### 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: <a href="https://boardmeeting.lausd.net/speakers">https://boardmeeting.lausd.net/speakers</a>, 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;
- 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 <u>over the phone</u> 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 (<a href="https://www.lausd.org/oig">https://www.lausd.org/oig</a>), by telephone at 213-241-7778, or by emailing <a href="mailto:inspector.general@lausd.net">inspector.general@lausd.net</a>. 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 (<u>Granicus stream</u> or <u>join the zoom webinar</u>) (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;

<u>Resolved</u> 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;

<u>Resolved</u> 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; <u>The Community School Steering Committee</u>

<u>Professional Development Subcommittee will provide differentiated support to Priority Schools as needed,</u> 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,

<u>Resolved</u>, 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.

<u>Resolved</u> further, That the Los Angeles Unified School District, consistent with and subject to <u>Equal Employment Opportunity</u> (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;
- 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, <u>lactation visits at home or District Wellness</u> <u>Centers</u>, 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 <u>for employees and</u> 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.

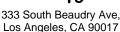
Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

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



#### Los Angeles Unified School District



#### **Board of Education Report**

File #: Rep-291-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Division of Instruction

#### **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: <a href="https://www.cde.ca.gov/ci/cl/amirainfooverview.asp">https://www.cde.ca.gov/ci/cl/amirainfooverview.asp</a>

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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: <a href="https://www.cde.ca.gov/ci/cl/mclassinfooverview.asp">https://www.cde.ca.gov/ci/cl/mclassinfooverview.asp</a>

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: <a href="https://www.cde.ca.gov/ci/cl/multitudesinfooverview.asp">https://www.cde.ca.gov/ci/cl/multitudesinfooverview.asp</a>

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: <a href="https://www.cde.ca.gov/ci/cl/roarinfooverview.asp">https://www.cde.ca.gov/ci/cl/roarinfooverview.asp</a>>

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.

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In Control: Division of Instruction

• 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 statemandated 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

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

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
Recognition	4	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.
Resource Prioritization	4	Resources are prioritized in kindergarten to second grade for students identified by the screening as having reading difficulties.
Results	4	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.
TOTAL	12	

#### **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,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO

Superintendent

KARLA V. ESTRADA

Deputy Superintendent of Instruction

REVIEWED BY:

DEVORA NAVERA REED General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

FRANCES BAEZ

Chief Academic Officer Division of Instruction

REVIEWED BY:

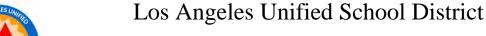
NOLBERTO DELGADILLO Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

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### TAB 2







#### **Board of Education Report**

File #: Rep-124-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Adult & Career Education

#### 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 Agenda Date: 5/13/2025

In Control: Adult & Career Education

#### **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
Recognition	4	DACE actively recognizes vulnerable student populations and engages in targeted outreach to provide equity and access to special populations.
Resource Prioritization	3	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.
Results	3	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.
TOTAL	10	

#### **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:

ARLA V. ESTRADA

Deputy Superintendent of Instruction

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

RENNY NEYRA

Executive Director

Division of Adult and Career Education

REVIEWED BY:

NOLBERTO DELGADILLO Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

PIA SADAQATMAI

Chief of Pransitional Programs
Office of Transitional Programs

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

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

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

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

Name	Organization/Institution Representing/Industry Sector	Title	Years Serving	CDE's Recommended Categories	Email 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	dearhart@lausd.net
Amanda Gonzales	UCLA Community Engagement	Program Manager	New this	Workforce Development	Agonzalez@college.ucla.edu
Mary Keipp	UCLA Community Based Learning Programs	Program Director of the Community Youth Programs	1	Workforce Development	mkeipp@college.ucla.edu
Sebastian Cornejo	West Valley Occupational Center	Child Development -Student	New this	Parent	sebdcornejo@gmail.com
Noah Willet	West Valley Occupational Center	Electrician - Student	New this	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

C



### Los Angeles Unified School District

#### **Board of Education Report**

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

In Control: Facilities

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

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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,

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In Control: Facilities

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

Agenda Date: 5/13/2025

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

RESPECTFULLY SUBMITTED,

In Control: Facilities

APPROVED BY:

ALBERTO M. CARVALHO

Superintendent

**Business Services and Operations** 

PEDRO SALCIDO

Deputy Superintendent,

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.

APPROVED BY:

DEAN TAGAWA, Edg

**Executive Director** 

Early Childhood Education Division

PRESENTED BY:

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.

#### LOS ANGELES UNIFIED SCHOOL DISTRICT

#### 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

31st 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

#### 39 **RESOLUTION 2025-18** 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/	_/Robert Campbell/
D. Michael Hamner	Robert Campbell
Chair	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	(Frant FF()	Outdoor Classroom and Campus Upgrade	Q2-2027	Q4-2028	\$9,426,191
3	6	North	INDEMODD FF()	Outdoor Classroom and Campus Upgrade	Q2-2027	Q3-2028	\$6,713,974
Total: \$						\$16,756,045	



## 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

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

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

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











## **Examples of Completed Projects**













Northridge EEC

Toluca Lake EEC



## **Questions?**

**Return to Order of Business** 

# TAB 4



## Los Angeles Unified School District



#### **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

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

In Control: Facilities

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

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

In Control: Facilities

(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

Agenda Date: 5/13/2025

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

RESPECTFULLY SUBMITTED,

In Control: Facilities

#### APPROVED BY:

ALBERTO M. CARVALHO

Superintendent

PEDRO SALCIDO

Deputy Superintendent,

Business Services and Operations

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED BY:

RISZTINA TOKES

Chief Facilities Executive Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO

Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

Deputy Director of Facilities

Maintenance and Operations

Facilities Services Division

## **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	Е	Boyle Heights Continuation HS	Continuation High School	\$50,000
9	2	Е	Bravo Medical Magnet HS	High School	\$50,000
10	2	Е	Highland Park Continuation HS	Continuation High School	\$50,000
11	2	Е	Liechty MS	Middle School	\$50,000
12	2	Е	McAlister HS San Fernando Campus	Opportunity/Community Day Programs	\$50,000
13	2	Е	Mendez HS	High School	\$50,000
14	2	Е	Newmark Continuation HS	Continuation High School	\$50,000
15	2	Е	Nightingale MS	Middle School	\$50,000
16	2	Е	Secondary Community Day School	Opportunity/Community Day Programs	\$50,000
17	2	Е	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

## 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	High Sahaal	\$50,000
34	3	IN	Magnet HS	High School	\$30,000
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	Е	South Gate HS	High School	\$50,000
49	5	Е	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		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
			Sun Valley Magnet: Engineering, Arts		
69	6	N	& 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

## 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
_				Total	\$4,250,000

<sup>\*</sup> 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.

