | (757)     | (759)    | (762)    | (765)   | (768)   | (770)   | (773)   | (776)     | 9,536     | 407             | 934              |                    |           |  |
| Change in Accrued Vacation                          | -         | -         |                             |           |           |          |           |          |          |         |         |         |         |           |           |                 |                  | -                  | -         |  |
| Change in Payroll Liabilities                       | -         | -         | -                           |           |           |          |           |          |          |         |         |         |         |           | -         | -               | -                | -                  |           |  |
| Change in Prepaid Expenditures                      | (1,883)   | (1,910)   | 38,208                      |           |           |          |           |          |          |         |         |         |         | (40,119)  |           | (1,910)         | (28)             |                    |           |  |
| Change in Deposits                                  | -         | -         |                             |           |           |          |           |          |          |         |         |         |         |           |           |                 |                  | -                  | -         |  |
| Change in Deferred Revenue                          | (527)     | -         | -                           |           |           |          |           |          |          |         |         |         |         |           | -         |                 | -                | 527                |           |  |
| Change in Other Long Term Assets                    | -         | 9,129     | 746                         | 748       | 751       | 754      | 757       | 759      | 762      | 765     | 768     | 770     | 773     | 776       |           | 9,129           |                  |                    |           |  |
| Change in Other Long Term Liabilities               | -         | (9,536)   |                             |           |           |          |           |          |          |         |         |         |         |           | (9,536)   |                 |                  | (9,536)            |           |  |
| Depreciation Expense                                | (1,531)   | 2,253     | 292                         | 292       | 191       | 191      | 161       | 161      | 161      | 161     | 161     | 161     | 161     | 161       |           | 2,253           | 3,784            |                    |           |  |
| Cash Flow from Investing Activities                 |           |           |                             |           |           |          |           |          |          |         |         |         |         |           |           |                 |                  |                    |           |  |
| Capital Expenditures                                | -         | -         | -                           | -         | -         | -        | -         | -        | -        | -       | -       | -       | -       | -         |           | -               | -                |                    |           |  |
| Cash Flow from Financing Activities                 |           |           |                             |           |           |          |           |          |          |         |         |         |         |           |           |                 |                  |                    |           |  |
| Source - Sale of Receivables                        | -         | -         | -                           | -         | -         | -        | -         | -        | -        | -       | -       | -       | -       | -         |           | -               | -                |                    |           |  |
| Use - Sale of Receivables                           | -         | -         | -                           | -         | -         | -        | -         | -        | -        | -       | -       | -       | -       | -         |           | -               | -                |                    |           |  |
| Source - Loans                                      | -         | -         | -                           | -         | -         | -        | -         | -        | -        | -       | -       | -       | -       | -         |           | -               | -                |                    |           |  |
| Use - Loans   | -         | -         | -                           | -         | -         | -        | -         | -        | -        | -       | -       | -       | -       | -         |           | -               | -                |                    |           |  |
| Ending Cash Balance                                 | 1,572,017 | 1,039,250 | 442,717                     | 693,918   | 404,997   | 343,602  | 222,999   | 207,001  | 356,985  | 392,482 | 448,371 | 812,232 | 881,351 | 1,039,250 | 1,039,250 | 1,039,250       | (532,767)        |                    |           |  |



# Los Angeles Unified School District

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## **Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions**

**Updated August 11, 2020**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Charter Schools Division  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, CA 90017  
213-241-0399

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## Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Dear Applicants:

On the following pages, you will find the “Federal, State, and District Required Language” (“FSDRL”) that must be included in a comprehensive independent charter school petition.\*

**Please follow the instructions below:**

- ☐ Check the Charter Schools Division website (<http://charterschools.lausd.net>) to ensure that this document is the current version of the FSDRL, as it may be changed from time to time.
- ☐ Provide the “Assurances, Affirmations, and Declarations” page (the first two pages of the FSDRL) at the beginning of the petition, immediately after the table of contents.
- ☐ Place the FSDRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the FSDRL, including the statutory language for each Element.
- ☐ Highlight all FSDRL in gray, as shown here, to facilitate easy identification of the FSDRL within the petition. Do not highlight any other text in gray.
- ☐ On the “Assurances, Affirmations, and Declarations” page, replace “[Charter School]” with the name of the proposed charter school and replace “[short form of school name]” with an appropriate identifier.
- ☐ Do not add, delete, or change any provision of the FSDRL other than the instruction above.
- ☐ **Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the FSDRL.**

**\*NOTE: Public School Choice (PSC) charter schools seeking renewal must include in their renewal petitions the PSC-specific version of the FSDRL. Other charter schools, such as conversion independent and non-classroom based charter schools, may be required to include context-specific FSDRL as well.**

## Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

### **Element 1 – The Educational Program**

*"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." (Ed. Code § 47605(c)(5)(A)(i).)*

*"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(c)(5)(A)(ii).)*

*"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." (Ed. Code § 47605(c)(5)(A)(iii).)*

### **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

### **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

### **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

### **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

### **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

### **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on



sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place

to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Use of District’s Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

**Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be  
Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)*

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

**Element 4 – Governance**

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)*

## **GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued

enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

### **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

### **Element 5 – Employee Qualifications**

*“The qualifications to be met by individuals to be employed by the charter school.”* (Ed. Code § 47605(c)(5)(E).)

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Element 6 – Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **Comprehensive School Safety Plan**

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):



- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

#### **CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING**

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

#### **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

#### **ATHLETIC PROGRAMS**

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

### **SUICIDE PREVENTION POLICY**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **HUMAN TRAFFICKING PREVENTION RESOURCES**

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

### **FEMININE HYGIENE PRODUCTS**

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

### **NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL**

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

### **CALIFORNIA HEALTHY YOUTH ACT**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

### **BULLYING PREVENTION**

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

### **LGBTQ RESOURCES TRAINING**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual,

transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

### **TRANSPORTATION SAFETY PLAN**

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

### **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

## **Element 8 – Admission Policies and Procedures**

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner,

neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

### **PREGNANT AND PARENTING STUDENT ACCOMMODATIONS**

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

### **SEXUAL HARASSMENT POLICY NOTICE**

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

## **Element 9 – Annual Financial Audits**

***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)***

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services

to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

#### **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily*

*removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

### **HOMEWORK TO SUSPENDED STUDENTS**

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student’s parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student’s return to school from suspension or



within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?

- B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

### **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

## **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

### **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

### **Element 12 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

### **Element 13 – Rights of District Employees**

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

### **Element 14 – Mandatory Dispute Resolution**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)*

#### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

#### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail,

or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
 Charter Schools Division  
 Los Angeles Unified School District  
 333 South Beaudry Avenue, 20th Floor  
 Los Angeles, California 90017

Director/Principal  
 [Charter School Name]  
 [Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
 Charter Schools Division  
 Los Angeles Unified School District  
 333 South Beaudry Avenue, 20th Floor  
 Los Angeles, California 90017

Director/Principal  
 [Charter School]  
 [Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

#### **Element 15 – Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)*

#### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the



Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district,

enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
  - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an



appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission

of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

## ATTACHMENT E

Attachment E-Collegiate Charter High School of Los Angeles Schools Within the Community List with Enrollment Data  
Schools Within Community

670

| No. | CCC     | LOCN | SITE NAME                               | ADDRESS  | CITY                             | ZIP CODE             | TYPE | CONFIG             | BD           | PHYSICAL REGION | COS AFFILIATION  | 2022-23 CAPACITY | 2022-23 NORM DAY ENROLLMENT | Over-(Under-) Enrollment | % Over-(Under-) Enrollment |
|-----|---------|------|---|--|----------------------------------|----------------------|------|--------------------|--------------|-----------------|--|------------------|-----------------------------|--------------------------|----------------------------|
| 1   | 1820701 | 8207 | Academic Leadership Community           | 322 S LUCAS AVE                                | LOS ANGELES                      | 90017                | HS   | 9-12               | 2            | E               | MacArthur Park CoS   | 544              | 508                         | (36)                     | -7%                        |
| 2   | 1882301 | 8823 | Alliance Dr. Olga Mohan HS              | 644 W 17TH ST                                  | LOS ANGELES                      | 90015                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 450              | 470                         | 20                       | 4%                         |
| 3   | 1862601 | 8626 | Alliance GRM Academy High               | 2023 S UNION AVE                               | LOS ANGELES                      | 90007                | CSI  | 6-12               | 5            | S               | Manual Arts/Vermont Square CoS   | 1,010            | 1,000                       | (10)                     | -1%                        |
| 4   | 1768501 | 7685 | Alliance Tajima High                    | 1552 W ROCKWOOD ST                             | LOS ANGELES                      | 90026                | CSI  | 9-12               | 2            | E               | Downtown CoS   | 447              | 479                         | 32                       | 7%                         |
| 5   | 1777101 | 7771 | Ambassador School of Global Leadership  | 701 S CATALINA ST                              | LOS ANGELES                      | 90005                | SS   | 6-12               | 5            | W               | Koreatown/Pico-Union CoS   | 627              | 561                         | (66)                     | -11%                       |
| 6   | 1881801 | 8818 | Animo Jackie Robinson                   | 3500 S HILL ST                                 | LOS ANGELES                      | 90007                | CSI  | 9-12               | 5            | E               | South Los Angeles CoS  | 650              | 605                         | (45)                     | -7%                        |
| 7   | 1854301 | 8543 | Belmont High                            | 1575 W 2ND ST                                  | LOS ANGELES                      | 90026                | HS   | 9-12               | 2            | E               | Downtown CoS   | 1,369            | 628                         | (741)                    | -54%                       |
| 8   | 1762401 | 7624 | Camino Nuevo HS 2                       | 3500 W TEMPLE ST                               | LOS ANGELES                      | 90004                | CSI  | 9-12               | 2            | E               | Downtown CoS   | 460              | 466                         | 6                        | 1%                         |
| 9   | 1871901 | 8719 | Central City Value                      | 221 N WESTMORELAND AVE                         | LOS ANGELES                      | 90004                | CSI  | 9-12               | 2            | E               | Downtown CoS   | 480              | 479                         | (1)                      | 0%                         |
| 10  | 1851701 | 8517 | Contreras School of Bus & Tourism       | 322 S LUCAS AVE                                | LOS ANGELES                      | 90017                | HS   | 9-12               | 2            | E               | MacArthur Park CoS   | 474              | 410                         | (64)                     | -14%                       |
| 11  | 1851601 | 8516 | Cortines School of VPA                  | 450 N GRAND AVE                                | LOS ANGELES                      | 90012                | HS   | 9-12               | 2            | E               | Downtown CoS   | 1,395            | 1,183                       | (212)                    | -15%                       |
| 12  | 1871001 | 8710 | Early College Acad *                    | 400 W WASHINGTON BLVD                          | LOS ANGELES                      | 90015                | HS   | 9-12               | 5            | E               | South Los Angeles CoS  | Not Available *  | Not Available *             | Not Available *          | Not Available *            |
| 13  | 1755501 | 7555 | Ednovate - Brio Col Prep                | 350 S FIGUEROA ST                              | LOS ANGELES                      | 90071                | CSI  | 9-12               | 2            | E               | MacArthur Park CoS   | 500              | 490                         | (10)                     | -2%                        |
| 14  | 1813201 | 8132 | Foshay Learning Ctr                     | 3751 S HARVARD BLVD                            | LOS ANGELES                      | 90018                | SS   | K-12               | 1            | S               | Manual Arts/Vermont Square CoS   | 1,896            | 1,719                       | (177)                    | -9%                        |
| 15  | 1608701 | 6087 | GALA HS                                 | 2328 ST JAMES PL                               | LOS ANGELES                      | 90007                | HS   | 9-12               | 5            | S               | Manual Arts/Vermont Square CoS   | 777              | 735                         | (42)                     | -5%                        |
| 16  | 1821601 | 8216 | LA Acad of Arts and Enterprise          | 1575 W 2ND ST                                  | LOS ANGELES                      | 90026                | CSI  | 6-12               | 2            | E               | Downtown CoS   | 417              | 282                         | (135)                    | -32%                       |
| 17  | 1877401 | 8774 | LA Global Studies                       | 322 S LUCAS AVE                                | LOS ANGELES                      | 90017                | HS   | 9-12               | 2            | E               | MacArthur Park CoS   | 314              | 328                         | 14                       | 4%                         |
| 18  | 1850101 | 8501 | LA High for the Arts                    | 701 S CATALINA ST                              | LOS ANGELES                      | 90005                | HS   | 9-12               | 5            | W               | Koreatown/Pico-Union CoS   | 513              | 438                         | (75)                     | -15%                       |
| 19  | 1478301 | 4783 | Larchmont Chrtr                         | 2801 W 6TH ST                                  | LOS ANGELES                      | 90057                | CSI  | TK-12              | 2            | E               | MacArthur Park CoS   | 1,743            | 1,622                       | (121)                    | -7%                        |
| 20  | 1873601 | 8736 | Los Angeles High                        | 4650 W OLYMPIC BLVD                            | LOS ANGELES                      | 90019                | HS   | 9-12               | 1            | W               | LA Mid-City CoS  | 1,181            | 1,044                       | (137)                    | -12%                       |
| 21  | 1767401 | 7674 | Math and Sci College Prep               | 3202 W ADAMS BLVD                              | LOS ANGELES                      | 90018                | CSI  | 9-12               | 1            | W               | LA Mid-City CoS  | 532              | 539                         | 7                        | 1%                         |
| 22  | 1826001 | 8260 | New Designs Chrtr                       | 1. 2303 S FIGUEROA WAY<br>2. 1342 W ADAMS BLVD | 1. LOS ANGELES<br>2. LOS ANGELES | 1. 90007<br>2. 90007 | CSI  | 1. 6-12<br>2. 6-12 | 1. 5<br>2. 1 | 1. S<br>2. S    | 1. Manual Arts/Vermont Square CoS<br>2. Manual Arts/Vermont Square CoS | 1,302            | 758                         | (544)                    | -42%                       |
| 23  | 1778301 | 7783 | New Open World Acad                     | 3201 W 8TH ST                                  | LOS ANGELES                      | 90010                | SS   | K-12               | 5            | W               | Koreatown/Pico-Union CoS   | 1,111            | 980                         | (131)                    | -12%                       |
| 24  | 1877501 | 8775 | New Village Girls Acad                  | 147 N OCCIDENTAL BLVD                          | LOS ANGELES                      | 90026                | CSI  | 9-12               | 2            | E               | Downtown CoS   | 130              | 82                          | (48)                     | -37%                       |
| 25  | 1854401 | 8544 | Roybal Lrng Ctr                         | 1200 W COLTON ST                               | LOS ANGELES                      | 90026                | HS   | 9-12               | 2            | E               | Downtown CoS   | 1,302            | 1,113                       | (189)                    | -15%                       |
| 26  | 1871601 | 8716 | Santee Ed Cmplx                         | 1921 S MAPLE AVE                               | LOS ANGELES                      | 90011                | HS   | 9-12               | 5            | E               | South Los Angeles CoS  | 2,031            | 1,756                       | (275)                    | -14%                       |
| 27  | 1852701 | 8527 | School for Soc Just                     | 322 S LUCAS AVE                                | LOS ANGELES                      | 90017                | HS   | 9-12               | 2            | E               | MacArthur Park CoS   | 482              | 400                         | (82)                     | -17%                       |
| 28  | 1820601 | 8206 | School for the Visual Arts & Humanities | 701 S CATALINA ST                              | LOS ANGELES                      | 90005                | HS   | 9-12               | 5            | W               | Koreatown/Pico-Union CoS   | 563              | 492                         | (71)                     | -13%                       |
| 29  | 1778001 | 7780 | UCLA Community School                   | 700 S MARIPOSA AVE                             | LOS ANGELES                      | 90005                | SS   | K-12               | 5            | W               | Koreatown/Pico-Union CoS   | 1,006            | 944                         | (62)                     | -6%                        |
| 30  | 1759701 | 7597 | University Prep Value High              | 1929 W PICO BLVD                               | LOS ANGELES                      | 90006                | CSI  | 9-12               | 5            | W               | Koreatown/Pico-Union CoS   | 480              | 484                         | 4                        | 1%                         |
| 31  | 1874801 | 8748 | West Adams Prep High                    | 1500 W WASHINGTON BLVD                         | LOS ANGELES                      | 90007                | HS   | 9-12               | 5            | W               | Koreatown/Pico-Union CoS   | 1,234            | 1,093                       | (141)                    | -11%                       |
|     |         |      |   |  |                                  |                      |      |                    |              |                 | <b>TOTAL</b>   | <b>25,420</b>    | <b>22,088</b>               | <b>(3,332)</b>           | <b>-13%</b>                |

\* Early College Academy is located on the Los Angeles Trade Technical College campus. The enrollment information is not available for Early College Academy due to the school not participating in the

FY 2022-23

Total Count of District and Charter Schools  
Within the Community  
(A) Count Under-Enrolled  
(B) Count Under-Enrolled by 34.83 students  
or more  
% of (B) of (A)  
Average Students of (B)

30  
24  
21  
88%  
(162)

3-Year Average Enrollment Realization Rate  
(District & Charter Schools)  
3-Year Average Enrollment Realization Rate  
(District Schools Only)  
3-Year Average Enrollment Realization Ratio  
Within the Community (Charters Schools  
only)

3-Year Average % of Total Student  
Enrollment Attending District Schools Within  
the Proposed or Existing Community

3-Year Average % of Total Student  
Enrollment Attending Charter Schools

| No. | CCC     | LOCN | SITE NAME                               | 2023-24<br>CAPACITY | 2023-24<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>Enrollment | 2024-25<br>CAPACITY | 2024-25<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>Enrollment |
|-----|---------|------|---|---------------------|-----------------------------------|-----------------------------|-------------------------------|---------------------|-----------------------------------|-----------------------------|-------------------------------|
| 1   | 1820701 | 8207 | Academic Leadership Community           | 548                 | 459                               | (89)                        | -16%                          | 479                 | 395                               | (84)                        | -18%                          |
| 2   | 1882301 | 8823 | Alliance Dr. Olga Mohan HS              | 450                 | 466                               | 16                          | 4%                            | 450                 | 452                               | 2                           | 0%                            |
| 3   | 1862601 | 8626 | Alliance GRM Academy High               | 1,010               | 1,003                             | (7)                         | -1%                           | 1,010               | 1,035                             | 25                          | 2%                            |
| 4   | 1768501 | 7685 | Alliance Tajima High                    | 451                 | 478                               | 27                          | 6%                            | 475                 | 480                               | 5                           | 1%                            |
| 5   | 1777101 | 7771 | Ambassador School of Global Leadership  | 647                 | 500                               | (147)                       | -23%                          | 571                 | 486                               | (85)                        | -15%                          |
| 6   | 1881801 | 8818 | Animo Jackie Robinson                   | 650                 | 605                               | (45)                        | -7%                           | 650                 | 605                               | (45)                        | -7%                           |
| 7   | 1854301 | 8543 | Belmont High                            | 1,445               | 685                               | (760)                       | -53%                          | 1,220               | 617                               | (603)                       | -49%                          |
| 8   | 1762401 | 7624 | Camino Nuevo HS 2                       | 460                 | 501                               | 41                          | 9%                            | 460                 | 508                               | 48                          | 10%                           |
| 9   | 1871901 | 8719 | Central City Value                      | 480                 | 474                               | (6)                         | -1%                           | 480                 | 481                               | 1                           | 0%                            |
| 10  | 1851701 | 8517 | Contreras School of Bus & Tourism       | 467                 | 362                               | (105)                       | -22%                          | 461                 | 402                               | (59)                        | -13%                          |
| 11  | 1851601 | 8516 | Cortines School of VPA                  | 1,388               | 1,145                             | (243)                       | -18%                          | 1,279               | 1,101                             | (178)                       | -14%                          |
| 12  | 1871001 | 8710 | Early College Acad *                    | Not Available *     | Not Available *                   | Not Available *             | Not Available *               | Not Available *     | Not Available *                   | Not Available *             | Not Available *               |
| 13  | 1755501 | 7555 | Ednovate - Brio Col Prep                | 500                 | 499                               | (1)                         | 0%                            | 500                 | 496                               | (4)                         | -1%                           |
| 14  | 1813201 | 8132 | Foshay Learning Ctr                     | 1,957               | 1,626                             | (331)                       | -17%                          | 1,804               | 1,532                             | (272)                       | -15%                          |
| 15  | 1608701 | 6087 | GALA HS                                 | 701                 | 720                               | 19                          | 3%                            | 701                 | 720                               | 19                          | 3%                            |
| 16  | 1821601 | 8216 | LA Acad of Arts and Enterprise          | 455                 | 223                               | (232)                       | -51%                          | 500                 | 203                               | (297)                       | -59%                          |
| 17  | 1877401 | 8774 | LA Global Studies                       | 324                 | 308                               | (16)                        | -5%                           | 297                 | 319                               | 22                          | 7%                            |
| 18  | 1850101 | 8501 | LA High for the Arts                    | 557                 | 442                               | (115)                       | -21%                          | 553                 | 437                               | (116)                       | -21%                          |
| 19  | 1478301 | 4783 | Larchmont Chrtr                         | 1,815               | 1,625                             | (190)                       | -10%                          | 1,841               | 1,770                             | (71)                        | -4%                           |
| 20  | 1873601 | 8736 | Los Angeles High                        | 1,142               | 986                               | (156)                       | -14%                          | 1,142               | 986                               | (156)                       | -14%                          |
| 21  | 1767401 | 7674 | Math and Sci College Prep               | 532                 | 535                               | 3                           | 1%                            | 532                 | 558                               | 26                          | 5%                            |
| 22  | 1826001 | 8260 | New Designs Chrtr                       | 1,395               | 793                               | (602)                       | -43%                          | 1,395               | 785                               | (610)                       | -44%                          |
| 23  | 1778301 | 7783 | New Open World Acad                     | 1,141               | 936                               | (205)                       | -18%                          | 1,067               | 904                               | (163)                       | -15%                          |
| 24  | 1877501 | 8775 | New Village Girls Acad                  | 135                 | 82                                | (53)                        | -39%                          | 180                 | 93                                | (87)                        | -48%                          |
| 25  | 1854401 | 8544 | Roybal Lrng Ctr                         | 1,238               | 1,141                             | (97)                        | -8%                           | 1,262               | 1,134                             | (128)                       | -10%                          |
| 26  | 1871601 | 8716 | Santee Ed Cmplx                         | 2,022               | 1,693                             | (329)                       | -16%                          | 1,991               | 1,608                             | (383)                       | -19%                          |
| 27  | 1852701 | 8527 | School for Soc Just                     | 469                 | 359                               | (110)                       | -23%                          | 399                 | 328                               | (71)                        | -18%                          |
| 28  | 1820601 | 8206 | School for the Visual Arts & Humanities | 619                 | 504                               | (115)                       | -19%                          | 610                 | 514                               | (96)                        | -16%                          |
| 29  | 1778001 | 7780 | UCLA Community School                   | 976                 | 911                               | (65)                        | -7%                           | 965                 | 893                               | (72)                        | -7%                           |
| 30  | 1759701 | 7597 | University Prep Value High              | 480                 | 480                               | 0                           | 0%                            | 480                 | 491                               | 11                          | 2%                            |
| 31  | 1874801 | 8748 | West Adams Prep High                    | 1,246               | 972                               | (274)                       | -22%                          | 1,108               | 945                               | (163)                       | -15%                          |
|     |         |      |   | 25,700              | 21,513                            | (4,187)                     | -16%                          | 24,862              | 21,278                            | (3,584)                     | -14%                          |

\* Early College Academy is located on the Los Angeles Trade Technical College campus.

|  | FY 2023-24 | FY 2024-25 |
|--|------------|------------|
| <b>Total Count of District and Charter Schools</b>   | <b>30</b>  | <b>30</b>  |
| <b>Within the Community</b>  |            |            |
| (A) Count Under-Enrolled   | 24         | 21         |
| (B) Count Under-Enrolled by 34.83 students or more   | 20         | 20         |
| % of (B) of (A)  | 83%        | 95%        |
| Average Students of (B)  | (213)      | (187)      |
| <br><b>3-Year Average Enrollment Realization Rate (District &amp; Charter Schools)</b>                                       |            | 85%        |
| <b>3-Year Average Enrollment Realization Rate (District Schools Only)</b>  |            | 83%        |
| <b>3-Year Average Enrollment Realization Ratio Within the Community (Charters Schools only)</b>                              |            | 89%        |
| <br><b>3-Year Average % of Total Student Enrollment Attending District Schools Within the Proposed or Existing Community</b> |            | 64%        |
| <br><b>3-Year Average % of Total Student Enrollment Attending Charter Schools</b>  |            | 36%        |



| No. | CCC     | LOCN | SITE NAME                               | ADDRESS                | CITY        | ZIP CODE | TYPE | CONFIG | BD | PHYSICAL REGION | COS AFFILIATION                | 2022-23 CAPACITY |
|-----|---------|------|---|------------------------|-------------|----------|------|--------|----|-----------------|--------------------------------|------------------|
| 1   | 1820701 | 8207 | Academic Leadership Community           | 322 S LUCAS AVE        | LOS ANGELES | 90017    | HS   | 9-12   | 2  | E               | MacArthur Park CoS             | 544              |
| 2   | 1777101 | 7771 | Ambassador School of Global Leadership  | 701 S CATALINA ST      | LOS ANGELES | 90005    | SS   | 6-12   | 5  | W               | Koreatown/Pico-Union CoS       | 627              |
| 3   | 1854301 | 8543 | Belmont High                            | 1575 W 2ND ST          | LOS ANGELES | 90026    | HS   | 9-12   | 2  | E               | Downtown CoS                   | 1,369            |
| 4   | 1851701 | 8517 | Contreras School of Bus & Tourism       | 322 S LUCAS AVE        | LOS ANGELES | 90017    | HS   | 9-12   | 2  | E               | MacArthur Park CoS             | 474              |
| 5   | 1851601 | 8516 | Cortines School of VPA                  | 450 N GRAND AVE        | LOS ANGELES | 90012    | HS   | 9-12   | 2  | E               | Downtown CoS                   | 1,395            |
| 6   | 1871001 | 8710 | Early College Acad *                    | 400 W WASHINGTON BLVD  | LOS ANGELES | 90015    | HS   | 9-12   | 5  | E               | South Los Angeles CoS          | Not Available *  |
| 7   | 1813201 | 8132 | Foshay Learning Ctr                     | 3751 S HARVARD BLVD    | LOS ANGELES | 90018    | SS   | K-12   | 1  | S               | Manual Arts/Vermont Square CoS | 1,896            |
| 8   | 1608701 | 6087 | GALA HS                                 | 2328 ST JAMES PL       | LOS ANGELES | 90007    | HS   | 9-12   | 5  | S               | Manual Arts/Vermont Square CoS | 777              |
| 9   | 1877401 | 8774 | LA Global Studies                       | 322 S LUCAS AVE        | LOS ANGELES | 90017    | HS   | 9-12   | 2  | E               | MacArthur Park CoS             | 314              |
| 10  | 1850101 | 8501 | LA High for the Arts                    | 701 S CATALINA ST      | LOS ANGELES | 90005    | HS   | 9-12   | 5  | W               | Koreatown/Pico-Union CoS       | 513              |
| 11  | 1873601 | 8736 | Los Angeles High                        | 4650 W OLYMPIC BLVD    | LOS ANGELES | 90019    | HS   | 9-12   | 1  | W               | LA Mid-City CoS                | 1,181            |
| 12  | 1778301 | 7783 | New Open World Acad                     | 3201 W 8TH ST          | LOS ANGELES | 90010    | SS   | K-12   | 5  | W               | Koreatown/Pico-Union CoS       | 1,111            |
| 13  | 1854401 | 8544 | Roybal Lrng Ctr                         | 1200 W COLTON ST       | LOS ANGELES | 90026    | HS   | 9-12   | 2  | E               | Downtown CoS                   | 1,302            |
| 14  | 1871601 | 8716 | Santee Ed Cmplx                         | 1921 S MAPLE AVE       | LOS ANGELES | 90011    | HS   | 9-12   | 5  | E               | South Los Angeles CoS          | 2,031            |
| 15  | 1852701 | 8527 | School for Soc Just                     | 322 S LUCAS AVE        | LOS ANGELES | 90017    | HS   | 9-12   | 2  | E               | MacArthur Park CoS             | 482              |
| 16  | 1820601 | 8206 | School for the Visual Arts & Humanities | 701 S CATALINA ST      | LOS ANGELES | 90005    | HS   | 9-12   | 5  | W               | Koreatown/Pico-Union CoS       | 563              |
| 17  | 1778001 | 7780 | UCLA Community School                   | 700 S MARIPOSA AVE     | LOS ANGELES | 90005    | SS   | K-12   | 5  | W               | Koreatown/Pico-Union CoS       | 1,006            |
| 18  | 1874801 | 8748 | West Adams Prep High                    | 1500 W WASHINGTON BLVD | LOS ANGELES | 90007    | HS   | 9-12   | 5  | W               | Koreatown/Pico-Union CoS       | 1,234            |
|     |         |      |   |                        |             |          |      |        |    |                 | <b>TOTAL</b>                   | <b>16,819</b>    |

| No. | CCC     | LOCN | SITE NAME                               | 2022-23<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>Enrollment | 2023-24<br>CAPACITY | 2023-24<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-)<br>Enrollment | 2024-25<br>CAPACITY | 2024-25<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment |
|-----|---------|------|---|-----------------------------------|-----------------------------|-------------------------------|---------------------|-----------------------------------|-----------------------------|-------------------------------|---------------------|-----------------------------------|-----------------------------|
| 1   | 1820701 | 8207 | Academic Leadership Community           | 508                               | (36)                        | -7%                           | 548                 | 459                               | (89)                        | -16%                          | 479                 | 395                               | (84)                        |
| 2   | 1777101 | 7771 | Ambassador School of Global Leadership  | 561                               | (66)                        | -11%                          | 647                 | 500                               | (147)                       | -23%                          | 571                 | 486                               | (85)                        |
| 3   | 1854301 | 8543 | Belmont High                            | 628                               | (741)                       | -54%                          | 1,445               | 685                               | (760)                       | -53%                          | 1,220               | 617                               | (603)                       |
| 4   | 1851701 | 8517 | Contreras School of Bus & Tourism       | 410                               | (64)                        | -14%                          | 467                 | 362                               | (105)                       | -22%                          | 461                 | 402                               | (59)                        |
| 5   | 1851601 | 8516 | Cortines School of VPA                  | 1,183                             | (212)                       | -15%                          | 1,388               | 1,145                             | (243)                       | -18%                          | 1,279               | 1,101                             | (178)                       |
| 6   | 1871001 | 8710 | Early College Acad *                    | Not Available *                   | Not Available *             | Not Available *               | Not Available *     | Not Available *                   | Not Available *             | Not Available *               | Not Available *     | Not Available *                   | Not Available *             |
| 7   | 1813201 | 8132 | Foshay Learning Ctr                     | 1,719                             | (177)                       | -9%                           | 1,957               | 1,626                             | (331)                       | -17%                          | 1,804               | 1,532                             | (272)                       |
| 8   | 1608701 | 6087 | GALA HS                                 | 735                               | (42)                        | -5%                           | 701                 | 720                               | 19                          | 3%                            | 701                 | 720                               | 19                          |
| 9   | 1877401 | 8774 | LA Global Studies                       | 328                               | 14                          | 4%                            | 324                 | 308                               | (16)                        | -5%                           | 297                 | 319                               | 22                          |
| 10  | 1850101 | 8501 | LA High for the Arts                    | 438                               | (75)                        | -15%                          | 557                 | 442                               | (115)                       | -21%                          | 553                 | 437                               | (116)                       |
| 11  | 1873601 | 8736 | Los Angeles High                        | 1,044                             | (137)                       | -12%                          | 1,142               | 986                               | (156)                       | -14%                          | 1,142               | 986                               | (156)                       |
| 12  | 1778301 | 7783 | New Open World Acad                     | 980                               | (131)                       | -12%                          | 1,141               | 936                               | (205)                       | -18%                          | 1,067               | 904                               | (163)                       |
| 13  | 1854401 | 8544 | Roybal Lrng Ctr                         | 1,113                             | (189)                       | -15%                          | 1,238               | 1,141                             | (97)                        | -8%                           | 1,262               | 1,134                             | (128)                       |
| 14  | 1871601 | 8716 | Santee Ed Cmplx                         | 1,756                             | (275)                       | -14%                          | 2,022               | 1,693                             | (329)                       | -16%                          | 1,991               | 1,608                             | (383)                       |
| 15  | 1852701 | 8527 | School for Soc Just                     | 400                               | (82)                        | -17%                          | 469                 | 359                               | (110)                       | -23%                          | 399                 | 328                               | (71)                        |
| 16  | 1820601 | 8206 | School for the Visual Arts & Humanities | 492                               | (71)                        | -13%                          | 619                 | 504                               | (115)                       | -19%                          | 610                 | 514                               | (96)                        |
| 17  | 1778001 | 7780 | UCLA Community School                   | 944                               | (62)                        | -6%                           | 976                 | 911                               | (65)                        | -7%                           | 965                 | 893                               | (72)                        |
| 18  | 1874801 | 8748 | West Adams Prep High                    | 1,093                             | (141)                       | -11%                          | 1,246               | 972                               | (274)                       | -22%                          | 1,108               | 945                               | (163)                       |
|     |         |      |   | 14,332                            | (2,487)                     | -15%                          | 16,887              | 13,749                            | (3,138)                     | -19%                          | 15,909              | 13,321                            | (2,588)                     |

| No. | CCC     | LOCN | SITE NAME                               | % Over-(Under-) Enrollment |
|-----|---------|------|---|----------------------------|
| 1   | 1820701 | 8207 | Academic Leadership Community           | -18%                       |
| 2   | 1777101 | 7771 | Ambassador School of Global Leadership  | -15%                       |
| 3   | 1854301 | 8543 | Belmont High                            | -49%                       |
| 4   | 1851701 | 8517 | Contreras School of Bus & Tourism       | -13%                       |
| 5   | 1851601 | 8516 | Cortines School of VPA                  | -14%                       |
| 6   | 1871001 | 8710 | Early College Acad *                    | Not Available *            |
| 7   | 1813201 | 8132 | Foshay Learning Ctr                     | -15%                       |
| 8   | 1608701 | 6087 | GALA HS                                 | 3%                         |
| 9   | 1877401 | 8774 | LA Global Studies                       | 7%                         |
| 10  | 1850101 | 8501 | LA High for the Arts                    | -21%                       |
| 11  | 1873601 | 8736 | Los Angeles High                        | -14%                       |
| 12  | 1778301 | 7783 | New Open World Acad                     | -15%                       |
| 13  | 1854401 | 8544 | Roybal Lrng Ctr                         | -10%                       |
| 14  | 1871601 | 8716 | Santee Ed Cmplx                         | -19%                       |
| 15  | 1852701 | 8527 | School for Soc Just                     | -18%                       |
| 16  | 1820601 | 8206 | School for the Visual Arts & Humanities | -16%                       |
| 17  | 1778001 | 7780 | UCLA Community School                   | -7%                        |
| 18  | 1874801 | 8748 | West Adams Prep High                    | -15%                       |
|     |         |      |   | -16%                       |

| No. | CCC     | LOCN | SITE NAME                      | ADDRESS  | CITY                             | ZIP CODE             | TYPE | CONFIG             | BD           | PHYSICAL<br>REGION | COS AFFILIATION  | 2022-23<br>(Enrollment Roll-<br>Out Plan Per<br>Petition) | 2022-23<br>NORM DAY<br>ENROLLMENT | Over-(Under-<br>Enrollment) | % Over-(Under-<br>) Enrollment |
|-----|---------|------|--------------------------------|--|----------------------------------|----------------------|------|--------------------|--------------|--------------------|--|---|-----------------------------------|-----------------------------|--------------------------------|
| 1   | 1882301 | 8823 | Alliance Dr. Olga Mohan HS     | 644 W 17TH ST                                  | LOS ANGELES                      | 90015                | CSI  | 9-12               | 5            | E                  | South Los Angeles CoS  | 450   | 470                               | 20                          | 4%                             |
| 2   | 1862601 | 8626 | Alliance GRM Academy High      | 2023 S UNION AVE                               | LOS ANGELES                      | 90007                | CSI  | 6-12               | 5            | S                  | Manual Arts/Vermont Square CoS   | 1,010   | 1,000                             | (10)                        | -1%                            |
| 3   | 1768501 | 7685 | Alliance Tajima High           | 1552 W ROCKWOOD ST                             | LOS ANGELES                      | 90026                | CSI  | 9-12               | 2            | E                  | Downtown CoS   | 447   | 479                               | 32                          | 7%                             |
| 4   | 1881801 | 8818 | Animo Jackie Robinson          | 3500 S HILL ST                                 | LOS ANGELES                      | 90007                | CSI  | 9-12               | 5            | E                  | South Los Angeles CoS  | 650   | 605                               | (45)                        | -7%                            |
| 5   | 1762401 | 7624 | Camino Nuevo HS 2              | 3500 W TEMPLE ST                               | LOS ANGELES                      | 90004                | CSI  | 9-12               | 2            | E                  | Downtown CoS   | 460   | 466                               | 6                           | 1%                             |
| 6   | 1871901 | 8719 | Central City Value             | 221 N WESTMORELAND AVE                         | LOS ANGELES                      | 90004                | CSI  | 9-12               | 2            | E                  | Downtown CoS   | 480   | 479                               | (1)                         | 0%                             |
| 7   | 1755501 | 7555 | Ednovate - Brio Col Prep       | 350 S FIGUEROA ST                              | LOS ANGELES                      | 90071                | CSI  | 9-12               | 2            | E                  | MacArthur Park CoS   | 500   | 490                               | (10)                        | -2%                            |
| 8   | 1821601 | 8216 | LA Acad of Arts and Enterprise | 1575 W 2ND ST                                  | LOS ANGELES                      | 90026                | CSI  | 6-12               | 2            | E                  | Downtown CoS   | 417   | 282                               | (135)                       | -32%                           |
| 9   | 1478301 | 4783 | Larchmont Chrtr                | 2801 W 6TH ST                                  | LOS ANGELES                      | 90057                | CSI  | TK-12              | 2            | E                  | MacArthur Park CoS   | 1,743   | 1,622                             | (121)                       | -7%                            |
| 10  | 1767401 | 7674 | Math and Sci College Prep      | 3202 W ADAMS BLVD                              | LOS ANGELES                      | 90018                | CSI  | 9-12               | 1            | W                  | LA Mid-City CoS  | 532   | 539                               | 7                           | 1%                             |
| 11  | 1826001 | 8260 | New Designs Chrtr              | 1. 2303 S FIGUEROA WAY<br>2. 1342 W ADAMS BLVD | 1. LOS ANGELES<br>2. LOS ANGELES | 1. 90007<br>2. 90007 | CSI  | 1. 6-12<br>2. 6-12 | 1. 5<br>2. 1 | 1. S<br>2. S       | 1. Manual Arts/Vermont Square CoS<br>2. Manual Arts/Vermont Square CoS | 1,302   | 758                               | (544)                       | -42%                           |
| 12  | 1877501 | 8775 | New Village Girls Acad         | 147 N OCCIDENTAL BLVD                          | LOS ANGELES                      | 90026                | CSI  | 9-12               | 2            | E                  | Downtown CoS   | 130   | 82                                | (48)                        | -37%                           |
| 13  | 1759701 | 7597 | University Prep Value High     | 1929 W PICO BLVD                               | LOS ANGELES                      | 90006                | CSI  | 9-12               | 5            | W                  | Koreatown/Pico-Union CoS   | 480   | 484                               | 4                           | 1%                             |
|     |         |      |                                |  |                                  |                      |      |                    |              |                    | <b>TOTAL</b>   | <b>8,601</b>  | <b>7,756</b>                      | <b>(845)</b>                | <b>-10%</b>                    |

| No. | CCC     | LOCN | SITE NAME                      | 2023-24<br>(Enrollment Roll-Out<br>Plan Per Petition) | 2023-24<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-<br>(Under-)<br>Enrollment | 2024-25<br>(Enrollment Roll-<br>Out Plan Per<br>Petition) | 2024-25<br>NORM DAY<br>ENROLLMENT | Over-(Under-)<br>Enrollment | % Over-(Under-<br>) Enrollment |
|-----|---------|------|--------------------------------|---|-----------------------------------|-----------------------------|-----------------------------------|---|-----------------------------------|-----------------------------|--------------------------------|
| 1   | 1882301 | 8823 | Alliance Dr. Olga Mohan HS     | 450   | 466                               | 16                          | 4%                                | 450   | 452                               | 2                           | 0%                             |
| 2   | 1862601 | 8626 | Alliance GRM Academy High      | 1,010   | 1,003                             | (7)                         | -1%                               | 1,010   | 1,035                             | 25                          | 2%                             |
| 3   | 1768501 | 7685 | Alliance Tajima High           | 451   | 478                               | 27                          | 6%                                | 475   | 480                               | 5                           | 1%                             |
| 4   | 1881801 | 8818 | Animo Jackie Robinson          | 650   | 605                               | (45)                        | -7%                               | 650   | 605                               | (45)                        | -7%                            |
| 5   | 1762401 | 7624 | Camino Nuevo HS 2              | 460   | 501                               | 41                          | 9%                                | 460   | 508                               | 48                          | 10%                            |
| 6   | 1871901 | 8719 | Central City Value             | 480   | 474                               | (6)                         | -1%                               | 480   | 481                               | 1                           | 0%                             |
| 7   | 1755501 | 7555 | Ednovate - Brio Col Prep       | 500   | 499                               | (1)                         | 0%                                | 500   | 496                               | (4)                         | -1%                            |
| 8   | 1821601 | 8216 | LA Acad of Arts and Enterprise | 455   | 223                               | (232)                       | -51%                              | 500   | 203                               | (297)                       | -59%                           |
| 9   | 1478301 | 4783 | Larchmont Chrtr                | 1,815   | 1,625                             | (190)                       | -10%                              | 1,841   | 1,770                             | (71)                        | -4%                            |
| 10  | 1767401 | 7674 | Math and Sci College Prep      | 532   | 535                               | 3                           | 1%                                | 532   | 558                               | 26                          | 5%                             |
| 11  | 1826001 | 8260 | New Designs Chrtr              | 1,395   | 793                               | (602)                       | -43%                              | 1,395   | 785                               | (610)                       | -44%                           |
| 12  | 1877501 | 8775 | New Village Girls Acad         | 135   | 82                                | (53)                        | -39%                              | 180   | 93                                | (87)                        | -48%                           |
| 13  | 1759701 | 7597 | University Prep Value High     | 480   | 480                               | 0                           | 0%                                | 480   | 491                               | 11                          | 2%                             |
|     |         |      |                                | 8,813   | 7,764                             | (1,049)                     | -12%                              | 8,953   | 7,957                             | (996)                       | -11%                           |

## ATTACHMENT F

## Instructions for Completing this Community Impact Assessment Template for Material Revision Requests

Per the Material Revision and the Facilities sections of the *LAUSD Policy and Procedures for Charter Schools*, a Community Impact Assessment is required when a charter school seeks:

1. Expansion to one or more additional sites (if outside the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*)
2. Change in location/address outside the community (as defined in the *LAUSD Policy and Procedures for Charter Schools*)
3. Expansion of additional grade levels served

**Please review the instructions and template carefully to complete the Community Impact Assessment (as part of the Material Revision application for consideration by the LAUSD Board of Education).**

“To assist in the determination whether the charter school requesting an expansion or change in location/address is demonstrably likely or unlikely to serve the interests of the entire community in which the school proposes to locate or expand, the charter school must submit a Community Impact Assessment as part of its material revision request. The Community Impact Assessment will be based on analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education’s website, etc.) and on evidence of community engagement and outreach. The charter school shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment” (*LAUSD Policy and Procedures for Charter Schools*).

Please note that “**community**” and “**identified geographical area**” are defined as follows in the *LAUSD Policy and Procedures for Charter Schools*:

“For purposes of this Policy and Procedures, a ‘community’ includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the charter school (inclusive of the proposed additional grade levels being requested, if applicable). The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the charter school's material revision application. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius.”

Please ensure that the terms used in the narrative response sections below are consistent with the definitions above and other applicable sections of the *LAUSD Policy and Procedures for Charter Schools*.

**Prior to beginning work on the Community Impact Assessment, please contact the Charter Schools Division for a list of Schools within the Community** (i.e., the District and charter schools serving any of the same grade levels proposed to be served by the charter school within the identified geographical area).

Prior to submission of the Community Impact Assessment as part of the Material Revision, please contact your assigned Charter Schools Division administrator to establish a Dropbox folder for your submission. Please create a folder titled “Community Impact Assessment” and include this completed template in the top level of the folder. Within this folder, create separate subfolders to store evidence corresponding to each section of the Community Impact Assessment and title each subfolder accordingly (e.g., “Section 1 Evidence”, “Section 2 Evidence”, etc.). Please ensure that all pieces of evidence included in each subfolder are clearly labeled with a unique file name.

In all sections below, there are spaces to include narrative responses to questions, as well as a separate area to list all evidence supporting the assertions in the narrative responses.

In the **Evidence** table for each section below, list each source of evidence on a separate row with a corresponding number in the “Citation” column. Each row should include the following:

- **File Name:** The name of the file as it appears in the evidence folder submitted to Dropbox.
- **Link\*** (optional): A URL link to the file’s Dropbox location (hyperlinks or shortened links are preferred).
- **Description of Evidence:** A brief description of the evidence.

\*Please note that some sources of evidence (e.g., CA School Dashboard data) may be updated by a third party. For this reason, a link to a time-stamped copy of the data (e.g., print out, screen shot, etc.) is preferable to a URL address of the original source.

Within the narrative response(s) of each section below, please clearly cite the specific evidence supporting each statement asserted by the petitioner using the number(s) from the “Citation” column in the Evidence table. If a statement is supported by more than one piece of evidence listed in the Evidence table, include all citation numbers, separated by commas. If a piece of evidence supports statement in multiple sections, please list the evidence in only one section’s Evidence table and refer to that citation number in each Narrative response as appropriate.

For example:

*[Statement asserted by the petitioner] (1.2). [Statement asserted by the petitioner] (1.1, 2.6, and 5.3).*

Types of evidence that may be provided as part of the Community Impact Assessment include, but are not limited to, emails and other correspondence, CA Dashboard reports, demographic data, maps, multilingual notices/flyers, presentation materials, meeting agendas, sign-in sheets, survey results, etc.

If there are more than 10 pieces of evidence for a particular section, please insert additional rows in the Evidence table for that section and number the citation number accordingly (e.g., 1.11, 1.12, 1.13, etc.).

**Note:** This document is subject to change. Prior to submission, please check the [CSD website](#) to ensure you are using the most current version of the template.

For additional reference, please review the *LAUSD Policy and Procedures for Charter Schools*.



## COMMUNITY IMPACT ASSESSMENT TEMPLATE (Material Revision Request)

| GENERAL INFORMATION   |  |
|---|--|
| Name of Charter School  | <b>Collegiate Charter High School of Los Angeles</b>   |
| Current location (street address, city, and zip code)   | <b>725 South Indiana Street<br/>Los Angeles, California 90023<br/>(Co-Located at Robert Louis Stevenson Middle School)</b>   |
| Current LAUSD Community of Schools  | <b>Boyle Heights Community of Schools</b>  |
| Current LAUSD Board District  | <b>Board District 2 (Dr. Rocio Rivas)</b>  |
| Current LAUSD Region (formerly Local District)  | <b>East</b>  |
| Current Grade Levels Authorized to Serve per Approved Charter   | <b>9-12</b>  |
| Current Enrollment Capacity Authorized per Approved Charter<br><br><small>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</small> | <b>420 students</b>  |
| Indicate Requested Material Revision  | <input type="checkbox"/> Expansion to one or more additional sites outside the community as defined by <i>LAUSD Policy and Procedures for Charter Schools</i><br><input checked="" type="checkbox"/> Change in location/address outside the community as defined by <i>LAUSD Policy and Procedures for Charter Schools</i><br><input type="checkbox"/> Expansion of additional grade levels served |

| SECTION 1:<br>IDENTIFICATION of the COMMUNITY for the PROPOSED MATERIAL REVISION  |
|---|
| NARRATIVE   |
| <p>a. In the space below, identify and describe the <b><u>community in which the proposed additional site or new site (for a move) will be located</u></b>, or the proposed expansion of additional grade levels served will occur.</p>   |
| <p>Collegiate Charter High School of Los Angeles (“Collegiate” or “CCSHLA”) serves students in grades 9-12. The proposed new governance structure and merger with Equitas Academy Charter Schools (“Equitas”) and new site (a move) for the school is to 2501 West 7th Street, Los Angeles, California 90057. There is no requested increase in enrollment capacity nor a proposed expansion of grade levels.</p> <p>The school will be located in the MacArthur Park / Westlake neighborhood adjacent to Pico-Union. Both neighborhoods are characterized as densely populated communities with multi-family housing units (renters occupy 94.9% of housing). The neighborhoods currently served by Equitas consist largely of recent immigrants with Mexico (36.8%) and El Salvador (17.2%) as the most common places of birth for the 67.6% of the residents who were born abroad. The population skews younger and with a lower annual salary than the rest of Los Angeles county. This neighborhood shares similarities with Collegiate’s current location in Boyle Heights, a predominantly Hispanic neighborhood (76%) with a large English Learner population (83%), large immigrant population with renters comprising the majority of multi-family housing.</p> <p>Pico-Union, home to Equitas’ schools, is a vibrant neighborhood, filled with community, culture and history. According to the Los Angeles Times in October 2022, “In Los Angeles, the overcrowding rate is 11%. In Pico-Union, it is 40%, making the community just west of downtown one of the most crowded in the country. Some 40,000 people live in its 1.33 square miles — a population density that surpasses New York City’s.”</p> <p>A strong partnership with Pico-Union is at the heart of Equitas. Equitas engages in daily work within the community, and Equitas alumni are developing into future community leaders. Equitas’ Community Schools model will also be expanding these deep partnerships within Pico-Union to support students, staff, and families, and to foster safe and supportive learning environments for everyone in our care. As part of this move, Collegiate will be joining the Equitas network, enabling its school community to benefit from network resources including those acquired through Community Schools grant funding.</p> |
| <p>b. In consideration of the existing District and charter schools operating within the Community of Schools and three-mile radius, please describe pertinent information identified regarding the community for the proposed material revision.</p>   |
| <p>The following list of schools in the community have been provided by the LAUSD’s Office of</p>   |

Mater Planning and Demographics (MPD). The list was generated based on the addresses provided by Collegiate, which also shows the relocation distance as determined by MPD:

| School  | Current Address                          | Current COS       | Proposed Address                                    | Proposed COS       | Distance between current and proposed new address |
|---|--|-------------------|---|--------------------|---|
| Collegiate Charter High School of Los Angeles (LOC 7594), grades 9-12 | 725 S. Indiana St.<br>Los Angeles, 90023 | Boyle Heights CoS | 2501 W. 7 <sup>th</sup> Street<br>Los Angeles 90057 | MacArthur Park CoS | 5.56 Miles  |

- Academic Leadership Community
- Alliance Dr. Olga Mohan HS
- Alliance GRM Academy High
- Alliance Tajima High
- Ambassador School of Global Leadership
- Animo Jackie Robinson
- Belmont High
- Camino Nuevo HS 2
- Central City Value
- Contreras School of Bus & Tourism
- Cortines School of VPA
- Early College Acad
- Ednovate - Brio Col Prep
- Foshay Learning Ctr
- GALA HS
- LA Acad of Arts and Enterprise
- LA Global Studies
- LA High for the Arts
- Larchmont Charter
- Los Angeles High
- Math and Sci College Prep
- New Designs Charter
- New Open World Acad
- New Village Girls Acad
- Roybal Lrng Ctr
- Santee Ed Cmplx
- School for Soc Just
- School for the Visual Arts & Humanities
- UCLA Community School
- University Prep Value High
- West Adams Prep High

#### EVIDENCE TABLE

(Add additional rows as needed)

| Citation | File Name | Link (optional) | Description of Evidence |
|----------|-----------|-----------------|-------------------------|
|----------|-----------|-----------------|-------------------------|

|      |  |  |  |
|------|--|--|--|
| 1.1  | 1.1 How L.A. became the most overcrowded place in the U.S. - Los Angeles Times.pdf | <a href="#">1.1 How L.A. became the most overcrowded place in the U.S. - Los Angeles Times.pdf</a> | Article contains statistics on the density and population of Pico-Union.   |
| 1.2  | 1.2 Collegiate Charter High School of LA_Schools within the Community List         | <a href="#">Collegiate Charter High School of LA_Schools Within Community List</a>                 | On Tuesday December 10, 2024, Luis Aguilar Specialist, Charter Schools Division, Los Angeles Unified School District, provided this list, which was generated by the Office of Master Planning and Demographics. |
| 1.3a | 1.3a Pico-Union, Los Angeles - Wikipedia.pdf                                       | <a href="#">1.3a Pico-Union, Los Angeles - Wikipedia.pdf</a>                                       | Wikipedia article with statistics about Pico-Union.  |
| 1.3b | 1.3b Westlake, Los Angeles - Wikipedia.pdf   | <a href="#">1.3b Westlake, Los Angeles - Wikipedia.pdf</a>   | Wikipedia article with statistics about Westlake / MacArthur Park.   |
| 1.4  | 1.4 MacArthur-Park-Neighborhood-Council-Map  | <a href="#">1.4 MacArthur Park Neighborhood Council Map</a>  | Neighborhood Council map of MacArthur Park / Westlake neighborhood   |
| 1.5  | 1.5 Pico-Union-Neighborhood-Council-Map  | <a href="#">1.5 Pico-Union-Neighborhood-Council-Map</a>  | Neighborhood Council map of Pico-Union neighborhood  |
| 1.6  | 1.6 standard_report 2022_BOYLE_HTS_mail  | <a href="#">1.6 standard_report2022_BOYLE_HTS_mail</a>   | Demographics of Boyle Heights  |

| SECTION 2:<br>FACILITIES PLAN   |  |
|---|--|
| <p><b>COMPLETE THIS SECTION FOR ADDITIONAL SITE(S) OUTSIDE THE COMMUNITY OR CHANGE IN LOCATION OUTSIDE THE COMMUNITY (MOVE) REQUESTS.</b></p> <p><b>FOR REQUESTS TO SERVE ADDITIONAL GRADE LEVELS, PROCEED TO SECTION 3: COMMUNITY ENGAGEMENT</b></p>   |  |
| Anticipated Timeline to Operate (i.e., provide public education to students) on the Proposed Additional Site or New Location  | <b>July 1, 2025</b>  |
| Proposed Location (street address, city, and zip code)  | <b>2501 West 7th Street<br/>Los Angeles, CA 90057</b>  |
| LAUSD Community of Schools of the Proposed Location   | <b>MacArthur Park CoS</b>  |
| LAUSD Board District of the Proposed Location   | <b>Board District 2 (Dr. Rocio Rivas)</b>  |
| LAUSD Region of the Proposed Location   | <b>East</b>  |
| Current Enrollment Capacity Authorized per Approved Charter<br><small>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</small>   | <b>420 students</b>  |
| Request to Change Currently Authorized Enrollment Capacity  | <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Yes<br>If "Yes", indicate proposed Enrollment Capacity: |
| NARRATIVE   |  |
| <p>a. In the space below, <u>briefly describe</u> the facilities plan for the proposed additional site or new site (for a move) including, but not limited to, the steps the charter school has taken to research and/or secure facilities within the proposed community, and how the facilities plan serves the interests of the entire community.</p> |  |
| <p><b><u>FACILITIES PLAN:</u></b></p> <p><b><u>Collegiate Charter High School of Los Angeles to Move to 2501 West 7th Street</u></b><br/>           Effective July 1, 2025, and subject to approval by the Los Angeles Unified School District Board of Education, Collegiate Charter High School of Los Angeles (current enrollment: ~145</p>          |  |

students), which, pursuant to Proposition 39, is currently co-located at Los Angeles Unified School District's Robert Louis Stevenson Middle School, 725 South Indiana Street, Los Angeles, California 90023, will move 6.1 miles (by road, inclusive of turns) to a private, Equitas-owned facility located at 2501 West 7th Street, Los Angeles, California 90057.

2501 West 7th Street is a 2020-built, 0.18 acre, 32,835 square foot 5 story building with a rooftop patio and 16 classrooms and additional administrative, conference room, multi-purpose room, teacher lounge, kitchen, and office space. 2501 West 7th Street has an occupancy capacity of 555 students.

#### **Equitas Academy #4 to Move to 1612 West Pico Boulevard**

Equitas Academy #4 is currently located in an Equitas-owned private facility located at 2501 West 7th Street, Los Angeles, California 90057 (i.e., the proposed new site for Collegiate Charter High School of Los Angeles.) Effective July 1, 2025, and subject to approval by the Los Angeles Unified School District Board of Education, Equitas Academy #4 (current enrollment: ~448 students) will move 1.4 miles (by road, inclusive of turns) to another private, Equitas-owned facility located at 1612 West Pico Boulevard, Los Angeles, California 90015, where Equitas Academy #5 (current enrollment: ~184 students) and Equitas Academy #6 (current enrollment: ~210 students) are and will continue to be located. This will allow 2501 West 7th Street to be occupied by Collegiate Charter High School of Los Angeles.

On or about January 2, 2025, Equitas Academy #4 also submitted a concurrent request for material revision to the Los Angeles Unified School District Board of Education requesting to move from its private, Equitas-owned facility at 2501 West 7th Street, Los Angeles, California 90057, to a private, Equitas-owned 1,000-student capacity facility located at 1612 West Pico Boulevard, Los Angeles, California 90015.

#### **SERVING THE INTERESTS OF THE COMMUNITY:**

##### **CCHSLA Community:**

- Equitas operates elementary and middle schools. They have a 15-year track record of hiring and developing effective teachers and leaders and operating with systems and practices that yield high student achievement. Collegiate Charter High School of Los Angeles is eager to join an organization with that level of success serving a population similar to Collegiate Charter High School of Los Angeles.
- Equitas' senior leadership, including the Chief Executive Officer, Chief Schools Officer, and Managing Director of Schools have deep experience leading public high schools, including LAUSD high schools, and will be able to offer professional development and guidance to the instructional leaders at Collegiate.
- Collegiate Charter High School of Los Angeles' Principal will have greater capacity to focus on student culture and instruction instead of finance, compliance, legal, and other business aspects of the school that can be managed by Equitas' network staff. Collegiate Charter High School of Los Angeles's Principal will be able to dedicate their

time and energy to student instruction and school culture, while Equitas's network staff takes responsibility for finance, compliance, legal matters, and other operational aspects of the school.

- Structured sharing of best practices, especially in the evolving world of education technology and socio-emotional learning will accelerate Collegiate's continued growth in those areas.
- Through this material revision, Collegiate Charter High School of Los Angeles and Equitas expect to be able to offer a broader variety of elective classes and extracurricular activities and programs.
- Operational roles can be divided among experts in their fields, such as human resources, finance, etc. rather than expecting deep knowledge in multiple fields to reside within a single school leader.
- At scale, there can be experts who monitor and guide the school's response to changing compliance requirements such as new laws, reporting requirements, changes to policies, and safety protocols.

#### **Equitas Community:**

- Equitas's mission is to prepare students for college, but it does not currently serve grades 9-12. Adding a high school will complete the mission envisioned more than 15 years ago. For many years, Equitas families have been requesting that a high school be added to the network to create a seamless TK-12 college preparatory experience.
- Equitas and Collegiate were both founded through the Building Excellent Schools fellowship. The mission and core beliefs upon which both organizations were founded are well-aligned.
- Collegiate Charter High School of Los Angeles has a proven track record of college acceptances (over 98%), in line with Equitas's mission.
- Collegiate Charter High School of Los Angeles serves a student population that is similar to the demographics of the Pico-Union and surrounding communities that Equitas serves. In fact, Collegiate Charter High School of Los Angeles serves a significantly higher percentage of English Learners, recently arrived immigrants, and students with disabilities than the other charter high schools in the Pico Union/MacArthur park community - much more reflective of the actual demographics of the community.
- Collegiate Charter High School of Los Angeles occupying the facility currently occupied by Equitas Academy #4 will allow that middle school to move to a private site adjacent to three of the feeder elementary schools, which will be much more convenient for families with siblings across those schools.

#### **LAUSD Community:**

- In 2023, the Los Angeles Unified School District Board of Education passed a resolution aiming to protect students at specific campuses from charter school co-locations. Stevenson Middle School was on that list of schools. This material revision would achieve the goal of that resolution by moving Collegiate off of the

Stevenson campus and into a private facility. Per the policy that was born from that resolution, once Collegiate moves from that campus, no other charter schools will co-locate on the Stevenson campus.

- Moving Collegiate to a private site will reduce the number of Prop 39 proposals that the Charter Schools Division has to review annually, which is a very time-consuming process for the District.
- Collegiate and the six Equitas schools are all currently overseen by the same Charter Schools Division specialist, Luis Aguilar. Having Collegiate join the Equitas network will create efficiency in the Charter School Division's oversight responsibilities by creating streamlined communication with leadership and consolidating policies and other organizing documents that are reviewed by Mr. Aguilar and the team annually.

b. Provide a specific description, with supporting documentation, of each identified public or private site's ability to accommodate the charter school's enrollment projection.

The Certificate of Occupancy applicable to 2501 West 7th Street permits the operation of a "Charter School - Middle" and has an "E" occupancy limit of 555 students. **[Evidence Table Citation 2.1]** The occupancy group per the Building Code is "E", which is the same for middle school and high school. Additionally, the requirements for the Building Code, Chapter 4, for high schools and middle schools are the same. Accordingly, on or about December 18, 2024, Equitas Academy Charter Schools, Inc. submitted an application to the Los Angeles City Planning Commission requesting that the Certificate of Occupancy be amended to permit the operation of a middle (Grades 5-8) and/or high school (Grades 9-12) and maintaining the current occupancy limit of 555 students. **[Evidence Table Citation 2.2]** Equitas anticipates approval of its application no later than March-April 2025.

#### EVIDENCE TABLE

| Citation | File Name   | Link (optional)   | Description of Evidence  |
|----------|---|---|--|
| 2.1      | 2.1 2501 West 7th Street Certificate of Occupancy.pdf | <a href="#">2501 W. 7th Street Certificate of Occupancy</a>                                     | Certificate of Occupancy for 2501 West 7th Street, Los Angeles, California 90057   |
| 2.2      | 2.2 2501 W 7th Steet Plan App Confirmation.pdf        | <a href="#">Los Angeles City Planning Commission ePlanLA application for 2501 W. 7th Street</a> | ePlanLA application to change the Certificate of Occupancy school type for 2501 West 7th Street from "Charter School - Middle" to "Charter School - Middle/High School" or its equivalent. |

#### PRIVATE SITES



|   |  |
|---|--|
| Is the charter school planning to utilize a private site (i.e., non-District site) for the proposed additional site or new site (for a move)?   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No |
| <p>If the charter school checked “Yes,” please proceed to the next question in this section.</p> <p>If the charter school checked “No,” please skip to the “DISTRICT SCHOOL SITE (Prop. 39)” table below.</p>   |  |
| Has the charter school identified (e.g., has a current site, researched a site, leased a site, etc.) any specific potential private sites within the target community?  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No |
| <p>If the charter school checked “Yes,” please complete the remainder of the table below for each potential private site.</p> <p>If the charter school checked “No,” please skip to the “DISTRICT SCHOOL SITE (Prop. 39)” table below.</p> <p>If the charter school has identified more than two potential private sites, <b>please copy and re-number the table below, as needed, for each additional site.</b></p>  |  |
| <p align="center"><b>Potential Private Site #1</b></p>  |  |
| <p>In the space below, please describe the specific steps the charter school has taken/is taking to research and secure this site. Please ensure the response includes the anticipated timeline to operate (i.e., provide public education to students) on the proposed site.</p>   |  |
| <p>As part of this proposed partnership and merger, Collegiate Charter High School of Los Angeles has secured an agreement, and as indicated by the independent governing board resolutions of both Equitas Academy Charter Schools, Inc. and Collegiate Charter High School of Los Angeles, and effective July 1, 2025, and subject to approval by the Los Angeles Unified School District Board of Education, Collegiate Charter High School of Los Angeles <u>will move</u> 6.1 miles (by road, inclusive of turns) to a private, Equitas-owned facility located at 2501 West 7th Street, Los Angeles, California 90057.</p> <p>2501 West 7th Street is a 2020-built, 0.18 acre, 32,835 square foot 5 story building with a rooftop patio and 16 classrooms and additional administrative, conference room, multi-purpose room, teacher lounge, kitchen, and office space. 2501 West 7th Street has an occupancy capacity of 555 students.</p> <p>The Certificate of Occupancy applicable to 2501 West 7th Street permits the operation of a “Charter School - Middle” and has an “E” occupancy limit of 555 students. <b>[Evidence Table Citation 2.1]</b> The occupancy group per the Building Code is “E”, which is the same for middle school and high school. Additionally, the requirements for the Building Code, Chapter 4, for high schools and middle schools are the same. Accordingly, on December 18, 2024, Equitas Academy Charter Schools, Inc. submitted an application to the Los Angeles City Planning</p> |  |

Commission requesting that the Certificate of Occupancy be amended to permit the operation of a middle (Grades 5-8) and/or high school (Grades 9-12) and maintaining the current occupancy limit of 555 students. **[Evidence Table Citation 2.2]** Equitas anticipates approval of its application no later than March 2025.

In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the charter school's enrollment projection in its first year of operation at the proposed site and each subsequent year for the term of the charter, at this proposed site. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.

The Certificate of Occupancy for 2501 West 7th Street is for 555 students. **[Evidence Table Citation 2.1]** The occupancy group per the Building Code is "E", which is the same for middle school and high school. Additionally, the requirements for the Building Code, Chapter 4, for high schools and middle schools are the same. Accordingly, on December 18, 2024, Equitas Academy Charter Schools, Inc. submitted an application to the Los Angeles City Planning Commission requesting that the Certificate of Occupancy be amended to permit the operation of a middle (Grades 5-8) and/or high school (Grades 9-12) and maintaining the current occupancy limit of 555 students. **[Evidence Table Citation 2.2]** Equitas anticipates approval of its application no later than March 2025.

Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2 Evidence folder and listed in the Section 2 Evidence Table above.

Address: **2501 W 7TH ST 90057**

Maximum Occupancy: **555**

Approved Use(s): **Charter School - Middle**

Issuing Authority (e.g., "City of Los Angeles"): **City of Los Angeles - Department of Building and Safety**

Does the site require\* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition (including, but not limited to, the site's ability to accommodate the school's enrollment roll out plan)?

☐ Yes

☒ No

\*Please refer to "Charter Schools Facilities Requirements" on p. 71 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.

If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or

other facilities improvements in the space below.

**Not Applicable.**

Please provide the requested information in the rows below, consistent with the description above.

Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: **Not Applicable.**

Projected Cost: **Not Applicable.**

Projected Schedule (start date / completion date): **Not Applicable.**

#### DISTRICT SCHOOL SITE (Prop. 39)

Does the charter school intend to submit a request for use of District facilities pursuant to Education Code § 47614 (Prop. 39) for this proposed additional site or change of location (for a move)?

☐ Yes

☒ No

**Not Applicable.**

Per the *LAUSD Policy and Procedures for Charter Schools*, a petitioner's stated intention to use District facilities pursuant to Proposition 39, by itself, will not be deemed against the entire community's interest, but the petitioner shall include, in its facilities plan, detailed information and analysis regarding the specific District school site(s) where the petitioner wishes to locate.

Facts related to District facilities (e.g., sale of property, increases in enrollment, etc.) are subject to change.

Proposition 39 facilities are determined on an annual basis through a separate annual process, pursuant to applicable law and regulation. As such, petitioners should not make assertions that may be inconsistent with that regulatory process and requirements.

**NOTE: Completion and submission of this section *does not* constitute a facilities request under California Education Code § 47614 and its implementing regulations.**

### SECTION 3: EVIDENCE of COMMUNITY ENGAGEMENT

#### NARRATIVE

a. In the space below, describe and provide documented evidence of transparent, inclusive, and active community engagement activities and outreach specific to the proposed action (i.e., addition of a site, move, or expansion of grade levels served) within the target community (i.e., the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*, that the charter school proposes to serve) in which the proposed additional site or new site (for a move) seeks to locate or the proposed expansion of additional grade levels served will occur, including, but not limited to, engagement with the following stakeholder groups:

- ☐ Parents in the community
- ☐ Existing public schools (as indicated on the list of Schools within the Community provided by the CSD)
- ☐ Neighborhood councils
- ☐ Community-based organizations
- ☐ Elected representatives
- ☐ LAUSD Region(s) and Community of Schools leadership
- ☐ LAUSD Board of Education members

#### **Community Engagement Activities and Outreach:**

Collegiate has worked in partnership with Equitas on community engagement, leveraging the relationships our respective organizations have in our communities. Due to the collaborative nature of this requested material revision, some outreach was delegated to Equitas as our prospective partner. When appropriate, a representative from Collegiate joined the meetings and otherwise notes and community feedback were shared with Collegiate after the meetings. Detailed below are the activities taken to date.

#### **1. Parents in the Community:**

##### **Past Engagements:**

- On October 21, 2024, Collegiate, in collaboration with Equitas, sent a family survey to all current - i.e., 2024-25 - Equitas 8th grade students and families (approximately 215 students and families.) **[Evidence Table Citation 3.1-3.4]**
- On October 22, 2024, Collegiate, in collaboration with Equitas, held an in-person “cafecito” meeting hosted by Equitas’ Chief Executive Officer, Dr. Sofia P. Roditti, for the families of Equitas Academy #4 and members of the community who might be impacted by the move of Equitas Academy #4 and CCHSLA becoming a part of the Equitas network of schools. **[Evidence Table Citation 3.5]**

- On October 23, 2024, Collegiate, in collaboration with Equitas, held an in-person “cafecito” meeting hosted by Equitas’ Chief Executive Officer, Dr. Sofia P. Roditti, for the families of Equitas Academy #5 and Equitas Academy #6 families and members of the community who might be impacted by the move of Equitas Academy #4 into Equitas’ 1612 W. Pico Boulevard site and CCHSLA becoming a part of the Equitas network of schools. **[Evidence Table Citation 3.6]**
- On October 24, 2024, Collegiate held an in-person meeting hosted by Collegiate Executive Director, Edward Morris, for CCHSLA families to discuss and gather feedback about the partnership and merger with Equitas and location change. **[Evidence Table Citation 3.7]**
- On October 28, 2024, Collegiate held a virtual meeting hosted by Collegiate Executive Director, Edward Morris, for CCHSLA families to discuss and gather feedback about the partnership and merger with Equitas and location change. **[Evidence Table Citation 3.7]**
- On October 30, 2024, Collegiate, in collaboration with Equitas, held a virtual “cafecito” meeting hosted by Equitas’ Chief Executive Officer, Dr. Sofia P. Roditti, for all Equitas families and community members to discuss CCHSLA becoming a part of the Equitas network of schools. **[Evidence Table Citation 3.8]**
- On November 21, 2024, Collegiate, in collaboration with Equitas, held a virtual meeting with Equitas’ Chief Executive Officer, Dr. Sofia P. Roditti, for all Collegiate families and community members to discuss CCHSLA becoming a part of the Equitas network of schools. **[Evidence Table Citation 3.9]**

Future (Scheduled) Engagements:

- On January 11, 2025, Collegiate will hold an in-person and virtual meet-and-greet meeting for Equitas families and community members at Equitas’ 2501 West 7th Street site to discuss CCHSLA becoming a part of the Equitas network of schools. **[Evidence Table Citation 3.10]**
- In Fall of 2024, Collegiate and Equitas formed a Merger and Partnership Steering Committee consisting of Collegiate and Equitas parents, students, and employee representatives to discuss CCHSLA becoming a part of the Equitas network of school and CCHSLA locating to Equitas’ 2501 West 7th Street site. In-person meeting dates and topics are scheduled as follows:
  - January 28, 2025: Relationship building, committee purpose
  - February 25, 2025: Staff and student culture alignment
  - March 25, 2025: Continued culture alignment, enrollment strategy, April 29, 2025: Professional development and summer planning
  - May 27, 2025: Summer planning, continued relationship building **[Evidence Table Citation 3.11 and 3.12]**

## 2. Existing Public Schools (as indicated on the list of Schools within the Community provided by the CSD)

- On December 17, 2024, the Charter Schools Division emailed Collegiate's Executive Director, Edward Morris, the list of schools within the community as defined in the *LAUSD Policy and Procedures for Charter Schools*, that the charter school proposes to serve. **[Evidence Table Citation 1.2]**

Accordingly, on or about December 12, 2024, and on or about December 18-19, 2024, Equitas Chief Executive Officer, Dr. Sofia P. Roditti, and Collegiate's Executive Director, Edward Morris, respectively, sent communication and engagement to the following schools:

- Academic Leadership Community
- Alliance Dr. Olga Mohan HS
- Alliance GRM Academy High
- Alliance Tajima High
- Ambassador School of Global Leadership
- Animo Jackie Robinson
- Belmont High
- Camino Nuevo HS 2
- Central City Value
- Contreras School of Bus & Tourism
- Cortines School of VPA
- Early College Academy
- Ednovate - Brio College Prep
- GALA HS
- LA Acad of Arts and Enterprise
- LA Global Studies
- LA High for the Arts
- Larchmont Charter
- Los Angeles High
- Math and Science College Prep
- New Designs Charter
- New Open World Academy
- New Village Girls Academy
- Roybal Learning Center
- Santee Education Complex
- School for Social Justice
- School for the Visual Arts & Humanities
- UCLA Community School
- University Prep Value High
- West Adams Preparatory High

### **[Evidence Table Citation 3.13a and 3.13b]**

- Additionally, between November 12 and November 20, 2024, Collegiate Executive Director, Edward Morris, and Equitas Chief Executive Officer, Dr. Sofia P. Roditti, had individual meetings and/or telephone calls with the leaders of the following public

charter schools within the community to discuss CCHSLA relocating and becoming a part of the Equitas network of schools:

- Alliance Dr. Olga Mohan HS
- Alliance GRM Academy High
- Alliance Tajima High
- Animo Jackie Robinson
- Camino Nuevo HS 2
- Central City Value
- Ednovate - Brio Col Prep
- LA Acad of Arts and Enterprise
- Larchmont Charter
- Math and Science College Prep
- University Prep Value High

### **3. Neighborhood Council:**

- On November 13, 2024, Equitas Chief Executive Officer, Dr. Sofia P. Roditti met with the secretary of the Neighborhood Council, Aurora Corona to discuss the proposed merger and change in governance structure between Collegiate (CCHSLA) and Equitas and the related school moves. Feedback from that meeting was shared with Collegiate.
- On or about December 12, 2024, and on or about December 18-19, 2024, Collegiate's Executive Director, Edward Morris, and Equitas Chief Executive Officer, Dr. Sofia P. Roditti, respectively, sent a communication and engagement to the following neighborhood council groups:
  - Pico Union Neighborhood Council
  - MacArthur Park Neighborhood Council

**[Evidence Table Citation 3.14a and 3.14b]**

### **4. Community-Based Organizations:**

- On or about December 12, 2024, and on or about December 18-19, 2024, Collegiate's Executive Director, Edward Morris, and Equitas Chief Executive Officer, Dr. Sofia P. Roditti, respectively, sent a communication and engagement to the following community-based organizations:
  - Central City Neighborhood Partners (CCNP)
  - Cesar Chavez Foundation
  - Koreatown Youth + Community Center (KYCC)
  - Los Angeles Salvation Army Red Shield
  - Pico-Union Project
  - United Way of Los Angeles

**[Evidence Table Citation 3.15a and 3.15b]**

## 5. **Elected Representatives:**

- **Los Angeles City Council**

Each of Equitas' schools (Equitas #1 - Equitas #6), including where CCHSLA will be located following the proposed merger, is located in Los Angeles City Council District 1, which is represented by Councilmember Eunisses Hernandez, and with whom Equitas has built a strong and growing partnership and relationship. In fact, Councilmember Hernandez visited and joined Equitas on the First Day of School of the 2024-25 school year to participate in Equitas' cherished tradition of greeting each student personally at morning arrival. Hand-in-hand, Councilmember Hernandez greeted Equitas Academy #5 and Equitas Academy #6 students and walked them into the schools, embodying the close-knit community spirit that defines Equitas and the surrounding Pico-Union and MacArthur Park communities. Later that same day, Councilmember Hernandez spent time reading to Equitas fourth graders, marking the launch of our new reading campaign for the 2024-2025 school year. Councilmember Hernandez's genuine engagement not only emphasized the importance of literacy, but also was a reflection of our commitment to community partnerships. **[Evidence Table Citation 3.16]**

- On December 10, 2024, Dr. Sofia Roditti, Chief Executive Officer of Equitas Academy Charter Schools, held a video teleconference meeting with Louie Levia, Field Deputy for Los Angeles City Councilmember (District 1) Eunisses Hernandez, to discuss the proposed merger and change in governance structure as between Collegiate (CCHSLA) and Equitas and the related school moves.
- An in-person meeting with Edward Morris and Dr. Roditti and Councilmember Hernandez is being scheduled for January 2025 to further discuss the proposed merger and change in governance structure as between Collegiate and Equitas and the related school moves, including further post-merger partnerships between Equitas and Collegiate and the Councilmember's office and use of city-owned outdoor parks and space.
- **Additional Elected Officials - e.g., LACOE, Los Angeles County Supervisors, Senators and Assemblypersons**

On or about December 12, 2024, and on or about December 18-19, 2024, Collegiate's Executive Director, Edward Morris, and Equitas Chief Executive Officer, Dr. Sofia P. Roditti, respectively, sent a communication and engagement to the following community-based organizations:



- Senator Maria Elena Durazo
- Assemblymember Mark Gonzalez
- Los Angeles County Supervisor Hilda Solis
- Los Angeles County Supervisor Holly Mitchell

**[Evidence Table Citation 3.17a and 3.17b]**

**6. LAUSD Region(s) and Community of Schools Leadership:**

On or about December 12, 2024, and on or about December 18-19, 2024, Collegiate's Executive Director, Edward Morris, and Equitas Chief Executive Officer, Dr. Sofia P. Roditti respectively, sent a communication and engagement to various LAUSD region and community leaders. **[Evidence Table Citation 3.18a and 3.18b]**

**7. LAUSD Charter School Division and Board of Education Members:**

Collegiate and Equitas have long enjoyed a positive and transparent relationship with the Charter Schools Division (including shared support by the same Specialist, Luis Aguilar) and Board of Education members. Therefore, the following outreach was conducted with CSD and Board of Education members regarding the proposed change in CCHSLA governance and related Collegiate and Equitas school moves:

Specific Actions:

a. LAUSD Charter Schools Division

- On or about October 10, 2024, Cecilia Melgares, Managing Director of Operations of Equitas Academy Charter Schools, held a teleconference with Luis Aguilar, a Specialist in the Los Angeles Unified School District Charter Schools Division, to inform and discuss Collegiate and CCHSLA proposed change in governance structure and related school relocations such that:
  - Equitas Academy Charter Schools, Inc. would become the governing and operating body of CCHSLA;
  - CCHSLA, which is co-located pursuant to Proposition 39 at Los Angeles Unified School District's Robert Louis Stevenson Middle School, at 725 South Indiana Street, Los Angeles, California 90023, to move 6.1 miles (by road), to a private, Equitas-owned facility located at 2501 West 7th Street, Los Angeles, California 9005; and
  - Equitas Academy #4 currently located in a private, Equitas-owned facility at 2501 West 7th Street, Los Angeles, California 90057, to move 1.3 miles (by road), to a private, Equitas-owned 1,000-student capacity facility located at 1612 West Pico Boulevard, Los Angeles, California 90015, where Equitas Academy #5 and Equitas Academy #6 are and will continue to be located.
- On October 16, 2024, Dr. Sofia Roditti, Chief Executive Officer of Equitas

Academy Charter Schools, held a teleconference with José Cole-Gutiérrez, Director of the Los Angeles Unified School District Charter Schools Division, to inform and discuss Collegiate and CCHSLA proposed change in governance structure and related school relocations such that:

- Equitas Academy Charter Schools, Inc. would become the governing and operating body of CCHSLA;
  - CCHSLA, which is co-located pursuant to Proposition 39 at Los Angeles Unified School District's Robert Louis Stevenson Middle School, at 725 South Indiana Street, Los Angeles, California 90023, to move 6.1 miles (by road), to a private, Equitas-owned facility located at 2501 West 7th Street, Los Angeles, California 9005; and
  - Equitas Academy #4 currently located in a private, Equitas-owned facility at 2501 West 7th Street, Los Angeles, California 90057, to move 1.3 miles (by road), to a private, Equitas-owned 1,000-student capacity facility located at 1612 West Pico Boulevard, Los Angeles, California 90015, where Equitas Academy #5 and Equitas Academy #6 are and will continue to be located.
- On October 28, 2024, Edward Morris, Executive Director of Collegiate Charter High School, emailed José Cole-Gutiérrez, Director of the Los Angeles Unified School District Charter Schools Division, offering to meet to follow up on the October 16 meeting with Dr. Roditti. Mr. Cole-Gutierrez responded that a meeting would not be necessary at that time but that he or his team would be happy to connect in the future when there were substantive developments in the process.
  - On December 10, 2024 a Zoom meeting was held that included representatives from Collegiate Charter High School, Equitas Academy Charter Schools, and the Los Angeles Unified School District Charter Schools Division. In attendance were: Edward Morris, Executive Director of Collegiate Charter High School; Sarah Ziegenhorn, Senior Coordinator, Charter Schools Division; Luis Aguilar, Specialist, Charter Schools Division; Susana Sarceno, Fiscal Oversight Manager, Charter Schools Division; Jason Rudolph, Chief Operations Officer, Equitas Academy Charter Schools; Cecilia Melgares, Managing Director of Operations, Equitas Academy Charter Schools. The purpose of the call was for Collegiate to preview details of the request for a material revision to its charter and to discuss the process for submission of that request. In the meeting, Mr. Aguilar expressed that he could see benefits to both organizations through the proposed action and he and the team detailed expectations of the District's review process.

b. LAUSD Board of Education Members

In October 2024, Collegiate Executive Director Edward Morris and Equitas Chief Executive Officer Dr. Sofia P. Roditti conducted individual meetings with representatives from Board Districts 5, 6, and 7. These meetings occurred between October 3 and October 29, 2024. During the Board District 4 meeting, Board Trustee Melvoin was unavailable, and the discussion proceeded with Avery Seretan, BD4's

Policy Director. Board Members Gonez and Ortiz-Franklin expressed general support for the material revision, offering insightful feedback to ensure a successful merger of the school communities, enhance the partnership, and minimize disruptions for students and families.

On November 8, 2004, Equitas Chief Executive Officer, Dr. Sofia P. Roditti met with representatives from Board District 2. Collegiate Executive Director Edward Morris was unable to attend due to his participation in an out-of-town conference. Board Trustee Rivas expressed a specific interest in understanding the implications of potentially eliminating Collegiate's co-location at Stevenson Middle School and emphasized the importance of staying informed about future developments related to the merger.

b. In the space below, describe how various communications media have been used to reach diverse constituencies. Please provide a record of outreach efforts specific to the proposed action and audiences reached (e.g., multilingual notices, materials, meeting agendas, sign-in sheets, survey results, etc.) in the Evidence Table below.

A significant percentage of families in the Pico-Union and MacArthur Park and surrounding communities are multilingual or non-English speakers. Therefore, all communication sent to families is typically sent in both Spanish and English, and automatic translation buttons are embedded in our parent communication portal ("ParentSquare") and throughout the schools' websites to ensure families are able to access the material.

In addition to written material, presentations to current and prospective families are also made in both English and Spanish, and the Collegiate and Equitas' staff always had and have someone available to translate (most of the Collegiate and Equitas office and family-facing and community engagement teams are bilingual in English and Spanish).

**[Evidence Table Citation 3.3 through 3.18b]**

c. In the space below, please provide a summary of the responses received from stakeholders. In the Evidence Table below, include publicly disclosable information/documentation of stakeholders' responses (to the extent possible) which will be shared with the LAUSD Board.