#### LOS ANGELES UNIFIED SCHOOL DISTRICT

#### 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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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

RESOLUTION 2025-19
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DECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SC PROJECTS TO PRO

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/	/Robert Campbell/
D. Michael Hamner	Robert Campbell
Chair	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
			,			Total:	\$9,754,697



## **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

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





Existing Fire Alarm Control Panel



**Existing Initiation & Notification Device** 



Example of New Fire Alarm Control Panel





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

**Number of Proposed Projects**: 85

Estimated Budget: \$4,250,000

**Anticipated Construction Schedule:** 

Q3-2025 to Q4-2026



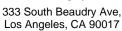


Dearborn Charter Academy Elementary School



## **Questions?**

# TAB 5



#### Los Angeles Unified School District



#### **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

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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

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

In Control: Facilities

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

Agenda Date: 5/13/2025

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

RESPECTFULLY SUBMITTED,

In Control: Facilities

APPROVED BY:

ALBERTO M. CARVALHO

Superintendent

PEDRO SALCIDO

Deputy Superintendent,

**Business Services and Operations** 

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED BY:

Chief Facilities Executive Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO

Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED BY:

Executive Director

Division of Adult and Career Education

REVIEWED BY:

Chief Information Officer Information Technology Services

✓ Approved as to technology impact.

PRESENTED BY:

Deputy Director of Facilities

Maintenance and Operations

Facilities Services Division

## **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.

#### LOS ANGELES UNIFIED SCHOOL DISTRICT

#### 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

31st 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 2025-17**

#### **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

**RESOLUTION 2025-17 70** 

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	Robert Campbell	
Chair	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

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



## Communications and Network Upgrade Projects

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.

T	argeted Components	Project Output	Benefit to Students & Schools
R. S.	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.
((ic-	Local Area Network (LAN) / Wireless Local Area Network (WLAN)	Faster internet speeds to the classroom and modernized 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	Enhanced 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.
<b>△</b> €	Public Address (PA)	More reliable and integrated PA and phone systems	Improves safety and emergency communications throughout a school and school classrooms.
( <u>A</u> )	Intrusion Alarm (IA)	Real-time monitoring and alerts	Improves campus safety and security by providing alerts for unauthorized access or potential threats.
	Video Camera	High-definition cameras and remote monitoring capabilities	Enhances campus safety by providing coverage of key areas, deterring vandalism, theft, and other negative activities.







# Adult and Career Education Facilities Upgrades Communications and Network Upgrades Status

### **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**

### Los Angeles Unified School District



### **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).

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In Control: Facilities

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.

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In Control: Facilities

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

Agenda Date: 5/13/2025

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

RESPECTFULLY SUBMITTED,

In Control: Facilities

APPROVED BY:

ALBERTO M. CARVALHO

Superintendent

PEDRO SALCIDO

Deputy Superintendent,

Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED BY:

IME TORRENS

Senior Advisor to the Superintendent

REVIEWED BY:

NOLBERTO DELGADILLO Deputy Chief Financial Officer

Facilities Services Division

✓ Approved as to budget impact statement.

APPROVED BY:

Chief Facilities Executive

APPROVED BY:

CHRISTOS CHRYSILIOU

Chief Eco-Sustainability Officer Eco-Sustainability Office

APPROVED & PRESENTED BY:

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.  TOTAL	\$130,000 \$1,080,000	Q1-2026	Q4-2026

<sup>&</sup>lt;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.

### 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

<sup>&</sup>lt;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>&</sup>lt;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>&</sup>lt;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.

### LOS ANGELES UNIFIED SCHOOL DISTRICT

### 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

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Tenth District PTSA

William O. Ross IV

31st 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

RESOLUTION 2025-15

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.

RESOLUTION 2025-15
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/	/Robert Campbell/
D. Michael Hamner	Robert Campbell
Chair	Vice-Chair



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

Bond Oversight Committee Meeting May 1, 2025

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

### **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







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

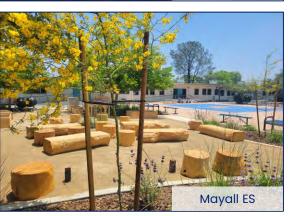
### **Funding**

- 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)

Item	Board District	Region	School	Partner Organization	Schoolyard % Green	Enroll- ment	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	\$130,000	Q1-2026	Q4-2026
	TOTAL \$1,080,000									

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.

#### 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

<sup>&</sup>lt;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>&</sup>lt;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>&</sup>lt;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.

### **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?**

**Return to Order of Business** 

# **TAB 7**



### Los Angeles Unified School District



### **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

File #: Rep-328-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Facilities

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

Agenda Date: 5/13/2025

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

RESPECTFULLY SUBMITTED,

In Control: Facilities

APPROVED BY:

ALBERTO M. CARVALHO

Superintendent

PEDRO SALCIDO

Deputy Superintendent,

**Business Services and Operations** 

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED BY:

RISZTINA TOKES

Chief Facilities Executive Facilities Services Division

REVIEWED BY:

NOLBERTO DELGADILLO

Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

PRESENTED BY:

MARK CHO

Deputy Director of Facilities

Maintenance and Operations

Facilities Services Division

### EXHIBIT A BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS

Item	Board District	Region	School	Project	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	S	74th St. ES	Install motorized parking lot gate	$RP^1$	\$ 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	Е	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
					TOTAL	\$ 971,739		_

<sup>\*</sup> LAUSD affiliated charter school

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

<sup>\*\*</sup> LAUSD school with co-located charter(s)

<sup>&</sup>lt;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>&</sup>lt;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>&</sup>lt;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.