The proposal for Collegiate High School of Los Angeles to join, merge, and be governed by the Equitas Academy Charter Schools has been met with overwhelmingly positive feedback from various community groups. Families from both Collegiate and Equitas have expressed enthusiasm about the opportunity to provide a cohesive TK-12 educational pathway within one school network, highlighting the benefits for students and continuity in their academic journeys. Teachers and staff members across both networks are largely in favor of the proposal, emphasizing their commitment to ensuring a smooth and seamless transition for all stakeholders. Questions raised by students, families, and staff have been predominantly operational in nature (transportation, classroom space, green space, security, parking, etc)

and are helping both organizations to plan thoughtfully. Other local LA area school leaders have also shared encouraging responses, recognizing the potential for educational impact and expressing a desire for continued collaboration where there are existing partnerships. Additionally, early input from local community members and neighbors reflects strong support for the outcomes this partnership aims to achieve, including greater access to quality education. Overall, the community's feedback underscores widespread optimism for this initiative.

**[Evidence Table Citation 3.1 and 3.2]**

| EVIDENCE TABLE<br>(Add additional rows as needed) |   |  |   |
|---|---|--|---|
| Citation  | File Name   | Link (optional)  | Description of Evidence   |
| 3.1a  | 3.1a Equitas TK-12_ Family Survey _October 2024 _ Equitas TK-12_ Encuesta de familias _Octubre 2024 | <a href="#">Link to survey</a>   | Link to survey questions shared with Equitas families   |
| 3.1b  | 3.1bEquitas TK-12_ Family Survey  | <a href="#">Responses</a>  | Link survey responses from Equitas families   |
| 3.2a  | 3.2a Questions for Cafecito with the CEO_Preguntas para el Cafecito con la CEO                      | <a href="#">Link to survey</a>   | Form for collecting questions from families during Cafecito at Equitas  |
| 3.2b  | 3.2b Questions for Cafecito with the CEO (Responses) - Form Responses 1.pdf                         | <a href="#">Responses</a>  | Questions from families during Cafecito at Equitas  |
| 3.3   | 3.3 Equitas TK-12 _Fall 2024_FAMILY LETTER  | <a href="#">10/21/24 - Initial Communication to Equitas Academy Families</a> | On 10/21/24, Collegiate, in collaboration with Equitas, sent a family survey to all current - i.e., 2024-25 - Equitas 8th grade students and families (approximately 215 students and families) |
| 3.4   | 3.4 Final Collegiate Family   | <a href="#">10/21/24 - Initial Communication to</a>                          | On 10/21/24, Collegiate, in collaboration with Equitas, sent a  |

|      |  |                                     |  |
|------|--|-------------------------------------|--|
|      | Letter   | <a href="#">Collegiate Families</a> | family survey to all current families  |
| 3.5a | 3.5a 24-25 EQ4 Cafecito with the CEO                       | <a href="#">Flyer</a>               | Cafecito with the CEO to answer families questions about Collegiate on 10/22/24    |
| 3.5b | 3.5b Parent_Family Deck for Equitas TK-12_2024-2025.pdf    | <a href="#">Presentation</a>        | Cafecito with the CEO to answer families questions about Collegiate on 10/22/24    |
| 3.6a | 3.6a 24-25 EQ5_EQ6 Cafecito with the CEO                   | <a href="#">Flyer</a>               | Cafecito with the CEO to answer families questions about Collegiate on 10/23/24    |
| 3.6b | 3.6b Parent_Family Deck for Equitas TK-12_2024-2025        | <a href="#">Presentation</a>        | Cafecito with the CEO to answer families questions about Collegiate on 10/23/24    |
| 3.7a | 3.7a Collegiate Parent Meeting Flyer.pdf                   | <a href="#">Flyer</a>               | Meeting to answer Collegiate families questions on 10/24/24 and 10/28/24 virtually |
| 3.7b | 3.7b Collegiate Parent Presentation of Equitas Oppertunity | <a href="#">Presentation</a>        | Meeting to answer Collegiate families questions on 10/24/24 and 10/28/24 virtually |
| 3.8a | 3.8a 24-25 Cafecito with the CEO - All Families.pdf        | <a href="#">Flyer</a>               | All Equitas Families Cafecito with the CEO (virtual) on 10/30/24                   |
| 3.8b | 3.8b Parent_Family Deck for Equitas TK-12_2024-2025.pdf    | <a href="#">Presentation</a>        | All Equitas Families Cafecito with the CEO (virtual) on 10/30/24                   |
| 3.9a | 3.9a 11_21_24 Flyer.png                                    | <a href="#">Flyer</a>               | Equitas Presentation for Collegiate Families on 11/21/24                           |
| 3.9b | 3.9b Parent_Family Deck for Equitas TK-12_2024-2025.pdf    | <a href="#">Presentation</a>        | Equitas Presentation for Collegiate Families on 11/21/24                           |

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|-------|---|---|--|
| 3.10  | 3.10 0111 Family Meet & Greet Flyer (1).pdf   | <a href="#">Save the Date</a>   | In-person and virtual meet-and-greet meeting for Equitas families and community members at Equitas' 2501 West 7th Street site to discuss CCHSLA becoming a part of the Equitas network of schools.   |
| 3.11  | 3.11 Collegiate Email - TK - 12 Steering Committee Application  | <a href="#">Collegiate Email - TK - 12 Steering Committee Application</a>                                     | Email to all Collegiate <b>employees</b> inviting them to apply to the joint TK-12 Steering Committee.   |
| 3.12  | 3.12 ParentSquare Message - TK12 Steering Committee Application   | <a href="#">ParentSquare Message - TK12 Steering Committee Application</a>                                    | Parent Square message to all Collegiate <b>families</b> inviting them to apply to the joint TK-12 Steering Committee.  |
| 3.13a | 3.13a Community Engagement and Communication with Existig Public Schools.pdf                            | <a href="#">Community Engagement and Communication with Existing Public Schools</a>                           | Joint (Collegiate and Equitas) Email communication and engagement with 31 existing public schools within the community as defined in the <i>LAUSD Policy and Procedures for Charter Schools</i> , that the charter school proposes to serve, and as provided by the Charter Schools Division on December 10, 2024. |
| 3.13b | 3.13b Community Engagement and Communication with Existing Public Schools (Sent by Collegiate only).pdf | <a href="#">Community Engagement and Communication with Existing Public Schools (Sent by Collegiate only)</a> | Email follow up (Collegiate only) with 31 existing public schools within the community as defined in the <i>LAUSD Policy and Procedures for Charter Schools</i> , that the charter school proposes to serve, and as provided by the Charter Schools Division on December 10, 2024.                                 |
| 3.14a | 3.14a Community Engagement and Communication with Neighborhood Councils.pdf                             | <a href="#">Community Engagement and Communication with Neighborhood Councils</a>                             | Joint (Collegiate and Equitas) Email communication and engagement with the Pico-Union Neighborhood Council and MacArthur Park Neighborhood Council.  |
| 3.14b | 3.14b Community   | <a href="#">Community</a>   | Email follow up (Collegiate only)  |

|       |   |  |  |
|-------|---|--|--|
|       | Engagement and Communication with Neighborhood Councils (Sent by Collegiate only).pdf   | <a href="#">Engagement and Communication with Neighborhood Councils (Sent by Collegiate only)</a>                                    | with the Pico-Union Neighborhood Council and MacArthur Park Neighborhood Council.  |
| 3.15a | 3.15a Community Engagement and Communication with Community-Based Organizations.pdf   | <a href="#">Community Engagement and Communication with Community-Based Organizations (Sent by Equitas and Collegiate)</a>           | Joint (Collegiate and Equitas) Email communication and engagement with the Pico-Union, MacArthur Park and surrounding community-based organizations. |
| 3.15b | 3.15b Community Engagement and Communication with Community-Based Organizations (Sent by Collegiate only) (1).pdf             | <a href="#">Community Engagement and Communication with Community-Based Organizations (Sent by Collegiate only)</a>                  | Email follow up (Collegiate only) with the Pico-Union, MacArthur Park and surrounding community-based organizations.                                 |
| 3.16  | 3.16 Email Summary of Los Angeles City Councilmember Eunisses Hernandez visit to Equitas to LAUSD Superintendent Carvalho.pdf | <a href="#">Email Summary of Los Angeles City Councilmember Eunisses Hernandez visit to Equitas to LAUSD Superintendent Carvalho</a> | Email Summary of Los Angeles City Councilmember Eunisses Hernandez visit to Equitas to LAUSD Superintendent Carvalho                                 |
| 3.17a | 3.17a Community Engagement and Communication with Elected Officials.pdf   | <a href="#">Community Engagement and Communication with Elected Officials (Sent by Equitas and Collegiate)</a>                       | Joint (Collegiate and Equitas) Email communication and engagement with various elected officials.  |
| 3.17b | 3.17b Community Engagement and Communication with Elected Officials (Sent by Collegiate only).pdf                             | <a href="#">Community Engagement and Communication with Elected Officials (Sent by Collegiate only)</a>                              | Email follow up (Collegiate only) with various elected officials.  |
| 3.18a | 3.18a Community   | <a href="#">Community</a>  | Joint (Collegiate and Equitas)   |

|       |   |   |  |
|-------|---|---|--|
|       | Engagement and Communication with LAUSD Leaders.pdf   | <a href="#">Engagement and Communication with LAUSD Leaders (Sent by Equitas and Collegiate)</a>    | Email communication and engagement with various LAUSD leaders and officials. |
| 3.18b | 3.18b Community Engagement and Communication with LAUSD Leaders (Sent by Collegiate only).pdf | <a href="#">Community Engagement and Communication with LAUSD Leaders (Sent by Collegiate only)</a> | Email follow up (Collegiate only) with various LAUSD leaders and officials.  |



**SECTION 4:  
ASSESSMENT of DUPLICATION of PROGRAMS CURRENTLY OFFERED  
BY EXISTING PUBLIC SCHOOLS IN THE COMMUNITY**

**NARRATIVE**

a. In the space below, please list and provide brief descriptions of all key programs offered by the charter school (inclusive of the proposed additional grade levels being requested, if applicable). For each program listed, please also include citations to the applicable page(s) in the charter wherein the program is described. For purposes of this section, a **“program” consists of systemized activities, services, and/or strategies implemented to meet identified education goal(s) for students with measurable outcomes that are regularly monitored.** If a program focuses on goals/benefits for a specific student group (e.g., English Learners, Students with Disabilities, etc.), please indicate this in the brief description of the program.

Collegiate’s instructional design is grounded in extensive research of successful school design to meet the needs of low-income, first generation college-going students. Centered on the research of Dr. Roland Fryer and David Conley, the key programs in Collegiate’s instructional design are:

- Focus on human capital (i.e. job embedded training)
- Using data to drive instruction
- High-dosage tutoring
- Extended time (i.e extended day/year)
- Culture of high expectations

**Focus on human capital** (charter page 38): Fryer’s research reveals that learning best occurs when “teachers [are] given the tools they need to succeed, including increased feedback from administrators, particularly based on class observations. New teachers especially benefit from professional development.... Schools should be encouraged to conduct weekly professional development series for all teachers, regardless of experience, with the goal of increasing the rigor of classroom instruction through methods such as lesson planning.” All teachers and teaching assistants are assigned an instructional coach who meets with them individually weekly or bi-weekly to help them grow professionally. In addition, they all engage in weekly professional development meetings and at least seven full days of professional development in the summer and three full days spread out during the school year.

**Using data to drive instruction** (page 38): Fryer’s research demonstrates that frequent and strategic use of data “can drive more personalized and more efficient learning, allowing both teachers and students to track progress and to make sure that each student is on a path that is appropriate for him or her. Assessments can be used to adjust everything from tutoring to student goals.”

**High-dosage tutoring** (page 38): Fryer’s research also reveals significant positive effects on student achievement outcomes when intensive tutoring programs are implemented in schools. The highly effective tutoring programs that Fryer identifies share that (a) they are staffed by qualified tutors who hold Bachelor’s degrees, and (2) they use benchmark assessments to place students and/or to identify the standards or skills to be taught and practiced during

tutoring. Collegiate has a daily (four days a week) tutoring block as part of the daily schedule. Students can meet with teachers during this block for extra support. Tutoring is mandatory for any students who are failing a course.

**Extended time** (page 38): Fryer suggests, “To make time for increased tutoring, among other changes, the amount of time devoted to instruction should be increased... This should be implemented both by increasing the length of the school day and by increasing the number of days in the school year.” The Center for American Progress’ research on extended time corroborates Fryer’s findings. They advocate for allocating additional time toward offering tutoring or small-group instruction, extra time for math and literacy, longer class blocks, enrichment activities, and increased time for professional development and curriculum planning.

Collegiate has an extended school year, exceeding the state requirement of 180 by three days. Collegiate also has an extended school day, exceeding the typical LAUSD high school day by almost half an hour. With this extra time, Collegiate is able to offer tutoring as part of the daily schedule (four days a week) and longer class blocks, which allows teachers to build in small-group instruction as part of their lesson.

**Culture of high expectations** (page 39): Fryer’s research demonstrates that learning best occurs when students understand unambiguously that “they are expected to succeed and that the teachers, administrators, and other staff are there to help them succeed.” Collegiate is a college preparatory school, and our expectation is that 100% of our scholars graduate eligible for a 4-year college. Therefore, to graduate from Collegiate, scholars must complete all UC/CSU A-G requirements. Further, scholars must earn a C- (70%) or higher in each class in order to receive credit. (page 71)

b. If applicable, in the rows below, please provide a brief description of each of the key programs offered by the charter school (inclusive of the proposed additional grade levels being requested, if applicable) that the petitioners assert are **not** currently offered by the existing public schools in the community. Provide responses to all the questions for each key program listed. Ensure that these program descriptions are consistent with the description of the instructional program in the charter petition and include applicable citations (i.e., reference to the specific pages describing the program in the school’s charter).

(Add additional rows to the table below as needed)

| Name of Program and brief description<br>(Include applicable charter citation(s))   | Please provide responses to<br>all six questions below for each program  |
|---|--|
| <p style="text-align: center;"><b>Program 1</b></p> <p>Name: High Dosage Tutoring</p> <p>Brief description: Collegiate offers 30 minutes of daily tutoring <u>during</u> the school day Monday through Thursday, implemented by the teachers.</p> | <p style="text-align: center;"><b>Program 1 (Responses)</b></p> <p>1. Which student groups does/will the program serve? How many students currently/will participate?<br/>Tutoring is available to all students on an opt-in basis and is mandatory for any students who are at risk of not passing one or more course(s).</p> |

|  |   |
|--|---|
| <p>Applicable charter citation(s):</p> <ul style="list-style-type: none"> <li>- Page 38</li> </ul> | <p>Virtually every student takes advantage of the program at least once over the course of the year.</p> <p>2. How is the program currently or proposed to be implemented? Describe the activities and/or services related to the program.</p> <p>As a proactive measure tutoring is part of every scholar's class schedule from 11:18-11:48 a.m. Monday through Thursday. While any scholar may participate in tutoring voluntarily, some students are assigned to mandatory tutoring based on assessment data or current grades. During this time, scholars meet with their teachers to better understand concepts or to complete unfinished work. Scholars who are passing all classes and not in need of any additional support may use the time to engage in clubs or social activities.</p> <p>3. What is the educational goal(s) of the program?</p> <p>The goal is to ensure that all scholars are passing all of their courses and on-track for graduation and college acceptance.</p> <p>4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?</p> <p>The community has a higher proportion of families facing economic challenges and lower levels of educational attainment. As a result, we recognize that many students may not have access to additional academic support at home or the financial resources to pay for tutoring services. This makes it especially important for the school to provide these resources. Additionally, with a significant number of our students relying on school transportation, offering tutoring during the school day ensures that all students have an equal opportunity to benefit from this</p> |
|--|---|

|   | <p>support.</p> <p>5. What are the measurable expected outcomes of the program?<br/>We expect 100% of scholars to pass all of their courses with a C- or better and 100% to graduate high school fully prepared to attend and persist in college.</p> <p>6. How and when is the program monitored/proposed to be monitored?<br/>The integrity of the program is monitored daily. A list of students required to attend tutoring is shared across the school, and if a student misses a session, a notification is sent to the staff overseeing students in social activities and clubs, so they can direct the student to the appropriate tutoring session.<br/>Effectiveness of the tutoring program is monitored by each teacher's instructional coach through the coaching process.</p> |
|---|--|
| <b>Name of Program and brief description<br/>(Include applicable charter citation(s))</b>   | <b>Please provide responses to<br/>all six questions below for <i>each</i> program</b>   |
| <p align="center"><b>Program 2</b></p> <p>Name: Extended Time</p> <p>Brief description:<br/>Collegiate has an extended school day and extended school year, resulting in over 3,500 extra instructional minutes over the course of the year - equivalent to roughly two extra weeks of instruction beyond the state requirements.</p> <p>Applicable charter citation(s):</p> <ul style="list-style-type: none"> <li>- Pages 38-39</li> <li>- Pages 75-77</li> </ul> | <p align="center"><b>Program 2 (Responses)</b></p> <p>1. Which student groups does/will the program serve? How many students currently/will participate?<br/>All students, including all sub-groups. Currently all 147 students participate; at full capacity, 420 students will participate.</p> <p>2. How is the program currently or proposed to be implemented? Describe the activities and/or services related to the program.<br/>The extended school year is implemented through additional school days added to our instructional calendar (for the 2024-25 school year it is three days above the state requirement).<br/>The extended school day is</p>  |

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|  | <p>implemented through a longer school day (in 2024-25 the school day goes from 8:30-3:54). With the extended school day, we are able to embed 30 minutes of tutoring into the daily schedule, Monday through Thursday. We also have a block schedule that allows for longer class periods so teachers can include small-group support as part of the regular lessons.</p> <p>3. What is the educational goal(s) of the program?</p> <p>The majority of our students enter Collegiate below grade-level in reading and math. The goal of providing extended time is to increase student achievement by providing time for targeted support to remediate for gaps in knowledge/skills from previous grades without sacrificing time to teach the grade-appropriate standards for each class.</p> <p>Collegiate's extended day also allows for tutoring to be embedded into the regular daily schedule for additional support for students to pass their classes.</p> <p>4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?</p> <p>As cited in Collegiate's charter petition, the research of Dr. Roland Fryer found that an extended school day and school year are elements of school design found in the most successful urban schools. This approach directly addresses the academic needs of our community by providing additional time and support for students who may face barriers outside of school, ensuring they have equal opportunities to succeed and close achievement gaps.</p> <p>5. What are the measurable expected outcomes of the program?</p> <p>We expect 100% of scholars to pass</p> |
|--|--|

|   | <p>all of their courses with a C- or better and 100% to graduate high school fully prepared to attend and persist in college.</p> <p>6. How and when is the program monitored/proposed to be monitored?<br/>While the instructional calendar and bell schedule need no monitoring, <i>per se</i>, one aspect of this program that we do monitor is the sustainability of the extended hours for our faculty. We conduct staff surveys and listening sessions with the staff to monitor staff morale and guard against burnout from working the longer school day and year.</p>   |
|---|--|
| Name of Program and brief description<br>(Include applicable charter citation(s))   | Please provide responses to<br>all six questions below for <i>each</i> program   |
| <p style="text-align: center;"><b>Program 3</b></p> <p>Name: Culture of High Expectations</p> <p>Brief description:<br/>As described in Collegiate's charter petition we implement a culture of high expectations based on the research of Roland Fryer. We expect every scholar at Collegiate to be accepted to a four-year college upon graduation. Examples of these high expectations are that all scholars must complete all A-G requirements for UC/CSU admission as a graduation requirement and that scholars must score 70% (C-) or better to earn credit for each course.</p> <p>Applicable charter citation(s):</p> <ul style="list-style-type: none"> <li>- Pages 39-40</li> <li>- Page 71</li> </ul> | <p style="text-align: center;"><b>Program 3 (Responses)</b></p> <p>1. Which student groups does/will the program serve? How many students currently/will participate?<br/>All students, including all sub-groups. Currently all 147 students participate; at full capacity, 420 students will participate.</p> <p>2. How is the program currently or proposed to be implemented? Describe the activities and/or services related to the program.<br/>Graduation and credit requirements are described in Collegiate's charter. Implementation of support to reach these high expectations is done through the monitoring discussed in #6 below and weekly case conferencing with each scholar's College Readiness (advisory) teacher who helps each scholar identify opportunities for improvement and recommend resources for support such as the tutoring mentioned in Program #1 above.</p> |

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|--|--|
|  | <p>3. What is the educational goal(s) of the program?<br/>The goal is to have 100% of our graduates accepted into a 4-year college.</p> <p>4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?<br/>College-going rates are 7% in Equitas's community of Pico Union. Our goal is to have every graduate from Collegiate eligible for a UC or CSU.</p> <p>5. What are the measurable expected outcomes of the program?<br/>We expect 100% of scholars to pass all of their courses with a C- or better and 100% to graduate high school fully prepared to attend and persist in college.</p> <p>6. How and when is the program monitored/proposed to be monitored?<br/>Our college counselor (with support from the principal and/or the director of programs) monitors all students' grades quarterly to ensure they are on track to pass their classes. They track students who have credit deficiencies to ensure they are given credit recovery opportunities to get back on track before graduation.</p> |
| <p>c. In the space below, discuss the extent to which the charter school's instructional program proposed to be implemented at the additional site, new site (for a move), or for the requested additional grades, would or would not duplicate the current programs offered by public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the charter school. As applicable, discuss and cite any research supporting your response.</p>   |  |
| <p>To assess the extent to which Collegiate's instruction program would or would not duplicate current programs operating within the community, we looked at LAUSD policies and details of the closest District high schools as well as descriptions of the instructional programs laid out in the charter petitions of any charter school in the identified Community of Schools of which at least 1.5% of Equitas alumni have enrolled in the past 4 years. We chose to closely examine those charter high schools because we are proposing to be a high school path for Equitas students, and those schools offer programs that align most closely with the needs and</p> |  |

preferences of Equitas students and families.

**[Evidence Table Citation 1.2 and 4.2]**

### **High Dosage Tutoring**

While every school offers some form of tutoring, we found no schools offering the high dosage (four days a week) that is key to Collegiate's program. Nor did we find any evidence of a school offering tutoring during the school day as part of the schedule for all scholars, which is essential for ensuring universal access to targeted support. Most schools referenced after school tutoring and the two Alliance charter schools and Math and Science Prep also included Saturday tutoring, but those times would pose a barrier for students who rely on the school bus, participate in sports, or who work on Saturdays or after school hours.

**[Evidence Table Citation 3.3 through 3.18b]**

### **Extended Time**

In 2023 LAUSD added three days to its instructional calendar, but those extra days were to make up for instruction lost during three days of a strike in March 2023. While those extra days were kept for the 2024-25 school year, it is unlikely that those extra days will remain part of the LAUSD calendar for the long-term. The LAUSD high schools in the Community of Schools list all had school days that were roughly half an hour shorter than Collegiate, so they would not be considered extended days.

Alliance Ted Tajima, Alliance Dr. Olga Mohan, Ednovate Brio, and Math and Science Preparatory all had extended school days and extended school years as part of their academic design, University Prep Value High School and Central City Value High School did not.

### **Culture of High Expectations**

All schools that were analyzed had graduation requirements that exceeded the state minimums and required completion of the UC/CSU A-G requirements; however, University Prep Value High School, Central City Value High School, and LAUSD policy allow credit for grades of D or better instead of C- or better and Math and Science Prep awards credit for scores above 42.5%.

### **Considering Sufficiency of Programs to Meet Demand**

An important consideration when determining whether a program would be unnecessarily duplicative, is whether the existing programs are sufficient to meet community demand. When comparing the approved enrollment capacity in the charters we examined and compared to actual enrollment data on the CDE's DataQuest website, we found that the schools that offered some of the programs we offer were very near or exceeded capacity:

- Alliance Ted Tajima: at capacity
- Ednovate Brio: 99.2% of capacity
- Alliance Dr. Olga Mohan: over capacity
- Math and Science College Prep: over capacity

With these schools at or above capacity, it suggests the likelihood that there is unmet community demand for programs like these.

**[Evidence Table Citation 4.3a through 4.3f and 4.4]**

## **EVIDENCE TABLE**



| (add additional rows as needed) |  |   |   |
|---------------------------------|--|---|---|
| Citation                        | File Name  | Link (optional)   | Description of Evidence   |
| 4.1                             | 4.1 Equitas Alumni Top Enrollment Schools 2023-24    | <a href="#">Equitas Alumni Top Enrollment Schools 2023-24</a> | This is an internal document that Equitas uses to track the top ten schools to which their alumni matriculate based on how many alumni are currently enrolled at each school. |
| 4.2a                            |  | Orthopedic Medical Magnet High School Bell Schedule           | This is the bell schedule used to assess whether they have extended time similar to Collegiate's program.   |
| 4.2b                            |  | Orthopedic Medical Magnet High School graduation schedule     | These are the graduation requirements used to assess whether they have high expectations similar to Collegiate's program.   |
| 4.2c                            |  | Orthopedic Medical Magnet High School tutoring schedule       | This is the tutoring schedule used to assess how their tutoring program compares to Collegiate's  |
| 4.3a                            | 4.4a ALLTAJIMA 7685 Petition Renewal Term 2021-2026  | <a href="#">Alliance Ted Tajima High School</a>               | Charter petition analyzed for potential duplicative programs and enrollment capacity.   |
| 4.3b                            | 4.3b USC Prep Blue 0000 Petition New Term 2017-2022  | <a href="#">Ednovate Brio College Prep</a>                    | Charter petition analyzed for potential duplicative programs and enrollment capacity.   |
| 4.3c                            | 4.3c VALUEPRE P 7593 Petition Renewal Term 2020-2025 | <a href="#">University Prep Value High School</a>             | Charter petition analyzed for potential duplicative programs and enrollment capacity.   |
| 4.3d                            | 4.3d   | <a href="#">Alliance Dr. Olga</a>                             | Charter petition analyzed for potential   |

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|      | ALLOLGA<br>8823<br>Petition<br>Renewal<br>Term<br>2019-2024                 | <a href="#">Mohan High School</a>   | duplicative programs and enrollment capacity.   |
| 4.3e | 4.3e<br>VALCENT<br>8719<br>Petition<br>Renewal<br>Term<br>2018-2023         | <a href="#">Central City Value High School</a>                            | Charter petition analyzed for potential duplicative programs and enrollment capacity.   |
| 4.3f | 4.3f<br>MTHSCIPR<br>EP 7674<br>Petition<br>Renewal<br>Term<br>2017-2022     | <a href="#">Math and Science College Prep</a>                             | Charter petition analyzed for potential duplicative programs and enrollment capacity.   |
| 4.4  | 4.4<br>DataQuest<br>Reports for<br>2023-24<br>Enrollment<br>by<br>Grade.pdf | <a href="#">4.4 DataQuest Reports for 2023-24 Enrollment by Grade.pdf</a> | Most recent enrollment data available from CDE's DataQuest website. This was used to determine whether the charter schools in the Community of Schools that Equitas alumni attend are at their enrollment capacity. |

## SECTION 5: CONSIDERATION of ACADEMIC PERFORMANCE

### NARRATIVE

a. In the space below, discuss the current academic performance levels (i.e., California School Dashboard outcomes) of existing public schools (District and charter) within the target community which serve any of the same grade levels (inclusive of the proposed additional grade levels, if applicable) served by the requesting charter school (as indicated on the list of Schools within the Community provided by the CSD).

The list of schools in the community represent a wide range of schools (magnet, choice and charter), some with specialized areas of focus (business, visual and performing arts). There is a wide range of academic performance in all measures:

#### **Summary of 2024 Dashboard Results for the Community of Schools**

| Indicator      | Median of CoS | Highest Performing                      | Lowest Performing                                     |
|----------------|---------------|---|---|
| ELA (DFS)      | -11           | +99 GALA<br>+71 Alliance Tajima         | -117 LA Acad. of Arts & Enterprise<br>-103 Belmont HS |
| Math (DFS)     | -100          | +30 GALA<br>+25 Larchmont Charter       | -195 New Village Girls Acad.<br>-176 Belmont HS       |
| EL Progress    | 38%           | 75% Alliance GRM<br>55% Alliance Tajima | 12% Belmont HS<br>19% LA Global Studies               |
| College/Career | 56%           | 100% Early College Acad.<br>95% GALA    | 11% New Village Girls Acad.<br>30% Belmont HS         |

(See full Community of Schools analysis table at the end of this section for additional details)

b. In the space below, discuss the current academic performance levels (i.e., California School Dashboard outcomes) of the requesting charter school. Please ensure this discussion includes consideration of all applicable California School Dashboard indicators.

#### Summary of Dashboard Performance

|                | 2023       |            | 2024       |            |
|----------------|------------|------------|------------|------------|
| Indicator      | CoS median | Collegiate | CoS median | Collegiate |
| ELA (DFS)      | -15        | -12        | -11        | -26        |
| Math (DFS)     | -107       | -99        | -100       | -97        |
| EL Progress    | 46%        | 50%        | 38%        | 33%        |
| College/Career | 50%        | 52%        | 56%        | 37%        |

Note that Collegiate was not assigned dashboard colors for ELA or Math due to the small cohort size of our junior class in 2023. We had CAASPP scores for only 29 juniors who had been with us since the beginning of the year, whereas a minimum of 30 scores are needed to be assigned a dashboard color. An additional 3 juniors took the test and had valid scores that year, but they had joined our school mid-year and were not counted as part of our dashboard minimum.

#### ELA

Collegiate slightly outperformed the Community of Schools median in 2023 and underperformed the median in 2024.

Collegiate's CAASPP ELA scores have been gradually declining over the past three years. Collegiate had been outperforming the LAUSD and the State in ELA, so the school had been focusing resources on improving math scores. Collegiate's leadership believes that support from Equitas's network-level instructional leaders and content experts will be beneficial as we develop an action plan for addressing ELA performance.

### **Math**

Collegiate outperformed the Community of Schools median in both 2023 and 2024.

Coming out of the pandemic, Collegiate's math scores were lower than ELA scores, so one-time funding to address learning loss were targeted to math interventions. Those investments yielded improvement in math performance on the CAASPP, but with those one-time funds now exhausted, Collegiate's leadership believes that support from Equitas's network-level instructional leaders and content experts will be beneficial as we develop an action plan that continues to address math performance.

### **English Learner Progress**

Collegiate slightly outperformed the Community of Schools median in 2023 and underperformed the median in 2024. 15% of Collegiate's students are newcomers who recently arrived in the United States and have minimal English proficiency. Most of Collegiate's resources for ELD are dedicated to supporting these students and helping them access the school's curriculum. We look forward working with Equitas's Director of ELD to develop strategies to continue to support these students while also ensuring progress among our Long Term English Learners.

### **College/Career**

Collegiate slightly outperformed the Community of Schools median in 2023 and underperformed the median in 2024. One factor contributing to the decline is the decrease in the percentage of students earning a 3 or higher on the CAASPP ELA assessment.

### **Subgroup Performance**

While Collegiate's subgroup performance in terms of DFS scores on the CA Schools Dashboard was not published due to the small number of students who tested, we can use available data from the CDE's DataQuest website to compare the percentage of students for our reportable subgroups who were proficient or advanced to the result for the State and the District.

Collegiate has four subgroups that were reported on the DataQuest website: students with disabilities (SWD), socio-economically disadvantaged students (SED), English Learners (EL) and Hispanic (HIS).

First we look at our subgroup performance versus statewide subgroup performance. Comparison to state performance is important since that is the comparison that will be used to determine Collegiate's eligibility for charter renewal.

- Collegiate's SWD, SED, and HIS subgroups outperform the statewide performance for those subgroups in ELA
- Collegiate's SWD subgroup outperforms statewide SWD performance in Math

For **every** subgroup for which Collegiate is not already outperforming the State, it is important to note that we are outperforming LAUSD:

- Collegiate's EL subgroup outperforms LAUSD's EL subgroups in ELA
- Collegiate's SED, EL, and HIS subgroups outperform those subgroups in LAUSD in Math

This is a strong demonstration of the academic benefit Collegiate will provide to the community.

**[Evidence Table Citation 5.3]**

### **Considering Collegiate's Demographics when Evaluating Performance**

Collegiate Charter High School is proud to serve a diverse student population that mirrors the community it reflects, with a focus on race, socioeconomic status, language needs, and varying ability levels. We are committed to fostering an inclusive environment that provides all students, particularly those with the greatest needs, with meaningful learning opportunities.

In the Charter School Division's Community of Schools, Collegiate ranks among the top schools with the highest percentage of English Learners (ELs) and continues to perform well on the state's English Language Proficiency Index (ELPI). Approximately 15% of our students are recent immigrants or English Language Learners, and we are dedicated to supporting these students with small class sizes, dedicated EL teaching assistants, and a bilingual staff, 85% of whom are fluent in more than one language.

Additionally, Collegiate serves a higher proportion of students with disabilities than any other school in the Community of Schools, with 26% of our students having Individualized Education Plans (IEPs)—more than double the median percentage (13%). While these student populations present unique challenges, we take great pride in supporting them and are fully committed to their success, even though it may influence our overall performance metrics. We believe that all students deserve the opportunity to thrive, regardless of their starting point.

(See full Community of Schools analysis table at the end of this section for additional details)

c. In the space below, discuss how the proposed action (additional site, new site (for a move), or additional grade levels) will meet the academic needs of students the charter school proposes to serve and support increased student achievement in the target community, informed by the analyses of academic performance noted in 5.a and 5.b above.

### **College Acceptance Rate**

Collegiate's greatest academic achievement and the contribution we expect to make in the new community as part of the Equitas network is in delivering on our mission to prepare all students for success in four-year colleges. Over 98% of Collegiate graduates have been accepted to four-year colleges.

### **Serving Students with Specific Academic Challenges**

Collegiate's program mirrors Equitas in core values, college and career focus, and a desire to meet all students where they are in terms of support (EL, SpEd, recent immigrants). The demographics of the two organizations are similar, with Equitas serving a population that is 92% SED, 38% EL and 15% SWD while Collegiate's student population is 94% SED, 33% EL and 26% SWD. Notably, Collegiate's student demographics mirror precisely the community of schools - comparable to the set for SED and EL students - ***and the highest SWD population of all 32 schools*** with 26% of students in 2024 and 25% in 2023. Collegiate is proud to serve all students.

As mentioned in section 5b above, Collegiate's subgroup performance either already is outperforming the same subgroups at the state-wide level or outperforming LAUSD's performance for any subgroups for which it is not already outperforming the State.

Collegiate has been recognized as a "Best High School" in the national high school rankings published by *U.S. News & World Report* for every year that we have had graduates. The report especially ranks Collegiate highly in the category called "State Assessment Performance". This category looks at how the school's aggregated scores on state assessments compare with U.S. News' expectations given the proportions of students who are Black, Hispanic and from low-income households. In other words, *U.S. News & World Report* recognizes Collegiate for outperforming expectations for educating subgroups who have been historically marginalized.

**[Evidence Table Citation 5.2]**

| <b>EVIDENCE TABLE</b><br>(Add additional rows as needed) |  |   |  |
|--|--|---|--|
| <b>Citation</b>  | <b>File Name</b>   | <b>Link (optional)</b>  | <b>Description of Evidence</b>   |
| 5.1a(23)   | Collegiate Charter High School_CA Dashboard 2023 and 2024                                | <a href="https://www.caschooldashboard.org/reports/19647330131821/2023">https://www.caschooldashboard.org/reports/19647330131821/2023</a> | Report from the 2023 CA School Dashboard for Collegiate Charter High School                                    |
| 5.1a(24)   | Collegiate Charter High School_CA Dashboard 2024   | <a href="https://www.caschooldashboard.org/reports/19647330131821/2024">https://www.caschooldashboard.org/reports/19647330131821/2024</a> | Report from the 2024 CA School Dashboard for Collegiate Charter High School                                    |
| 5.1b(23)   | Miguel Contreras Learning Complex - Academic Ldrshp Community_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330117721/2023">https://www.caschooldashboard.org/reports/19647330117721/2023</a> | Report from the 2023 CA School Dashboard for Miguel Contreras Learning Complex - Academic Leadership Community |
| 5.1b(24)   | Miguel Contreras Learning Complex - Academic Ldrshp Community_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330117721/2024">https://www.caschooldashboard.org/reports/19647330117721/2024</a> | Report from the 2024 CA School Dashboard for Miguel Contreras Learning Complex - Academic Leadership Community |
| 5.1c(23)   | Alliance Dr. Olga Mohan High School_CA Dashboard 2023 and 2024                           | <a href="https://www.caschooldashboard.org/reports/19647330111500/2023">https://www.caschooldashboard.org/reports/19647330111500/2023</a> | Report from the 2023 CA School Dashboard for Alliance Dr. Olga Mohan High                                      |
| 5.1c(24)   | Alliance Dr. Olga Mohan High School_CA Dashboard 2023 and                                | <a href="https://www.caschooldashboard.org/reports/19647330111500/2024">https://www.caschooldashboard.org/reports/19647330111500/2024</a> | Report from the 2024 CA School Dashboard for   |

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|----------|---|---|---|
|          | 2024  |   | Alliance Dr. Olga Mohan High  |
| 5.1d(23) | Alliance Gertz-Ressler Richard Merkin 6-12 Complex_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330106864/2023">https://www.caschooldashboard.org/reports/19647330106864/2023</a> | Report from the 2023 CA School Dashboard for Alliance Gertz-Ressler Richard Merkin 6-12 Complex |
| 5.1d(24) | Alliance Gertz-Ressler Richard Merkin 6-12 Complex_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330106864/2024">https://www.caschooldashboard.org/reports/19647330106864/2024</a> | Report from the 2024 CA School Dashboard for Alliance Gertz-Ressler Richard Merkin 6-12 Complex |
| 5.1e(23) | Alliance Ted K. Tajima High_CA Dashboard 2023 and 2024                        | <a href="https://www.caschooldashboard.org/reports/19647330123141/2023">https://www.caschooldashboard.org/reports/19647330123141/2023</a> | Report from the 2023 CA School Dashboard for Alliance Ted K. Tajima High                        |
| 5.1e(24) | Alliance Ted K. Tajima High_CA Dashboard 2023 and 2024                        | <a href="https://www.caschooldashboard.org/reports/19647330123141/2024">https://www.caschooldashboard.org/reports/19647330123141/2024</a> | Report from the 2024 CA School Dashboard for Alliance Ted K. Tajima High                        |
| 5.1f(23) | Ambassador School of Global Leadership  | <a href="https://www.caschooldashboard.org/reports/19647330121095/2023">https://www.caschooldashboard.org/reports/19647330121095/2023</a> | Report from the 2023 CA School Dashboard for Ambassador School of Global Leadership             |
| 5.1f(24) | Ambassador School of Global Leadership  | <a href="https://www.caschooldashboard.org/reports/19647330121095/2024">https://www.caschooldashboard.org/reports/19647330121095/2024</a> | Report from the 2024 CA School Dashboard for Ambassador School of Global Leadership             |
| 5.1g(23) | Animo Jackie Robinson   | <a href="https://www.caschooldashboard.org/reports/19647330111583/2023">https://www.caschooldashboard.org/reports/19647330111583/2023</a> | Report from the 2023 CA School Dashboard for Animo Jackie Robinson                              |
| 5.1g(24) | Animo Jackie Robinson   | <a href="https://www.caschooldashboard.org/reports/19647330111583/2024">https://www.caschooldashboard.org/reports/19647330111583/2024</a> | Report from the 2024 CA School Dashboard for Animo Jackie Robinson                              |
| 5.1h(23) | Belmont Senior High_CA Dashboard 2023 and 2024                                | <a href="https://www.caschooldashboard.org/reports/19647331930924/2023">https://www.caschooldashboard.org/reports/19647331930924/2023</a> | Report from the 2023 CA School Dashboard for Belmont Senior High School                         |
| 5.1h(24) | Belmont Senior High_CA Dashboard 2023 and 2024                                | <a href="https://www.caschooldashboard.org/reports/19647331930924/2024">https://www.caschooldashboard.org/reports/19647331930924/2024</a> | Report from the 2024 CA School Dashboard for Belmont Senior High School                         |

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| 5.1i(23)      | Camino Nuevo High 2 (Dalzell Lance)_CA Dashboard 2023 and 2024                      | <a href="https://www.caschooldashboard.org/reports/19647330127910/2023">https://www.caschooldashboard.org/reports/19647330127910/2023</a> | Report from the 2023 CA School Dashboard for Camino Nuevo High #2 (Dalzell Lance)                             |
| 5.1i(24)      | Camino Nuevo High 2 (Dalzell Lance)_CA Dashboard 2024                               | <a href="https://www.caschooldashboard.org/reports/19647330127910/2024">https://www.caschooldashboard.org/reports/19647330127910/2024</a> | Report from the 2024 CA School Dashboard for Camino Nuevo High #2 (Dalzell Lance)                             |
| 5.1j(23)      | Central City Value_CA Dashboard 2023 and 2024                                       | <a href="https://www.caschooldashboard.org/reports/19647330100800/2023">https://www.caschooldashboard.org/reports/19647330100800/2023</a> | Report from the 2023 CA School Dashboard for Central City Value   |
| 5.1j(24)      | Central City Value_CA Dashboard 2023 and 2024                                       | <a href="https://www.caschooldashboard.org/reports/19647330100800/2024">https://www.caschooldashboard.org/reports/19647330100800/2024</a> | Report from the 2024 CA School Dashboard for Central City Value   |
| 5.1k(23)      | Miguel Contreras Learning Complex - Business and Tourism_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330112029/2023">https://www.caschooldashboard.org/reports/19647330112029/2023</a> | Report from the 2023 CA School Dashboard for Miguel Contreras Learning Complex - School of Business & Tourism |
| 5.1k(24)      | Miguel Contreras Learning Complex - Business and Tourism_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330112029/2024">https://www.caschooldashboard.org/reports/19647330112029/2024</a> | Report from the 2024 CA School Dashboard for Miguel Contreras Learning Complex - School of Business & Tourism |
| 5.1l(23)      | Ramon C Cortines School of Visual & Performing Arts_CA Dashboard 2023 and 2024      | <a href="https://www.caschooldashboard.org/reports/19647330119727/2023">https://www.caschooldashboard.org/reports/19647330119727/2023</a> | Report from the 2023 CA School Dashboard for Ramon C. Cortines School of Visual & Performing Arts             |
| 5.1l(24)      | Ramon C Cortines School of Visual & Performing Arts_CA Dashboard 2023 and 2024      | <a href="https://www.caschooldashboard.org/reports/19647330119727/2024">https://www.caschooldashboard.org/reports/19647330119727/2024</a> | Report from the 2024 CA School Dashboard for Ramon C. Cortines School of Visual & Performing Arts             |
| 5.1m(23)<br>) | Early College Academy_CA Dashboard 2023 and 2024                                    | <a href="https://www.caschooldashboard.org/reports/19647330127803/2023">https://www.caschooldashboard.org/reports/19647330127803/2023</a> | Report from the 2023 CA School Dashboard for Early College Academy  |
| 5.1m(24)<br>) | Early College Academy_CA Dashboard 2023 and 2024                                    | <a href="https://www.caschooldashboard.org/reports/19647330127803/2024">https://www.caschooldashboard.org/reports/19647330127803/2024</a> | Report from the 2024 CA School Dashboard for Early College Academy  |



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| 5.1n(23) | Ednovate - Brio College Prep_CA Dashboard 2023 and 2024                                    | <a href="https://www.caschooldashboard.org/reports/19647330135723/2023">https://www.caschooldashboard.org/reports/19647330135723/2023</a> | Report from the 2023 CA School Dashboard for Ednovate - Brio College Prep                                 |
| 5.1n(24) | Ednovate - Brio College Prep_CA Dashboard 2023 and 2024                                    | <a href="https://www.caschooldashboard.org/reports/19647330135723/2024">https://www.caschooldashboard.org/reports/19647330135723/2024</a> | Report from the 2024 CA School Dashboard for Ednovate - Brio College Prep                                 |
| 5.1o(23) | Foshay Learning Center   | <a href="https://www.caschooldashboard.org/reports/19647336061451/2023">https://www.caschooldashboard.org/reports/19647336061451/2023</a> | Report from the 2023 CA School Dashboard for Foshay Learning Center                                       |
| 5.1o(24) | Foshay Learning Center   | <a href="https://www.caschooldashboard.org/reports/19647336061451/2024">https://www.caschooldashboard.org/reports/19647336061451/2024</a> | Report from the 2024 CA School Dashboard for Foshay Learning Center                                       |
| 5.1p(23) | GALA (Girls Academic Leadership Academy)   | <a href="https://www.caschooldashboard.org/reports/19647330133603/2023">https://www.caschooldashboard.org/reports/19647330133603/2023</a> | Report from the 2023 CA School Dashboard for GALA   |
| 5.1p(24) | GALA (Girls Academic Leadership Academy)   | <a href="https://www.caschooldashboard.org/reports/19647330133603/2024">https://www.caschooldashboard.org/reports/19647330133603/2024</a> | Report from the 2024 CA School Dashboard for GALA   |
| 5.1q(23) | Los Angeles Academy of Arts and Enterprise Charter (LAAAE)_CA Dashboard 2023 and 2024      | <a href="https://www.caschooldashboard.org/reports/19647330110304/2023">https://www.caschooldashboard.org/reports/19647330110304/2023</a> | Report from the 2023 CA School Dashboard for Los Angeles Academy of Arts and Enterprise Charter           |
| 5.1q(24) | Los Angeles Academy of Arts and Enterprise Charter (LAAAE)_CA Dashboard 2023 and 2024      | <a href="https://www.caschooldashboard.org/reports/19647330110304/2024">https://www.caschooldashboard.org/reports/19647330110304/2024</a> | Report from the 2024 CA School Dashboard for Los Angeles Academy of Arts and Enterprise Charter           |
| 5.1r(23) | Miguel Contreras Learning Complex - LA School of Global Studies_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330112870/2023">https://www.caschooldashboard.org/reports/19647330112870/2023</a> | Report from the 2023 CA School Dashboard for Miguel Contreras Learning Complex - School of Global Studies |
| 5.1r(24) | Miguel Contreras Learning Complex - LA School of Global Studies_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330112870/2024">https://www.caschooldashboard.org/reports/19647330112870/2024</a> | Report from the 2024 CA School Dashboard for Miguel Contreras Learning Complex - School of Global Studies |
| 5.1s(23) | LA High School for the Arts  | <a href="https://www.caschooldashboard.org/reports/19647330117747/2024">https://www.caschooldashboard.org/reports/19647330117747/2024</a> | Report from the 2023 CA School Dashboard for LA High School for the Arts                                  |

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| 5.1s(24)      | LA High School for the Arts  | <a href="https://www.caschooldashboard.org/reports/19647330117747/2023">https://www.caschooldashboard.org/reports/19647330117747/2023</a> | Report from the 2024 CA School Dashboard for LA High School for the Arts   |
| 5.1t(23)      | Larchmont Charter - Lafayette Park (K-12)_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330108928/2023">https://www.caschooldashboard.org/reports/19647330108928/2023</a> | Report from the 2023 CA School Dashboard for Larchmont Charter (K-12)      |
| 5.1t(24)      | Larchmont Charter - Lafayette Park (K-12)_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330108928/2024">https://www.caschooldashboard.org/reports/19647330108928/2024</a> | Report from the 2024 CA School Dashboard for Larchmont Charter (K-12)      |
| 5.1u(23)      | Los Angeles High School  | <a href="https://www.caschooldashboard.org/reports/19647331935352/2023">https://www.caschooldashboard.org/reports/19647331935352/2023</a> | Report from the 2023 CA School Dashboard for Los Angeles High School       |
| 5.1u(24)      | Los Angeles High School  | <a href="https://www.caschooldashboard.org/reports/19647331935352/2024">https://www.caschooldashboard.org/reports/19647331935352/2024</a> | Report from the 2024 CA School Dashboard for Los Angeles High School       |
| 5.1v(23)      | Math and Science College Prep  | <a href="https://www.caschooldashboard.org/reports/19647330126136/2023">https://www.caschooldashboard.org/reports/19647330126136/2023</a> | Report from the 2023 CA School Dashboard for Math and Science College Prep |
| 5.1v(24)      | Math and Science College Prep  | <a href="https://www.caschooldashboard.org/reports/19647330126136/2024">https://www.caschooldashboard.org/reports/19647330126136/2024</a> | Report from the 2024 CA School Dashboard for Math and Science College Prep |
| 5.1w(23)<br>) | New Designs Charter_CA Dashboard 2023 and 2024                       | <a href="https://www.caschooldashboard.org/reports/19647330102541/2023">https://www.caschooldashboard.org/reports/19647330102541/2023</a> | Report from the 2023 CA School Dashboard for New Designs Charter           |
| 5.1w(24)<br>) | New Designs Charter_CA Dashboard 2023 and 2024                       | <a href="https://www.caschooldashboard.org/reports/19647330102541/2024">https://www.caschooldashboard.org/reports/19647330102541/2024</a> | Report from the 2024 CA School Dashboard for New Designs Charter           |
| 5.1x(23)      | New Open World Academy   | <a href="https://www.caschooldashboard.org/reports/19647330119685/2023">https://www.caschooldashboard.org/reports/19647330119685/2023</a> | Report from the 2023 CA School Dashboard for New Open World Academy        |
| 5.1x(24)      | New Open World Academy   | <a href="https://www.caschooldashboard.org/reports/19647330119685/2024">https://www.caschooldashboard.org/reports/19647330119685/2024</a> | Report from the 2024 CA School Dashboard for New Open World Academy        |
| 5.1y(23)      | New Village Girls Academy_CA Dashboard 2023 and 2024                 | <a href="https://www.caschooldashboard.org/reports/19647330111484/2023">https://www.caschooldashboard.org/reports/19647330111484/2023</a> | Report from the 2023 CA School Dashboard for New Village Girls Academy     |

|           |   |   |   |
|-----------|---|---|---|
| 5.1y(24)  | New Village Girls Academy_CA Dashboard 2023 and 2024                                    | <a href="https://www.caschooldashboard.org/reports/19647330111484/2024">https://www.caschooldashboard.org/reports/19647330111484/2024</a> | Report from the 2024 CA School Dashboard for New Village Girls Academy                                    |
| 5.1z(23)  | Edward R Roybal Learning Center_CA Dashboard 2023 and 2024                              | <a href="https://www.caschooldashboard.org/reports/19647330117051/2023">https://www.caschooldashboard.org/reports/19647330117051/2023</a> | Report from the 2023 CA School Dashboard for Edward R. Roybal Learning Center                             |
| 5.1z(24)  | Edward R Roybal Learning Center_CA Dashboard 2023 and 2024                              | <a href="https://www.caschooldashboard.org/reports/19647330117051/2024">https://www.caschooldashboard.org/reports/19647330117051/2024</a> | Report from the 2024 CA School Dashboard for Edward R. Roybal Learning Center                             |
| 5.1aa(23) | Santee Ed Complex   | <a href="https://www.caschooldashboard.org/reports/19647330109447/2023">https://www.caschooldashboard.org/reports/19647330109447/2023</a> | Report from the 2023 CA School Dashboard for Santee Ed Complex  |
| 5.1aa(24) | Santee Ed Complex   | <a href="https://www.caschooldashboard.org/reports/19647330109447/2024">https://www.caschooldashboard.org/reports/19647330109447/2024</a> | Report from the 2024 CA School Dashboard for Santee   |
| 5.1ab(23) | Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330127795/2023">https://www.caschooldashboard.org/reports/19647330127795/2023</a> | Report from the 2023 CA School Dashboard for Miguel Contreras Learning Complex - School of Social Justice |
| 5.1ab(24) | Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330127795/2024">https://www.caschooldashboard.org/reports/19647330127795/2024</a> | Report from the 2024 CA School Dashboard for Miguel Contreras Learning Complex - School of Social Justice |
| 5.1ac(23) | School for the Visual Arts & Humanities   | <a href="https://www.caschooldashboard.org/reports/19647330117762/2023">https://www.caschooldashboard.org/reports/19647330117762/2023</a> | Report from the 2023 CA School Dashboard for School for the Visual Arts & Humanities                      |
| 5.1ac(24) | School for the Visual Arts & Humanities   | <a href="https://www.caschooldashboard.org/reports/19647330117762/2024">https://www.caschooldashboard.org/reports/19647330117762/2024</a> | Report from the 2024 CA School Dashboard for School for the Visual Arts & Humanities                      |
| 5.1ad(23) | UCLA Community School (K-12)  | <a href="https://www.caschooldashboard.org/reports/19647330119693/2023">https://www.caschooldashboard.org/reports/19647330119693/2023</a> | Report from the 2023 CA School Dashboard for UCLA Community School  |
| 5.1ad(24) | UCLA Community School (K-12)  | <a href="https://www.caschooldashboard.org/reports/19647330119693/2024">https://www.caschooldashboard.org/reports/19647330119693/2024</a> | Report from the 2024 CA School Dashboard for UCLA Community School  |

|           |  |   |   |
|-----------|--|---|---|
| 5.1ae(23) | University Preparatory Value High_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330132027/2023">https://www.caschooldashboard.org/reports/19647330132027/2023</a>   | Report from the 2023 CA School Dashboard for University Preparatory Value High School   |
| 5.1ae(24) | University Preparatory Value High_CA Dashboard 2023 and 2024 | <a href="https://www.caschooldashboard.org/reports/19647330132027/2024">https://www.caschooldashboard.org/reports/19647330132027/2024</a>   | Report from the 2024 CA School Dashboard for University Preparatory Value High School   |
| 5.1af(23) | West Adams Prep High   | <a href="https://www.caschooldashboard.org/reports/19647330114850/2023">https://www.caschooldashboard.org/reports/19647330114850/2023</a>   | Report from the 2023 CA School Dashboard for West Adams Prep High   |
| 5.1af(24) | West Adams Prep High   | <a href="https://www.caschooldashboard.org/reports/19647330114850/2024">https://www.caschooldashboard.org/reports/19647330114850/2024</a>   | Report from the 2024 CA School Dashboard for West Adams Prep High   |
| 5.2       | US News & World Report: Best High Schools                    | <a href="https://www.usnews.com/education/best-high-schools/california/districts/collegiate-charter-high-of-los-angeles-district/collegiate-charter-high-of-los-angeles-201004">https://www.usnews.com/education/best-high-schools/california/districts/collegiate-charter-high-of-los-angeles-district/collegiate-charter-high-of-los-angeles-201004</a>   | State Assessment Performance Rank is an aggregated score on state assessments compared with U.S. News' expectations given the proportions of students who are Black, Hispanic and from low-income households.   |
| 5.3       | Test Results at a Glance                                     | <a href="https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&amp;lstTestYear=2024&amp;lstTestType=B&amp;lstGroup=1&amp;lstSubGroup=1&amp;lstGrade=13&amp;lstSchoolType=A&amp;lstCounty=19&amp;lstDistrict=64733-0131821&amp;lstSchool=0131821">https://caaspp-elpac.ets.org/caaspp/DashViewReportSB?ps=true&amp;lstTestYear=2024&amp;lstTestType=B&amp;lstGroup=1&amp;lstSubGroup=1&amp;lstGrade=13&amp;lstSchoolType=A&amp;lstCounty=19&amp;lstDistrict=64733-0131821&amp;lstSchool=0131821</a> | This is an interactive website that was used to access Collegiate's 2023-24 subgroup performance on CAASPP for ELA and Math and comparison subgroup data for LAUSD and CA.<br>Note that for this website we did not download individual PDFs for each permutation available through the interactive dropdown menus. |

The Current Measurements of School Wide Academic Performance in the Community table below includes the most recent (2023 and 2024) performance data as indicated on the California School Dashboard, for all public schools (district and charter) serving the same grade levels to be served by the proposed charter school within the target community.

Each cell of the Current Measurements of School Wide Academic Performance in the Community table includes a performance level at the top of the cell using the five colors of the California School Dashboard (Blue, Green Yellow, Orange, Red) or, for the English Learner Progress indicator, the five progress levels (Very high, High, Medium, Low, Very low) and the corresponding quantitative value to indicate status, as shown below. School demographics are also included in the CA Dashboard including categories for Socioeconomically Disadvantaged, English Learners, Students with Disabilities.

| Current Measurements of School Wide Academic Performance |   |   |                   |            |                     |    |     |
|--|---|---|-------------------|------------|---------------------|----|-----|
|  | Academic Performance Indicators             |   |                   |            | School Demographics |    |     |
|  | ELA   | Math  | ELPI              | CCI        | SED                 | EL | SWD |
| Performance Level  | Color                                       | Color                                       | Progress Level    | Color      |                     |    |     |
| Status   | (+/-) DFS<br>Points above or below standard | (+/-) DFS<br>Points above or below standard | % making progress | % prepared |                     |    |     |

|   |   | Academic Performance Indicators |                     |                     |                      |               |               |               |               | School Demographics |      |      |      |      |      |
|---|---|---------------------------------|---------------------|---------------------|----------------------|---------------|---------------|---------------|---------------|---------------------|------|------|------|------|------|
|   |   | ELA                             |                     | Math                |                      | ELPI          |               | CCI           |               | SED                 |      | ELL  |      | SWD  |      |
|   | SITE NAME                                     | 2023                            | 2024                | 2023                | 2024                 | 2023          | 2024          | 2023          | 2024          | 2023                | 2024 | 2023 | 2024 | 2023 | 2024 |
|   | Median for Community of Schools               | -15                             | -11                 | -107                | -100                 | 46%           | 38%           | 50%           | 56%           | 96%                 | 95%  | 20%  | 18%  | 13%  | 13%  |
|   | Rank for Collegiate vs Community of Schools   | 15                              | 19                  | 14                  | 13                   | 9             | 18            | 13            | 29            | 24                  | 18   | 8    | 7    | 1    | 1    |
|   | Collegiate Charter High School                | No Color<br>-12 DFS             | No Color<br>-26 DFS | No Color<br>-99 DFS | No Color<br>- 97 DFS | Green<br>50%  | Red<br>33%    | Medium<br>52% | Orange<br>37% | 93%                 | 94%  | 31%  | 33%  | 25%  | 26%  |
| 1 | Academic Leadership Community                 | Red<br>-56 DFS                  | Yellow<br>-38 DFS   | Orange<br>-141 DFS  | Orange<br>-123 DFS   | Red<br>12.5%  | Yellow<br>29% | Medium<br>41% | Orange<br>39% | 99%                 | 96%  | 30%  | 24%  | 12%  | 12%  |
| 2 | Alliance Dr. Olga Mohan HS                    | Yellow<br>+15.6 DFS             | Blue<br>+42 DFS     | Green<br>-54.6 DFS  | Yellow<br>-59 DFS    | Blue<br>69%   | Orange<br>47% | High<br>58%   | Green<br>66%  | 98%                 | 97%  | 16%  | 15%  | 15%  | 14%  |
| 3 | Alliance GRM Academy High (6-12)              | Orange<br>- 15 DFS              | Yellow<br>-5 DFS    | Yellow<br>-78 DFS   | Yellow<br>-66 DFS    | Green<br>68%  | Blue<br>75%   | High<br>59%   | Green<br>64%  | 95%                 | 95%  | 13%  | 11%  | 11%  | 12%  |
| 4 | Alliance Tajima High                          | Green<br>+71 DFS                | Green<br>+71 DFS    | Yellow<br>-66 DFS   | Green<br>-52 DFS     | Blue<br>84.2% | Orange<br>55% | High<br>70%   | Blue<br>75%   | 98%                 | 97%  | 13%  | 7%   | 12%  | 10%  |
| 5 | Ambassador School of Global Leadership (6-12) | Yellow<br>-54 DFS               | Red<br>-77 DFS      | Red<br>-138 DFS     | Orange<br>-110 DFS   | Red<br>45%    | Orange<br>38% | Medium<br>36% | Green<br>58%  | 96%                 | 95%  | 31%  | 29%  | 17%  | 17%  |
| 6 | Animo Jackie Robinson                         | Green<br>+9 DFS                 | Yellow<br>+3 DFS    | Yellow<br>-88 DFS   | Red<br>-118 DFS      | Orange<br>48% | Orange<br>39% | Medium<br>46% | Yellow<br>46% | 97%                 | 96%  | 15%  | 14%  | 15%  | 16%  |
| 7 | Belmont High                                  | Red<br>-79 DFS                  | Red<br>-103 DFS     | Red<br>-164 DFS     | Red<br>-176 DFS      | Red<br>13.2%  | Red<br>12%    | Medium<br>35% | Orange<br>30% | 98%                 | 94%  | 52%  | 53%  | 9%   | 11%  |
| 8 | Camino Nuevo HS 2                             | Blue<br>+48 DFS                 | Yellow<br>+30 DFS   | Yellow<br>-68 DFS   | Orange<br>-80 DFS    | Green<br>48%  | Red<br>33%    | Medium<br>49% | Green<br>59%  | 97%                 | 99%  | 17%  | 18%  | 16%  | 15%  |
| 9 | Central City Value                            | Blue<br>+37 DFS                 | Yellow<br>+28 DFS   | Yellow<br>-66 DFS   | Green<br>-56 DFS     | Orange<br>36% | Red<br>33%    | Low<br>39%    | Green<br>48%  | 88%                 | 87%  | 21%  | 18%  | 15%  | 16%  |

|    |                                       |                  |                  |                   |                   |              |              |               |              |     |     |     |     |     |     |
|----|---------------------------------------|------------------|------------------|-------------------|-------------------|--------------|--------------|---------------|--------------|-----|-----|-----|-----|-----|-----|
| 10 | Contreras School of Bus & Tourism     | Green +7.5 DFS   | Green +24 DFS    | Orange -135 DFS   | Yellow -86 DFS    | Yellow 40%   | Yellow 44%   | Medium 41%    | Green 60%    | 99% | 99% | 36% | 30% | 11% | 9%  |
| 11 | Cortines School of VPA                | Yellow -21 DFS   | Blue +31 DFS     | Red -144 DFS      | Yellow -110 DFS   | Red 27.7%    | Red 22%      | Medium 48%    | Orange 40%   | 71% | 66% | 5%  | 5%  | 13% | 15% |
| 12 | Early College Acad                    | Green +35 DFS    | No Color +13 DFS | Yellow -68 DFS    | No Color -65 DFS  | No Color 54% | No Color N/A | Very High 98% | Blue 100%    | 94% | 87% | 7%  | 2%  | 5%  | 4%  |
| 13 | Ednovate - Brio Col Prep              | Green +16 DFS    | Blue +56 DFS     | Yellow -95 DFS    | Yellow -71 DFS    | Blue 63%     | Green 63%    | Medium 40%    | Yellow 41%   | 61% | 85% | 11% | 11% | 11% | 11% |
| 14 | Foshay Learning Ctr (K-12)            | Orange -37 DFS   | Yellow -31 DFS   | Red -108 DFS      | Yellow -91 DFS    | Yellow 53%   | Blue 65%     | Very High 78% | Blue 78%     | 95% | 79% | 15% | 13% | 8%  | 8%  |
| 15 | GALA HS                               | Blue +102 DFS    | Green +99 DFS    | Green -54.6 DFS   | Green +30 DFS     | No Color N/A | No Color N/A | Blue 90%      | Blue 95%     | 39% | 56% | 1%  | 1%  | 5%  | 5%  |
| 16 | LA Acad of Arts and Enterprise (6-12) | Red -95 DFS      | Red -117 DFS     | Red -175 DFS      | Red -173 DFS      | Red 28%      | Red 29%      | Medium 51%    | Orange 19%   | 88% | 95% | 42% | 43% | 10% | 11% |
| 17 | LA Global Studies                     | Orange -109 DFS  | Orange -84 DFS   | Red -179 DFS      | Orange -130 DFS   | Red 12.6%    | Orange 19%   | Low 25%       | Green 42%    | 99% | 99% | 41% | 47% | 8%  | 8%  |
| 18 | LA High for the Arts                  | Orange -24 DFS   | Yellow -1 DFS    | Red -158 DFS      | Orange -123 DFS   | Red 36%      | Orange 36%   | High 55%      | Green 58%    | 97% | 92% | 24% | 23% | 14% | 13% |
| 19 | Larchmont Charter (TK-12)             | Blue +47 DFS     | Blue +49 DFS     | Green +14 DFS     | Green +25 DFS     | Green 60%    | Orange 51%   | High 60%      | Green 69%    | 48% | 41% | 9%  | 8%  | 14% | 14% |
| 20 | Los Angeles High                      | Red -83 DFS      | Orange -77 DFS   | Orange -148 DFS   | Red -153 DFS      | Yellow 42%   | Red 33%      | Medium 39%    | Yellow 38%   | 95% | 86% | 21% | 19% | 14% | 14% |
| 21 | Math and Sci College Prep             | Green +17 DFS    | Green +30 DFS    | Yellow -97 DFS    | Orange -99 DFS    | Green 49%    | Green 51%    | Medium 52%    | Orange 49%   | 94% | 90% | 16% | 15% | 12% | 12% |
| 22 | New Designs Charter (6-12)            | Orange -22 DFS   | Orange -22 DFS   | Orange -101 DFS   | Orange -109 DFS   | Orange 45.2% | Blue 56%     | Medium 55%    | Blue 85%     | 88% | 83% | 16% | 18% | 10% | 11% |
| 23 | New Open World Acad (K-12)            | Orange -57 DFS   | Red -73 DFS      | Red -107 DFS      | Orange -99 DFS    | Orange 50%   | Red 32%      | Medium 50%    | Green 57%    | 97% | 97% | 39% | 35% | 12% | 12% |
| 24 | New Village Girls Acad                | No Color -50 DFS | No Color -80 DFS | No Color -180 DFS | No Color -195 DFS | No Color 47% | No Color 42% | No Color 0%   | No Color 11% | 98% | 99% | 30% | 22% | 14% | 15% |
| 25 | Roybal Lrng Ctr                       | Yellow -11.5 DFS | Orange -16 DFS   | Red -121 DFS      | Yellow -109 DFS   | Red 36%      | Orange 36%   | Medium 42%    | Green 48%    | 97% | 93% | 17% | 15% | 17% | 17% |
| 26 | Santee Ed Cmplx                       | Yellow -9 DFS    | Orange -19 DFS   | Orange -128 DFS   | Red -130 DFS      | Red 34%      | Red 33%      | Medium 43%    | Yellow 44%   | 98% | 92% | 20% | 19% | 16% | 16% |
| 27 | School for Soc Just                   | Yellow -35 DFS   | Orange -41 DFS   | Orange -169 DFS   | Orange -163 DFS   | Red 31.2%    | Red 19%      | Medium 39%    | Green 56%    | 99% | 98% | 46% | 40% | 9%  | 9%  |

|    |   |                   |                   |                    |                    |               |               |               |               |     |     |     |     |     |     |
|----|---|-------------------|-------------------|--------------------|--------------------|---------------|---------------|---------------|---------------|-----|-----|-----|-----|-----|-----|
| 28 | School for the Visual Arts & Humanities | Yellow<br>+20 DFS | Orange<br>-1 DFS  | Red<br>-124 DFS    | Yellow<br>-110 DFS | Yellow<br>58% | Red<br>42%    | High<br>63%   | Green<br>65%  | 97% | 97% | 20% | 15% | 14% | 14% |
| 29 | UCLA Community School (K-12)            | Yellow<br>-36 DFS | Orange<br>-46 DFS | Yellow<br>-94 DFS  | Orange<br>-93 DFS  | Green<br>49%  | Orange<br>42% | Medium<br>53% | Green<br>63%  | 95% | 96% | 34% | 34% | 15% | 17% |
| 30 | University Prep Value High              | Orange<br>-21 DFS | Blue<br>+34 DFS   | Yellow<br>-61 DFS  | Yellow<br>-100 DFS | Red<br>29%    | Green<br>53%  | Medium<br>54% | Orange<br>39% | 85% | 95% | 16% | 16% | 14% | 14% |
| 31 | West Adams Prep High                    | Orange<br>-57 DFS | Orange<br>-50 DFS | Orange<br>-160 DFS | Orange<br>-157 DFS | Orange<br>40% | Red<br>32%    | Low<br>31%    | Green<br>47%  | 98% | 98% | 29% | 25% | 14% | 16% |

Source: CA School Dashboard

\* Schools highlighted in yellow are ones at which at least 1.5% of Equitas alumni were attending in 2023-24.

### (OPTIONAL) SECTION 6: ADDITIONAL INFORMATION

*The charter school may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g., Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas.*

### NARRATIVE

In the space below, present any additional information for consideration in the Community Impact Assessment, consistent with the italicized language above.

***Collegiate welcomes students at any grade level (not just 9th grade) and at any point during the academic year (not just first 30 days).*** This is why Collegiate attracts recently arrived immigrants in larger numbers than other neighborhood schools.

***Equitas Families express Interest in a High School so students have a TK - 12th grade pathway***  
In Fall 2023, as part of outreach to stakeholders for input to the strategic planning process, over 250 Equitas Academy families provided feedback through (1) a survey administered from October 4 - 24, 2023 with 126 respondents; (2) a Zoom session on October 19, 2023 with 95 participants and (3) two in-person workshops on October 21, 2023 with 30 participants. Through these engagement opportunities there was overwhelming family interest for a high school to fulfill Equitas' mission of preparing students for college, careers, and life pursuits. This interest was shared in a report to the Equitas board in November 2023 and with the Collegiate leadership in our early discussions in May, 2024.

#### **[Evidence Table Citation 6.1]**

As of December 30, 2024, 94 Equitas 8th graders have applied for admission to Collegiate for the 2025-26 school year, further demonstrating the strong demand for this TK-12 pathway.



| [Evidence Table Citation 6.2]                            |                       |                                       |  |
|--|-----------------------|---------------------------------------|--|
| <b>EVIDENCE TABLE</b><br>(Add additional rows as needed) |                       |                                       |  |
| Citation   | File Name             | Link (optional)                       | Description of Evidence  |
| 6.1  | Nov 2023 Board slides | <a href="#">Nov 2023 Board slides</a> | Board slides summarizing Equitas family feedback demonstrating interest in a high school.                                      |
| 6.2  | Equitas 2025-26       | <a href="#">Equitas 2025-26</a>       | List of 94 Equitas families who have applied to Collegiate and are currently in our SchoolMint system for the January lottery. |



[Return to Order of Business](#)

# TAB 23



## Board of Education Report

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**File #:** Rep-331-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Special Education & Specialized Programs

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### **Delegation of Authority to Negotiate and Execute Master Contracts for Special Education Supports and Services and Special Education Health and Nursing Services**

Division of Special Education and Medical Services Division

#### **Brief Description:**

(Delegation of Authority to Negotiate and Execute Master Contracts for Special Education Supports and Services and Special Education Health and Nursing Services) Recommends the Board of Education delegate authority to the Superintendent and/or his designee(s) to execute NPS/A Master Contracts for Special Education Supports and Services, including Related Services and NPA Master Contracts for Special Education Health and Nursing Services for the 2025-26 school year, and each specific school year thereafter. Pursuant to state requirements (Education Code Section 56360 et seq. and Title 5 of the California Code of Regulations), stating each Special Education Local Plan Area (“SELPA”) ensure a continuum of program options are available to meet the needs of students with Individualized Education Programs (“IEP”) in special education and related services.

#### **Action Proposed:**

Approval to delegate authority to the Superintendent and/or his designee(s) to negotiate, execute, authorize payments, amend, exercise options, and terminate (whether by default or convenience), and take any other actions necessary, subject to and in accordance with California Education Code, California Government Code and any other applicable statutory provisions, for the administration of: Master Contracts for Special Education Supports and Services with CDE-certified NPS/As and Master Contracts for Special Education Health and Nursing Services with CDE-certified NPA’s in the not-to-exceed aggregate amount of \$248 million for the 2025-26 school year, and not-to-exceed \$255 million each specific year thereafter. In the 2025-26 school year, the total aggregate includes \$244 million for the Special Education Supports and Services and \$4 million for Special Education Health and Nursing Services. The total aggregate for each specific year thereafter is \$250 million for the Special Education Supports and Services and \$5 million for Special Education Health and Nursing Services.

#### **Background:**

The Individuals with Disabilities Education Act (“IDEA”) requires that the District provide qualified students with disabilities with special education supports and services, including health and nursing services as needed. These supports and services may include, but are not limited to nonpublic schools options, residential treatment center options, behavioral intervention services, speech and language services, occupational therapy, and health and nursing services. The District meets these obligations through its SELPA, and the Local Plan outlines how the services will be provided. The District is required to maintain a continuum of program options, including nonpublic, nonsectarian schools and nonpublic agencies, to meet the needs of its special education students (Ed. Code, §§ 56360, 56361, 56365.).

The Master Contract with each NPS and NPA must specify the financial agreement between the District and the NPS/A for the specified services in a student’s IEP that the NPS/A will provide (Ed. Code, § 56366(a)).

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**File #:** Rep-331-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Special Education & Specialized Programs

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Pursuant to California Code of Regulations Section 3062(a), the District negotiates its Master Contract with NPS/As for Special Education Services and Supports, and Health and Nursing Services on an annual basis. Previously these services were negotiated as a single set of master contracts, however the District is separating NPS/A master contracts from health and nursing services master contracts to allow for the Medical Services Division to separately negotiate master contracts for NPA Health and Nursing Services. Keeping the contracts separate ensures that each contract meets the specific needs of the respective Divisions without conflict. It allows each Division to negotiate independently, tailoring terms and services to best meet the unique needs of their group of students. Periodic reports for contract actions necessary for the provision of special education supports and services and health and nursing services will be prepared in accordance with Board delegated authority to the Superintendent.

The NPS/A Master Contracts are utilized when an IEP Team determines that a student's needs cannot be met in the public school setting, and the IEP team agrees that placement and/or services are best provided by a NPS/A. In some instances, NPA services are considered due to District vacancies and are offered to meet legal obligations.

**Expected Outcomes:**

Approval of this item will allow the District to meet its legal obligation to make special education support and services and health and nursing services provided by NPS/As available to individuals with exceptional needs.

**Board Options and Consequences:**

A "YES" vote will authorize the Superintendent and/or his designee(s) to negotiate and execute master contracts to provide NP/S/A Special Education supports and services and health and nursing services to qualified students with disabilities.

A "NO" vote will result in the immediate unavailability of these services or discontinuance of services, or both, likely denying students with special needs, in violation of both federal and California law, a free appropriate public education. The unavailability or discontinuance of these services would likely result in costly litigation and increased future costs in securing these services. The postponement of the actions being requested will delay the contract award or delivery dates, resulting in costly litigation.

**Policy Implications:**

There are no policy implications for these agreements.

**Budget Impact:**

The \$248 million aggregate in the 2025-26 school year, and not-to-exceed \$255 million aggregate each specific year thereafter, will be funded by a combination of state and federal funds.

**Student Impact:**

These contracts support the provision of special education supports and services and health and nursing services required by federal and state special education laws.

**Equity Impact:**

| Component                      | Score    | Score Rationale  |
|--------------------------------|----------|--|
| <b>Recognition</b>             | <b>3</b> | The award of NPS/A and NPA Master Contracts will support the District's efforts to provide mandated special education services and supports and health and nursing services for students with disabilities pursuant to their IEP. The District is required to maintain a continuum of program options, to include nonpublic agency services, to meet the needs of individuals with exceptional needs for health and nursing services as required by the federal IDEA and California law. |
| <b>Resource Prioritization</b> | <b>3</b> | The NPS/A and NPA contracts will make services available to qualified students with disabilities, to be provided through master contracts with California Department of Education certified nonpublic agencies.  |
| <b>Results</b>                 | <b>3</b> | The annual NPS/A and NPA contracts will ensure that the District has the required continuum of program options available to meet the needs of individuals with exceptional needs for health and nursing services as required by the federal IDEA and California law.   |
| <b>TOTAL</b>                   | <b>9</b> |  |

**Issues and Analysis:**

Staff expects to negotiate and execute master contracts for the 2025-26 school year with approximately 92 returning NPS/As for the provision of special education supports and services (Attachment A) for students pursuant to their IEP, additional contractors may be included in the final list as necessary. Staff expects to negotiate and execute master contracts for the 2025-26 school year with at least three NPAs for the provision of health and nursing services for students with disabilities pursuant to their IEP. The list of prospective contractors is attached (Attachment B), and additional contractors may be included in the final list as necessary. Staff will return to the Board for ratification of the master contracts after rates have been either negotiated or ordered by Los Angeles County Office of Education ("LACOE") as delegated by the California Department of Education.

**Attachments:**

Attachment A: Anticipated NPS/A Master Contracts for Special Education Supports and Services

Attachment B: Anticipated NPA Master Contracts for Special Education Health and Nursing Services

**Submitted:**


05/08/25

**File #:** Rep-331-24/25, **Version:** 1  
**In Control:** Special Education & Specialized Programs

**Agenda Date:** 5/13/2025

**RESPECTFULLY SUBMITTED,**

**APPROVED BY:**


  
 ALBERTO M. CARVALHO  
 Superintendent

  
 PEDRO SALCIDO  
 Deputy Superintendent Operations

**APPROVED BY:**

**APPROVED BY:**

  
 KARLA V. ESTRADA  
 Deputy Superintendent Instruction

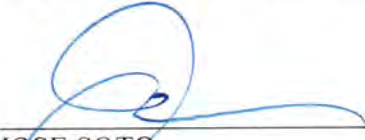
  
 ANTHONY AGUILAR  
 Chief  
 Special Education & Specialized Programs

☒ Approved as to form.

**APPROVED & PRESENTED BY:**

**APPROVED & PRESENTED BY:**

  
 SMITA MALHOTRA, MD  
 Chief Medical Director  
 Medical Services Division

  
 JOSE SOTO  
 Executive Director  
 Division of Special Education

**REVIEWED BY:**

**REVIEWED BY:**

  
 NOLBERTO DELGADILLO  
 Deputy Chief Financial Officer

  
 DEVORA NAVERA REED  
 General Counsel

☒ Approved as to budget impact statement.

☒ Approved as to form.

**Anticipated NPS/A Master Contracts for Special Education Supports and Services\***

**CONTRACTOR**

1. 360 BEHAVIORAL HEALTH
2. 360 DEGREE CUSTOMER INC. -LAS PER DIEM (NPA)
3. ADVANCING HIGHER EDUCATION & DEV (AHEAD) (NPA)
4. AEQUOR HEALTHCARE
5. ALPINE ACADEMY (NPS)
6. AUTISM BEHAVIOR CONSULTANTS (NPA)
7. AUTISM BEHAVIOR INTERVENTION (NPA)
8. AUTISM LEARNING PARTNERS (NPA)
9. AUTISM SPECT INTERV (NPA)
10. AUTISM SPECT THRPS (NPA)
11. BEHAVIOR & EDUC, INC (NPA)
12. BEHAVIOR FRONTIERS (NPA)
13. BEHAVIOR GUIDANCE GROUP (NPA)
14. BEHAVIORAL LEARNING NETWORK (NPA)
15. BMR HEALTH SVCS, INC (NPA)
16. BRIDGEPORT SCHOOL (NPS)
17. BRIDGEPORT WEST (NPS)
18. CAROUSEL SCHOOL (NPS)
19. CENTER FOR AUT&REL SVC,INC (NPA)
20. CHANGE ACADEMY-CALO (NPS)
21. CHILD COUNSELING & BEHAVIOR THERAPY CLINIC (NPA)
22. CHILD DEVELOPMENT INSTITUTE (NPA)
23. CHIME INSTITUTE (PRESCHOOL DIS) (NPA)
24. CINNAMON HILLS SCH (NPS)
25. CREATIVE BEHV CONSLT (NPA)
26. CTR BEH, ED & SOC THER. (NPA)
27. DEVELOPMENTAL DYNAMO INC (NPA)
28. DEVEREUX ACKERMAN (NPS)
29. DEVEREUX SCHOOL OF VIERA (NPS)
30. DUBNOFF SCHOOL (NPS)
31. EARLY STRIDES (NPA)
32. EDTHEORY, LLC
33. EKO MULTI PURPOSE CENTER, INC. (NPS)
34. ELLIOTT INSTITUTE, INC. (NPS)
35. ESSEY, CAROL (NPA)
36. FIRSTSTEPS FOR KIDS, INC (NPA)
37. FOCUS ON ALL CHILD THERAPIES (NPA)
38. GARY STROMBERG & ASSOCIATES -PER DIEM (NPA)
39. GOLDEN STATE SPEECH
40. HAWTHORNE ACADEMY (NPS)

*\*Additional contractors may be included in the final list for ratification, as necessary.*

**Anticipated NPS/A Master Contracts for Special Education Supports and Services\***

**CONTRACTOR**

41. HELP GROUP-NORTH HILLS PREP (NPS)
42. HERITAGE SCHOOL (NPS)
43. INCLUSIVE ED. & COMM PARTNERSHIP (NPA)
44. INSTITUTE FOR APPL. BEH. ANALYSIS (NPA)
45. INTENSIVE BEH INTRVEN CONSULTANTS (NPA)
46. INTERCARE THERAPY (NPA)
47. IRL ALMANSOR (NPS)
48. IRL WESTMORELAND (NPS)
49. JACK WEAVER SCHOOL (OAK GROVE) (NPS)
50. KAYNE ERAS CENTER (NPA)
51. KAYNE ERAS CENTER (NPS)
52. KYO AUTISM THERAPY
53. LEARNING & BEHV CTR (NPA)
54. LEHRHOFF, IRWIN (NPA)
55. LIGHT STREET SPECIAL EDUCATION SOLUTIONS (NPA)
56. LITTLE CITIZENS/WESTSIDE ACAD#1 MS (NPS)
57. LITTLE CITIZENS/WESTSIDE ACAD#3 ES (NPS)
58. LOGAN RIVER ACADEMY (NPS)
59. LOOKING GLASS CHILDRENS SERVICES (NPA)
60. LOVAAS INST./EARLY INTERVENTION (NPA)
61. MCRORY PEDIATRIC SERVICES (NPA)
62. NEW MEDISCAN II, LLC (NPA)
63. NORTHPOINT SCHOOL CFGC (NPS)
64. PERSONAL COACHING SYSTEMS (NPS)
65. PIONEER HLTH SVC LLC (NPA)
66. PRISTINE REHAB CARE (NPA)
67. PROGRESSUS THERAPY, LLC (NPA)
68. PROVO CANYON, UHS (NPS)
69. RCM HEALTH CARE SVCS (NPA)
70. REACHING THE STARS CTR. FOR AUT. (NPA)
71. SIERRA SCHOOL OF ALHAMBRA (NPS)
72. SLAUSON LEARNING CTR #1 (HIGH) (NPS)
73. SLAUSON LEARNING CTR II (ELEM) (NPS)
74. SOLIANT HEALTH INC (NPA)
75. SPEECH TIME (NPA)
76. SPEECH/LANG/EDUC. ASSOC. (NPA)
77. STEPPING STONES GR (NPA)
78. SUMMIT VIEW SCHOOL (NPS)
79. SUMMIT VIEW SCHOOL (WESTSIDE) (NPS)
80. SUNRISE SCHOOL (NPS)

*\*Additional contractors may be included in the final list for ratification, as necessary.*

**Anticipated NPS/A Master Contracts for Special Education Supports and Services\*****CONTRACTOR**

- 81. SUNRISE WEST (NPS)
- 82. SWITZER LEARNING CENTER (NPS)
- 83. THERAPY IN ACTION (NPA)
- 84. THERAPY MANTRA, INC. (NPA)
- 85. THERAPY WEST (NPA)
- 86. TOTAL EDUCATION SOLUTIONS (NPA)
- 87. VERDUGO HILLS AUTISM PROJECT (NPA)
- 88. VILLAGE GLEN SCH (VALLEY) (NPS)
- 89. VISTA SCHOOL (NPS)
- 90. WAYFINDER FAMILY SERVICES(NPS)
- 91. WORKING WITH AUTISM (NPA)
- 92. YOUNG LEARNERS PRE-S & INTRVN CTR (NPS)

*\*Additional contractors may be included in the final list for ratification, as necessary.*



## ATTACHMENT B

**Anticipated NPA Master Contracts for Special Education Health and Nursing Services\*****CONTRACTOR**

1. RCM Health Care Services (NPA)
2. Soliant Health Inc. (NPA)

*\*Additional contractors may be included in the final list for ratification, as necessary.*

[Return to Order of Business](#)

**TAB 24**



## Board of Education Report

**File #:** Rep-305-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** HR Personnel Commission Routine Personnel Actions

### Approval of Routine Personnel Actions

Human Resources Division

#### Brief Description:

(Approval of Routine Personnel Actions) Recommends approval of 4,822 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts).