### LOS ANGELES UNIFIED SCHOOL DISTRICT

### SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
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Joseph P. Buchman – Legal Counsel Burke, Williams & Sorensen, LLP Lori Raineri and Keith Weaver – Oversight Consultants

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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

# RESOLUTION 2025-20 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/	/Robert Campbell/
D. Michael Hamner	Robert Campbell
Chair	Vice-Chair



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

Bond Oversight Committee Meeting May 1, 2025

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

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	Е	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
					TOTAL	\$ 971,739		

<sup>\*</sup> LAUSD affiliated charter school

<sup>\*\*</sup> LAUSD school with co-located charter(s)

<sup>74</sup>th St. ES - Although this is a Region South (RS) RP project, Board District 1 (BD1) will contribute \$29,769 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>&</sup>lt;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.

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.

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.

Stage Lighting

### **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

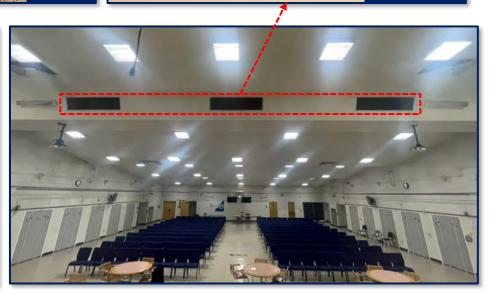
### **Project Budget Breakdown**:

Materials	42.1%
Labor	48.8%
Reserve	9.1%









**Projector** 



### Map of Board District Priority and Region Priority Projects

(Prepared by BOC Staff)

#### 1.74th Street Elementary (K-5)

2112 W 74TH ST, LOS ANGELES, CA 90047;

323-753-2338; https://explore.lausd.org/school/1664401/74th-Street-Elementary; Enrollment: 378 students (99 in Magnet); Board District 1; Region South; HEET (C/D) CoS

#### 2. Cienega Elementary (K-5)

2611 S ORANGE DR, LOS ANGELES, CA 90016;

323-939-1138; https://explore.lausd.org/school/1306801/Cienega-Elementary; Enrollment: 364 students (72 in Dual Language); Board District 1; Region West; LA Mid-City CoS

#### 3. Benjamin Franklin High School (6-12)

820 N AVENUE 54, LOS ANGELES, CA 90042;

323-550-2000; https://explore.lausd.org/school/1864301/Benjamin-Franklin-High-School; Enrollment: 1,289 students (590 in Magnet); Board District 2; Region East; Egl Rk/Highld Pk CoS

#### 4. Burbank Boulevard Elementary (K-5)

12215 ALBERS ST, NORTH HOLLYWOOD, CA 91607;

818-763-6497; https://explore.lausd.org/school/1263001/Burbank-Boulevard-Elementary; Enrollment: 326 students (95 in Magnet); Board District 3; Region North; No Hlywd/Val Vig CoS

#### 5. Burbank Boulevard Elementary (K-5)

12215 ALBERS ST. NORTH HOLLYWOOD, CA 91607:

818-763-6497; https://explore.lausd.org/school/1263001/Burbank-Boulevard-Elementary; Enrollment: 326 students (95 in Magnet); Board District 3; Region North; No Hlywd/Val Vlg Cos

### 6. Colfax Charter Elementary (K-5) \*

4935 COLFAX AVE, VALLEY VILLAGE, CA 91601:

818-761-5115; https://explore.lausd.org/school/1316401/Colfax-Charter-Elementary; Enrollment: 778 students; Board District 3; Region North; No Hlywd/Val Vlg CoS

#### 7. Melvin Avenue Elementary (K-5)

7700 MELVIN AVE, RESEDA, CA 91335;

818-886-7171; https://explore.lausd.org/school/1523301/Melvin-Avenue-Elementary; Enrollment: 396 students (131 in Magnet); Board District 3; Region North; Cleveland CoS

#### 8. Alfred B Nobel Charter Middle School (6-8) \*

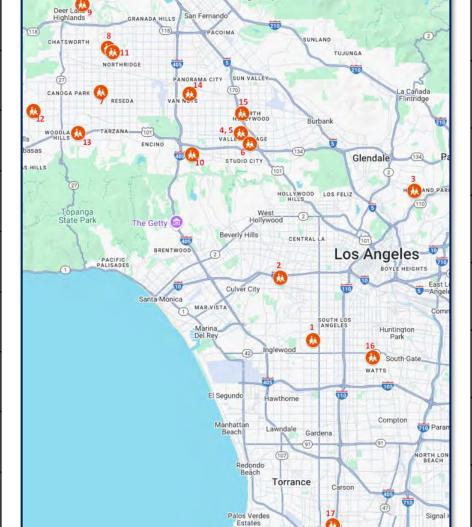
9950 TAMPA AVE, NORTHRIDGE, CA 91324;

818-773-4700; https://explore.lausd.org/school/1827201/Alfred-B-Nobel-Charter-Middle-School; Enrollment: 1,788 students (1,024 in Magnet); Board District 3; Region North; Cnga Pk/Chtswrth CoS

#### 9. Porter Ranch Community School (K-8)

12450 MASON AVE, PORTER RANCH, CA 91326:

818-709-7100; https://explore.lausd.org/school/1230301/Porter-Ranch-Community-School; Enrollment: 1309 students (147 in Dual Language); Board District 3; Region North; Cnga Pk/Chtswrth CoS



#### 10. Sherman Oaks Elem Charter School (K-5)\*

14755 GREENLEAF ST. SHERMAN OAKS, CA 91403:

818-784-8283; https://explore.lausd.org/school/1669901/Sherman-Oaks-Elementary-Charter-School; Enrollment: 519 students; Board District 3; Region North; Van Nuys/Val Gln CoS

#### 11. Topeka Drive Charter for Adv. Studies (K-5)\*

9815 TOPEKA DR, NORTHRIDGE, CA 91324;

818-886-2266; https://explore.lausd.org/school/1720101/Topeka-Drive-Charter-for-Advanced-Studies; Enrollment: 625 students; Board District 3; Region North; Cnga Pk/Chtswrth CoS

### 12. Welby Way Charter Elementary and Gifted-High Ability Magnet (K- 5)\*

23456 WELBY WAY, WEST HILLS, CA 91307;

818-348-1975; https://explore.lausd.org/school/1763701/Welby-Way-Charter-Elementaryand-Gifted-High-Ability-Magnet; Enrollment: 756 students (380 in Magnet); Board District 3; Region North; Taft CoS

#### 13. Woodland Hills Academy (6-8)

20800 BURBANK BLVD, WOODLAND HILLS, CA 91367;

818-226-2900; https://explore.lausd.org/school/1834401/Woodland-Hills-Academy; Enrollment: 609 students (144 in Magnet); Board District 4; Region North; Taft CoS

#### 14. Robert Fulton College Preparatory School (6-12)\*\*

7477 KESTER AVE, VAN NUYS, CA 91405;

818-947-2100; https://explore.lausd.org/school/1814201/Robert-Fulton-College-

<u>Preparatory-School</u>; Co-Located Charter: Lashon Academy; Enrollment: 1,229 students (184 in Magnet); Board District 6; Region North; Panorama City CoS

### 15. Roy Romer Middle School (6-8)\*\*

6501 LAUREL CANYON BLVD. NORTH HOLLYWOOD, CA 91606; 818-505-2200;

https://explore.lausd.org/school/1811601/Roy-Romer-Middle-School; Co-Located Charter: ISANA Palmati Charter School; Enrollment: 713 students (331 in Magnet); Board District 6; Region North; No Hlywd/Val Vlg CoS

#### 16. Judith F Baca Arts Academy (K-6)

1536 E 89TH ST, LOS ANGELES, CA 90002;

323-826-3560; https://explore.lausd.org/school/1688601/Judith-F-Baca-Arts-Academy; Enrollment: 509 students (181 in Dual Language); Board District 7; Region South; Rivera CoS

#### 17. Normont Elementary (K-5)

1001 W 253RD ST, HARBOR CITY, CA 90710;

310-326-5261; https://explore.lausd.org/school/1564401/Normont-Elementary; Enrollment: 278 students (95 in Dual Language); Board District 7; Region South; Harbr City/Lomta CoS



<sup>\*</sup> LAUSD affiliated charter school

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

Note: Note: Data per LAUSD Open Data Portal with Student Enrollment as of 2024-2025. Enrollment: Number does not include Independent Charter Schools. This indicator represents the number of students enrolled in universal transitional kindergarten through twelfth grade on Norm Day. Norm Day is generally the fifth Friday of the school year and has been designated by the District as the official count day for the allocation of various school resource 99 These counts include pre-kindergarten special education students enrolled in LA Unified elementary schools. Data by Board Districts per LAUSD Open Data Portal and LAUSD School Explorer websites.

## **Questions?**

**Return to Order of Business** 

# TAB 8

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### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

### **Board of Education Report**

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

In Control: Facilities

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

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

In Control: Facilities

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:

<u>Low Voltage Systems</u>: 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.

<u>Site Renovations and Reconfigurations</u>: 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.

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

<u>Furniture & Equipment</u>: 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

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

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.

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In Control: Facilities

### **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.

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

In Control: Facilities

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

Agenda Date: 5/13/2025

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

RESPECTFULLY SUBMITTED,

In Control: Facilities

APPROVED BY:

ALBERTO M. CARVALHO

Superintendent

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 TOKĖS

Chief Facilities Executive

PRESENTED BY:

Deputy Director of Facilities

Maintenance and Operations

Facilities Services Division

# Exhibit A 2025-26 Proposition 39 Facilities Renovations

#	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	Ε	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	Ε	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	Ε	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	Ν	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

#	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
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	Ε	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

##	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	r School ure Relo	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

#### **Exhibit B** 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	Ε	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	Ν	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	Е	Clinton MS	Animo Jackie Robinson Charter HS	NC	1	21	4	0	0	0		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		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

# Exhibit B 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	Ε	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		

# Exhibit C 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	Е	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	٧	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	١٨/	Irving STEAM Magnet MS	ISANA Octavia Academy	V	1	8 <b>20</b>	2	-11 <b>-29</b>	0	\$154,000 <b>\$376,000</b>	\$46,034 <b>\$83,716</b>	\$107,966 <b>\$292,284</b>	\$66 <b>\$7,384</b>	\$154,066 <b>\$383,384</b>	10374565	Irving STEAM Magnet MS - 2024- 26 Prop 39

#### LOS ANGELES UNIFIED SCHOOL DISTRICT

#### 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

31st 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

RESOLUTION 2025-16 118

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:

Chair	Vice-Chair
D. Michael Hamner	Robert Campbell
/Michael Hamner/	/Robert Campbell/
NAYS: 0	ABSENCES: 4
AYES: 9	ABSTENTIONS: 0

**Board Report 326-24/25** 



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

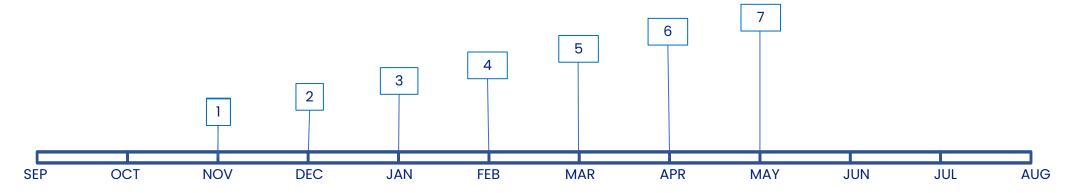
Bond Oversight Committee Meeting May 1, 2025