#### Action Proposed:

Approve 4,822 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

Classified: 3,208  
Certificated: 1,443  
Unclassified: 171

It is proposed that the following routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) be approved.

SAP transaction numbers: 3944580 to 3958017

#### ROUTINE PERSONNEL ACTIONS

|                 | Total (this report)<br>(03/03/2025 to 04/07/2025) | Total<br>(Year-to-date) |
|-----------------|---|-------------------------|
| 1. Classified   | 3,208   | 99,986                  |
| 2. Certificated | 1,443   | 92,954                  |
| 3. Unclassified | <u>171</u>  | <u>13,093</u>           |
| <b>TOTAL</b>    | <b>4,822</b>                                      | <b>206,033</b>          |

#### BREAKDOWN OF ACTIONS:

| Actions                 | Classified | Certificated | Unclassified | Total |
|-------------------------|------------|--------------|--------------|-------|
| Hires                   | 564        | 133          | 107          | 804   |
| Leaves/Paid             | 304        | 180          | 0            | 484   |
| Leaves/Unpaid           | 12         | 23           | 0            | 35    |
| Reassignments/Demotions | 9          | 0            | 0            | 9     |

File #: Rep-305-24/25, Version: 1

Agenda Date: 5/13/2025

In Control: HR Personnel Commission Routine Personnel Actions

| Actions                      | Classified | Certificated | Unclassified | Total |
|------------------------------|------------|--------------|--------------|-------|
| Reassignments/Promotions     | 123        | 49           | 0            | 172   |
| Reassignments/Transfers      | 114        | 237          | 9            | 360   |
| Retirements                  | 43         | 16           | 0            | 59    |
| Separations/Non-Resignations | 378        | 165          | 31           | 574   |
| Separations/Resignations     | 346        | 35           | 15           | 396   |
| Other Actions*               | 1,315      | 605          | 9            | 1,929 |

\*Other actions include absences, conversion codes from legacy, change of pay, and change of work schedule and benefits.

### REIMBURSEMENT AGREEMENT (ZERO-VALUE CONTRACT)

It is proposed that the following reimbursement agreements be approved for the 2025-2026 school year:

| <u>Agency</u>                                   | <u>Agreement Number</u>     |
|---|-----------------------------|
| Associated Administrators of Los Angeles (AALA) | HR 25/26-001                |
| California Teachers Association (CTA)           | HR 25/26-002 - HR 25/26-003 |
| United Teachers Los Angeles (UTLA)              | HR 25/26-004 - HR 25/26-010 |

The requesting agency will reimburse the District for all costs for salary and benefits for the temporary loan of the employees to the agencies during the period of the organization leave assignment. Organization leaves are provided under the Education Code section 44987 for elected officers.

### **Background:**

This report is presented at each Board Meeting for approval of routine personnel actions.

### **Expected Outcomes:**

Not applicable

### **Board Options and Consequences:**

Specifically in regard to disciplinary action, a no vote may nullify the disciplinary action due to legal time constraints. A no vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collective Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.

### **Policy Implications:**

Not applicable

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**File #:** Rep-305-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** HR Personnel Commission Routine Personnel Actions

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**Budget Impact:**

Cost Neutral

**Student Impact:**

Not applicable

**Equity Impact:**

Not applicable

**Issues and Analysis:**

All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.

**Attachments:**

Attachment A - Administrative Regulations 4214

Attachment B - Number of Routine Personnel Actions

Attachment C - Routine Personnel Actions

Attachment D - Confidential Material (Reimbursement Agreement -Zero-Value Contract)

**Submitted:**

04/14/25


File #: Rep-305-24/25, Version: 1

Agenda Date: 5/13/2025

In Control: HR Personnel Commission Routine Personnel Actions

**RESPECTFULLY SUBMITTED:**


ALBERTO M. CARVALHO  
Superintendent

**APPROVED & PRESENTED BY:**


FRANCISCO J. SERRATO  
Chief Human Resources Officer  
Human Resources Division

**REVIEWED BY:**


DEVORA NAVERA REED  
General Counsel

**APPROVED BY:**


KRISTEN K. MURPHY  
Associate Superintendent  
Talent & Labor Relations

✓ Approved as to form.

**REVIEWED BY:**


NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

**CERTIFIED BY:**


DAVID GRECO  
Personnel Director  
Personnel Commission

✓ Approved as to budget impact statement.

Los Angeles Unified School District  
Human Resources Division

ATTACHMENT A

**DATE: 4/9/2025**

ADMINISTRATIVE REGULATION: 4214    SAP Transaction #3944580-3958017

Each AR 4214 request has been reviewed and approved by a designee of the Superintendent.

| TRANS#           | NAME | FROM<br>CLASS/LOCATION | TO<br>CLASS | LOCATION |
|------------------|------|------------------------|-------------|----------|
|                  |      |                        |             |          |
| <b>COMMENTS:</b> |      |                        |             |          |

NONE

Reasons For ESC Selection:

1. Special skills/special need (e.g. bilingual, school continuity, instructional expertise in literacy or math)
2. ESC recommends current limited acting incumbent
3. Reduction-in-Force (RIF)
4. Reassignment due to position closure/norm enrollment loss

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Personnel Commission

## ATTACHMENT B

**NUMBER OF ROUTINE PERSONNEL ACTIONS**

This attachment addresses the total number of classified personnel actions (3,208), which entails routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) and may be found on the Board of Education Routine Personnel Actions Report for the May 11, 2025, meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the May 11, 2025, board report for the period of Mar 3, 2025 to April 7, 2025.

**Hire Data:**

As presented in the attached table, the total number of classified hire and reassignment actions for the period of March 3, 2025 to April 7, 2025, is 1,527 of which 1,071 (70%) are rehires or reassignments, and 456 (30%) are new hires (comprised of regular/permanent, restricted, returnee retirees, substitutes, and temporary positions). With the exception of 171 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The 66 regular / permanent new hires consist of: Accounting Analyst, Administrative Analyst, Asbestos Abatement Assistant, Assignment Technician (4), Associate IT Solutions Architect, Associate Project Engineer I (2), Building and Grounds Worker (11), Carpenter, Computer Applications Specialist, Counselor Aide, Director of Facilities Project Execution, Food Service Manager I (2), Food Service Worker (5), Gardener, Heating and Air Conditioning Fitter, Heavy Duty Bus-Truck Mechanic (3), Information Systems Business Analyst, IT Solutions Architect, IT Support Technician, Library Aide (2), Light Bus Driver (5), Locksmith, Maintenance Worker, Office Technician (6), Operating Systems Administrator, Police Officer (4), School Facilities Attendant (Restricted), Senior Financial Manager, Senior Legal Secretary, Senior Office Technician (2), Toolkeeper.

The following regular/permanent positions have been filled by promotional employees: Administrative Staff Aide, Assignment Technician (2), Assistant Logistics Supervisor, Assistant Plant Manager I (6), Assistant Projects Manager, Associate IT Electronics Communication Technician (5), Associate Project Engineer II (5), Building and Grounds Worker, Contract Administration Analyst, Director of Budget Services and Financial Planning, Division Human Resources Administrator II, Early Education Center Office Manager, Food Service Manager I (2), Food Service Manager II (2), Food Service Manager V, Food Services Cost Analyst, Forensic and Support Services Manager, Inspector General's Office, Gardener (2), Head Stock Clerk (2), Health Care Assistant (2), Heavy Bus Driver, Human Resources Specialist II, IT Solution Technician, IT Support Technician, Labor Compliance Technician, Maintenance Worker (10), Plant Manager I (10), Plant Manager II (4), Plant Manager III (2), Principal Clerk, School Administrative Assistant (2), Senior Floor Covering Installer, Senior Food Service Worker (7), Senior IT Support Technician, Senior Office Technician, Senior Payroll Specialist (CPOS), Senior Translator-Interpreter (Spanish), Special Education Assistant (34), Textbook Inventory Clerk (2), Tractor Operator.



| Hire Data of All Classified Employees                                    |      |            |       |                |      |           |      |             |
|--|------|------------|-------|----------------|------|-----------|------|-------------|
| From March 3, 2025 to April 7, 2025                                      |      |            |       |                |      |           |      |             |
| By New Hire, Reassignment, and Rehire                                    |      |            |       |                |      |           |      |             |
| Classification   | Prov | Reg / Perm | Restr | Return Retiree | Subs | Temp 1GXX | Temp | Grand Total |
| NEW HIRE   |      |            |       |                |      |           |      |             |
| Accounting Analyst   |      | 1          |       |                |      |           |      | 1           |
| Administrative Analyst   |      | 1          |       |                |      |           |      | 1           |
| Administrative Intern I  |      |            |       |                | 1    |           |      | 1           |
| Asbestos Abatement Assistant   |      | 1          |       |                |      |           |      | 1           |
| Assignment Technician  |      | 4          |       |                |      |           |      | 4           |
| Associate IT Solutions Architect   |      | 1          |       |                |      |           |      | 1           |
| Associate Project Engineer I   |      | 2          |       |                |      |           |      | 2           |
| Athletics Assistant  |      |            |       |                | 21   |           |      | 21          |
| Building and Grounds Worker  |      | 11         |       |                | 3    |           |      | 14          |
| Campus Aide (Female/Restricted)  |      |            | 2     |                |      |           |      | 2           |
| Campus Aide (Male/Restricted)  |      |            | 2     |                |      |           |      | 2           |
| Campus Aide (Restricted)   |      |            | 19    |                |      |           |      | 19          |
| Carpenter  |      | 1          |       |                |      |           |      | 1           |
| Community Representative C and (Restricted)                              |      |            | 3     |                | 1    |           |      | 4           |
| Computer Applications Specialist   |      | 1          |       |                |      |           |      | 1           |
| Counselor Aide   |      | 1          |       |                |      |           |      | 1           |
| Director of Facilities Project Execution                                 |      | 1          |       |                |      |           |      | 1           |
| Early Education Center Aide I & (Restricted)                             |      |            |       |                | 61   |           |      | 61          |
| Early Education Center Attendant   |      |            |       |                | 1    |           |      | 1           |
| Education Aide III & (Restricted)  |      |            | 1     |                |      |           |      | 1           |
| Food Service Manager I   |      | 2          |       |                |      |           |      | 2           |
| Food Service Worker  |      | 5          |       |                | 42   |           |      | 47          |
| Gardener   |      | 1          |       |                |      |           |      | 1           |
| Heating and Air Conditioning Fitter                                      |      | 1          |       |                |      |           |      | 1           |
| Heavy Duty Bus-Truck Mechanic  |      | 3          |       |                |      |           |      | 3           |
| Information Systems Business Analyst                                     |      | 1          |       |                |      |           |      | 1           |
| Instructional Aide (Math) & (Restricted)                                 |      |            | 2     |                |      |           |      | 2           |
| Instructional Aide (Transitional Kindergarten) & (Restricted)            |      |            | 6     |                | 2    |           |      | 8           |
| Instructional Aide for Students Who Are Deaf and Hard-of-Hearing-Signing |      |            |       |                | 1    |           |      | 1           |
| Instructional Aide I & (Restricted)                                      |      |            | 15    |                |      |           |      | 15          |
| IT Infrastructure Project Network Engineer                               |      |            |       |                | 1    |           |      | 1           |
| IT Solutions Architect   |      | 1          |       |                |      |           |      | 1           |
| IT Support Technician  |      | 1          |       |                |      |           |      | 1           |
| Library Aide   |      | 2          |       |                |      |           |      | 2           |
| Light Bus Driver   |      | 5          |       |                |      |           |      | 5           |

| Hire Data of All Classified Employees             |      |            |           |                |            |           |      |             |
|---|------|------------|-----------|----------------|------------|-----------|------|-------------|
| From March 3, 2025 to April 7, 2025               |      |            |           |                |            |           |      |             |
| By New Hire, Reassignment, and Rehire             |      |            |           |                |            |           |      |             |
| Classification                                    | Prov | Reg / Perm | Restr     | Return Retiree | Subs       | Temp 1GXX | Temp | Grand Total |
| Locksmith   |      | 1          |           |                |            |           |      | 1           |
| Maintenance Worker                                |      | 1          |           |                |            |           |      | 1           |
| Office Technician                                 |      | 6          |           |                | 2          |           |      | 8           |
| Operating Systems Administrator                   |      | 1          |           |                |            |           |      | 1           |
| Out-of-School Program Supervisor and (Restricted) |      |            |           |                |            | 13        |      | 13          |
| Out-of-School Program Worker and (Restricted)     |      |            |           |                |            | 47        |      | 47          |
| Police Officer                                    |      | 4          |           |                |            |           |      | 4           |
| School Facilities Attendant (Restricted)          |      | 1          |           |                | 1          |           |      | 2           |
| School Supervision Aide and (Restricted)          |      |            | 13        |                |            | 2         |      | 15          |
| Senior Financial Manager                          |      | 1          |           |                |            |           |      | 1           |
| Senior Food Service Training Specialist           |      |            |           |                | 1          |           |      | 1           |
| Senior Legal Secretary                            |      | 1          |           |                |            |           |      | 1           |
| Senior Office Technician                          |      | 2          |           |                | 1          |           |      | 3           |
| Special Education Assistant                       |      |            |           |                | 58         |           |      | 58          |
| Special Education Trainee                         |      |            |           |                | 66         |           |      | 66          |
| Student Integration Helper & (Restricted)         |      |            | 1         |                |            |           |      | 1           |
| Telecommunications Services Representative        |      |            |           |                | 1          |           |      | 1           |
| Toolkeeper  |      | 1          |           |                |            |           |      | 1           |
| <b>New Hire Total</b>                             |      | <b>66</b>  | <b>64</b> |                | <b>264</b> | <b>62</b> |      | <b>456</b>  |
| REASSIGNMENT                                      |      |            |           |                |            |           |      |             |
| Accounting Analyst                                |      | 1          |           |                |            |           |      | 1           |
| Administrative Analyst                            |      |            |           |                |            |           | 1    | 1           |
| Administrative Staff Aide                         |      | 1          |           |                |            |           |      | 1           |
| Area Bus Supervisor                               |      |            |           |                |            |           | 1    | 1           |
| Area Electrical Supervisor                        | 1    |            |           |                |            |           |      | 1           |
| Area Food Services Supervisor                     |      |            |           |                |            |           | 1    | 1           |
| Area Operations Supervisor                        | 1    | 2          |           |                |            |           | 1    | 4           |
| Area Plumbing Supervisor                          |      | 2          |           |                |            |           |      | 2           |
| Assignment Technician                             |      | 2          |           |                |            |           |      | 2           |
| Assistant Logistics Supervisor                    |      | 1          |           |                |            |           |      | 1           |
| Assistant Plant Manager I                         | 1    | 6          |           |                |            |           | 1    | 8           |
| Assistant Projects Manager                        |      | 1          |           |                |            |           |      | 1           |
| Associate IT Electronics Communication Technician |      | 5          |           |                |            |           |      | 5           |
| Associate Project Engineer II                     |      | 5          |           |                |            |           | 1    | 6           |
| Branch Human Resources Manager                    |      | 1          |           |                |            |           |      | 1           |
| Broadcast Systems Operator                        |      |            |           |                |            |           | 1    | 1           |
| Building and Grounds Worker                       |      | 14         |           |                | 6          |           | 2    | 22          |

| Hire Data of All Classified Employees                             |      |            |       |                |      |           |      |             |
|---|------|------------|-------|----------------|------|-----------|------|-------------|
| From March 3, 2025 to April 7, 2025                               |      |            |       |                |      |           |      |             |
| By New Hire, Reassignment, and Rehire                             |      |            |       |                |      |           |      |             |
| Classification  | Prov | Reg / Perm | Restr | Return Retiree | Subs | Temp 1GXX | Temp | Grand Total |
| Campus Aide (Female/Restricted)                                   |      |            | 1     |                |      |           |      | 1           |
| Campus Aide (Restricted)  |      | 5          | 7     |                |      |           | 3    | 15          |
| Carpenter   |      | 2          |       |                |      |           |      | 2           |
| Central Shops Supervisor  | 2    | 1          |       |                |      |           |      | 3           |
| Community Representative D and (Restricted)                       |      |            | 1     |                |      |           |      | 1           |
| Continuation School Office Manager                                |      | 1          |       |                |      |           |      | 1           |
| Contract Administration Analyst                                   |      | 1          |       |                |      |           |      | 1           |
| CTEIG-Linked Learning Coordinator                                 |      | 1          |       |                |      |           |      | 1           |
| Deputy Budget Director  | 1    |            |       |                |      |           |      | 1           |
| Director of Budget Services and Financial Planning                |      | 1          |       |                |      |           |      | 1           |
| Division Human Resources Administrator II                         |      | 1          |       |                |      |           |      | 1           |
| Early Education Center Aide I & (Restricted)                      |      | 13         | 20    |                | 2    |           |      | 35          |
| Early Education Center Attendant                                  |      | 2          |       |                | 1    |           |      | 3           |
| Early Education Center Office Manager                             |      | 3          |       |                |      |           |      | 3           |
| Environmental Safety Officer                                      |      | 1          |       |                |      |           |      | 1           |
| Facilities Cost Analyst   |      | 1          |       |                |      |           | 1    | 2           |
| Financial Aide  |      |            |       |                |      |           | 1    | 1           |
| Financial Analyst   |      | 1          |       |                |      |           |      | 1           |
| Food Production Assistant   |      | 1          |       |                |      |           |      | 1           |
| Food Service Manager I  | 16   | 12         |       |                |      |           | 19   | 47          |
| Food Service Manager II   | 8    | 3          |       |                |      |           | 6    | 17          |
| Food Service Manager IV   | 1    | 2          |       |                |      |           | 2    | 5           |
| Food Service Manager V  | 3    | 1          |       |                |      |           | 6    | 10          |
| Food Service Manager VI   |      |            |       |                |      |           | 2    | 2           |
| Food Service Manager VII  |      |            |       |                |      |           | 1    | 1           |
| Food Service Training Specialist                                  | 1    |            |       |                |      |           |      | 1           |
| Food Service Worker   |      | 73         |       |                | 5    |           | 3    | 81          |
| Food Service Worker II (Driving)                                  |      | 1          |       |                |      |           | 3    | 4           |
| Food Services Cost Analyst  |      | 1          |       |                |      |           |      | 1           |
| Forensic and Support Services Manager, Inspector General's Office |      | 1          |       |                |      |           |      | 1           |
| Gardener  | 2    | 4          |       |                |      |           |      | 6           |
| Head Stock Clerk  |      | 2          |       |                |      |           |      | 2           |
| Health Care Assistant   |      | 8          |       |                |      |           | 1    | 9           |
| Heavy Bus Driver  |      | 2          |       |                |      |           |      | 2           |
| Human Resources Specialist I                                      | 1    |            |       |                |      |           |      | 1           |

| Hire Data of All Classified Employees                                    |      |            |       |                |      |           |      |             |
|--|------|------------|-------|----------------|------|-----------|------|-------------|
| From March 3, 2025 to April 7, 2025                                      |      |            |       |                |      |           |      |             |
| By New Hire, Reassignment, and Rehire                                    |      |            |       |                |      |           |      |             |
| Classification   | Prov | Reg / Perm | Restr | Return Retiree | Subs | Temp 1GXX | Temp | Grand Total |
| Human Resources Specialist II  |      | 1          |       |                |      |           |      | 1           |
| Infant Care Aide and (Restricted)  |      |            | 1     |                |      |           |      | 1           |
| Instructional Aide (Literacy) & (Restricted)                             |      |            |       |                | 1    |           |      | 1           |
| Instructional Aide (Math) & (Restricted)                                 |      |            | 1     |                |      |           |      | 1           |
| Instructional Aide (Transitional Kindergarten) & (Restricted)            |      |            | 4     |                | 1    |           | 1    | 6           |
| Instructional Aide for Students Who Are Deaf and Hard-of-Hearing-Signing |      | 1          |       |                | 1    |           |      | 2           |
| Instructional Aide I & (Restricted)                                      |      |            | 3     |                |      |           |      | 3           |
| Insurance Technician   |      |            |       |                |      |           | 1    | 1           |
| IT Solution Technician   |      | 1          |       |                |      |           |      | 1           |
| IT Support Technician  |      | 1          |       |                |      |           |      | 1           |
| Labor Compliance Technician  |      | 2          |       |                |      |           |      | 2           |
| Maintenance Worker   |      | 11         |       |                |      |           |      | 11          |
| Network Systems Technician   | 2    |            |       |                |      |           |      | 2           |
| Office Technician  |      | 6          |       | 1              | 5    |           | 1    | 13          |
| Out-of-School Program Coordinator  |      | 1          |       |                | 1    |           |      | 2           |
| Out-of-School Program Supervisor and (Restricted)                        |      |            |       |                |      | 10        |      | 10          |
| Out-of-School Program Worker and (Restricted)                            |      |            |       |                |      | 4         |      | 4           |
| Painter  |      | 1          |       |                |      |           |      | 1           |
| Payroll Distribution Assistant   |      | 1          |       |                |      |           |      | 1           |
| Payroll Specialist II  |      | 1          |       |                |      |           | 1    | 2           |
| Payroll Specialist III   |      |            |       |                |      |           | 1    | 1           |
| Plant Manager I  |      | 13         |       |                |      |           | 6    | 19          |
| Plant Manager II   |      | 6          |       |                |      |           | 4    | 10          |
| Plant Manager III  | 1    | 3          |       |                |      |           | 1    | 5           |
| Plant Manager IV   | 1    |            |       |                |      |           |      | 1           |
| Plumber  |      | 2          |       |                |      |           |      | 2           |
| Principal Clerk  |      | 4          |       |                |      |           |      | 4           |
| Principal Realty Agent   |      |            |       |                |      |           | 1    | 1           |
| Pupil Services and Attendance Aide                                       |      | 1          |       |                |      |           |      | 1           |
| School Administrative Assistant  |      | 2          |       |                |      |           | 7    | 9           |
| School Climate Advocate & (Restricted)                                   |      |            | 1     |                |      |           | 1    | 2           |
| School Facilities Attendant (Restricted)                                 |      | 1          |       |                | 4    |           |      | 5           |
| School Supervision Aide and (Restricted)                                 |      | 1          | 1     |                |      | 1         | 1    | 4           |
| Senior Accounting Analyst  | 1    | 1          |       |                |      |           |      | 2           |
| Senior Carpenter   | 1    | 1          |       |                |      |           |      | 2           |
| Senior Electrician   | 1    |            |       |                |      |           |      | 1           |

| Hire Data of All Classified Employees                         |           |            |           |                |            |           |            |             |
|---|-----------|------------|-----------|----------------|------------|-----------|------------|-------------|
| From March 3, 2025 to April 7, 2025                           |           |            |           |                |            |           |            |             |
| By New Hire, Reassignment, and Rehire                         |           |            |           |                |            |           |            |             |
| Classification  | Prov      | Reg / Perm | Restr     | Return Retiree | Subs       | Temp 1GXX | Temp       | Grand Total |
| Senior Floor Covering Installer                               |           | 1          |           |                |            |           |            | 1           |
| Senior Food Service Worker                                    | 6         | 48         |           |                |            |           | 11         | 65          |
| Senior IT Support Technician                                  |           | 1          |           |                |            |           |            | 1           |
| Senior Office Technician                                      |           | 7          |           |                | 3          |           | 3          | 13          |
| Senior Paralegal  | 1         |            |           |                |            |           |            | 1           |
| Senior Payroll Specialist (CPOS)                              |           | 1          |           |                |            |           |            | 1           |
| Senior Plumber  |           | 1          |           |                |            |           |            | 1           |
| Senior Police Officer   |           |            |           |                |            |           | 1          | 1           |
| Senior Translator-Interpreter (Spanish)                       |           | 1          |           |                |            |           |            | 1           |
| Sheet Metal Worker  |           | 1          |           |                |            |           |            | 1           |
| Sign Language Interpreter                                     |           | 2          |           |                |            |           |            | 2           |
| Special Education Assistant                                   |           | 157        |           |                | 148        |           | 32         | 337         |
| Special Education Trainee                                     |           |            |           |                | 70         |           | 2          | 72          |
| Staff Assistant to Board Members V                            |           | 1          |           |                |            |           |            | 1           |
| Stock Worker  |           | 1          |           |                |            |           |            | 1           |
| Textbook Inventory Clerk                                      |           | 2          |           |                |            |           |            | 2           |
| Tractor Mower Operator  | 1         |            |           |                |            |           |            | 1           |
| Tractor Operator  |           | 1          |           |                |            |           |            | 1           |
| Workers' Compensation Claims Processing Supervisor            |           | 1          |           |                |            |           |            | 1           |
| <b>Reassignment Total</b>                                     | <b>53</b> | <b>474</b> | <b>40</b> | <b>1</b>       | <b>248</b> | <b>15</b> | <b>133</b> | <b>964</b>  |
| REHIRE  |           |            |           |                |            |           |            |             |
| Accounting Technician II                                      |           | 1          |           |                |            |           |            | 1           |
| Assignment Technician   |           | 1          |           |                |            |           |            | 1           |
| Athletics Assistant   |           |            |           |                | 7          |           |            | 7           |
| Building and Grounds Worker                                   |           | 5          |           |                | 1          |           |            | 6           |
| Campus Aide (Female/Restricted)                               |           |            | 1         |                |            |           |            | 1           |
| Campus Aide (Restricted)                                      |           |            | 4         |                | 1          |           |            | 5           |
| Community Representative C and (Restricted)                   |           |            | 1         |                |            |           |            | 1           |
| Early Education Center Aide I & (Restricted)                  |           |            |           |                | 14         |           |            | 14          |
| Education Aide III & (Restricted)                             |           |            | 1         |                |            |           |            | 1           |
| Food Service Manager I  |           | 1          |           |                |            |           |            | 1           |
| Food Service Worker   |           | 2          |           |                | 6          |           |            | 8           |
| Instructional Aide (Math) & (Restricted)                      |           |            |           |                | 1          |           |            | 1           |
| Instructional Aide (Transitional Kindergarten) & (Restricted) |           |            | 2         |                |            |           |            | 2           |
| Instructional Aide I & (Restricted)                           |           |            | 3         |                |            |           |            | 3           |
| IT Technical Systems Specialist                               |           | 1          |           |                |            |           |            | 1           |
| Light Bus Driver  |           | 1          |           |                |            |           |            | 1           |
| Office Technician   |           | 6          |           |                | 2          |           |            | 8           |
| Out-of-School Program Worker and (Restricted)                 |           |            |           |                |            | 2         |            | 2           |

| Hire Data of All Classified Employees       |           |               |            |                   |            |              |            |                |
|---|-----------|---------------|------------|-------------------|------------|--------------|------------|----------------|
| From March 3, 2025 to April 7, 2025         |           |               |            |                   |            |              |            |                |
| By New Hire, Reassignment, and Rehire       |           |               |            |                   |            |              |            |                |
| Classification                              | Prov      | Reg /<br>Perm | Restr      | Return<br>Retiree | Subs       | Temp<br>1GXX | Temp       | Grand<br>Total |
| Payroll Specialist I                        |           | 1             |            |                   |            |              |            | 1              |
| Plant Manager II                            |           | 1             |            |                   |            |              |            | 1              |
| Police Officer                              |           | 1             |            |                   |            |              |            | 1              |
| School Supervision Aide and<br>(Restricted) |           |               | 3          |                   |            | 1            |            | 4              |
| Special Education Assistant                 |           | 4             |            |                   | 12         |              |            | 16             |
| Special Education Trainee                   |           |               |            |                   | 19         |              |            | 19             |
| Misc. (Hiring Hall)                         |           |               |            |                   |            |              | 1          | 1              |
| <b>Rehire Total</b>                         |           | <b>25</b>     | <b>15</b>  |                   | <b>63</b>  | <b>3</b>     | <b>1</b>   | <b>107</b>     |
| <b>GRAND TOTAL</b>                          | <b>53</b> | <b>565</b>    | <b>119</b> | <b>1</b>          | <b>575</b> | <b>80</b>    | <b>134</b> | <b>1527</b>    |

### Summary

Temporary and Substitute employees are often needed for short periods of time to assume responsibilities for regular employees when they are unavailable; they are not intended to replace regular employees for an extended period of time. Positions for several classifications, such as Education Aides and Instructional Aides, are typically filled by restricted status employees.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

## ATTACHMENT C

**ROUTINE PERSONNEL ACTIONS**

The Human Resources Division reports 133 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 133 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

|   |    |
|---|----|
| Arts Education Itinerant                      | 3  |
| Pupil Services and Attendance Counselors      | 6  |
| Secondary School Counselors                   | 1  |
| Elementary Teacher                            | 8  |
| School Nurse                                  | 28 |
| School Rec Therapist Specialist               | 1  |
| Secondary Teacher                             | 5  |
| Special Education Teacher                     | 2  |
| Speech & Language Pathologist                 | 2  |
| Teacher, Spec Ed, Resource Specialist Program | 1  |
| Teacher, Adult Ed, Day-to-Day Substitute      | 1  |
| Teacher, Elementary, Day-to-Day Substitute    | 34 |
| Teacher, K-12 Adapted PE                      | 1  |
| Teacher Assistant                             | 37 |
| Teacher, Early Childhood                      | 3  |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
**Approval of Routine Personnel Actions**  
Human Resources Division  
BR-305-24/25

MATERIAL IS  
CONFIDENTIAL



[Return to Order of Business](#)

**TAB 25**



## Board of Education Report

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**File #:** Rep-306-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Human Resources

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### **Provisional Internship Permits**

Human Resources Division

#### **Brief Description:**

(Provisional Internship Permits) Recommends approval for 5 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

#### **Action Proposed:**

Approve request for 5 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

#### **Background:**

The Provisional Internship Permit became effective on July 1, 2005 in anticipation of the phasing out of the former authorizing document. The Provisional Internship Permit is valid for one year and may not be renewed. During the first year of employment, the Provisional Intern teacher must meet all requirements for entrance into an accredited intern program.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Internship Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teachers beginning their assignment.

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A).

#### **Expected Outcomes:**

The approval of Provisional Internship Permits will enable the District to continue to staff teacher vacancies in shortage subject fields with individuals committed to completing the requirements to enter into an intern program and subsequently earn a full credential.

#### **Board Options and Consequences:**

Approval of Provisional Internship Permits will afford the District the opportunity to hire new multiple subject, special education, and English teachers who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

If the Provisional Internship Permits are not approved, and a full-time teacher cannot be hired, classroom vacancies would be staffed by a series of individuals in possession of only Emergency 30-Day Substitute Teaching Permits. Day-to-day substitutes are not required to be enrolled in a teacher education program, and may only remain in a special education classroom for a maximum of twenty days, after which time they are deemed by the State as inappropriately assigned.

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**File #:** Rep-306-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Human Resources

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**Policy Implications:**

This action does not change District policy.

**Budget Impact:**

There is no impact on the District's budget.

**Student Impact:**

The goal of Human Resources Division is to insure that there is an appropriately authorized teacher in every classroom. In areas of high need such as multiple subject, special education, and English where there might be a teacher shortage, the District may approve the use of Provisional Internship Permits, which authorize a teacher candidate to step into the classroom as the teacher of record while they take the necessary steps to enroll in a credential program.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

Not applicable

**Attachments:**

Attachment A - Teachers with Provisional Intern Permits


**Submitted:**

04/10/25


File #: Rep-306-24/25, Version: 1  
In Control: Human Resources

Agenda Date: 5/13/2025

**RESPECTFULLY SUBMITTED:**

  
ALBERTO M. CARVALHO  
Superintendent

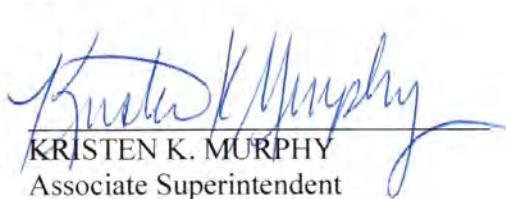
**APPROVED & PRESENTED BY:**

  
FRANCISCO J. SERRATO  
Chief Human Resources Officer  
Human Resources Division

**REVIEWED BY:**

  
DEVORA NAVERA REED  
General Counsel

**APPROVED BY:**

  
KRISTEN K. MURPHY  
Associate Superintendent  
Talent & Labor Relations

☒ Approved as to form.

**REVIEWED BY:**

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

Teachers with Provisional  
Intern Permits

Attachment A

| No. | Name                    | School                          | Region | BD | Subject   | Effective |
|-----|-------------------------|---------------------------------|--------|----|---|-----------|
| 1   | Carlos Fonseca-Cisneros | 59th St Elementary              | South  | 1  | Mild/Moderate Support Needs and Extensive Support Needs | 3/10/2025 |
| 2   | Austin Lee              | Bradley Global Awareness Magnet | South  | 1  | Multiple Subject  | 3/7/2025  |
| 3   | Jasmine Harris          | Huntington Park Steam Magnet    | East   | 5  | English (No theatre)                                    | 2/27/2025 |
| 4   | Mabel Lopez Munoz       | San Gabriel Elementary          | East   | 5  | Mild/Moderate Support Needs and Extensive Support Needs | 3/3/2025  |
| 5   | LaVandoye Davis         | 107th St Elementary             | South  | 7  | Mild/Moderate Support Needs and Extensive Support Needs | 3/19/2025 |

# TAB 26



## Board of Education Report

**File #:** Rep-309-24/25, **Version:** 1  
**In Control:** Business & Finance Division

**Agenda Date:** 5/13/2025

### **Donations of Money to the District** Business & Finance Division

#### **Brief Description:**

(Donations of Money to the District) Recommends approval of the donation of money to the District totaling \$769,343.30 and Donations of Money to the Associated Student Body and totaling \$225,000.00.

#### **Action Proposed:**

1. Approve to accept the donation of money to the District. It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; the funds totaling \$769,343.30 be deposited; and the Controller be authorized to draw checks for the purposes indicated on the donation:

Date: 3/6/2025  
Donor: Hopewell Fund/Rare Impact  
Donation: \$50,000.00  
For use at: Eagle Rock Jr/Sr High School  
Purpose: To provide funding to support the literary, scientific and educational purpose of Eagle Rock High School consistent with LAUSD policies.

Date: 3/7/2025  
Donor: Playa Vista Educational Group  
Donation: \$80,000.00  
For use at: Playa Vista Elementary School  
Purpose: To provide funding for two Teacher Assistants positions.

Date: 3/10/2025  
Donor: Kentwood Education Fund  
Donation: \$31,732.00  
For use at: Kentwood Elementary School  
Purpose: To provide funding for two Campus Aide positions during Budget Development 2025-2026.

Date: 3/20/2025  
Donor: Friends of West Hollywood Elementary  
Donation: \$99,464.00  
For use at: West Hollywood Elementary School  
Purpose: To provide funding for two Teacher Assistants positions.

**File #:** Rep-309-24/25, **Version:** 1  
**In Control:** Business & Finance Division

**Agenda Date:** 5/13/2025

**Date:** 3/20/2025  
**Donor:** Friends of Canfield  
**Donation:** \$53,471.00  
**For use at:** Canfield Avenue Elementary School  
**Purpose:** To provide funding for support of Classified Aide positions to enhance student experiences and educational opportunities.

**Date:** 3/24/2025  
**Donor:** Partnership for LA Schools  
**Donation:** \$29,868.30  
**For use at:** 20<sup>th</sup> Street Elementary School  
**Purpose:** To provide funding for covering all cost associated with the installation of a privacy fence at 20<sup>th</sup> Street Elementary.

**Date:** 3/24/2025  
**Donor:** Friends of Los Angeles Center for Enriched Studies (LACES)  
**Donation:** \$37,808.00  
**For use at:** LACES  
**Purpose:** To provide funding for Community Representatives & Campus Aide Salaries for 2024-25.

**Date:** 3/24/2025  
**Donor:** Friends of Franklin  
**Donation:** \$227,000.00  
**For use at:** Franklin Avenue Elementary School  
**Purpose:** To provide funding for salary positions for 2025-2026 school year: Intervention Coordinator (50% Full Time Equivalent), Psychiatric Social Worker (PSW) (2 Days), three 3-hours Educational Aide positions, and three 2-hours Supervision Aide positions

**Date:** 3/24/2025  
**Donor:** Friends of Westminster  
**Donation:** \$100,000.00  
**For use at:** Westminster Math, Technology, Environmental Studies (MTES) Magnet  
**Purpose:** To provide funding for student/staff attendance incentives, staff appreciation, general supplies, instructional materials, Class size Reduction (CSR) teachers, teacher assistants, school supervision aides, campus aides, instructional aides, substitute teachers, teacher x-time, clerical overtime, and community representative x-time.

**Date:** 3/24/2025  
**Donor:** Friends of Westminster  
**Donation:** \$60,000.00  
**For use at:** Westminster MTES Magnet  
**Purpose:** To provide funding for student/staff attendance incentives, staff appreciation, general supplies, instructional materials, CSR teachers, teacher assistants, school supervision aides, campus aides, instructional aides, substitute teachers, teacher x-time, clerical overtime, and community rep x-time.



**File #:** Rep-309-24/25, **Version:** 1  
**In Control:** Business & Finance Division

**Agenda Date:** 5/13/2025

2. Approve the donation of money (Associated Student Body). It is recommended that the donations be accepted; that appreciation is expressed to the donor for their contribution by way of this report; the funds in the amount of \$225,000.00 be deposited to the respective school's Student Body account; and the principal be authorized to draw a check for the purpose indicated on the donation:

Date: 12/12/2024  
 Donor: Rowena Yarak Scholarship Foundation  
 Donation: \$50,000.00  
 For use at: Manual Arts High School Student Body  
 Purpose: To provide scholarships to graduating seniors at Manual Arts High School.

Date: 2/24/2025  
 Donor: Julia M. Wood  
 Donation: \$100,000.00  
 For use at: Verdugo Hills High School Student Body  
 Purpose: To provide funding to support deserving students in their educational pursuits.

Date: 3/12/2025  
 Donor: Janis Paige Gilbert Living Trust  
 Donation: \$75,000.00  
 For use at: Hollywood High School Student Body  
 Purpose: To provide funding for musical instruments for deserving students.

#### **Background:**

The District receives donations from any individuals, foundations or organizations who desire to support its educational programs. Information such as donor name, amount or value, school or office receiving the donations and the purpose of the donation are presented in the board report for approval.

#### **Expected Outcomes:**

The Board shall be approving donations received.

#### **Board Options and Consequences:**

A "Yes" vote approves the donations of money made to the District.

A "No" vote would cause the non-acceptance of cash donations made to the District.

#### **Policy Implications:**

This Board report does not change any school policy.

#### **Budget Impact:**

This Board report approves financial transactions but does not change the budget authority.

#### **Student Impact:**

This Board report highlights donations made to the District, which supports its educational programs.

#### **Equity Impact:**

Not applicable. A routine transaction.

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**File #:** Rep-309-24/25, **Version:** 1  
**In Control:** Business & Finance Division

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**Agenda Date:** 5/13/2025

**Issues and Analysis:**

The Board shall be approving routine District financial transactions.

The Independent Analysis Unit (IAU) Donation tracker for major donations (greater than or equal to \$25,000) can be reviewed at the following [link <https://docs.google.com/spreadsheets/d/1-ZQZymrfvMiGZyDphvcFfBQsR3ts-PSg/edit?usp=sharing&oid=104708282858013920207&rtpof=true&sd=true>](https://docs.google.com/spreadsheets/d/1-ZQZymrfvMiGZyDphvcFfBQsR3ts-PSg/edit?usp=sharing&oid=104708282858013920207&rtpof=true&sd=true).

**Submitted:**

04/10/25


File #: Rep-309-24/25, Version: 1  
In Control: Business & Finance Division

Agenda Date: 5/13/2025

RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent

APPROVED & PRESENTED BY:

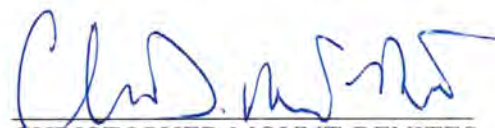
  
PEDRO SALCIDO  
Deputy Superintendent  
Office of the Deputy Superintendent

REVIEWED BY:


  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:

  
CHRISTOPHER MOUNT-BENITES  
Chief Financial Officer  
Business & Finance Division

REVIEWED BY:

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

[Return to Order of Business](#)

# TAB 27



## Board of Education Report

**File #:** Rep-330-24/25, **Version:** 1  
**In Control:** Business & Finance Division

**Agenda Date:** 5/13/2025

### **Impact Fee Policy Update** Business & Finance Division

#### **Brief Description:**

(Impact Fee Policy Update) Recommends approval of an update to the District's Impact Fee Policy that outlines certain guidelines for the use, collection, and expenditure of impact fees, to add a fourth type of construction project eligible for a Board authorized exemption (Attachment A: Impact Fee Policy, Section 6.2, Board Authorized Exemptions Eligibility).

Approve an update to the Los Angeles Unified School District (Los Angeles Unified or District) Impact Fee Policy (Attachment A) to add a youth-based public benefit space by a non-profit organization as a Board authorized construction project eligible for a full or partial exemption, refund, and/or credit/reduced rate, as follows (amends Section 6.2 to add a fourth project type):

#### **Youth-Based Public Benefit Space by a Non-Profit Organization**

A commercial development project by a non-profit organization for the construction of a youth-based public benefit space whose facilities are designated primarily for use by school-aged children (PK-14) residing within Los Angeles Unified School District boundaries, and for which a use fee is charged only for direct costs, may receive an exemption, credit/reduced rate and/or refund, in part or in full, based on the proportional use of the space by school aged students, provided the legal owner submits a waiver request including sufficient proof of ownership, and certification/verification of public benefit utilization by school-aged children, and disclosure of any fees charged to the District's Impact Fee Program office.

#### **Background:**

Education Code 17620(a)(1) states that "the governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Impact fees (previously referred to as developer fees) may be expended on projects that provide additional capacity to accommodate an increase in students in a certain neighborhood(s) and/or provide reconstructed/modernized school facilities to ensure schools are safe and can be occupied, and that the District can maintain existing levels of service for students and has facilities in place to accommodate additional students from residential developments.