# 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



- By Nov 1st, charter schools submit a written request for use of LAUSD school facilities, including their projected in-district classroom Average Daily Attendance (ADA).
- By Dec 1st, after careful review of each charter school facilities request and ADA, LAUSD agrees or objects to their ADA projections in writing.
- By Jan 2<sup>nd</sup>, the charter school responds to any objections by reaffirming or modifying the ADA projections.
- By Feb 1st, LAUSD prepares in writing a Preliminary Proposal to charter schools with eligible facilities requests.
- 5 By Mar 1st, charter schools respond to the Preliminary Proposal expressing any concerns, addressing differences, and making counter-proposals.
- By Apr 1st, LAUSD submits in writing a Final Notification of Facilities Offered for each charter school.
- By May 1st, 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 1st 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
  - o Repurpose and purchase reasonably equivalent computers, laptop carts, and/or end-user peripherals
  - o Renovations and reconfigurations to classroom space
  - Repurpose existing furniture and equipment, or plan, purchase, and deliver new furniture and equipment
  - o 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

Туре	Count	Budget
Sites with Upgrades		
New: Charter is offered space that is not currently configured for charter use		
New/Reconfiguration: Charter school is offered space already configured for charter use	24	\$2,077,000
Growth: Charter is offered additional space that is not configured for charter use	21	Ψ2,077,000
Reconfiguration/Reduction: Charter is offered different space on campus due to District operational needs or space has been reduced due to declining enrollment		
Sites with No Change	21	\$0
Charter to remain in existing District campus spaces	21	\$0
<ul> <li>Vacating Sites</li> <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
Total	48	\$2,369,284



# **Questions?**

**Return to Order of Business** 

# TAB 9



#### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

#### **Board of Education Report**

File #: Rep-272-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Procurement Services

#### **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 defendable, 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: <u>Board Report No. 444-17/18</u>
   <a href="https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share\_link">https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share\_link</a>
- California Education Code Section 17604: (<u>CE Code 17604</u> <a href="https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=sharellink">https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=sharellink</a>)

#### **Submitted:**

04/08/25

File #: Rep-272-24/25, Version: 1 In Control: Procurement Services **Agenda Date:** 5/13/2025

#### RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO

Superintendent

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

PEDRO SALCIDO

Deputy Superintendent

Business Services & Operations

APPROVED & PRESENTED BY:

SUNG YON LEE

Deputy Chief Business Officer

Office of the Deputy Chief Business Officer

REVIEWED BY:

NOLBERTO DELGADIELO

Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

MATTHEW PRIEDMAN

Interim Chief Procurement Officer Procurement Services Division

# APPROVAL OF PROCUREMENT CONTRACTS: <u>RATIFICATION OF DELEGATED AUTHORITY</u>

#### A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS <u>ALREADY AWARDED</u> NOT EXCEEDING \$250,000

#### Item A

#### **BUSINESS SERVICES AND OPERATIONS**

\$75,000

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

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

# $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

#### **Requester:**

Pedro Salcido, Deputy Superintendent Office of the Deputy Superintendent of Business Services and Operations

#### **Equity Impact:**

Component	Score	Score Rationale
Recognition	2	These services vaguely recognize historical inequities.
Resource Prioritization	2	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.
Results	2	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.
TOTAL	6	

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array} \\ \underline{ \begin{array}{c} \textbf{RATIFICATION OF} \\ \textbf{DELEGATED AUTHORITY} \end{array} }$

#### A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS <u>ALREADY AWARDED</u> NOT EXCEEDING \$250,000

#### Item B

#### **DIVISION OF INSTRUCTION**

\$180,000

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

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.

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

- 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
Recognition	4	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.
Resource Prioritization	3	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.
Results	4	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.
TOTAL	11	

### $\frac{\text{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\text{RATIFICATION OF}}}{\underline{\text{DELEGATED AUTHORITY}}}$

#### A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS <u>ALREADY AWARDED</u> NOT EXCEEDING \$250,000

#### Item C

#### **DIVISION OF SCHOOL OPERATIONS**

\$250,000

CONTRACTOR	<u>IDENTIFI-</u> <u>CATION NO.</u>	CONTRACT TERM	SOURCE OF FUNDS	AMOUNT
Lauren's Kids	C8465	01/01/25 - 12/31/25	General Funds (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.

# APPROVAL OF PROCUREMENT CONTRACTS: $\frac{\text{RATIFICATION OF}}{\text{DELEGATED AUTHORITY}}$

#### **Requester:**

Dr. Alonzo Webb, Senior Director Division of School Operations

#### **Equity Impact:**

Component	Score	Score Rationale
Recognition	4	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.
Resource Prioritization	4	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.
Results	4	Lauren's Kids resources are crafted to help close opportunity gaps, offering equitable resources that empower all students to succeed.
TOTAL	12	

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array} \\ \underline{ \begin{array}{c} \textbf{RATIFICATION OF} \\ \textbf{DELEGATED AUTHORITY} \end{array} }$

# A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS <u>ALREADY</u> <u>AWARDED</u> NOT EXCEEDING \$250,000

#### Item D

#### <u>DIVISION OF SCHOOL OPERATIONS/ INFORMATION TECHNOLOGY</u> \$224,000 <u>SERVICES</u>

CONTRACTOR	<u>IDENTIFI-</u> CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	<u>AMOUNT</u>
CASE IQ	C3928 (RFP 2000003484)	02/05/25 – 02/04/28 includes two (2) one-year renewal options	General Funds (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".

# $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

#### **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
Recognition	3	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.
Resource Prioritization	4	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.
Results	3	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
TOTAL	10	

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array} \\ \underline{ \begin{array}{c} \textbf{RATIFICATION OF} \\ \textbf{DELEGATED AUTHORITY} \end{array} }$

#### A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS <u>ALREADY AWARDED</u> NOT EXCEEDING \$250,000

#### Item E

#### SPECIAL EDUCATION AND SPECIALIZED PROGRAMS

\$78,750

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

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

# $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array} \\ \underline{ \begin{array}{c} \textbf{RATIFICATION OF} \\ \textbf{DELEGATED AUTHORITY} \end{array} }$

#### **Equity Impact:**

Component	Score	Score Rationale
Recognition	4	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.
Resource Prioritization	4	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.
Results	4	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.
TOTAL	12	

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array} \\ \underline{ \begin{array}{c} \textbf{RATIFICATION OF} \\ \textbf{DELEGATED AUTHORITY} \end{array} }$

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

Item F

# <u>DIVISION OF INSTRUCTION</u>

<\$176,284>

CONTRACTOR	<u>IDENTIFI-</u> CATION	CONTRACT TERM	SOURCE OF FUNDS	<u>AMOUNT</u>
	NO.		<u>1 01400</u>	
Strategic Education	C9181	03/10/25 - 03/09/27	Revenue	<\$176,284>
Research Partnership				
<b>Institute (SERP)</b>				

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

# $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

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**

Component	Score	Score Rationale
Recognition	3	This project affirmatively recognizes historical inequities by focusing on fostering reading, learning, motivation, and engagement among Black, Latinx, and low-income students.
Resource Prioritization	3	This project effectively prioritizes resources based on student need by specifically targeting schools that serve large populations of historically marginalized students.
Results	4	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.
TOTAL	10	

# $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

# C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/AMENDMENTS/ASSIGNMENTS $\underline{ALREADY\ AWARDED}$

#### Item G

**REGION EAST** 

CONTRACTOR / IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	<u>SITE</u>	AMOUNT
Communities in Schools of Los Angeles, Inc. / C9152	Comprehensive Dropout Prevention Services	02/24/25 - 06/30/25	Hollenbeck Middle School and Stevenson College Prep Middle School	\$0

<b>LA County District</b>	A law-related	03/07/25 - 06/30/30	Various	\$0
Attorney's Office -	education program		schools in	
Project Lead /	about the criminal		Region East	
<u>C8517</u>	justice system for			
	fifth grade students			

#### **REGION SOUTH**

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

# $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

# C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/AMENDMENTS/ASSIGNMENTS <u>ALREADY AWARDED</u>

Item G (Cont.)

#### **DIVISION OF INSTRUCTION**

CONTRACTOR / IDENTIFICATION NO.	<u>DESCRIPTION</u>	CONTRACT TERM	<u>SITE</u>	AMOUNT
First Gen Empower / C9162	Workshops and training for faculty and counselors on supporting undocumented students and families, addressing barriers, and advising on opportunities	02/25/25 - 02/24/30	Districtwide	\$0
ECO-SUSTAINABII	LITY OFFICE			
Moon Valley Nursery / <u>C3840</u>	Tree Donation	02/24/25 - 02/23/30	Districtwide	\$0
HUMAN RESOURC	ES DIVISION			
Academy of Art University / <u>C9156</u>	Internship Placements	02/24/25 - 02/23/30 includes two (2) one-year renewal options	Districtwide	\$0
MEDICAL SERVIC	ES DIVISION			
Project IMPACT, Inc. / <u>C9197</u>	Volunteer Health and Mental Health Services	03/01/25 - 02/28/30	Districtwide	\$0

# $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

#### D. APPROVAL OF <u>AFTER THE FACT TRANSACTIONS (ATF)</u>

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

# $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

# E. PROFESSIONAL SERVICES CONTRACTS <u>AUTHORIZED TO NEGOTIATE AND EXECUTE</u>

Item I

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

# $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

# E. PROFESSIONAL SERVICES CONTRACTS <u>AUTHORIZED TO NEGOTIATE AND EXECUTE</u>

Item I (Cont.)

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

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

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

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

Item I (Cont.)

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

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

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

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

Item I (Cont.)

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

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

## $\frac{\text{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\text{RATIFICATION OF}}}{\underline{\text{DELEGATED AUTHORITY}}}$

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
Recognition	4	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.
Resource Prioritization	4	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.

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

Component	Score	Score Rationale
Results	4	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.
TOTAL	12	

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

#### 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

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

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

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

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

	March Qty of	<u>YTD</u>	March Total	YTD
	POs/	Qty of POs/		<u>Total</u>
	<u>Transactions</u>	<u>Transactions</u>		
Purchase Orders	4045		\$20,244,153	*****
Purchase Oraers	4,915	33,589	(Median – \$880)	\$130,232,879
DISTRICT CARD				
TRANSACTIONS (i.e.,	25,780	135,550	\$12,106,111	\$70,920,505
P-Card, Fuel Card,			(Median - \$118)	
Toshiba Card, etc.)				
D (IE III)			\$34,969	
Rental Facilities	6	23	(Median - \$5,288)	\$321,598
Travel/Conference			\$199,056	
Attendance	209	1,461	(Median – \$614)	\$1,270,673
GENERAL STORES			\$3,192,819	
DISTRIBUTION	166	1,056	(Median - \$8,114)	\$19,396,596
CENTER				

## $\begin{array}{c} \textbf{APPROVAL OF PROCUREMENT CONTRACTS: } \underline{\textbf{RATIFICATION OF}} \\ \underline{\textbf{DELEGATED AUTHORITY}} \end{array}$

#### G. GOODS AND GENERAL SERVICES NOT EXCEEDING \$250,000 (CONT.)

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

	March Oty of POs/ Transactions	YTD Qty of POs/ Transactions	March Total	YTD <u>Total</u>
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO)	201	2,424	\$16,110,739 (Median - \$4,662)	\$75,061,813

#### ATTACHMENT B

### REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

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

#### Item K

<b>DIVISION OF IN</b>	<u>ISTRUCTION</u>			\$3,248,300
CONTRACTOR	IDENTIFI- CATION NO.	CONTRACT TERM	SOURCE OF FUNDS	<u>AMOUNT</u>
LDM Group: Unlocking Equitable College Access for All Students, LLC	C9231 (RFP 2000003962)	05/15/25 – 05/14/30 includes two (2) one-year renewal options	General Funds (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.