The Board of Education (Board) adopted an impact fee policy in June 2005 (Board Report No. 431-04/05) that established certain guidelines for the use, collection, and expenditure of impact fees. On December 8, 2020, the Board adopted Board Report No. 187-20/21, to confirm and clarify the use of impact fee proceeds. The Office of the Inspector General issued a performance audit of impact fees (OA 23-13811) on March 3, 2023. On April

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**Agenda Date:** 5/13/2025

9, 2024, the Board adopted an updated Impact Fee Policy to address recommendations in the performance audit and reflect changes in applicable codes, and authorized staff, as necessary, to update the policy to remain consistent and compliant with the law.

The Impact Fee Policy outlines the types of construction projects that are statutorily exempt from the payment of impact fees, and the project types authorized by the Board for a full or partial exemption, credit/reduced rate, and/or refund. Construction projects for youth-based public benefit spaces by a non-profit organization provide important community resources for school-aged students and are unlikely to adversely impact the District (e.g., increase generation of school-aged students for the District to accommodate). Given this, staff is recommending the addition of a fourth project type to the list of projects eligible for a Board authorized exemption, reduced rate, and/or refund, in part or in full. The proposed update to the District's Impact Fee Policy seeks to reduce impacts on non-profit organizations seeking to develop youth-based benefit spaces for school-aged children residing within Los Angeles Unified boundaries.

**Expected Outcomes:**

Adoption of the updated Impact Fee Policy.

**Board Options and Consequences:**

If the Board elects not to approve the updated policy, the current policy will remain in effect.

**Policy Implications:**

The proposed update to the Impact Fee Policy seeks to recognize the benefit of newly constructed youth-based public benefit spaces by non-profit spaces on LAUSD students.

**Budget Impact:**

The revenue estimates for impact fees are reflected in the Annual Superintendent's Final Budget. There are no additional budget implications at this time. Impact fees are assessed against residential and commercial or industrial storage development projects within the District's boundaries. There is no specific category for non-profit developments, so the potential impact on the collection of impact fees is unknown. However, the Impact Fee Policy update is seeking to exempt (or reduce the rate) a type of construction project that typically does not generate additional students that would need to be accommodated by the District.

**Student Impact:**

Impact Fees assessed upon new residential, commercial, or industrial development projects located within District boundaries are used to provide funds for construction and reconstruction of school facilities to accommodate students generated from new development projects. Projects funded in full or partially by impact fee revenue, may provide additional capacity to accommodate an increase in students in a certain neighborhood (s) and/or provide reconstructed/modernized school facilities to ensure schools are safe and can be occupied, and that the District can maintain existing levels of service for students, and has facilities in place to accommodate additional students from residential developments.

**Equity Impact:**

| Component                      | Score    | Score Rationale   |
|--------------------------------|----------|---|
| <b>Recognition</b>             | <b>1</b> | Proposed changes to the Impact Fee Policy seek to recognize that construction projects for youth-based public benefit spaces by a non-profit organization provide important community resources for school-aged students and are unlikely to adversely impact the District (e.g., increase generation of school-aged students for the District to accommodate).   |
| <b>Resource Prioritization</b> | <b>2</b> | While not directly related to the proposed policy update, impact fees levied are directly used to partially fund the costs of new or reconstructed school facilities, due to increases in student population brought on by new property developments. The update seeks to reduce impacts on non-profit organizations seeking to develop youth-based benefit spaces for school-aged children residing within Los Angeles Unified boundaries. |
| <b>Results</b>                 | <b>2</b> | Deviating from the statutes could result in fewer impact fees the District is authorized to collect to mitigate the construction costs of additional school facilities.   |
| <b>TOTAL</b>                   | <b>5</b> |   |

**Issues and Analysis:**

Impact fees are only allocated to projects that have been approved by the Board. These projects are incorporated into the Facilities Strategic Execution Plan unless the project's budget does not include local bond funding. Most often, impact fees only make up a portion of a project's budget, which is primarily funded with local bond funds or a combination of local and state bond funds.

In Fiscal Year 2024, the last full year of reporting, the District issued \$8.8 million of refunds from \$93.0 million of collected impact fees (9.5% refund rate). The largest amounts refunded for commercial projects went to the following categories:

| Category        | Refund Amount | Percentage of 2024 Refunds |
|-----------------|---------------|----------------------------|
| Government      | \$1,049,199   | 38%                        |
| Senior Housing  | \$893,032     | 33%                        |
| Demolition      | \$557,439     | 20%                        |
| Demo Conversion | \$227,092     | 8%                         |

**Attachments:**

Attachment A - Updated Impact Fee Policy

**Referenced Board Reports:**

- Developer Fee Policy, Adopted June 14, 2005 ([Board Report No. 431-04/05](#))  
<<https://drive.google.com/file/d/1FEAMez0C5sNZzSeRZza7A5HV92ofYr3/view?usp=sharing>>

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- Confirm and Clarify Use of Developer Fee Proceeds, Adopted December 8, 2020 ([Board Report No. 187-20/21](https://drive.google.com/file/d/16wAY3j5Nv9c-Bo_wz2hiBD0LPKdZCwje/view?usp=sharing)) <[https://drive.google.com/file/d/16wAY3j5Nv9c-Bo\\_wz2hiBD0LPKdZCwje/view?usp=sharing](https://drive.google.com/file/d/16wAY3j5Nv9c-Bo_wz2hiBD0LPKdZCwje/view?usp=sharing)>
- Developer Fee Policy Updated, Adopted April 9, 2024 ([Board Report No. 240-23/24](https://drive.google.com/file/d/1JNL_u_F2sQOcTP1Ks8O4x5G16hYE6LC3/view?usp=sharing)) <[https://drive.google.com/file/d/1JNL\\_u\\_F2sQOcTP1Ks8O4x5G16hYE6LC3/view?usp=sharing](https://drive.google.com/file/d/1JNL_u_F2sQOcTP1Ks8O4x5G16hYE6LC3/view?usp=sharing)>

**Informatives:**

None.

**Submitted:**

05/09/25




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In Control: Business & Finance Division

Agenda Date: 5/13/2025

RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent

APPROVED & PRESENTED BY:

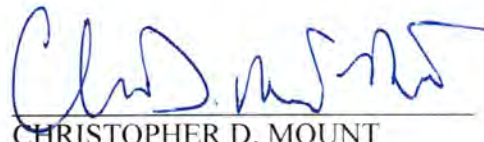
  
PEDRO SALCIDO  
Deputy Superintendent  
Business Services and Operations

REVIEWED BY:

  
DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:

  
CHRISTOPHER D. MOUNT  
Chief Financial Officer  
Office of the Chief Financial Officer

REVIEWED BY:

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.



# IMPACT FEE POLICY

Updated May 13, 2025

## Los Angeles Unified School District Impact Fee Policy

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## ARTICLE I. PURPOSE

### Section 1.1 Objective

The purpose of the Los Angeles Unified School District (District) Impact Fee Policy (Policy) is to define allowable uses of the collected fees; identify use priorities; provide guidelines for setting impact fee rates; describe collections and projections development; and describe statutory and District exemptions, the appeals process, and periodic reporting. This Policy aims to offer direction to all operational units within the District that may be impacted by it. It is affirmed that if any portion of this policy is found to be unlawful then the rest of the policy shall remain in effect.

## ARTICLE II. BACKGROUND

### Section 2.1 Statutory

Education Code Section 17620(a)(1) authorizes the governing board of any school district to levy a fee, charge, dedication, or other requirements against any construction within the boundaries of a district to fund the construction or reconstruction of school facilities. Impact fees are a type of statutory fee levied on residential and/or commercial/industrial construction, which helps to minimize the impact of the construction on school facilities.

## ARTICLE III. USES

### Section 3.1 Authorized Uses

Generally, impact fees may be utilized for any project that provides additional capacity to District schools to accommodate an increase in students in a certain neighborhood(s) and/or provide reconstructed/modernized school facilities to ensure schools are safe and can be occupied, and that the District can maintain existing levels of service for students and has facilities in place to accommodate additional students from residential developments, including projects for which the District has previously incurred debt obligations. The District shall use net impact fee revenue, pursuant to Education Code section 17620 et seq., on permissible projects that have already been approved by the Board. These projects are to be incorporated into the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) unless the project's budget does not include bond funding.

Education Code Section 17620(a)(5) allows the District to use the collected fees for performing any study or making findings and determinations required under subdivisions (a), (b), and (d) of Government Code Section 66001, or in preparing the school facilities need analysis (SFNA) described in Government Code Section 65995.6.

The administrative costs incurred for the collection of fees may not exceed an amount of three (3) percent of the fees collected in that fiscal year. (*See* Gov't. Code section 17620(a)(5).) The Office of the Chief Financial Officer (CFO) determines the appropriate usage of the fees for administrative costs.

## Section 3.2 Unauthorized Uses

Education Code section 17620(a)(3) does **not** permit the use of impact fees for the following:

1. The regular maintenance and routine repair of school buildings and facilities.
2. The inspection, sampling, analysis, encapsulation, or removal of asbestos-containing materials, except where incidental to school facilities construction or reconstruction, for which the expenditure of fees or other consideration collected is not prohibited.
3. The purpose of district deferred maintenance funds as described in Education Code section 17582, including, but not limited to, major repair or replacement of plumbing, heating, air-conditioning, electrical, roofing, and floor systems; the exterior and interior painting of school buildings; the inspection, sampling, and analysis of building materials to determine the presence of asbestos-containing materials; the encapsulation or removal of asbestos-containing materials; the inspection, identification, sampling, and analysis of building materials to determine the presence of lead-containing materials; and the control, management, and removal of lead-containing materials.

## ARTICLE IV. SETTING FEES

### Section 4.1 Setting Impact Fee Rates

Impact fees are assessed against residential and commercial or industrial storage within the District's boundaries. Residential construction fees also apply to both home remodeling and rebuilding. The maximum fees for the Level 1 residential rate and commercial/industrial rate are determined by the State Allocation Board (SAB). Government Code section 65995(b)(3) requires the SAB to adjust the Level 1 fee at its January meeting every even-numbered year according to adjustment for inflation outlined in the statewide cost index for Class B construction. Impact fee rates on residential construction are higher than those for commercial/industrial construction, as residential construction has a greater impact on school facility needs.

Per Government Code section 66001(a), the local agency shall do the following before imposing an impact fee as a condition of approval of a development project:

- a. Identify the purpose of the fee;
- b. Identify the use of the fee;
- c. Determine a reasonable relationship between the fee's purpose and use; and
- d. Determine a reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed.

### Section 4.2 Alternative School Facilities Fee

School districts may assess higher residential fees (Level 2 or Level 3) annually when certain criteria related to hardship or overcrowding have been met. (*See* Ed. Code section 17620 and Gov't. Code sections 65995.5, 65995.6, and 65995.7.) The Chief Financial Officer will coordinate the effort for Level 2 fee eligibility, which involves the following actions:

1. The Facilities Services Division must apply to the State Allocation Board for new construction funding, which is eligible and determined by the Board to meet the eligibility requirements for new construction.
2. The Office of the Chief Financial Officer shall conduct, and the Board shall adopt a School Facility Needs Analysis (SFNA), following statutory procedures:
  - a. The District must notify local planning agencies through registered mail and provide copies of the proposed SFNA, relating to the potential expansion of existing school sites or the necessity to acquire additional school sites (*see* Exhibit A) 45 days before the final SFNA. Within 15 days of receiving notification of a meeting requested by a local planning agency, the District must meet with the agency.
  - b. A public notice must be published in a newspaper of general circulation no less than 30 days before the public hearing.
  - c. The Board must conduct a public hearing, respond to written comments, and close the hearing.
  - d. The Board shall adopt the annual SFNA by resolution at a public hearing. The SFNA may be adopted only after the study has been made available to the public for a period of no less than 30 days (Gov't. Code section 65995.6(c)).
  - e. The SFNA, the adopted resolution, and a map of the District's boundaries must be sent to all local cities and the County.
3. The Office of the Chief Financial Officer shall determine if it meets at least two of the requirements outlined in Government Code section 65996.5(b)(3), regarding enrollment in a multi-track year-round schedule, placement of general obligation bonds on the ballot, issuance of debt for capital outlay, and use of portable classrooms.
4. The Alternative School Facilities Fee shall be calculated based on the number of unhoused pupils identified in the SFNA and the full amount of local funds the governing board has dedicated to facilities necessitated by new construction as fully described in and per Government Code section 65995.5, subdivisions (a) through (h).

Although the SFNA usually includes a Level 3 calculation, the Board of Education is required to approve the Level 3 fee before it can be assessed per Government Code sections 65995.5 and 65995.7(a)(1).

#### Section 4.3 Assessable and Chargeable Space

When obtaining a building permit, it is typically the responsibility of the issuing city or county to calculate the square footage of residential or commercial/industrial construction for impact fee payment. For the determination of chargeable fees to be paid to the appropriate school district in connection with any commercial or industrial construction under the jurisdiction of the Office of Statewide Health Planning and Development, the architect of record shall determine the chargeable covered and enclosed space within the perimeter of a commercial or industrial structure. (Gov't. Code sections 65995(b)(1) and 65995(b)(2)).

For residential construction, fees are assessed per square foot of “**assessable space**”, which is defined as the square footage within the perimeter of a residential structure but excluding any

carport, walkway, garage, overhang, patio, enclosed patio, detached accessory structure, or similar area.

For commercial/industrial construction, fees are assessed per square foot of “**chargeable covered and enclosed space**”, which includes the covered and enclosed space within the perimeter of the structure but excludes any storage areas incidental to the principal use of the construction, garage, parking structure, unenclosed walkway, or utility or disposal area.

## ARTICLE V. COLLECTING AND PROJECTING FEES

### Section 5.1 Collection of Fees

As a condition of issuing building permits for construction or developments in the City of Los Angeles, the District has a contract with the city to collect impact fees. The City of Los Angeles remits the collections to the District monthly.

The District’s Impact Fee Program Office collects impact fees for construction projects outside the city of Los Angeles but within the District’s boundaries.

### Section 5.2 Projection of Fees

The Office of the Chief Financial Officer will provide a five-year projection of anticipated revenues for impact fees. The five-year projection will be updated on an annual basis by the Office of the Chief Financial Officer. Additionally, the Office of the Chief Financial Officer shall project the annual amount of revenues to be received on a quarterly basis. Projections will be provided to the Facilities Services Division to allow for proper planning and allocation of funds.

### Section 5.3 Allocation of Net Fees

After the costs associated with administering the impact fee and complying with the required analysis and reporting activities have been deducted, the adjusted, net impact fee revenue shall continue to be allocated to the Facilities SEP for use on permissible projects unless the project’s budget does not include bond funding.

## ARTICLE VI. EXEMPTIONS

Certain construction projects are statutorily exempt from the payment of impact fees. These exemptions are as follows:

### Section 6.1 Statutory Exemptions

1. Accessory Dwelling Units (ADUs)
  - a. Pursuant to Education Code Section 17620, ADUs under 500 square feet are not subject to school impact fees. (*See also* California Housing and Community Development’s ADU Handbook (July 2022).)
2. Agricultural (Gov’t. Code section 65995.1(b)) (Ed. Code section 17622(a))



- a. Agricultural migrant worker housing projects financed by the Director of Housing and Community Development and owned by the State and comply with the Special Housing Program for Migratory Workers.
  - b. Greenhouse or other agricultural space unless the District complies with both subdivisions (b) and (c) of Ed. Code section 17622.
- 3. Canceled and Expired Permits (Ed. Code section 17624)
  - a. Construction for which the building permit expires, without the commencement of construction, shall be repaid or reconveyed less the \$50 administrative cost.
  - b. California Code of Civil Procedure section 338 allows for a three-year limitation period to request a refund for expired or canceled building permits, starting from the date the refund becomes available (i.e., date of expiration/cancellation of the building permit).
- 4. Demolition (Voluntary) (Ed. Code section 17620(a)(1)(A) and (C))
  - a. Impact fees are applicable only to the total resulting increase in assessable space for residential developments and chargeable and enclosed space for commercial/industrial redevelopments.
  - b. No demolition credit or partial refund for the demolition of exempt structures (i.e., garages, detached storage, etc.).
- 5. Detached Accessory Structure (Gov't. Code section 65995(b)(1))
  - a. Assessable space does not include any carport, covered or uncovered walkway, garage, overhang, patio, enclosed patio, or similar areas.
- 6. Natural Disaster Replacement (Ed. Code section 17626)
  - a. The rebuilding of a home damaged by a natural disaster, such as fire, flood, earthquake, landslide, mudslide, or tidal wave, is exempt up to the original square footage.
  - b. See Section 6.2 for additional eligibility criteria.
- 7. Exclusive Religious Use (Gov't. Code section 65995(d))
  - a. Facilities that are used exclusively for religious purposes. Property is to be owned and operated by a church, and property is used for exclusively religious worship, and property is deemed exempt from property taxation under the laws of the state.
- 8. Government Facilities (Gov't. Code section 65995(d))
  - a. Facilities that are owned and occupied by one or more agencies of the federal, state, or local government.
- 9. Less than 500 square feet. (Ed. Code section 17620(C)(i))
  - a. Fees can only be levied for additions to an existing residential property that exceeds five hundred square feet of assessable space.

10. Parking Structures. (Gov't. Code section 65995(b)(2))
  - a. Fees are not chargeable on parking garages incidental to the principal use of a dwelling.

11. Private School Development (Gov't. Code section 65995(d); Ed. Code section 48222)

- a. Any facility used exclusively as a private full-time day school for K-12 students.

## Section 6.2 Board Authorized Exemptions Eligibility

### 1. Affordable Housing

- a. Developers of affordable housing projects will be charged a rate equivalent to the Level 1 rate provided that a waiver is requested and processed by the District's Impact Fee Program Office. Affordable Housing is defined as those projects where at least 20% of the units are for persons or families of lower income households and the remaining units are for persons or families of moderate-income households as defined by the Department of Housing and Urban Developer (HUD).

### 2. Natural Disaster Replacement

- a. To receive credit or a partial refund for the *reconstruction* of a home damaged by a natural disaster, the legal owner(s) must provide proof of the damage or destruction as a result of a *disaster*, as defined by Education Code Section 17626.
- b. No credit or partial refund is provided for the square footage of exempt structures (e.g., garages, patios, etc.).

### 3. Senior Citizen Housing

- a. Except as provided by law, a development project whose facilities are designated specifically and exclusively for use by senior citizens are exempt from impact fees. However, any project involving only new construction that includes 150 or more units and is owned or operated by a profit-making entity is subject to the impact fee assessment at the commercial/industrial rate pursuant to Government Code section 65995.1 and Education Code section 17620.

### 4. Youth-Based Public Benefit Space by a Non-Profit Organization

- a. A commercial development project by a non-profit organization for the construction of a youth-based public benefit space whose facilities are designated primarily for use by school-aged children (PK-14) residing within Los Angeles Unified School District boundaries, and for which a use fee is charged only for direct costs, may receive an exemption from payment, credit/reduced rate and/or refund, in part or in full, based on the proportional use of the space by school aged students, provided the legal owner submits a waiver request including sufficient proof of ownership, and certification/verification of public benefit utilization by school-aged children, and disclosure of any fees charged to the District's Impact Fee Program office.

## ARTICLE VII. REDUCED RATE

### Section 7.1 Reduced Rate Residential Developments

Certain residential development projects may statutorily qualify for the reduced commercial/industrial rate.

1. Senior Citizen Housing (Gov't. Code section 65995.1(a))
  - a. New residential construction dedicated for senior citizen development, as defined in Civil Code section 51.3, or
  - b. New residential care facility for the elderly, as defined in Health & Safety Code section 1569.2.

The District's calculation of the impact fee for a senior citizen housing development and the following requirements must be met and submitted prior to issuance of a waiver for a building permit, or partial refund:

1. Execution of the Restrictive Covenant and Agreement.
  2. Appropriate recording/stamp of the Restrictive Covenant and Agreement with the Los Angeles County Recorder.
  3. Current grant deed or quitclaim deed.
2. Short-Term Housing (Gov't. Code section 65995(d))
    - a. This includes, but is not limited to, any hotel, inn, motel, tourist home, or other lodging for which the maximum term of occupancy for guests does not exceed thirty (30) days. This does not include any residential hotel (building with 6 or more guest rooms used as the primary residence).

## ARTICLE VIII. ACCESSORY DWELLING UNITS (ADUS)

### Section 8.1 Accessory Dwelling Units

The State of California recognizes the significance of ADUs as a housing option and aims to ensure that homeowners have the freedom to create these units without unnecessary restrictions. The suitability of exemptions for ADUs will be assessed on a case-by-case basis, taking their specific size into account.

As per Gov't. Code section 65852.2(e) and section 65852.22(a), a single-family dwelling is allowed to have only one ADU and one JADU. It is not permissible for a single-family residence to have two ADUs or two JADUs.

As per Gov't. Code section 65852.2(e)(1)(C), multi-family dwellings must allow for at least one ADU and up to a quarter of the number of existing units of the multi-family dwelling.

## ARTICLE IX. REQUESTS, PROTESTS, AND APPEALS

### Section 9.1 Requests for Refunds

Requests for a refund of the impact fees paid are processed by the District's Impact Fee Program Office and must be received by the office no more than 90 days from payment of the fee. The City of Los Angeles only refunds building permit fees for canceled or expired projects if the claim is submitted within 90 days of payment. All other requests, including impact fee refunds for uninitiated, canceled projects within the City of Los Angeles for payments made more than 90 days ago, are processed and must be received by the District's Impact Fee Program Office within three years of the issuance of the permit.

Refunds for impact fees are given in the form of a check. The legal property owner(s) at the time the fees were paid will receive the refund check, regardless of who originally paid the impact fee, unless otherwise mandated by law.

### Section 9.2 Appeals: District Process

The District allows parties against whom a fee has been imposed the opportunity to appeal such fee to the Impact Fee Program Office, to the Director of Capital Planning and Budgeting, and then to the Chief Financial Officer or their representative. The final decision regarding any appeal will be made by the Chief Financial Officer or their representative.

## ARTICLE X. REPORTING

### Section 10.1 Financial Reporting

Government Code sections 66001 and 66006 require local agencies, including school districts collecting impact fees, to provide an annual accounting of fees collected, including the beginning, and ending balances, interest and other income, identifications of improvements, approximate dates for the commencement of incomplete improvements, expenditures by project, interfund transfers and loans, and the amount of refunds made, plus a report every fifth fiscal year containing information on ending balances. This information must be reviewed by the Board and made available to the public no later than 180 days after the end of the fiscal year.

## EXHIBIT A

## Local Planning Agencies

Exhibit A  
Local Planning Agencies

|                         |                             |
|-------------------------|-----------------------------|
| City of Bell            | City of Long Beach          |
| City of Bell Gardens    | City of Lynwood             |
| City of Beverly Hills   | City of Maywood             |
| City of Carson          | City of Montebello          |
| City of Commerce        | City of Monterey Park       |
| City of Cudahy          | City of Rancho Palos Verdes |
| City of Culver City     | City of San Fernando        |
| City of Downey          | City of Santa Monica        |
| City of El Segundo      | City of South Gate          |
| City of Gardena         | City of Torrance            |
| City of Hawthorne       | City of Vernon              |
| City of Huntington Park | City of West Hollywood      |
| City of Inglewood       | City of Los Angeles         |
| City of Lomita          | County of Los Angeles       |

[Return to Order of Business](#)

# TAB 28



## Board of Education Report

**File #:** Rep-308-24/25, **Version:** 1  
**In Control:** Business & Finance Division

**Agenda Date:** 5/13/2025

### **Report of Cash Disbursements Request to Reissue Expired Warrants Business & Finance Division**

#### **Brief Description:**

(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to \$1,036,182,884.85 made by the District from March 1, 2025, to March 31, 2025. It also seeks approval for the reissuance of expired warrants totaling \$ 137.55.

#### **Action Proposed:**

1. Ratify cash disbursements totaling \$1,036,182,884.85, which were made against funds of the District from March 1, 2025, through March 31, 2025. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

- a. "A" Warrants (Payroll) total of \$26,225,941.45.

Warrant Numbers:

3476336 - 3494533

- b. Direct deposit payroll (Automated Clearing House - ACH) total of \$337,127,111.59.

- c. "B" Warrants (Accounts Payable) total of \$ 91,031,404.82.

Warrant Numbers:

|                     |                     |
|---------------------|---------------------|
| 22060057 - 22060254 | 22087029 - 22087275 |
| 22062234 - 22062476 | 22089349 - 22089499 |
| 22064564 - 22064721 | 22091720 - 22091879 |
| 22067693 - 22067693 | 22094063 - 22094214 |
| 22070256 - 22070509 | 22096420 - 22096546 |
| 22072979 - 22073219 | 22098770 - 22098982 |
| 22075407 - 22075601 | 22101104 - 22101267 |
| 22078222 - 22078426 | 22103339 - 22103498 |
| 22081057 - 22081262 | 22106106 - 22106212 |
| 22084880 - 22085003 | 22108470 - 22108616 |

- d. Accounts Payable ACH payments total of \$ 581,798,426.99.

**File #:** Rep-308-24/25, **Version:** 1  
**In Control:** Business & Finance Division

**Agenda Date:** 5/13/2025

2. Approved requests to reissue expired warrants that were not cashed within the prescribed period, totaling \$ 137.55.

| <b>Warrant No.</b> | <b>Date</b> | <b>Payee</b>  | <b>Amount</b> |
|--------------------|-------------|---------------|---------------|
| 2470588            | 07/10/2020  | Edward Waters | \$ 101.01     |
| 8273439            | 09/12/2008  | Edward Waters | \$ 36.54      |

**Background:**

This is a recurring monthly Board report for the Board to approve warrants or checks issued by the District for payroll and non-salary obligations that occur as part of school business.

**Expected Outcomes:**

The Board shall be approving routine District financial transactions.

**Board Options and Consequences:**

A “Yes” vote:

- Ratifies the previously disbursed payments.
- Approves the reissuance of expired warrants.

A “No” vote would cause the cancellation of previously issued payments and decline to reissue expired warrants.

**Policy Implications:**

This Board report does not change any school policy.

**Budget Impact:**

This Board report approves financial transactions but does not change the budget authority.

**Student Impact:**

This Board report includes routine financial transactions, which support student achievement.

**Equity Impact:**

Not applicable. A routine transaction.

**Issues and Analysis:**

The Board shall be approving routine District financial transactions.

**Attachment:**

Not applicable.

**Submitted:**

04/07/25




File #: Rep-308-24/25, Version: 1  
In Control: Business & Finance Division

Agenda Date: 5/13/2025

RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent


APPROVED & PRESENTED BY:

  
PEDRO SALCIDO  
Deputy Superintendent  
Office of the Deputy Superintendent

REVIEWED BY:


  
DEVORA NAVERA REED  
General Counsel

APPROVED & PRESENTED BY:

  
CHRISTOPHER MOUNT-BENITES  
Chief Financial Officer  
Business & Finance Division

☒ Approved as to form.

REVIEWED BY:

  
NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

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# TAB 29



## Board of Education Report

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**File #:** Res-066-24/25, **Version:** 2**Agenda Date:** 5/13/2025**In Control:** Board of Education

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Ms. Griego, Dr. Rivas, Ms. Gonez - Aligning Site-Based Professional Development, Collaboration, and Decision-Making in the Community School and Pilot Models (Res-066-24/25) (Noticed April 8, 2025)

Whereas, Community Schools are public schools that provide instruction, curriculum, services and support that fit each neighborhood's needs, created and run by the people who know our children best;

Whereas, The mission of the Los Angeles Unified School District Community Schools Initiative (CSI) is to improve student outcomes through addressing students' academic, cognitive, physical, mental, and social-emotional needs. Needs of children and youth are met by building a positive school climate and trusting relationships, along with providing rich and rigorous learning opportunities that prepare all students to be ready for the world;

Whereas, To fulfill these purposes, Community Schools must have the time and space for creative and collaborative problem-solving, and each local school community must be engaged authentically in the governance of their local school;

Whereas, Pilot schools are teacher-designed and -led District schools that are part of a Memorandum of Understanding between the District and UTLA that provides certain autonomies over budget, governance, curriculum, and assessment, and the school calendar to meet their specific students' needs; and

Whereas, The structure which supports authentic engagement and shared decision making at a community school is the Local School Leadership Council (LSLC); now, therefore be it

Resolved, That the Community School LSLCs and Pilot schools will have decision making purview over all site based professional development, including all banked time and after school professional development, except for professional development mandated by state or federal law and topics specifically approved by the Governing Board of the Los Angeles Unified School District;

Resolved further, That the Community Schools Steering Committee (CSSC) will create a "Community School Professional Development" subcommittee to support Community Schools development, and effective site-based professional development that could align with the school's Assets and Needs Assessment (ANA) data, student academic outcome data, school experience survey data, and whole child data;

Resolved further, That the CSSC will appoint two Los Angeles Unified School District representatives and two UTLA representatives to serve on the Community Schools Professional Development Subcommittee;

Resolved further, That the Community Schools Steering Committee Professional Development Subcommittee be provided an opportunity to give meaningful input on the implementation of Board-approved professional development topics; The Community School Steering Committee Professional Development Subcommittee will provide differentiated support to Priority Schools as needed, and, be it finally

Resolved, That the above actions shall be effective by the beginning of the 2025/2026 school year.

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# TAB 30



## Board of Education Report

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**File #:** Res-068-24/25, **Version:** 2**Agenda Date:** 5/13/2025**In Control:** Board of Education

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Ms. Ortiz Franklin, Ms. Gonez, Ms. Griego - Parental Package: LAUSD as an Equitable Employer of Choice for Thriving Families (Res-068-24/25) (Noticed April 8, 2025)

Whereas, The Los Angeles Unified School District prepares all students to thrive in college, career and beyond with the core beliefs of equity, collaboration and excellence being applied to students, staff, and all families;

Whereas, The LAUSD Strategic Plan Pillar 5 Investing in Staff sets a vision to recognize, empower, and support our staff and a clear focus to recruit, develop and retain our talented and dedicated staff, along with sustaining staff wellness;

Whereas, The LAUSD Strategic Plan Pillar 3 Engagement and Collaboration propels us towards being a model district for authentic family engagement which begins in the earliest years setting a foundation for and honoring that the first and most important teacher for each child is their parent/caregiver;

Whereas, Becoming an employer of choice requires providing comprehensive and competitive compensation and support including benefits that promote the holistic wellness of our employees during all stages of their life;

Whereas, In 2024, *Under Pressure: The U. S. Surgeon General's Advisory on the Mental Health and Well-Being of Parents* elevated the importance of parental stress, mental health and well-being, stressors unique to parenting, and the bidirectional relationship between parental mental health and child outcomes; recommending employers take action by expanding policies and programs that support the well-being of parents and caregivers in the workplace such as: offering paid parental, medical and sick leave; flexible and fair work schedules; access to child care; and implementing training for managers on work-life harmony and a family-friendly culture;

Whereas, Research documents that the postpartum period is a critical time for the health, development and well-being of both the mother and baby and paid parental leave policies bolster the maternal mental and physical health, and leaves of shorter than 12 weeks are associated with higher rates of maternal depression, stress and anxiety, increased work stress and overload, and reduced understanding of infant development and bonding;

Whereas, Employers that have extended their paid parental leaves saw higher rates of retention, for example when Google extended its paid leave from 12 to 18 weeks, attrition dropped by 50% and when Aetna extended its maternity leave the share of women returning to work increased from 77 to 91%;

Whereas, Research documents that women who receive paid maternity leave are significantly more likely to return to work and employee stability is unquestionably critical for supporting academic achievement;

Whereas, In 2024 the Learning Policy Institute's updated their research-based teacher turnover calculator, which estimates the cost of recruiting, hiring, and training a new teacher in large, public school districts such as

Boston Public Schools and Chicago Public Schools can cost \$29,650 and \$29,762 respectively and that the cost of losing teachers also negatively impacts student achievement and instructional quality, resulting in greater potential costs in tutoring and professional development;

Whereas, After California passed its paid family leave policy, research found long-term child physical health improvements lasting through elementary school, and poverty risk among mothers of infants decreased by more than 10%, among other positive effects;

Whereas, California became the first state to provide paid family leave in 2004, which gives a portion of an employees' salary to take leave to care for a seriously ill family member, bond with a new child, or participate in a qualifying event because of a family member's military deployment for those that pay into state disability, yet the majority of public employees including LAUSD employees do not have access to this benefit and they must use vacation or illness time to receive pay during their leave, receiving half-pay or no pay when earned illness depletes;

~~Whereas, Recognizing the importance of this benefit in January 2025, California increased leave payments for paid family leave to 90% of income for workers making up to \$60,000 a year and 70% for workers that make more than that;~~

Whereas, AB65 (Aguiar-Currie), currently in committee, is a statewide effort supported by educators to provide 14 weeks of fully paid pregnancy leave to school employees who currently must take their earned illness, partial pay and unpaid time for pregnancy, childbirth, miscarriage and recovery from such experiences;

~~Whereas, District employees whose bargaining unit has not chosen to bargain to participate in state disability, must use vacation or sick time in order to receive compensation during their Family and Medical Leave, Pregnancy Disability Leave, and when they run out of full time pay receive half-time pay or unpaid leave;~~

Whereas, Inequitable access to paid parental leave places an inequitable burden on employees, often times resulting in employees being forced to make impossible choices to return before it is optimal for their own and their family's wellness or face financial hardship; this burden is most heavily felt by women and employees who are single parents, who do not earn vacation, without access to child care support and those historically under-resourced;

Whereas, California passed SB 729, which requires large and small group health care service plan contracts and disability insurance policies issued, amended, or renewed on or after July 1, 2025, to provide coverage for the diagnosis and treatment of infertility and fertility services;

Whereas, In Vitro Fertilization (IVF) is the leading use of Assistive Reproductive Technology (ART); the use of home births and doulas are on the rise; and none of these supports are currently covered by any health care plan offered to LAUSD employees;

Whereas, Research documents the critical role early learning and care programs play in the cognitive, socioemotional learning, school readiness, and health and well-being of our earliest learners and provides essential resources and supports to parents and caregivers; and as an education institution it is our responsibility to ensure our employees have equitable access to high quality, affordable early learning and care; and

Whereas, the Economic Policy Institute reported in February 2025 the average cost of infant-care in California is \$21,945, more than twice the cost of in-state tuition for California public universities and roughly 18.4% of the median family income when the Department of Health and Human Services deems childcare “affordable” at no more than 7% of family income;

Whereas, In June 2021 the Governing Board of the Los Angeles Unified School District unanimously passed “Mommy, Daddy and Me,” a student-board member authored resolution calling for a plan, informed by student-parents, that creates a more robust and comprehensive student maternity support system, and an ideal school setting for student-parents; now, therefore it be,

Resolved, That the Governing Board of the Los Angeles Unified School District values all families and is committed to being an employer of choice as a critical component of being a premier school district, including for parent-employees and employees planning to become parents; respecting the full scope of family building and thriving, including:

- Family planning, becoming pregnant (inclusive of fertility treatment like that of Assisted Reproductive Technology (ART) such as in vitro fertilization (IVF) or intrauterine insemination (IUI)), adoption and fostering, physical and mental health from miscarriage and loss;
- Pregnancy, parental and family leave, including prenatal and postpartum care and education, adequate time and support for preparation, recovery and returning to work, access to high quality lactation spaces and necessary accommodations;
- Early learning and care from 0-5 years old, including seeking partnerships with family childcare and non-profit providers and cost-savings for affordable care, and placement in and strategic growth of LAUSD infant centers and Early Education Centers (EECs); and
- Education from preschool through college, encouraging and supporting employees to enroll their children in LA Unified Early Education Centers and UTK-12 programs, offering employees priority where possible.

Resolved further, That the Los Angeles Unified School District, consistent with and subject to Equal Employment Opportunity (EEO) and privacy laws, will evaluate the following data, where available, in preparation for a written report and public presentation to the Board:

- General employee demographics for context such as age, gender, race/ethnicity, location, parental status, marital status, labor union representation, and retention;
- Average and range of time actually taken off by staff for all leave types related to reasons of pregnancy, family bonding, kin care for a child’s illness, prenatal care including but not limited to whether the days were paid or unpaid and by position type;
- Potential budgetary implications for offering paid family leave programs for at least 12 weeks, given historical data of the number of employees that take such leave in LAUSD and Los Angeles more broadly;
- Percentage of employee-parents with children enrolled in LAUSD EECs and UTK-12 schools; and
- Health care plan coverage and cost for prenatal, postnatal and family planning including but not limited to assisted reproductive technology, delivery, doula, home birth, midwife support, and lactation support.

Resolved further, That the District, consistent with and subject to EEO and privacy laws, will conduct or



procure a study on the needs, concerns, and experiences for LA Unified employees and/or employees in Los Angeles related to reproductive health and parenting support in preparation for a written report and public presentation to the Board of information, as it relates to improving the experience of employees, such as:

- Interest in becoming a parent or caregiver;
- Fertility and Family Planning Needs including interest and awareness of access to ART;
- Impact of access or lack thereof to District-provided reproductive supports on an employee's satisfaction, retention and ability to work;
- Health care benefits; Desired time and actual time taken for pre- and postpartum care and child bonding;
- Barriers to why individuals do not take more time for all stages of their child's life from birth through college;
- Average and range of costs of child care;
- Age of children when childcare started; and
- If children are enrolled in LAUSD schools, why, what school level(s), distance from home

Resolved further, That the District shall take immediate steps to support growing families, by (1) confirming provisions of adequate, accessible, and welcoming lactation spaces and training around such spaces for all staff at school sites, regions, and central offices, (2) identifying a dedicated liaison within the relevant departments and sites to support employee-parents in understanding and utilizing benefits, completing leave forms, understanding service credit and impacts to retirement, confirming appropriate payroll adjustments, planning returns to work - including part-time and adjusted schedules, and enrolling in an LAUSD early education program in a friendly, clear, and streamlined manner, and (3) identifying childcare provider partners who can provide affordable and backup childcare on an as-needed basis to employees; and, be it finally

Resolved, That in response to the quantitative and qualitative data and employee/labor engagement, disaggregated by age, gender, race/ethnicity, location, parental status, and labor union representation, where possible and legally permissible, as well as available research, best practices, and any requirements for bargaining, the District will prepare a plan and present it at a Board Meeting or Committee of the Whole no later than November 2025.

- The plan shall include:
  - Specific, measurable outcomes to becoming an employer of choice, including for employee-parents;
  - Feedback from labor and employee-parents on the plan;
  - Legislative advocacy, including but not limited to legislation for longer-term substitute teachers and staff (beyond 60 days), state-supported family leave, and more state-subsidized infant and toddler programs;
  - The ability to donate to colleagues' illness days for prenatal doctor appointments and child sickness, as offered for catastrophic illness
  - Personalized projected cost of health care and impacts to retirement savings associated with family planning (i.e. personalized calculator);
  - Improved practices and professional development on appropriate accommodations for lactating employees, including but not limited to a dedicated space at all district sites; ~~and~~
  - Improved practices and professional development on sensitivity for parent-employees, inclusive of consideration of disproportionate impact on parent-employees of absences due to child illness, parental leave, and the like; and

- Improved practices and professional development on assisting employees in enrolling their children into LAUSD schools, including but not limited to inter/intra District transfers to LAUSD schools in close proximity to the employee's worksite
- The plan may include:
  - Specific timeframes for implementation, feasibility and cost of components;
  - A pilot program, similar to the pilots organized by LA County and LA City;
  - Planning days for substitute teachers and teachers when a teacher goes on leave, exploration of job sharing and clear communication on what exists already;
  - Back up daycare coverage to affordable, available providers;
  - Recommendations to the Health Benefits Committee on potential health care plan design offerings to provide fertility and family planning in alignment with all relevant legislation including but not limited to those provided through SB 729, full coverage of doulas, midwives, home births, contraception, lactation visits at home or District Wellness Centers, and/or other supports;
  - Recommendations on where to open Infant and Early Education Centers to meet the needs of employees and the community, guided by data on access to programs and partnering with family childcare and non-profit providers;
  - Option for remote work or flexible scheduling for childcare accommodations where possible;
  - Additional compensated days/time for pregnancy appointments and child sickness;
  - Leveraging bond dollars or other resources for lactation spaces for employees and students;
  - Partnering/researching cost-sharing models with labor, such as New York Department of Education and American Federation of Teachers; and
  - Professional development and coaching on policies, supports, sensitivity and cultural competency in supporting family building, including how employee attendance is incentivized and acknowledged.

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# TAB 31



# Los Angeles Unified School District

**799**

333 South Beaudry Ave,  
Los Angeles, CA 90017

## Board of Education Report

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**File #:** Sup Res -007-24/25, **Version:** 1

**Agenda Date:** 5/13/2025

**In Control:** Board of Education

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Motion Declaring Salaries Indefinite to Comply with Law and Allow for Implementation of Labor Agreements  
(Sup Res-007-24/25)

**Material is  
Confidential**

# TAB 32



# Los Angeles Unified School District

**802**

333 South Beaudry Ave,  
Los Angeles, CA 90017

## Board of Education Report

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**File #:** ROC-011-24/25, **Version:** 1

**Agenda Date:** 5/13/2025

**In Control:** Board of Education

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Report of Correspondence including Williams Uniform Complaint Quarterly Report Summary (ROC-011-24/25)

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
Governing Board of the Los Angeles Unified School District

May 13, 2025

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, “Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel”:

| FROM                              | LEGAL ACTION  |
|-----------------------------------|---|
| 1. Attorney General of California | Writ of Mandate; Case No. 23STCP03720; Superior Court of California, County of Los Angeles; California School Finance Authority, a California state agency, and State Allocation Board, a California state board, Petitioners and Plaintiffs vs. Los Angeles Unified School District; Board of Education of the City of Los Angeles; Alberto M. Carvalho, Superintendent of the Los Angeles Unified School District, in his official capacity, and Does 1 to 20, inclusive, Respondents and Defendants. |
| 2. Benson Legal                   | Summons & Complaint for Damages; Case No. 25STLC02935; Superior Court of the State of California, County of Los Angeles; State Farm Mutual Automobile Insurance Company, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 10, inclusive, Defendants.  |
| 3. Boucher LLP                    | Summons & Complaint for Damages: 1) Negligence; 2) Negligence Per Se; 3) Negligent Hiring, Retention, and Supervision; Case No. 25STCV08743; Superior Court of the State of California, County of Los Angeles; M.Z., an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, Defendants.   |
| 4. Clarkson Law Firm              | Summons & Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Retention and/or Supervision; 3) Negligent Supervision of a Minor; 4) Intentional Infliction of Emotional Distress; 5) Sexual Battery of a Minor (Civil Code Section 1708.5.5); Superior Court of the State of California, County of Los Angeles; Case No. 25STCV07906; Jane Doe M.B., Plaintiff, v. Los Angeles Unified School District, and Does 2-25, Inclusive, Defendants.  |



5. Digital Law Group, LLP  
Summons & Complaint for Damages: 1) Religious Discrimination In Violation of the California Fair Employment & Housing Act (Govt. Code §12900, et seq.); 2) Protection of Human Subjects in Experimentation Act (Health & Safety Code §24172(j) et seq.); 3) Failure to Accommodate in Violation of the California Fair Employment & Housing Act (Govt. Code §12940(a) & (m)); 4) Failure to Engage in the Interactive Process Violation of the California Fair Employment & Housing Act (Govt. Code §12940(n); Case No. 25STCV01737; Superior Court of the State of California, County of Los Angeles; Gregory Brackett, an individual, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
  
6. Downtown L.A. Law Group  
Summons & Complaint for Damages: 1) Negligent Hiring, Supervision and Retention of Unfit Employees; 2) Breach of Mandatory Duty; 3) Failure to Report Suspected Child Abuse; 4) Negligent Supervision of a Minor; 5) Negligent Failure to Warn, Train, or Educate; Case No. 24STCV32445; Superior Court of the State of California, County of Los Angeles; I.H., a minor, by and through her Guardian ad Litem Shaesha Young, Plaintiff, v. Los Angeles Unified School District, et al, Defendants.
  