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

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
Recognition	4	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
Resource Prioritization	4	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.
Results	4	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.
TOTAL	12	

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{NOT~UNDER~DELEGATED~AUTHORITY}$

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

#### Item L

MEDICAL SERVICES DIVISION/INFORMATION TECHNOLOGY	\$697,938
SERVICES	

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

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.

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

ContinuumCloud LLC has been providing similar services to the District since 2001and 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:**

Component	Score	Score Rationale	
Recognition	4	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.	
Resource Prioritization	4	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.	
Results	4	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.	
TOTAL	12		

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

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

Item M

#### **MEDICAL SERVICES DIVISION**

\$1,260,500

<b>CONTRACTOR</b>	<b>IDENTIFI-</b>	CONTRACT TERM	SOURCE OF	<u>AMOUNT</u>
	<u>CATION NO.</u>		<u>FUNDS</u>	
Hansine Fisher & Associates	C9198 (RFP 2000003933)	07/01/25 - 06/30/30	General Funds	\$1,260,500
1100001000	(1111 20000000)		(100%)	

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.

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

#### **Requester:**

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

#### **Equity Impact:**

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

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#### **ATTACHMENT B**

### REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

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

#### Item N

FOOD SERVICES DIVISION

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

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

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

#### **Equity Impact:**

Component	Score	Score Rationale
Recognition	3	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.
Resource Prioritization	3	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.
Results	4	Children within LAUSD school community will have access to a nutritious, fresh meal during the summer session
TOTAL	10	

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{NOT~UNDER~DELEGATED~AUTHORITY}$

#### 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

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

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.

### REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

#### 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

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

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.

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

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	
Recognition	3	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.	
Resource Prioritization	1	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.	
Results	3	Providing schools and offices with a wide array of printed products is likely to close the opportunity and achievement	

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

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.		
TOTAL	7			

#### ATTACHMENT B

### REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

#### 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 O

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

## REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS $\underline{\text{NOT UNDER}}$ $\underline{\text{DELEGATED AUTHORITY}}$

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
Recognition	1	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
Resource Prioritization	1	Will be available to district staff, students, parents, and community members of LAUSD. Access is not prioritized based on student need.
Results	2	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.
TOTAL	4	

**Return to Order of Business** 

# **TAB 10**



#### Los Angeles Unified School District

#### **Board of Education Report**

File #: Rep-258-24/25, Version: 1 **Agenda Date:** 5/13/2025

**In Control:** Facilities Contract Actions

#### **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 defendable, 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 Agenda Date: 5/13/2025

In Control: Facilities Contract Actions

#### **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 <u>Board Report No. 048-13/14 <a href="https://drive.google.com/file/d/1q-FUsW7AXKe8h0A4KY-J3OVby30HueD6/view">https://drive.google.com/file/d/1q-FUsW7AXKe8h0A4KY-J3OVby30HueD6/view</a>, dated November 12, 2013, Informative</u>
- In the policy implications <u>Board Report No. 444-17/18 <a href="https://drive.google.com/file/d/16sRw7yPe-tScbr2wG8AMTWB9QSeiQazM/view">https://drive.google.com/file/d/16sRw7yPe-tScbr2wG8AMTWB9QSeiQazM/view</a>, dated May 8, 2018.</u>

#### **Submitted:**

04/08/25

Agenda Date: 5/13/2025

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

RESPECTFULLY SUBMITTED,

#### APPROVED BY:

ALBERTO M. CARVALHO

Superintendent

PEDRO SALCIDO

Deputy Superintendent,

Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

Approved as to form.

APPROVED BY:

Deputy Chief Business Officer **Business Services and Operations** 

REVIEWED BY:

NOLBERTO DELGADILLO

Deputy Chief Financial Officer

✓ Approved as to budget impact statement

APPROVED & PRESENTED BY:

EW A FRIEDMAN

Interim Chief Procurement Officer Procurement Services Division

REVIEWED BY:

Chief Facilities Executive

✓ Approved as to facilities impact

#### 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

CONTRACTOR	IDENTIFI- CATION NO.	<u>DESCRIPTION</u>	CONTRACT TERM	
	1101		05/13/25 -	
ConvergeOne,	2410129 / C5638	28th Street ES	Completion	\$174,985
Inc.	2410130 / C6737	Belvedere ES	1	\$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		
		<u>Karla Griego</u>		

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

Bd. of Ed Rpt. No. 258-24/25

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Board of Education May 13, 2025

#### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## AWARD OF ADVERTISED CONSTRUCTION CONTRACTS – OUTDOOR CLASSROOM AND CAMPUS UPGRADE BUNDLE

**Item B** \$5,625,000

CONTRACTOR	<u>IDENTIFI-</u> <u>CATION</u> <u>NO.</u>	<u>DESCRIPTION</u>	CONTRACT TERM	AMOUNT
Prime Axis General Builder, Inc. (SBE)	2510013 / C9107	75 <sup>th</sup> Street EEC Outdoor Classroom and Campus Upgrade Project Board Member: Tanya Ortiz Franklin	03/04/25 – Completion  03/04/25 – Completion	\$3,250,000 \$2,375,000
	2510020 / C9108	Holmes Avenue EEC Outdoor Classroom and Campus Upgrade Project Board Member: Karla Griego	•	

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 (<u>Board Report No. 282-20/21</u>).

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

Bd. of Ed Rpt. No. 258-24/25

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Board of Education May 13, 2025

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

#### Item C

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Prime Axis General Builder, Inc. (SBE)	2510066 / C9175	Vine Street EEC Outdoor Classroom and Campus Upgrade Project Board Member: Nick Melvoin	03/10/25 – Completion	\$5,465,000 Bond Funds (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

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

#### Item D

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Community Playgrounds, Inc. (SBE)	2510071 / C9261	Maple PC Replacement of Play Structure & Matting Board Member: Karla Griego	01/13/25 — Completion	\$277,870 Bond Funds (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 (<u>Board Report No. 090-22/23</u>).