7. Downtown L.A. Law Group  
Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Cal. Govt. Code §815.2]; Case No. 24CHCV03822; Superior Court of the State of California, County of Los Angeles; Marissa Ayala, a minor, by and through her GAL Cristina Regla, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 50, inclusive, Defendants.
  
8. Downtown L.A. Law Group  
Summons & Complaint for Damages: 1) Assault; 2) Battery; 3) Intentional Infliction of Emotional Distress; 4) Negligent Hiring, Supervision & Retention of an Unfit Employee; Negligence; Case No. 25NNCV00238; Superior Court of the State of California, County of Los Angeles; Leo Rose Coleman, a minor, by and through his Guardian ad Litem Brittny Frazier, Plaintiffs, v. Los Angeles Unified School District, a public entity, and Does 1-50, Inclusive, Defendants.
  
9. Downtown LA Law Group  
Summons & Complaint for Damages: 1) Negligent Failure to Supervise – Female Student [Govt Code §15.2]; Case No. 24VECV06162; Superior Court of the State of California, County of Los Angeles; Michael Khachatryan GAL Mariana Gegamian., Plaintiff, v. Los Angeles Unified School District, and Does 1-20, inclusive, Defendants.

10. Downtown LA Law Group  
Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Cal. Govt. Code §815.2]; Case No. 25CHCV00871; Superior Court of the State of California, County of Los Angeles; Gissell Macias, a minor, by and through her GAL Rene Macias, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.
11. Downtown LA Law Group  
Summons & Complaint: 1) Premises Liability; Case No. 25CHCV01009; Superior Court of the State of California, County of Los Angeles; Princeton Hope, a minor, by and through his Guardian ad Litem, Keshawna Johnson, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
12. Downtown LA Law Group  
Summons & Complaint: 1) Motor Vehicle; 2) General Negligence; Case No: 25TRCV00874; Superior Court of the State of California, County of Los Angeles; Jaylon Sims, by and through his GAL Lisa Gibson, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
13. Downtown LA Law Group  
Summons & Complaint for Damages: Case No. 25NNCV02293; Superior Court of the State of California for the County of Los Angeles; Iris Villalobos., an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, Inclusive, Defendants.
14. Easton & Easton  
Summons & Complaint for Damages: 1) Dangerous Condition of Public Property Pursuant to Gov. Code Section 830 et seq.; 2) Premises liability/Negligence; Case No. 25LBCV00609; Superior Court of the State of California, County of Los Angeles; Carlo Samayoa Plaintiff, v. Los Angeles Unified School District, and Does 1 through 200, inclusive, Defendants.
15. Foglight Law Inc.  
Miller Wilmers, APC  
Summons & Complaint: 1) Discrimination (Disability)(GC §12940(a)); 2) Accommodation (GC §12940(m)); 3) Interactive (GC §12940(n)); 4) Harassment (GC §12940(j)); 5) Retaliation (GC §12940(h)); 4) Failure to Prevent (GC 12940(k)); Case No. 25STCV08385; Superior Court of the State of California, County of Los Angeles; Trina Foronda, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
16. Foglight Law, Inc.  
Miller Wilmers, APC  
Summons & Complaint: 1) Discrimination (Disability)(GC §12940(a)); 2) Accommodation (GC §12940(m)); 3) Interactive (GC §12940(n)); 4) Harassment (GC §12940(j)); 5) Retaliation (GC §12940(h)); 6) Failure to Prevent (GC §12940(k)); 7) Constructive Discharge.:

Case No. 25STCV08310; Superior Court of the State of California of the County of Los Angeles; Angie Haddad, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.

17. Foglight Law, Inc.  
Miller Wilmers, APC  
Summons & Complaint: 1) Discrimination (Disability)(GC §12940(a)); 2) Accommodation (GC §12940(m)); 3) Interactive (GC §12940(n)); 4) Retaliation (GC §12940(h)); 5) Failure to Prevent (GC §12940(k)); Case No. 25STCV08400; Superior Court of the State of California, County of Los Angeles; Kelly Nakasuji, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
18. Foglight Law, Inc.  
Miller Wilmers, APC  
Summons & Complaint: 1) Discrimination (Race) (GC §12940(a)); 2) Discrimination (Disability) (GC §12940(a)); 3) Discrimination (Age) (GC §12940(a)); 4) Accommodations (GC §12940(m)); 5) Interactive (GC §12940(n)); 6) Retaliation (GC §12940(h)); 7) Failure to Prevent (GC §12940(n)); Case No. 25STCV05969; Superior Court of the State of California for the County of Los Angeles; Delina Pleasants, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
19. Foglight Law, Inc.  
Miller Wilmers, APC  
Summons & Complaint: 1) Discrimination (Disability)(GC §12940(a)); 2) Accommodation (GC §12940(m)); 3) Interactive (GC §12940(n)); 4) Failure to Prevent (GC §12940(k)); Case No. 25STCV09940; Superior Court of the State of California of the County of Los Angeles; Sheila Bouffard, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
20. Foglight Law, Inc.  
Miller Wilmers, APC  
Summons & Complaint: 1) Failure to Provide Reasonable Accommodation in Violation of the California Fair Employment and Housing Act (FEHA); 2) Failure to Engage in the Interactive Process in Violation of FEHA; 3) Disability Discrimination in Violation of FEHA; Case No. 25STCV10674; Superior Court of the State of California, County of Los Angeles; Verioska Gamez, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
21. JML Law  
Summons & Complaint for: 1) Premises Liability; and; 2) Negligence; and; Dangerous Condition of Public Property; Superior Court of the State of California, County of Los Angeles; Case No. 25CHCV00964; Tes Baldwin, a minor and an individual, through her GAL, Jessica Goodman, Plaintiff, v. Los Angeles Unified School District, and Does 1-10, inclusive, Defendants.

22. LA Century Law  
Summons & Complaint for Damages: 1) Dangerous Condition of Public Property; 2) Negligence/Statutory Liability; 3) Premises Liability: Case No. 25TRCV00698; Superior Court of the State of California, County of Los Angeles; Diocelinda De Leon, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 50, inclusive, Defendants.
23. Law Offices of Gary Berkovich, APC  
Summons & Complaint for Damages: Personal Injury and Premises Liability; Case No. 25STCV11703; Superior Court of the State of California, County of Los Angeles; Isidro Perez, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 100, inclusive, Defendants.
24. Law Offices of Johnson | Omotosho, LLP  
Summons & Complain: 1) Negligence; 2) Negligent Supervision; 3) Violation of Title VI of the Civil Rights Act of 1964 (Race Discrimination); 4) Violation of Title IX of the Education Amendments of 1972 (Sexual Harassment); Intentional Infliction of Emotional Distress; 6) Violation of California Education Code § 220; 7) Violation of the Unruh Civil Rights Act; Case No. 25STCV04907; Superior Court of the State of California, County of Los Angeles; Q.F., a minor, by and through her GAL, Hozell Francis, II, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100, inclusive, Defendants.
25. Law Offices of Reyes Valenzuela  
Summons & Complaint for: 1) Negligence; 2) Negligence (Premises Liability); 3) Negligent Entrustment; 4) Negligent Hiring, Training, Supervision and Retention; 5) Wrongful Death (Dangerous Condition of Public Property). Case No. 24STCV28302; ; Superior Court of the State of California for the County of Los Angeles; Alexander Mota, an individual, Plaintiff, v. Los Angeles Unified School District, et al, Defendants.
26. Levin & Nalbandyan, LLP  
Summons & Complaint for Damages: 1) Negligence, Negligent Hiring, Training, Retention, and/or Supervision of Unfair Employees; 2) Intentional Infliction of Emotional Distress; 3) Breach of Mandatory Statutory Duties which Proximately Caused Plaintiff's Sexual Assault and Battery; 4) Breach of Mandatory Statutory Duties which Proximately Caused Plaintiff Additional Damages Separate and Distinct from Her Sexual Assault and Battery. Case No. 25VECV00954 ; Superior Court of the State of California for the County of Los Angeles; Jane B.M.R.C. Doe, a minor by and through her GAL, Melvy Naomy Cardona, Plaintiffs, v. Los Angeles Unified School District, and Does 1-50, Inclusive, Defendants.

27. M&Y Personal Injury Lawyers  
Summons & Complaint for Damages: 1) General Negligence; 2) Viarious Liability (Gov't Code sections §815); 3) Violation of Vehicle Code 17001; 4) Negligence (Gov't Code sections §820); Case No. 25STCV06030; Superior Court of the State of California, for the County of Los Angeles; John R. Slack Jr., Plaintiff, v. Los Angeles Unified School District, and Does 1 to 20, Defendants.
28. M.R. Parker Law, P.C  
Summons & Complaint: 1) Motor Vehicle; 2) General Negligence; Case No. 25STCV10365; Superior Court of the State of California, County of Los Angeles; Connor Moore, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, Defendants.
29. Okhovat Law Firm  
Summons & Complaint for Damages: 1) Negligence (California Vehicle Code Section 17001); 2) Negligent Hiring, Supervision and/or Retention of Employee; Case No. 25SMCV01287; Superior Court of the State of California, County of Los Angeles; Emauel Sasoon, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 100, inclusive, Defendants.
30. Rafii & Associates, P.C.  
Summons & Complaint: 1) Negligence; 2) Negligent Failure to Warn; 3) Negligent Hiring, Supervision, and Retention; 4) Breach of Mandatory Duty: Failure to Report Suspected Child Abuse; 5) Violation of Section 504 of the Rehabilitation Act of 1973; 6) Violation of Safe Place to Learn Act – Education Code § 234, et seq.; 7) Survival Action; Case No. 24STCV31849; Superior Court of the State of California, County of Los Angeles; Sharon Denise Robinson, individually and as successor-in-interest to E.M., Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100, inclusive, Defendants.
31. Raymond Ghermezian,  
A Professional Law Corporation  
Summons & Complaint for Damages: 1) Liability for Dangerous Condition of Public Property, Pursuant to Government Code §835 ET Seq.; 2) Vicarious Liability for the Wrongful Acts of Omissions by Public Entity Employees and/or Retention of Unfit Employee CA Gov. Code §815.2; Case No. 25NWCV00961; Superior Court of the State of California, County of Los Angeles; Claudia Antonio Mendez, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100 inclusive, Defendants.
32. Schexnaydre Law Firm  
Jennifer W. Kennedy, Attorney at Law  
Summons & Second Amended Complaint for Civil Rights Violations; Jury Trial Demanded; Case No. 2:23-cv-10307-SRM-SSC; United States District Court for the Central

District of California; Tracey Schroeder, et al., Plaintiffs, v. Los Angeles Unified School District, and Does 1-100, Defendants.

33. Schexnaydre Law Firm  
Jennifer W. Kennedy, Attorney at Law

Summons & Second Amended Complaint for Civil Rights Violations; Jury Trial Demanded; Case No. 2:23-cv-10307-SRM-SSC; United States District Court for the Central District of California; Tracey Schroeder, et al., Plaintiffs, v. Alberto Carvalho, Los Angeles Unified School District, et al. Defendants.

34. Slater Slater Schulman

Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 25STCV09827; Superior Court of the State of California, County of Los Angeles; John Roe A.C.; Jane Roe N.N.; John Roe J.R. #2; Jane Roe J.A.; John Roe A.G. #3; John Roe H.R. #2; John Roe F.R.; Jane Roe K.G.; Jane Roe C.S.; John Roe V.M.; John Roe C.O.; Jane Roe S.A.; John Roe O.V.; John Roe A.P.; John Roe A.M. #2; John Roe L.A.; Jane Roe L.R.; John Roe H.W.; John Roe R.B.; Jane Roe B.O. #2; Jane Roe C.R.; John Roe B.O.; John Roe M.J.; John Roe A.E.; John Roe J.A.; John Roe M.M.; Jane Roe M.P.; Jane Roe J.P.; , Plaintiff, v. Los Angeles Unified School District, and Does 1 to 60, inclusive, Defendants.

35. The Injury Law Center, APC

Summons & Complaint for Damages: Case No. 25STCV09678; Superior Court of the State of California, County of Los Angeles; Jose Recinos, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100, inclusive, Defendants.

36. The Works Justice Firm

Summons & Complaint for Damages: 1) Age Discrimination in Viol. Of Cal. Govt. Code Section 12940(a); 2) Disability Discrimination in Viol. Of Cal. Govt. Code Section 12940(a); 3) Failure to Accommodate Disability in Viol. Of Cal. Govt. Code Section 12940(m); 4) Failure to Engage in the Interactive Process in Viol. Of Cal. Govt. Code Section 12940(n); 5) Failure to Prevent Harassment, Retaliation in Viol. Of Cal. Govt. Code Section 12940(a); 6) Wrongful Termination in Viol. Of Public Policy; 7) Failure to Provide Minimum Wage Pay Cal. Labor Code Section 1194, 1197; 8) Failure to Provide Overtime Pay Cal. Labor Code Section 1194, 510; 9) Failure to Provide Rest Periods Cal. Lab. Code Section 226.7; 10) Failure to Provide Meal Periods Viol. Of Cal. Lab. Code Section 226.7 and 510; 11) Failure to Pay all Wages Owed upon Separation Cal. Lab. Code Section 203; 12) Failure to Furnish Timely & Accurate Wage Statements in Viol. Of Lab. Code Section 226; 13) Unfair & Unlawful Business Practices, Cal. Bus. & Prof. Code

Section 17200, et seq.; Case No. 25STCV07828; Superior Court of the State of California for the County of Los Angeles; Aaron Hernandez, Plaintiffs, v. Los Angeles Unified School District, and Does 1-50, Defendants.

37. Watkins & Letofsky

First Amended Complaint for Damages: 1) Religious Discrimination – Violation of Government Code Section 12940(a,1) et. seq.; 2) Religious Discrimination – Failure to Engage in Interactive Process in Violation of Government Code Section 12940(1) et. seq.; 3) Religious Discrimination – Failure to Provide Reasonable Accommodations in Violation of Government Code Section 12940 Section 12940(1) et. seq.; 4) Harassment in Violation of Government Code Section 12940 et. seq.; 5) Retaliation in Violation of Government Code Section 12940(h,1) et. seq; Application and Order for Transfer (Small Claims) – *Note: Plaintiff and Defendant names reversed on form*; Case No. 22STCV37796; Superior Court of the State of California, County of Los Angeles; Roberto Emerick, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 50, inclusive, Defendants.

The recommended disposition of the following item is “Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services”:

| <u>No.</u> | <u>Received From</u>  | <u>Type of Damage</u> | <u>Claimant</u>                                    | <u>Date of Damage</u>                     |
|------------|---|-----------------------|--|---|
| 38.        | Jessica Behmanesh<br>Jacoby & Meyers, LLP                         | Damages               | Ana M. Herrera                                     | 10-25-24                                  |
| 39.        | Veronica Morales Perez  | Damages               | Andy Lazaro  | 02-07-24                                  |
| 40.        | Hilda Ceron   | Damages               | Christian Ramirez                                  | 03-17-25                                  |
| 41.        | Shana M. Nazarian<br>Rains Lucia Stern St.<br>Phalle & Silver, PC | Damages               | Cristabel Lemus                                    | 10-29-24                                  |
| 42.        | Thomas O’Neil<br>O’Neil & Matusek, LLP                            | Damages               | Dimna Barajas                                      | 10-29-24                                  |
| 43.        | Philip Kaufler<br>Law Offices of Philip<br>Kaufler                | Damages               | Dolgormaa Batbaatar                                | 10-16-24                                  |
| 44.        | V&A Law Firm  | Damages               | Faniel Jesus Davila<br>Hernandez                   | 08-29-24                                  |
| 45.        | Caleb Blumenshine<br>Downtown LA Law Group                        | Damages               | Fernando Dolores                                   | 10-14-24                                  |
| 46.        | Daniel C. Leib<br>Glotzer & Leib, LLP                             | Damages               | Franco Cumarat                                     | 12-02-24                                  |
| 47.        | Guillermo F. Barrantes<br>Stalwart Law Group, APC                 | Damages               | Galilea Urquieta                                   | Approx. between<br>10-31-24 &<br>11-08-24 |
| 48.        | George Navajas  | Damages               | George Navajas                                     | 02-14-25                                  |
| 49.        | Muammar Reed<br>Reed Law P.C.                                     | Damages               | Hailey Mondragon<br>(Guardian Valerie<br>Valencia) | 02-18-25                                  |



|     |   |         |   |  |
|-----|---|---------|---|--|
| 50. | Muammar Reed<br>Reed Law PC                                     | Damages | Hailey Mondragon<br>(Guardian: Valerie<br>Valencia) | 02-18-25   |
| 51. | Tamra M. Smith &<br>Andrew C. Deng<br>Equality Law LLP          | Damages | Henry Zahid   | Ongoing starting<br>06-10-24   |
| 52. | David McPherson<br>Watt, Tieder, Hoffar &<br>Fitzgerald, L.L.P. | Damages | Hensel Phelps<br>Construction, Inc.                 | Ongoing as parties<br>attempt to resolve<br>contract change<br>order disputes<br>See attached<br>Supplemental<br>Statement |
| 53. | Trygstad, Schwab &<br>Trygstad                                  | Damages | Ila M. Press  |  |
| 54. | Benjamin Dishchyan<br>Kronos Law PC                             | Damages | Isaac Ocampo  | 10-01-24   |
| 55. | Lynda Andrews   | Damages | Jeremiah Andrews                                    | 04-18-24   |
| 56. | Noel Asael Ramos  | Damages | Jeyden Asael Ramos                                  | 03-04-25   |
| 57. | Downtown LA Law<br>Group  | Damages | Kamorie Garner                                      | 09-30-24   |
| 58. | Karla Medina  | Damages | Karla P. Medina                                     | 04-02-25   |
| 59. | Kevin M. McDonough &<br>Robyn J. Mallon<br>Morey & Upton, LLP   | Damages | Kimberly Corado GAL<br>Milvia Enrique Ortiz         | On or about<br>10-05-24  |
| 60. | Tia Lopez   | Damages | Malaun Lewis  | 10-07-24   |
| 61. | Caleb Blumenshine<br>Downtown LA Law Group                      | Damages | Maraya Mora   | 10-01-24   |
| 62. | Maria Durán   | Damages | Maria Durán   | 02-11-25   |

|     |  |         |   |          |
|-----|--|---------|---|----------|
| 63. | John A. Kawai<br>Trial Lawyers for Justice | Damages | Maribel Gonzalez Alanix<br>on behalf of minor<br>daughter Vianette Aurora<br>Palacios | 10-28-24 |
| 64. | Osmundo Arguello<br>JLG Lawyers            | Damages | Michael Onie Bowen Jr.  | 05-31-24 |
| 65. | Caleb Blumenshine<br>Downtown LA Law Group | Damages | Michaela Raval  | 10-16-24 |
| 66. | Crystal Vernon                             | Damages | My'yah Colbert  | 01-07-25 |
| 67. | Angie Alvarez<br>Downtown LA Law Group     | Damages | Mya Miller  | 10-02-24 |
| 68. | Sheryl Abbey                               | Damages | Noel Abbey  | 03-17-25 |
| 69. | Rafi Samuel Avedian<br>Noravian Law Firm   | Damages | Oscar Mendoza   | 10-26-24 |
| 70. | Alon Aliav<br>Avalon Law Firm              | Damages | Reece Hobson  | 10-02-24 |
| 71. | Reed W. Fraga                              | Damages | Reed Fraga  | 03-17-25 |
| 72. | California Accident Firm,<br>APC           | Damages | Rosa Prado Nunez  | 02-21-25 |
| 73. | Angie Alvarez<br>Downtown LA Law Group     | Damages | Russel Viehmeyer  | 10-21-24 |
| 74. | Stephen M. Dolan                           | Damages | Stephen M. Dolan &<br>Christina Climaco   | 11-14-24 |
| 75. | Valerie Morales                            | Damages | Susana Reyes  | 11-19-24 |

|     |   |                 |                                      |          |
|-----|---|-----------------|--------------------------------------|----------|
| 76. | Devin A. Cutting<br>The Cutting Law Firm      | Damages         | Taiki Heins                          | 03-03-25 |
| 77. | Eileen De Klerk,<br>president                 | Damages         | The Promenade Owners<br>Association  | 11-18-24 |
| 78. | Young Bae<br>Bae Park & Nazdjanova,<br>PLC    | Damages         | The Promenade Owners<br>Association  | 11-18-24 |
| 79. | Rukia Takuba                                  | Damages         | Tiara Habimana                       | 01-25-25 |
| 80. | Susana Reyes                                  | Damages         | Valerie Morales GAL<br>Susana Reyes  | 11-19-24 |
| 81. | V. James DeSimone<br>V. James DeSimone Law    | Damages         | William Robinson,<br>Parent of Minor | 08-27-24 |
| 82. | Kim Boulanger                                 | Vehicle Damages | Alamo                                | 11-06-24 |
| 83. | Kim Boulanger                                 | Vehicle Damages | Alamo                                | 11-06-24 |
| 84. | Alma Rivera                                   | Vehicle Damages | Alma Rivera                          | 03/28    |
| 85. | Angélica Fonseca                              | Vehicle Damages | Angélica Fonseca                     | 02-27-25 |
| 86. | Arthur Aghajanian                             | Vehicle Damages | Arthur Aghajanian                    | 04-10-25 |
| 87. | Garret Stanley<br>Toggle Insurance<br>Company | Vehicle Damages | Blanca Calderon                      | 02-19-25 |
| 88. | Amy Gonzalez                                  | Vehicle Damages | Damage Recovery                      | 08-20-24 |

|      |  |                 |                        |          |
|------|--|-----------------|------------------------|----------|
| 89.  | Daniel Brenneman                                     | Vehicle Damages | Daniel Brenneman       | 03-27-25 |
| 90.  | Ervin Hernandez                                      | Vehicle Damages | Ervin Hernandez        | 03-13-25 |
| 91.  | Eunice Chu   | Vehicle Damages | Eunice Chu             | 04-11-25 |
| 92.  | Gabriela Piera                                       | Vehicle Damages | Gabriela Piera         | 03-05-25 |
| 93.  | Guillermo Coyoy                                      | Vehicle Damages | Guillermo Coyoy        | 01-28-25 |
| 94.  | Hassan Ladjevardizadeh                               | Vehicle Damages | Hassan Ladjevardizadeh | 04-04-25 |
| 95.  | Isaias Ramos Tovar                                   | Vehicle Damages | Isaias Ramos Tovar     | 03-01-25 |
| 96.  | Jose Cardenas  | Vehicle Damages | Jose F. Cardenas       | 02-04-25 |
| 97.  | Jose Hernandez Andrade                               | Vehicle Damages | Jose Hernandez         | 03-18-25 |
| 98.  | Kyle Kirtz   | Vehicle Damages | Kyle Kirtz             | 09-26-24 |
| 99.  | Alex Silva<br>Guldijan   Fasel Accident<br>Attorneys | Vehicle Damages | Lucas Jimenez          | 03-17-25 |
| 100. | Lucia Mescina  | Vehicle Damages | Lucia Mescina          | 03-17-25 |
| 101. | Erica Chavez<br>Trauma Law                           | Vehicle Damages | Martha Amorocho        | 03-04-25 |

|   |                 |  |          |
|---|-----------------|--|----------|
| 102. Chris Valencia<br>Mercury Insurance    | Vehicle Damages | Mercury Insurance as<br>Subrogee to Julie<br>Boyance | 02-20-25 |
| 103. Merzhik Mirkhanyan                     | Vehicle Damages | Merzhik Mirkhanyan                                   | 03-20-25 |
| 104. Michelle Brait                         | Vehicle Damages | Michelle Brait                                       | 03-13-25 |
| 105. Sam Ryan Heidari<br>Heidari Law Group  | Vehicle Damages | Radael Adame, Jr.                                    | 07-11-23 |
| 106. Heidari Law Group                      | Vehicle Damages | Rafael Adame Jr.                                     | 07-11-23 |
| 107. Roosevelt Kelley Jr.                   | Vehicle Damages | Roosevelt Kelley Jr.                                 | 03-03-25 |
| 108. Shannon Jones                          | Vehicle Damages | Shannon Jones  | 03-28-25 |
| 109. Soo K. Park                            | Vehicle Damages | Soo K. Park  | 02-24-25 |
| 110. Tatum Williams Jr.                     | Vehicle Damages | Tatum Williams Jr.                                   | 03-18-25 |
| 111. Kaitlyn Miyawaki<br>Subro Claims, Inc  | Vehicle Damages | Theodore Khodaverdia                                 | 02-06-25 |
| 112. William Chase<br>The Hertz Corporation | Vehicle Damages | The Hertz Corporation                                | 01-30-25 |
| 113. Valerie Carbajal                       | Vehicle Damages | Valerie Carbajal                                     | 04-25-25 |
| 114. Kayla Oswald<br>Mercury Insurance      | Vehicle Damages | Veronica Martinez                                    | 02-19-25 |

**WILLIAMS AND STATE PRESCHOOL HEALTH AND SAFETY  
UNIFORM COMPLAINT  
QUARTERLY REPORT SUMMARY  
3<sup>rd</sup> Quarter 2024/2025**

**DISTRICT NAME:** Los Angeles Unified School District

**DATE:** April 7, 2025

**QUARTER COVERED BY THIS REPORT:**

January, February, March 2025

**Williams Uniform Complaints:**

|  | Number of Complaints<br>Received in Quarter | Number of Complaints<br>Resolved | Number of Complaints<br>Unresolved |
|--|---|----------------------------------|------------------------------------|
| Textbooks and<br>Instructional Materials | 0   | 0                                | 0                                  |
| Facility Conditions                      | 19  | 12                               | 7                                  |
| Teacher Vacancy or<br>Misassignment      | 9   | 9                                | 0                                  |
| <b>Totals</b>                            | <b>28</b>                                   | <b>21</b>                        | <b>7 *</b>                         |

**State Preschool Health and Safety:**

|                     | Number of Complaints<br>Received in Quarter | Number of Complaints<br>Resolved | Number of Complaints<br>Unresolved |
|---------------------|---|----------------------------------|------------------------------------|
| Facility Conditions | 0   | 0                                | 0                                  |
| Visual Supervision  | 0   | 0                                | 0                                  |
| <b>Totals</b>       | <b>0</b>                                    | <b>0</b>                         | <b>0</b>                           |

**SUBMITTED BY:** Binh Nguyen 

**TITLE:** Director, Office of Student Civil Rights, Office of the General Counsel

\* Please be advised that the unresolved complaints are still within the 30-day deadline. It is currently under investigation and will be resolved within the 30-day grace period.

**Williams Project**  
Record Distribution Report  
2024-2025 – 3<sup>rd</sup> Quarterly Report  
April 7, 2025

| Board Member       |            |              |              |    |    |    |       |
|--------------------|------------|--------------|--------------|----|----|----|-------|
| Board Member       | Gross UCPs | Non-Wms UCPs | Net Wms UCPs | IM | MO | HR | Total |
| 1                  | 2          | 0            | 2            | 0  | 2  | 0  | 2     |
| 2                  | 7          | 0            | 7            | 0  | 4  | 3  | 7     |
| 3                  | 3          | 0            | 3            | 0  | 2  | 1  | 3     |
| 4                  | 4          | 0            | 4            | 0  | 1  | 3  | 4     |
| 5                  | 8          | 0            | 8            | 0  | 7  | 1  | 8     |
| 6                  | 1          | 0            | 1            | 0  | 1  | 0  | 1     |
| 7                  | 2          | 0            | 2            | 0  | 2  | 0  | 2     |
| Other/Districtwide | 1          | 0            | 1            | 0  | 0  | 1  | 1     |
| Not Applicable     | 0          | 0            | 0            | 0  | 0  | 0  | 0     |
| TOTAL              | 28         | 0            | 28           | 0  | 19 | 9  | 28    |
| Local District     |            |              |              |    |    |    |       |
| Local District     | Gross UCPs | Non-Wms UCPs | Net Wms UCPs | IM | MO | HR | Total |
| North              | 4          | 0            | 4            | 0  | 3  | 1  | 4     |
| South              | 4          | 0            | 4            | 0  | 4  | 0  | 4     |
| East               | 14         | 0            | 14           | 0  | 10 | 4  | 14    |
| West               | 5          | 0            | 5            | 0  | 2  | 3  | 5     |
| Non-Public         | 1          | 0            | 1            | 0  | 0  | 1  | 1     |
| Not Applicable     | 0          | 0            | 0            | 0  | 0  | 0  | 0     |
| DACE               | 0          | 0            | 0            | 0  | 0  | 0  | 0     |
| TOTAL              | 28         | 0            | 28           | 0  | 19 | 9  | 28    |
| Subject Area       |            |              |              |    |    |    |       |
| Subject Area       | Gross UCPs | Non-Wms UCPs | Net Wms UCPs |    |    |    |       |
| IM                 | 0          | 0            | 0            |    |    |    |       |
| MO                 | 19         | 0            | 19           |    |    |    |       |
| HR                 | 9          | 0            | 9            |    |    |    |       |
|                    |            |              |              |    |    |    |       |
| Non-Williams       | 0          | 0            | 0            |    |    |    |       |
| TOTAL              | 28         | 0            | 28           |    |    |    |       |
| 2024-2025 UCPs     |            |              |              |    |    |    |       |
| Quarter            | Net UCPs   | IM           | MO           | HR |    |    |       |
| Q1                 | 188        | 40           | 138          | 10 |    |    |       |
| Q2                 | 75         | 2            | 73           | 0  |    |    |       |
| Q3                 | 28         | 0            | 19           | 9  |    |    |       |
| Q4                 | 0          | 0            | 0            | 0  |    |    |       |
| TOTAL              | 291        | 42           | 230          | 19 |    |    |       |

Legend: UCPs=Uniform Complaint Procedures; Wms=Williams; IM=Instructional Materials/Textbooks; MO=Facilities;  
HR=Human Resources (Teacher Assignments)

[Return to Order of Business](#)

# TAB 33





## Board of Education Report

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**File #:** Min-007-24/25, **Version:** 1

**Agenda Date:** 5/13/2025

**In Control:** Board of Education

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Minutes for Board Approval (Min-007-24/25)

**Brief Description:**

January 14, 2025 Regular Board Meeting, 11:00 a.m.

March 11, 2025 Regular Closed Session, 9:00 a.m.

April 3, 2025 Special Board Meeting, 9:30 a.m.

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
Governing Board of the Los Angeles Unified School District

REGULAR MEETING MINUTES  
333 South Beaudry Avenue, Board Room  
1208 Magnolia Avenue, Gardena, CA 90247  
9945 Laurel Canyon Blvd., Pacoima, CA 91331  
11:00 a.m., Tuesday, January 14, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, January 14, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board, called the meeting to order at 11:06 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Mr. Nick Melvoin, Ms. Karla Griego, Ms. Kelly Gonez, and Board President Scott Schmerelson.

Ms. Tanya Ortiz Franklin joined the meeting remotely at 11:15 a.m.

Student Board Member Anely Cortez Lopez was present.

Superintendent Alberto M. Carvalho was also present.

Mr. McLean led the Pledge of Allegiance.

### **BOARD PRESIDENT'S REPORTS**

#### **LABOR PARTNERS**

Ms. Maria Nichols, President of Associated Administrators of Los Angeles (AALA), spoke on the recent Los Angeles fires and their impact on the District. Ms. Nichols, communicated concerns regarding the handling of the emergency by the District and requested the establishment of an emergency task force, greater communication and transparency, and just compensation for all employees.

Ms. Cecily Myart-Cruz, President of the United Teachers of Los Angeles (UTLA), spoke on behalf of UTLA members to express disappointment and frustration with the District's response to the recent fire emergency. Furthermore, Ms. Myart-Cruz announced UTLA's intention to sunshine their collective bargaining agreement with LAUSD and demand better support for educators, students, and staff.

Later in the meeting, Ms. Franny Parrish from the California School Employee Association (CSEA) addressed the Board and staff regarding the impact of outsourcing, particularly to companies like Amazon, which affects the stability of the District and its employees. She also urged the Board to adopt the denial of the renewal petition for Crete Academy. Additionally, she read a letter from a Library Technician at Marquez Charter Elementary School, which was severely destroyed by the LA fires. She concluded by stating that Library Technicians should not be on the flexibility list.

## STUDENT BOARD MEMBER REPORT

Student Board Member Anely Cortez Lopez expressed her gratitude to her peers, commending their resilience, unity, and support throughout the difficult times caused by the Los Angeles Fires. She highlighted several key areas where students are experiencing need, including health and safety, temporary housing, educational disruptions and mental health challenges. She shared student requests to alleviate the difficulties faced during these unprecedented times such as providing up-to-date air purifiers, offering flexible deadlines and extensions on assignments, allowing the option for remote learning, and continuing to promote of District resources for students and LAUSD families.

**SUPERINTENDENT'S REPORTS**

Superintendent Carvalho acknowledged and expressed gratitude to the workers who have worked towards reopening our schools and to the first responders for their tireless work and assistance across the community. He went on to explain the challenges the District faced due to the Los Angeles fires, ravaging many parts of the city. Although guidelines were in place to model a response to a fire emergency, they did not consider an incident where there would be multiple fires with hurricane level wind speeds. Despite these challenges, the District has worked to relocate students and staff whose schools have been severely affected by the fires, safely reopen our schools by providing air filters, masks, and more, and assist students and staff who have personally been impacted by this disaster. Furthermore, Superintendent Carvalho assured that there would be a postmortem analysis to assess areas of improvement.

Board Members also expressed remarks acknowledging the terrible disaster affecting the city and gratitude for all those who have helped and supported the District and LA community.

Student Board Member also provided comments on the recent ICE raids that have brought fear to many students and the community.

The Superintendent assured that the District will protect students, staff and families regardless of their immigration status. Moreover, he reiterated that employee support is available for those who have been relocated or lost their home to the fires.

**BOARD PRESIDENT'S REPORTS (continued)**

Board President Schmerelson requested that renewal proposals before the Board now include an updated report with the following information: the vendor, the scope of work, the day serviced at LAUSD, and a short analysis of whether this work can be done in house or not, and additional context. This report should be included for all renewal contracts over \$15 million starting in March 2025.

**CONSENT ITEMS**

Items for action below to be adopted by a single vote:

**NEW BUSINESS FOR ACTION**

TAB 3: BOARD OF EDUCATION REPORT NO. 073-24/25  
 Certification of the Final Environmental Impact Report, Adoption of the Mitigation Monitoring and Reporting Plan, Findings of Fact and Statement of Overriding Considerations for the Irving STEAM Magnet Middle School Major Modernization Project

- TAB 4: BOARD OF EDUCATION REPORT NO. 074-24/25  
Project Approval for the Washington Irving Middle School Math Music Engineering Magnet Major Modernization Project
- TAB 6: BOARD OF EDUCATION REPORT NO. 149-24/25  
Define and Approve Two Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 8: BOARD OF EDUCATION REPORT NO. 151-24/25  
Define and Approve 16 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
- TAB 9: BOARD OF EDUCATION REPORT NO. 101-24/25  
Donations of Money to the District
- TAB 10: BOARD OF EDUCATION REPORT NO. 282-23/24  
Report of Cash Disbursements
- TAB 11: BOARD OF EDUCATION REPORT NO. 282-23/24  
Approval of Routine Personnel Actions
- TAB 12: BOARD OF EDUCATION REPORT NO. 282-23/24  
Provisional Internship Permits
- TAB 13: BOARD OF EDUCATION REPORT NO. 282-23/24  
Request for Board Approval of Education Compact with the City of Lomita
- TAB 15: BOARD OF EDUCATION REPORT NO. 282-23/24  
Proposition 39 Charter Facilities Compliance for the 2025-2026 School Year - Finding and Written Statements of Reasons Why Certain Charter Schools Cannot be Accommodated on a Single School Site, and Determination of Necessity to Move
- TAB 23: BOARD OF EDUCATION REPORT NO. 282-23/24  
Approval of the Proposed Material Revision for Alliance Judy Ivie Burton Technology Academy High
- TAB 24: BOARD OF EDUCATION REPORT NO. 282-23/24  
Approval of the Proposed Material Revision for Alliance College-Ready Middle Academy 4
- TAB 25: BOARD OF EDUCATION REPORT NO. 282-23/24  
Approval of the Proposed Material Revision for Alliance Gertz-Ressler Richard Merkin 6-12 Complex
- TAB 26: BOARD OF EDUCATION REPORT NO. 282-23/24  
Approval of the Proposed Material Revision for Alliance Ouichi-O'Donovan 6-12 Complex

## BOARD MEMBER RESOLUTIONS FOR ACTION

TAB 31: Ms. Newbill - Commemorating the Life and Legacy of Dr. Martin Luther King, Jr. and the National Day of Service (Res-041-24/25) (Waiver of Board Rule 72)

Whereas, The Reverend Dr. Martin Luther King, Jr. devoted his life to the struggle for justice and equality;

Whereas, Dr. Martin Luther King, Jr. was universally recognized as a proponent of nonviolence in the pursuit of freedom and justice in the United States;

Whereas, Dr. Martin Luther King, Jr. was awarded the Nobel Prize for Peace in 1964 in recognition of his outstanding leadership in pursuit of that goal;

Whereas, In May 1964, Dr. Martin Luther King, Jr. addressed nearly 15,000 Angelenos at the Los Angeles Memorial Coliseum on the issues of race relations and human dignity;

Whereas, Today's social, political and economic landscape reiterates the need for Dr. Martin Luther King, Jr.'s philosophies and message of nonviolence and is reflected in The King Center's theme for 2025, "Mission Possible: Protecting Freedom, Justice, and Democracy in the Spirit of Nonviolence<sup>365</sup>";

Whereas, Dr. Martin Luther King, Jr. Day has been recognized as a national holiday since 1984 and became a National Day of Service in 1994 by the passage of the King Holiday and Service Act by the US Congress;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service is a part of United We Serve, a national call to service initiative established by President Obama;

Whereas, Dr. Martin Luther King, Jr. firmly believed that the pursuit of justice, equality, and a new sense of dignity for millions of Black people, and opens, for all Americans a new era of progress and hope;

Whereas, The Dr. Martin Luther King, Jr. National Day of Service, calls for Americans from all walks of life to work together to provide solutions to the most pressing national and local problems;

Whereas, On January 20, 2025, the Dr. Martin Luther King, Jr. holiday will mark the 30th anniversary as a National Day of Service; and

Whereas, Our students, parents, and staff will benefit from all projects and programs that increase participation in acts of community service; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes the third Monday in January as a day of service in honor of Dr. Martin Luther King, Jr. and his principle of justice for all;

Resolved further, That on Monday, January 20, 2025, we encourage all students, parents, teachers, and staff to observe this MLK National Day of Service by engaging in volunteer activities to help our community become a better world; and be it finally

Resolved, That schools provide students and parents with suggestions of appropriate instructional and community activities that can be conducted during and following the MLK National Day of Service on January 20, 2025.

TAB 32: Ms. Newbill - National Day of Racial Healing 2025 (Res-042-24/25)  
(Waiver of Board Rule 72)

Whereas, The National Day of Racial Healing is an annual observance created by W.K. Kellogg Foundation in 2017 to plan for and bring about transformational and sustainable change, and to address the historic and contemporary effects of racism;

Whereas, The National Day of Racial Healing is an opportunity for individuals, organizations, and communities to come together to recognize our shared humanity, address the wounds caused by racism, and work toward building a more equitable and inclusive society;

Whereas, The National Day of Racial Healing creates space for people to talk openly about their personal and collective experiences and build the trust needed to advance racial equity;

Whereas, The National Day of Racial Healing invites participants to engage in meaningful dialogue and reflection on the personal and collective steps needed to foster racial healing in our communities;

Whereas, The legacy of racism in the United States is multifaceted, with colonization and enslavement setting the stage for centuries to come;

Whereas, The devastating effects of racism continue today, with many communities of color cut off from access to essentials like jobs, transportation, safe housing, healthcare and good food;

Whereas, Racial healing involves building trusting relationships that help us work together to address the impact and damage caused by racism;

Whereas, Fundamental to the National Day of Racial Healing is a clear understanding that racial healing is at the core of racial equity; and

Whereas, The National Day of Racial Healing is observed every year on the Tuesday following Martin Luther King, Jr. Day; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes January 21, 2025, as National Day of Racial Healing;

Resolved further, That the Board will work toward more equitable outcomes in the areas of education programs, community engagement, workforce development, procurement policy, and human resources;

Resolved further, That the Board will increase staff awareness and education, will continue to provide region wide training to educate employees on implicit bias and racial equity since each department offers services which impact efforts to provide equitable outcomes for the

community;

Resolved further, That the Board will strive to engage in open and honest dialogue with experts on the subject of racial equity and with each other during forums such as Board retreats, community forums or other appropriate LAUSD sessions;

Resolved further, That the Board will unite all of these efforts to continue to thoughtfully and effectively update, eliminate, or create internal and external policies, practices and programs that dismantle existing racial disparities with the understanding that these methods will need to be updated and improved over time; and, be it finally

Resolved, That the Board encourages all students, parents, teachers, and staff to visit <https://dayofracialhealing.org/> for National Day of Racial Healing resources, information, and events;

## CORRESPONDENCE AND PETITIONS

TAB 35: REPORT OF CORRESPONDENCE (ROC-007-24/25)

## APPROVAL OF MINUTES

TAB 36: MINUTES FOR BOARD APPROVAL (Min-003-24/25)

## NEW BUSINESS FOR ACTION, CONTINUED

TAB 38: BOARD OF EDUCATION REPORT NO. 112-24/25

Request for Board Authority to Pursue a Two-Year Extension to the Waiver of a Portion of Education Code 45272(a)

Speakers addressed the Board on the following items on the consent calendar:

Tab 24: Board of Education Report No. 282-23/24, Approval of the Proposed Material Revision for Alliance College-Ready Middle Academy 4

- Eva Flores Koops, Principal of Alliance College-Ready Middle Academy 4
- Judi Nava, Student grandmother
- Amalia Rodrigues, Parent

Tab 23: Board Of Education Report No. 282-23/24, Approval of the Proposed Material Revision for Alliance Judy Ivie Burton Technology Academy High

Ms. Griego gave remarks and encouraged Alliance to bargain in good faith with its educators.

Mr. Jass Stewart, Chief of Strategy & Innovation of Alliance College-Ready Public Schools stated that all Alliance speakers waive their speaking time for items on the consent calendar.

Tab 31: Ms. Newbill, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin, Ms. Cortez Lopez - Commemorating the Life and Legacy of Dr. Martin Luther King, Jr. and the National Day of Service (Res-041-24/25) (Waiver of Board Rule 72)

- Lucy Garcia, Climate Curricula Committee of the Climate Reality Project Los Angeles
- Carlos Montes, Centro CSO

Ms. Newbill and Dr. Rivas made remarks on Dr. Martin Luther King Jr's legacy and the resolution.

Tab 38: Board of Education Report No. 112-24/25, Request for Board Authority to Pursue a Two-Year Extension to the Waiver of a Portion of Education Code 45272(a)

- Diana Guillen, Parent Advisory Committee
- David Tokofsky, Community member

Mr. McLean read the following statement:

Before action is taken on Board Report No. 112-24/25, Request for Board Authority to Pursue a Two-Year Extension to the Waiver of a Portion of Education Code 45272(a)).

This constitutes a public hearing on Report No. 112-24/25, Request for Board Authority to Pursue a Two-Year Extension to the Waiver of a Portion of Education Code 45272(a)), and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

- Juan Carlos Delgado, Parent Advisory Committee
- Maria Luisa Palma, Oleada, Inc.
- Maria Daisy Ortiz, Community Member

Board President Schmerelson moved that the consent calendar be adopted.

Dr. Rivas seconded the motion.

Board President Schmerelson addressed the topic of Charter school denials and approvals, clarifying the implications of "yes" and "no" votes. He further explained the options available to Charter schools for appealing the Board's decision on denials.

Mr. Jose Cole-Gutierrez, Director of the Charter School Division, provided a brief overview of the criteria the District uses for the charter school renewal petition applications. He discussed the concerns that can lead to non-renewals and highlighted the relevant information the Charter Schools Division considers prior to making a recommendation to the Board.

On roll call vote, and with the following exception, the Consent items were adopted, 7 ayes.

- Tab 11: Board of Education Report No. 282-23/24, Approval of Routine Personnel Actions, attachment D was withdrawn.

Later in the meeting, Student Board Member Cortez Lopez recorded an advisory vote of aye.



Tab 32: Ms. Newbill, Dr. Rivas, Mr. Schmerelson, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin, Ms. Cortez Lopez - National Day of Racial Healing 2025 (Res-042-24/25) (Waiver of Board Rule 72)

Ms. Newbill and Dr. Rivas made remarks about the resolution.

### **NEW BUSINESS FOR ACTION**

Tab 1: BOARD OF EDUCATION REPORT NO. 127 – 24/25  
Approval of Procurement Actions

Dr. Rivas and Mr. Schmerelson made remarks.

Mr. Schmerelson requested data regarding the percentage and the number of schools that have chosen to purchase pouches or other methods of storing cellphones, by board district.

Ms. Gonez moved that the report be adopted. Dr. Rivas seconded the motion.

On roll call vote, the item was adopted. The vote was 7 ayes.

Student Board Member Cortez Lopez recorded an advisory vote of aye.

Tab 2: BOARD OF EDUCATION REPORT NO. 100 – 24/25  
Approval of Facilities Contract Actions

The following speakers addressed the Board on the item:

- David Tokofsky

Mr. Melvoin raised comments and concerns, which were addressed by Ms. Krisztina Tokes, Chief Facilities Executive.

Ms. Gonez moved that the report be adopted. Dr. Rivas seconded the motion.

On roll call vote, the item was adopted. 6 ayes, 1 absent (Mr. Schmerelson).

Student Board Member Cortez Lopez recorded an advisory vote of aye.

Later in the meeting, Mr. Schmerelson recorded a vote of aye.

The final vote was 7 ayes.

Tab 5: BOARD OF EDUCATION REPORT NO. 101-24/25  
Define and Approve Seven Playground and Campus Exterior Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Board Members raised questions and concerns, which were addressed by Ms. Tokes.

Ms. Gonez moved that the report be adopted. Dr. Rivas seconded the motion.

On roll call vote, the item was adopted. 5 ayes, 2 absent (Mr. Schmerelson and Mr. Melvoin).

Student Board Member Cortez Lopez recorded an advisory vote of aye.

Later in the meeting, Mr. Schmerelson and Mr. Melvoin recorded votes of aye.

The final vote was 7 ayes.

Tab 7: BOARD OF EDUCATION REPORT NO. 150-24/25  
Authorization to Finalize Negotiations and Execute a Renewal License Agreement for Use of  
Radio Tower Space at Palos Verdes 1, Rancho Palos Verdes, CA

Ms. Newbill raised questions, which were addressed by Mr. Soheil Katal, Chief Information Officer.

Ms. Gonez moved that the report be adopted. Mr. Schmerelson seconded the motion.

On roll call vote, the item was adopted. 5 ayes, 2 absent (Mr. Melvoin and Ms. Griego).

Student Board Member Cortez Lopez recorded an advisory vote of aye.

Later in the meeting, Mr. Melvoin and Ms. Greigo recorded votes of aye.

The final vote was 7 ayes.

Tab 14: BOARD OF EDUCATION REPORT NO. 135-24/25  
Request for Approval of 2025 Advocacy Agenda and Guiding Principles and Priorities

Board Members and Student Board Member, Anely Cortez Lopez raised questions and concerns addressed by Ms. Martha Alvarez, Chief of Legislative Affairs and Governmental Relations, and Mr. Andres Chait, Chief of School Operations

Dr. Rivas moved that the report be adopted. Ms. Gonez seconded the motion.

On roll call vote, the item was adopted. 6 ayes. 1 absent (Ms. Griego).

Student Board Member Cortez Lopez recorded an advisory vote of aye.

Later in the meeting, Ms. Griego, recorded a vote of aye.

The final vote was 7 ayes.

Tab 16: Board of Education Report No. 152-24/25  
Denial of the Renewal Petition for Crete Academy

Mr. McLean read the following statement:

Tab 16, Board of Education Report No. 152-24/25, Denial of the Renewal Petition for Crete Academy. Before action is taken on Board Report, Denial of the Renewal Petition for Crete Academy, a public hearing must be held.

This constitutes a public hearing on Report No. 152-24/25, Denial of the Renewal Petition for Crete Academy, and a maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online.

Brett Mitchell, Co-Founder of Crete Academy, gave a brief presentation on their mission to break the cycle of homelessness in South Central Los Angeles by supporting the most vulnerable children, particularly those who are unhoused and living in poverty. Crete Academy ensures that students' basic needs, including housing, medical, mental, and dental, are met.

The following speakers addressed the Board on the item:

- Barrington Moore, Crete Academy
- Hattie Mitchell, Crete Academy
- David Ritcherson, California Charter School Association
- Japera Jiles, Crete Academy
- Andrew Ramirez, Crete Academy
- Andrea Palmer, Parent
- Erica Garcia, Parent
- Aketzali Asueta Garcia, Student
- Nya Lewis, Crete Academy
- Stephanie Moore, Parent
- Theadora Smith, Parent
- Tiffany Price, Crete Academy
- Brett Mitchell, Crete Academy
- Kaylie Cortez, Crete Academy
- Carl Petersen, Community Member

The following Board Members raised questions and concerns: Ms. Gonez, Mr. Melvoin and Ms. Newbill, which were addressed by Mr. Cole Gutierrez and Mr. Mitchell.

After discussion, Dr. Rivas moved that the report be adopted. Ms. Newbill seconded the motion.

On roll call vote, the item was adopted. 5 ayes. 1 no (Mr. Melvoin) and 1 absence (Ms. Ortiz Franklin).

Later in the meeting, Ms. Ortiz Franklin recorded a vote of no.

The final vote was 5 ayes and 2 noes (Mr. Melvoin and Ms. Ortiz Franklin).

### **PUBLIC COMMENT**

The following speakers addressed the Board on the subjects indicated:

|                                 |  |
|---------------------------------|--|
| Nyla & Xitlalic, Students       | Lawrence Middle School Incident            |
| Aliza Franklin, Parent          | Lawrence Middle School Incident            |
| Maria Luisa Palma, Oleada Inc.  | Student Incident Data                      |
| Keyshaun Hammler, Student       | Lawrence Middle School Incident            |
| Joelle Higgins, Student         | Support for Black Student Achievement Plan |
| Mr. Thomas, Community Member    | Lawrence Middle School Incident            |
| Janae read a statement by Jayde | LA Fires/Lawrence Middle School Incident   |

|                                     |  |
|-------------------------------------|--|
| Santini-Roan, Parent                | LA Fires/Lawrence Middle School Incident           |
| Emmanuel Nwalozie, Student          | Lawrence Middle School Incident                    |
| Ms. Jordan, Educator                | School Violence                                    |
| Monica Arazola, Parent              | Request for increased Translation Units at Schools |
| Maria Daisy Ortiz, Community Member |  |
| Diana Guillen, Parent               | Budget Transparency                                |
| Sierra Leone, Student               | Support for Psychiatric Social Worker              |
| Layla King, Student                 | Support for Black Student Achievement Plan         |
| Mireya Segovia, Parent              | Support for the Renewal of LA Leadership Academy   |
| Armonie, Student                    | Support for Black Student Achievement Plan         |
| Terra Welch, Parent                 | Lawrence Middle School Incident                    |

Tab 17: Board of Education Report No. 153-24/25  
Denial of the Renewal Petition for Ivy Bound Academy of Math, Science and Technology Charter Middle

Dr. Steve Bluestein, Director of Ivy Bound Academy, provided a brief overview of the school, which has been serving students since 2007. Over its 17 years of operation, Ivy Bound Academy has consistently received high marks during annual oversight visits. Mr. Bluestein also highlighted a recent shift in the student demographics and acknowledged the challenge posed by the pandemic, which has affected student performance. Mr. Bluestein concluded by requesting approval for Ivy Bound's renewal.

Mr. McLean read the following public hearing statement:

Denial of the Renewal Petition for Ivy Bound Academy of Math, Science and Technology Charter Middle. Before action is taken on this Board Report Denial of the Renewal Petition for Ivy Bound Academy of Math, Science and Technology Charter Middle, a public hearing must be held.

This constitutes that public hearing. A maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board on the item:

- Amir Alimardani, Ivy Bound Academy
- Steve Bluestein, Ivy Bound Academy
- Julie Chou, Ivy Bound Academy
- David Tokofsky, Community Member
- Shawn Huntsinger, Ivy Bound Academy
- Jennifer Roberson, Ivy Bound Academy
- Carl Peterson, Community Member
- Jared Duron, Ivy Bound Academy
- Eric Lopez, Ivy Bound Academy
- Rayna Lambova, Ivy Bound Academy
- Aida Flores, Parent
- Erica Panilla, Parent

Dr. Rivas moved that the report be adopted. Ms. Griego seconded the motion.

On roll call vote, the item was adopted. 6 ayes, 1 absence (Ms. Gonez).

Later in the meeting, Ms. Gonez recorded a vote of aye.

The final vote was 7 ayes.

Tab 18: Board of Education Report No. 154-24/25  
Approval of the Renewal Petition for KIPP Corazón Academy

Ms. Angella Martinez, Chief Executive Officer of Kipp SoCal Public Schools, gave a brief presentation on KIPP Corazón Academy. She discussed the school's strong commitment to the community and its focus on academic excellence. Additionally, Ms. Martinez highlighted the students' consistently high English Language Arts and Math performance. Lastly, she requested the Board's approval to renew KIPP Corazón Academy.

Mr. McLean read the following public hearing statement:

Tab 18, Approval of the Renewal Petition for KIPP Corazón Academy. Before action is taken on this Board Report 154-24/25 Approval of the Renewal Petition for KIPP Corazón Academy, a public hearing must be held.

This constitutes that public hearing, Approval of the Renewal Petition for KIPP Corazón Academy. A maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board on the item:

- Ruth Cazarez, Parent
- David Tokofsky, Community Member
- Jennifer Arraga, KIPP Corazón Academy
- Carl Peterson, Community Member

Dr. Rivas raised questions and concerns, which were addressed by Mr. Jose Cole-Gutierrez.

Dr. Rivas moved that the report be adopted. Ms. Newbill seconded the motion.

On roll call vote, the item was adopted. 6 ayes, 1 absence (Ms. Gonez).

Later in the meeting, Ms. Gonez recorded a vote of aye.

The final vote was 7 ayes.

Tab 19: Board of Education Report No. 155-24/25  
Approval of the Renewal Petition for KIPP Philosophers Academy

Mr. McLean read the following public hearing statement:

Tab 19, Board of Education Report No. 155-24/25. Before action is taken on this Board Report,

Approval of the Renewal Petition for KIPP Philosophers Academy, a public hearing must be held.

This constitutes that public hearing, Approval of the Renewal Petition for KIPP Philosophers Academy. A maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Ms. Angella Martinez shared a presentation on KIPP Philosophers Academy, a rapidly improving school in Watts. She discussed the school's academic performance, highlighting growth in reading and math and overall improvement in English Language Arts and Math. Based on this progress, Ms. Martinez requested that the Board approve the renewal of KIPP Philosophers Academy.

Dr. Rivas raised concerns and called for strong oversight to ensure progress in closing the achievement gap and addressing the needs of student groups that are not meeting standards.

*Later in the meeting, Dr. Rivas clarified that her comments were directed at KIPP Scholar Academy, not KIPP Philosophers Academy.*

The following speakers addressed the Board on the item:

- David Tokofsky, Community Member
- Carl Peterson, Community Member

Remarks were heard from Dr. Rivas.

Dr. Rivas moved that the report be adopted. Mr. Melvoin seconded the motion.

On roll call vote, the item was adopted. 7 ayes.

Tab 20: Board of Education Report No. 156-24/25  
Approval of the Renewal Petition for KIPP Scholar Academy

Mr. McLean read the following public hearing statement:

Tab 20, Board of Education Report No. 156-24/25. Before action is taken on this Board Report, Approval of the Renewal Petition for KIPP Scholar Academy, a public hearing must be held.

This constitutes that public hearing on that report, Approval of the Renewal Petition for KIPP Scholar Academy. A maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Ms. Angella Martinez shared a presentation on KIPP Scholar Academy, an award-winning performing arts middle school. In addition to fostering creativity through the arts, KIPP Scholar also promotes an environment of academic success. Students have demonstrated growth in English Language Arts and Math, which exceeds growth in the District and State. Ms. Martinez requested that the Board renew the petition for KIPP Scholar Academy.

The following speakers addressed the Board on the item:

- David Tokofsky, Community Member

Mr. Melvoin moved that the report be adopted. Dr. Rivas seconded the motion.

On roll call vote, the item was adopted, 7 ayes.

Tab 21: Board of Education Report No. 157-24/25  
Denial of the Renewal Petition for KIPP Sol Academy

Mr. McLean read the following public hearing statement:

Tab 21, Board of Education Report No. 157-24/25. Before action is taken on this Board Report, Denial of the Renewal Petition for KIPP Sol Academy, a public hearing must be held.

This constitutes that public hearing on that report, Denial of the Renewal Petition for KIPP Sol Academy. A maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Ms. Angella Martinez shared a presentation on KIPP Sol Academy, a California Distinguished School in East Los Angeles. She explained that while recent performance has been low, the school's oversight record dating back to 2017 shows higher results in English Language Arts and Math in most years. Despite ongoing challenges, the school continues to make progress in both subjects. Ms. Martinez asserted that it is not in the best interest of students to close KIPP Sol and urged the Board to vote no on the recommendation to deny the renewal petition.

The following speakers addressed the Board on the item:

- Karla Davalos, KIPP Sol Academy
- Rosa Belen Guevara, KIPP Sol Academy
- Michelle Espinosa, Parent
- Carla Contreras, Parent
- Jose Diaz, KIPP Sol Academy
- Arlette Morales, KIPP Sol Academy
- Evan Martinez & Sebastian, KIPP Sol Academy
- Guadalupe Rivera, Parent
- Nancy Soriano, Parent
- Edward Ornelas, KIPP Sol Academy
- Gabriel Gomez, Parent
- Betzabeth Salinas, KIPP Sol Academy
- Lee Rosenberg, Attorney
- David Tokofsky, Community Member

Dr. Rivas raised questions about the fairness of the process, the accuracy of the verified data and whether the school had been notified early on about its declining performance.

Ms. Gonez requested clarification on the criteria used to recommend one school for denial and another for approval with benchmarks.

Mr. Jose Cole-Gutierrez addressed the questions and concerns raised by the Board Members. Ms. Martinez and Mr. Cole-Gutierrez addressed questions from Ms. Gonez regarding the school's

improvement plan to address its declining academic performance and how pre-pandemic data was used in the analysis.

Mr. Melvoin gave remarks and proposed a motion for renewal with the following benchmark:

That the school should demonstrate academic growth in ELA for all students and for the majority of significant student groups as reported in the dashboard ELA Performance Indicator by achieving a distance from standard that has increases or increased significantly over the course of the charter term or achieve a distance from standard that is equal to or higher than the respective student group state average distance from standard for ELA and Math.

Ms. Griego raised questions and concerns, which were addressed by Mr. Cole-Gutierrez.

Mr. Melvoin moved that the motion to renew the petition for KIPP SOL with the benchmarks be adopted. Ms. Gonez seconded the motion.

On roll call vote, the motion failed. 4 noes and 3 ayes (Mr. Melvoin, Ms. Gonez and Ms. Ortiz Franklin).

Dr. Rivas moved that Board Report no. 157-24/25 be adopted. Ms. Griego seconded the motion.

On roll call vote, the item was adopted. 4 ayes and 3 noes (Mr. Melvoin, Ms. Gonez, and Ms. Ortiz Franklin).

Tab 22: Board of Education Report No. 158-24/25  
Denial of the Renewal Petition for Los Angeles Leadership Academy

Ms. Arina Goldring-Ravin, Chief Executive Officer of Los Angeles Leadership Academy, provided an overview of the school, a unionized, Western Association of Schools and Colleges (WASC) accredited institution that has served the Lincoln Heights community for 27 years. This academy offers a variety of programs, including STEM, culinary arts, visual and performing arts, college and career readiness, and sports. Ms. Goldring-Ravin emphasized the importance of collaboration and stressed that denying the renewal petition would not be in the best interests of students.

The following speakers addressed the Board on the item:

- Silvia Saravia, Parent

Mr. McLean read the following public hearing statement:

Tab 22, Board of Education Report No. 158-24/25. Before action is taken on this Board Report, Denial of the Renewal Petition for Los Angeles Leadership Academy, a public hearing must be held.

This constitutes that public hearing, Denial of the Renewal Petition for Los Angeles Leadership Academy. A maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board on the item (continued):



- David Tokofsky, Community Member
- Danielle Lohr, Los Angeles Leadership Academy
- Cesar Garcia, Student
- Omar Joseph, California Teachers Association
- Zoe Taquez Ugalde, Student
- Viviana Eufrasio, Los Angeles Leadership Academy
- Neredia Lopez, Los Angeles Leadership Academy
- Joseph Lopez, Student
- Ashley Reyes, Student
- Tim Petty, Los Angeles Leadership Academy
- Fatima Gonzalez, Los Angeles Leadership Academy
- Carl Peterson, Community Member
- Mona Field, Los Angeles Leadership Academy

Mr. Melvoin gave remarks and suggested that schools that are up for renewal should see the individual resident schools that they are being compared against ahead of time.

Mr. Schmerelson asked Mr. Cole-Gutierrez to delineate the reasons for denial.

Mr. Cole-Gutierrez enumerated the findings and analysis.

Mr. Melvoin moved a motion to renew the petition for the Los Angeles Leadership Academy for a five-year term to be adopted. Ms. Ortiz Franklin seconded the motion.

On roll call vote, the motion failed. 5 noes, 1 aye (Mr. Melvoin) and 1 absent (Ms. Gonez).

Dr. Rivas moved that report no. 158-24/25 be adopted. Ms. Newbill seconded the motion.

On roll call vote, the item was adopted. 5 ayes, 1 no (Mr. Melvoin) and 1 absent (Ms. Gonez).

Tab 34: Charter Petitions for Public Hearing (035-24/25)

Mr. McLean read the following public hearing statement:

This constitutes a public hearing for:

- Puente Charter
- Justice Street Academy Charter
- Community Magnet Charter Elementary, and
- Center for Advanced Learning

A maximum of 15 individuals who wish to address the Board on this item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board on the item:

- Diana Juarez, Puente Charter
- Isabel Calderon, Puente Charter

- David Tokofsky, Community Member
- Jerome Greening, Puente Charter
- Brenda Meza, Puente Charter
- Stephanie Beltran, Center for Advanced Learning
- Tomasa Martinez, Parent
- Elisa Galindo, Parent
- Antonieta Garcia, Parent

Tab 37: Receipt of the 2023-2024 Annual Audit Financial Report (036-24/25)

Mr. McLean announced that no action is to be taken on this item but noted that the Superintendent and Board President have comments regarding it.

Superintendent Carvalho explained that the Annual Audit Financial Report is a routine but important process, as it validates the accuracy of the District's financial data and reports. He noted that this report reviews the unaudited financials for 2023-2024, which were presented in September, along with other elements to provide an external assessment of the District's financial reporting. Although a presentation was initially scheduled for today, it was decided that the presentation would be sent to the Board, due to the late hour, and individual meetings could be arranged if further discussion is needed.

Mr. Mclean announced that the meeting will recess until the following day, Wednesday, January 15, 2025, at 9:50 a.m. to hear the last item, Tab 39, Board of Education Report No. 201-24/25, Adoption of Authorization to Execute Certain Contracts Without Advertising or Inviting Bids to Respond Effectively to the January 2025 Severe Windstorm and Fire Conditions; Resolution Declaring Emergency Conditions Exist at Los Angeles Unified Schools and Offices.

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The Board recessed the Regular Board meeting at 8:42 p.m.

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The Board reconvened the Regular Board meeting on Wednesday, January 15, 2025, at 9:59 am.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Mr. Nick Melvoin, Ms. Karla Griego, Ms. Kelly Gonez, and Board President Scott Schmerelson.

Ms. Tanya Ortiz Franklin joined the meeting remotely via Zoom.

Superintendent Alberto M. Carvalho was also present.

Tab 39: Board of Education Report No. 201-24/25  
Adoption of Authorization to Execute Certain Contracts Without Advertising or Inviting Bids to Respond Effectively to the January 2025 Severe Windstorm and Fire Conditions; Resolution Declaring Emergency Conditions Exist at Los Angeles Unified Schools and Offices

Superintendent Carvalho emphasized the importance of this item due to the level of inspections being conducted at schools and the expedited nature of the work required. He highlighted the District's commitment to protecting and enhancing the accountability measures specific to the Board. As

previously stated, monthly updates will be provided regarding the contracts issued. Additionally, the District will ensure, that contracts are awarded to entities on the approved benches, to the extent possible. He also noted that the District will maximize the utilization of its own resources, including workforce.

Board Members gave remarks.

Superintendent Carvalho responded to a question from Dr. Rivas regarding the services that would be covered under these contracts.

Dr. Rivas proposed amending the third Resolve in the Resolution Declaring Emergency Conditions, appended to Board Report 201-24/25, to the following:

Authorize the Superintendent and/or his designee(s) to take any and all actions necessary to give effect to Emergency Contracts to help ensure student and staff safety, and the continuation of public education, which emergency delegation will expire on June 30, 2025, unless otherwise rescinded or extended by public action of the Board of Education.

After discussion, Dr. Rivas moved to amend Board Report 201-24/25. Ms. Gonez seconded the motion.

On roll call vote the amendment was adopted. The vote was 7 ayes.

Ms. Newbill shared comments and inquired about the procedures that would follow the documents' expiration in the event of another emergency.

Ms. Devora Navera Reed, General Counsel, addressed the question, stating that a special meeting would be convened if the District required an emergency delegation.

Superintendent Carvalho also shared comments.

After discussion, Ms. Gonez moved that the amended Board Report 201-24/5 be adopted. Ms. Newbill seconded the motion.

On roll call vote, the item was adopted. The vote was 7 ayes.

### **ADJOURNMENT**

By general consent the meeting adjourned at 10:18 a.m.

### **APPROVED BY THE BOARD:**

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MR. SCOTT SCHMERELSON  
PRESIDENT

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MR. MICHAEL MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

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BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
Governing Board of the Los Angeles Unified School District

REGULAR BOARD MEETING MINUTES

Including Closed Session Items

333 South Beaudry Avenue, Board Room

1208 Magnolia Avenue, Gardena, CA 90247

9945 Laurel Canyon Blvd., Pacoima, CA 91331

9:00 a.m., Tuesday, March 11, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, March 11, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education, called the meeting to order at 9:03 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, and Board President Scott Schmerelson.

Ms. Kelly Gonez attended remotely via Zoom.

Mr. Nick Melvoin arrived at 9:04 a.m.

Ms. Tanya Ortiz Franklin arrived at 9:05 a.m.

Ms. Karla Griego arrived at 9:13 a.m.

Superintendent Alberto M. Carvalho was also present.

**CLOSED SESSION ITEMS (Purpose and Authority)**

Mr. McLean announced that the following items would be discussed in closed session:

1. Student Discipline Matters (Education Code Section 48918[c][f])

2. Personnel (Government Code Section 54957)

Public Employee Discipline/Dismissal/Release

Superintendent's Evaluation

3. Conference with Legal Counsel

Pending Litigation (Government Code Section 54956.9[d][1])

Alex G., et al. v. Los Angeles Unified School District, et al.  
Los Angeles Superior Court Case No. 25STCV03723

## Anticipated Litigation (Government Code Section 54956.9[d][4])

## 1 Case

## 4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy

Employee Organizations:

Associated Administrators of Los Angeles  
 California School Employees Association  
 Los Angeles County Building and Construction Trades Council  
 Los Angeles School Police Association  
 Los Angeles School Police Management Association  
 Service Employees International Union, SEIU Local 99  
 Teamsters  
 United Teachers Los Angeles  
 District Represented Employees and Contract Management Personnel

**PUBLIC COMMENT**

The following speakers addressed the Board on the subjects indicated:

Tab 3: Conference with Legal Counsel

- An Educator
- Dr. Jim Fetzer, Retired Professor

Tab 4: Conference with Labor Negotiators

- David Tokofsky, Community Member

General Public Comment

|  |  |
|--|--|
| Marc Wutschke, Retired Teacher                 | Sever ties with the Anti-Defamation League (ADL) and remove them from schools and curriculum |
| Maria Luisa Palma, Oleada Inc.                 | Certificates of participation  |
| Jon Krampner, Retired Teacher                  | Sever ties with the ADL and remove them from schools and curriculum                          |
| Diana Guillen, Parent                          | Incident data transparency & support school Police   |
| Marie Germaine, ULTA                           | Paid planning/prep days for teachers   |
| Jennifer Anderson, Teacher                     | Paid planning/prep days for teachers   |
| Rebecca Husaini, Muslim Public Affairs Council | Sever ties with the ADL and remove them from schools and curriculum                          |
| Juan Mangandi, Community Member                | Declining enrollment   |
| Monica Arrazola, Parent                        | Support for school police  |
| Marcy Winograd, CODEPINK                       | Sever ties with the ADL and remove them from schools and curriculum                          |
| Isabel Gonzalez, Parent                        | Support for school police  |
| David Klein, Jewish Voice for Peace            | Sever ties with the ADL and remove them from schools and curriculum                          |

|   |   |
|---|---|
| Jerome Palacios Myerson, Parent               | Sever ties with the ADL and remove them from schools and curriculum |
| Estee Chandler, Jewish Voice for Peace Action | Sever ties with the ADL and remove them from schools and curriculum |
| Jena Noyes, Parent                            | School safety & support for school police                           |
| Maria Daisy Ortiz, Community Member           | Budget transparency   |
| Edie Pistolesi, Retired Teacher               | Sever ties with the ADL and remove them from schools and curriculum |

*Later in the meeting, Erlinda Morita, Parent, spoke on Tab 1, Student Discipline Matters.*

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The Board recessed the public portion of the closed session meeting at 9:53 a.m. Closed session discussion began at 10:03 a.m. and ended at 12:53 p.m. The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, and Ms. Ortiz Franklin and Board President Schmerelson.

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The Board reconvened the public portion of the closed session meeting at 1:03 p.m.

The following Board Members were present: Ms. Newbill, Dr. Rivas, Ms. Gonez, Ms. Ortiz Franklin, and Board President Schmerelson.

Mr. Melvoin and Ms. Griego were absent.

Mr. McLean announced the following reportable actions resulting from the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers, 065-24/25, 066-24/25, 067-24/25, 068-24/25, 069-24/25, 070-24/25, 071-24/25, and 072-24/25, with the recommended dispositions. The Board of Education denied the conditional enrollment of the students in case numbers 017A-24/25, 018A-24/25, and 019A-24/25. The vote was 7 ayes, on all student discipline matters.
- The Board of Education authorized the dismissal of 1 classified and 2 certificated employees. The vote was 7 ayes.

### **ADJOURNMENT**

The meeting was adjourned at 1:04 p.m.

### **APPROVED BY THE BOARD:**

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SCOTT SCHMERELSON  
PRESIDENT

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MICHAEL MCLEAN  
EXECUTIVE OFFICER OF THE BOARD

mg

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**Governing Board of the Los Angeles Unified School District**

**SPECIAL BOARD MEETING MINUTES**

**Including Closed Session Items**

333 South Beaudry Avenue, Board Room  
 1208 Magnolia Avenue, Gardena, CA 90247  
 9945 Laurel Canyon Blvd., Pacoima, CA 91331  
 9:30 a.m., Thursday, April 3, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Thursday, April 3, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education, called the meeting to order at 9:31 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Ms. Karla Griego, and Board President Scott Schmerelson.

Mr. Nick Melvoin arrived at approximately 9:40 a.m.

Ms. Tanya Ortiz Franklin joined remotely, via Zoom, at approximately 9:41 a.m.

Ms. Kelly Gonez arrived at approximately 9:46 a.m.

Superintendent Alberto M. Carvalho was also present.

**CLOSED SESSION ITEMS (Purpose and Authority)**

Mr. McLean announced that the following items would be discussed in closed session:

1. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy

Employee Organizations:

Associated Administrators of Los Angeles/Teamsters 2010  
 California School Employees Association  
 Los Angeles County Building and Construction Trades Council  
 Los Angeles School Police Association  
 Los Angeles School Police Management Association  
 Service Employees International Union, SEIU Local 99  
 Teamsters  
 United Teachers Los Angeles  
 District Represented Employees and Contract Management Personnel

**PUBLIC COMMENT**

The following speakers addressed the Board on the subjects indicated:

**Tab 1: Conference with Labor Negotiators**

- Juan Mangandi, Community Representative
- David Tokofsky, Community Representative
- Isabel Gonzalez, Parent
- Maria Luisa Palma, Oleada, Inc.
- Maria Daisy Ortiz, Community Representative

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The Board recessed the public portion of the closed session meeting at 9:46 a.m. Closed session discussion began at 9:58 a.m. and ended at 12:56 p.m. The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, and Board President Schmerelson. Ms. Ortiz Franklin was present remotely via Zoom.

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The Board reconvened the public portion of the closed session meeting at 1:00 p.m.

The following Board Members were present: Ms. Newbill, Mr. Melvoin, Ms. Gonez, and Board President Schmerelson.

Dr. Rivas, Ms. Griego, and Ms. Ortiz Franklin were absent.

Mr. McLean announced that there were no reportable actions.

**ADJOURNMENT**

The meeting was adjourned at 1:00 p.m.

**APPROVED BY THE BOARD:**


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SCOTT M. SCHMERELSON  
PRESIDENT

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MICHAEL A. MCLEAN  
EXECUTIVE OFFICER OF THE BOARD



# TAB 34



# Los Angeles Unified School District

**845**

333 South Beaudry Ave,  
Los Angeles, CA 90017

## Board of Education Report

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**File #:** 070-24/25, **Version:** 1

**Agenda Date:** 5/13/2025

**In Control:** Board of Education

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Adoption of the 2025-2026 Board Meeting Schedule (070-24/25)

# 2025-2026 LAUSD Board of Education Meeting Schedule

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| Meeting Type             | Meeting Date | Day of the Week | Meeting Start Time |
|--------------------------|--------------|-----------------|--------------------|
| Closed                   | 8/5/2025     | Tuesday         | 10:00 AM           |
| Closed                   | 8/12/2025    | Tuesday         | 10:00 AM           |
| Regular                  | 8/19/2025    | Tuesday         | 10:00 AM           |
| Committee of the Whole   | 9/9/2025     | Tuesday         | 10:00 AM           |
| Regular                  | 9/16/2025    | Tuesday         | 10:00 AM           |
| Closed                   | 9/17/2025    | Wednesday       | 10:00 AM           |
| Committee of the Whole   | 10/7/2025    | Tuesday         | 10:00 AM           |
| Regular                  | 10/14/2025   | Tuesday         | 10:00 AM           |
| Closed                   | 10/15/2025   | Wednesday       | 10:00 AM           |
| Committee of the Whole   | 11/4/2025    | Tuesday         | 10:00 AM           |
| Regular                  | 11/18/2025   | Tuesday         | 10:00 AM           |
| Closed                   | 11/19/2025   | Wednesday       | 10:00 AM           |
| Committee of the Whole   | 12/2/2025    | Tuesday         | 10:00 AM           |
| Annual Meeting           | 12/16/2025   | Tuesday         | 10:30 AM           |
| Regular                  | 12/16/2025   | Tuesday         | 10:00 AM           |
| Closed                   | 12/17/2025   | Wednesday       | 10:00 AM           |
| Committee of the Whole   | 1/20/2026    | Tuesday         | 10:00 AM           |
| Regular                  | 1/27/2026    | Tuesday         | 10:00 AM           |
| Closed                   | 1/28/2026    | Wednesday       | 10:00 AM           |
| Regular                  | 2/10/2026    | Tuesday         | 10:00 AM           |
| Closed                   | 2/11/2026    | Wednesday       | 10:00 AM           |
| Committee of the Whole   | 2/24/2026    | Tuesday         | 10:00 AM           |
| Regular                  | 3/10/2026    | Tuesday         | 10:00 AM           |
| Closed                   | 3/11/2026    | Wednesday       | 10:00 AM           |
| Committee of the Whole   | 3/17/2026    | Tuesday         | 10:00 AM           |
| Regular                  | 4/21/2026    | Tuesday         | 10:00 AM           |
| Closed                   | 4/22/2026    | Wednesday       | 10:00 AM           |
| Committee of the Whole   | 4/28/2026    | Tuesday         | 10:00 AM           |
| Regular                  | 5/12/2026    | Tuesday         | 10:00 AM           |
| Closed                   | 5/13/2026    | Wednesday       | 10:00 AM           |
| Committee of the Whole   | 5/19/2026    | Tuesday         | 10:00 AM           |
| Regular                  | 6/9/2026     | Tuesday         | 10:00 AM           |
| Closed                   | 6/10/2026    | Wednesday       | 10:00 AM           |
| Budget and LCAP Hearing  | 6/23/2026    | Tuesday         | 10:00 AM           |
| Closed                   | 6/24/2026    | Wednesday       | 10:00 AM           |
| Budget and LCAP Adoption | 6/30/2026    | Tuesday         | 10:00 AM           |
| Closed                   | 7/1/2026     | Wednesday       | 10:00 AM           |

# TAB 35



## Board of Education Report

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**File #:** Res-076-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Board of Education

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Ms. Newbill - Recognizing May as Mental Health Awareness Month and Focusing on Student Mental Health (Res-076-24/25) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District has a goal of reaching 100 percent graduation and must provide a learning environment that promotes social-emotional learning and support for students and adults;

Whereas, Childhood and adolescence are critical times for physical and mental development, and the development of good mental health is important for overall good health and well-being throughout the lifespan;

Whereas, While approximately 1 in 5 children have a diagnosable mental disorder and approximately 1 in 10 children have a serious emotional or behavioral disorder that is severe enough to cause substantial impairment in functioning at home, at school, or in the community;

Whereas, Chronic absenteeism in students is strongly linked to mental health challenges, with studies showing that students with poor mental health are more likely to be absent from school. Conversely, chronic absenteeism can also exacerbate or trigger mental health issues, creating a cycle of negative consequences;

Whereas, A screening of 572 District students revealed that 88 percent reported experiencing three or more traumatic events, with 55 percent showing symptoms of PTSD, depression, or anxiety, [according to the L.A. Trust for Children's Health <https://www.thelatruster.org/articles/mental-health-is-a-key-concern-as-students-return-to-class>](https://www.thelatruster.org/articles/mental-health-is-a-key-concern-as-students-return-to-class);

Whereas, It is currently estimated that 70 to 80 percent of children with mental health disorders may not receive any care at all;

Whereas, In 2021, the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System for LAUSD students indicated that 42 percent of high school students reported a prolonged sense of sadness or hopelessness every day for two or more continuous weeks; 22 percent of middle school and 18 percent of high school students seriously considered attempting suicide; and over 9 percent of middle school and 10 percent of high school students attempted suicide;

Whereas, The District envisions an environment where every student has equitable access to timely, effective, and culturally responsive mental health and wellness services seamlessly integrated into the school community;

Whereas, The District's Student and Family Wellness Hotline, which was created during the pandemic to provide families continued access to wellness services, received over 35,000 calls between April

2020 and June 2022 for a wide range of supports, including mental health, attendance and enrollment, access to basic needs, specialized student programs and immunization information;

Whereas, Schools serve as vital gateways to connecting students and families with mental health services. By fostering strong partnerships with over 60 community mental health agencies, including the District's School Mental Health Clinics and Wellness Centers, the District can ensure that students and their families have easy access to support;

Whereas, Families can call the Student and Family Wellness Hotline at 213-241-3840 to get access to mental health services, and other essential school and community resources. The wellness line is open weekdays from 8-4:30pm and closed on major holidays;

Whereas, As part of the 2022-26 Strategic Plan, Los Angeles Unified called for prioritizing telehealth programs, allowing students to connect to health care professionals through video conferencing technology and the District began offering telehealth services to its schools in the fall 2023;

Whereas, Families can directly refer their children to our School Mental Health Clinics and Wellness Centers for individual, family, and group counseling services. These services are available both in-person and through telehealth; and

Whereas, Each LAUSD Region is supported by a mental health team, including Psychiatric Social Workers based on most school campuses. These professionals are ready to assist families in accessing mental health services both at their child's school and within their community; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares May as Mental Health Awareness Month and directs the Superintendent and District staff, to inform families of the resources and activities available through the District promoting education and awareness of the mental health needs of our students and families.

# TAB 36



## Board of Education Report

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**File #:** Res-077-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Board of Education

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Ms. Newbill - Recognizing May 2025 as National Foster Care Youth Awareness Month (Res-077-24/25)  
(Waiver of Board Rule 72)

Whereas, May is National Foster Care Youth Awareness Month, intended to raise awareness about the needs of children and youth in the foster care system;

Whereas, In 2024, there were approximately 46,000 students in California's foster care system who often face significant barriers to academic success, including school instability, chronic absenteeism, and higher rates of suspension and expulsion.

Whereas, Youth in foster care experience rates of homelessness ranging from 11 to 38 percent, disproportionately higher than the general population;

Whereas, During the 2024-2025 school year, Los Angeles Unified School District had students from preschool to post-high school in the foster care system;

Whereas, Half of all children in foster care have endured four or more adverse childhood experiences such as abuse, neglect, and abandonment, which can negatively affect their health and development;

Whereas, Organizations across the nation have declared May as Foster Care Youth Awareness Month to recognize resource parents (also known as foster parents), relative/nonrelative caregivers, volunteers, mentors, advocates, child welfare representatives, and others within the community and to increase awareness of the urgent needs of children and youth in foster care;

Whereas, Students in foster care are identified as a unique student population under the Local Control Funding Formula and Local Control and Accountability Plan due to being among the lowest academically achieving groups in California;

Whereas, Older students in foster care often face housing and food insecurities, challenges that have been exacerbated by the lasting residual effects of the COVID-19 pandemic, including disruptions in access to stable resources and support networks, underscoring the ongoing and urgent need for comprehensive and personalized assistance;

Whereas, The Los Angeles Unified School District Student Health & Human Services provides services to students in the foster care system, including Know Your Rights cards, Foster Youth Achievement Program, college counseling, support with school transitions, and access to conferences and career fairs, and ensures the educational rights of foster youth are honored; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares May 2025 as Foster Care Youth Awareness Month and recognizes the unique needs of children in foster care



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**File #:** Res-077-24/25, **Version:** 1**Agenda Date:** 5/13/2025**In Control:** Board of Education

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and the ongoing importance of empowering students in foster care by emphasizing the need for community-wide efforts to provide holistic support, strengthen connections and create pathways for educational and personal success.