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

#### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

#### AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

#### Item E

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Fredrick Towers, Inc. (SBE)	2510089 / C9172	El Sereno EEC Outdoor Classroom and Campus Upgrade Project Board Member: Dr. Rocío Rivas	03/07/25 — Completion	\$3,895,000 Bond Funds (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

#### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

## AWARD OF ADVERTISED CONSTRUCTION CONTRACTS – GREEN SCHOOLYARD IMPROVEMENTS BUNDLE

Item F	\$4,080,000
Item I	\$ <del>1,</del> 000,0

CONTRACTOR	IDENTIFI- CATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Beta Investments & Contracts Inc.	2510090 / C9236	Breed Street ES	03/26/25 – Completion	\$1,740,000
Contracts, Inc. (SBE)	2510091 / C9238	Evergreen Avenue ES	03/26/25 – Completion	\$1,260,000
	2510092 / C9239	Lorena Street ES  Board Member:	03/26/25 – Completion	\$1,080,000
		Dr. Rocío Rivas		

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 (<u>Board Report No. 024-23/24</u>). 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

## RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY AWARD OF ADVERTISED CONSTRUCTION CONTRACTS –

#### Item G

CONTRACTOR	IDENTIFI- CATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Ian Thomas Group (SBE)	2510131 / C9267	Cleveland EEC Outdoor Classroom and Campus Upgrade Project Board Member: Scott M. Schmerelson	04/01/25 – Completion	\$5,988,500 Bond Funds (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 (<u>Board Report No. 295-21/22</u>).

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

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

#### Item H

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	<u>AMOUNT</u>
Eberhard, a Tecta America Company, LLC	2510134 / C9164	Erwin ES Roofing Replacement Project Board Member: Kelly Gonez	02/25/25 – Completion	\$2,536,669 Bond Funds (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 (<u>Board Report No. 035-23/24</u>).

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

### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

# JOB ORDER CONTRACTS AWARDS – ELECTRICAL AND LOW VOLTAGE CONTRACTING BENCH \$30,000,000

### Item I

<u>CONTRACTOR</u> <u>IDENTIFICATION</u> <u>CONTRACT TERM</u> <u>NO.</u>

CATEGORY A – CCTV & Intrusion Alarm Installation					
Reyes Electrical Contractor, Inc.	2430024 / C1131	06/18/24 - 06/17/25			
(SBE)					
Alternate Power & Construction, Inc.	2430026 / C636	06/21/24 - 06/20/25			
(SBE)					
First Fire Systems, Inc. dba First Fire	2430028 / C771	06/18/24 - 06/17/25			
Alarm Systems (SBE)					
Convergeone, Inc.	2530000 / C2697	08/14/24 - 08/13/25			
CATEGORY B – Public Address (PA	) & Telephone Installation	S			
Reyes Electrical Contractor, Inc.	2430025 / C1132	06/18/24 - 06/17/25			
(SBE)					
Alternate Power & Construction, Inc.	2430027 / C637	06/21/24 - 06/20/25			
(SBE)					
First Fire Systems, Inc. dba First Fire	2430029 / C772	06/17/24 - 06/16/25			
Alarm Systems (SBE)					
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

### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

### JOB ORDER CONTRACTS AMENDMENTS

### Item J

CONTRACTOR	<u>IDENTIFI-</u> <u>CATION</u> <u>NO.</u>	CONTRACT TERM INCLUDING THIS AMENDMENT	<u>AMOUNT</u>
Paradise Construction &	2430019/	03/28/24 - 03/27/25	\$300,000*
Contract Management, Inc	C1203		Bond
(SBE)	2430019.02		Funds
			(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

(Executed Date: 02/24/25)

Aggregate Contract Value: \$1,150,000

### **Requester:**

<sup>\*</sup> Current Ratification

# RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY JOB ORDER CONTRACTS AMENDMENTS

### Item K

CONTRACTOR	IDENTIFI- CATION NO.	CONTRACT TERM INCLUDING THIS AMENDMENT	AMOUNT
Thomasville Construction, Inc. (SBE)	2430034/ C1120 2430034.04	06/17/24 - 06/16/25	\$900,000*  Bond  Funds (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

(*Executed Date: 02/28/25*)

Aggregate Contract Value: \$2,900,000

### **Requester:**

Ed Cadena, Director of Facilities Project Execution Facilities Services Division

<sup>\*</sup> Current Ratification

### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

### Item L

### B. APPROVAL OF CHANGE ORDERS

### March 2025 = \$6,901,175

	QUANTITY	<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

	С.	<b>COMPLETION OF CONTRACTS – March 2025</b>	47	\$13,498,692
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D.	AWARD OF INFORMAL CONTRACTS		
	(Not Exceeding \$114,800)		
	A & B Letters for March 2025 (Average Transaction:	25	\$1,396,542
	\$55,862; Median Transaction: \$37,152)		

### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

### AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

### Item M

<b>CONTRACTOR</b>	<b>IDENTIFI-</b>	<u>DESCRIPTION</u>	<b>CONTRACT</b>	<u>AMOUNT</u>
	<b>CATION</b>		<u>TERM</u>	
	NO.			
PBWS	2420062/	San Fernando HS	03/07/25-	\$1,449,884
Architects, LLP	C8581	Football Stadium Upgrades	closeout	Bond
(SBE)		Project		Funds
		Board Member:		(100%)
		Kelly Gonez		

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:**

### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

### Item N

<b>CONTRACTOR</b>	<u>IDENTIFI-</u>	<u>DESCRIPTION</u>	<b>CONTRACT</b>	<b>AMOUNT</b>
	<u>CATION</u>		<u>TERM</u>	
	<u>NO.</u>			
Morrissey	2520009/	Hart Street ES	02/19/25-	\$747,145
Associates, Inc.	C7004	Playground & Campus	completion	Bond
(SBE)		Exterior Upgrades Project		Funds
		Board Member:		(100%)
		Scott M. Schmerelson		

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:**

### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

### Item O

CONTRACTOR	IDENTIFI- CATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
John Friedman Alice Kimm Architects, Inc. (SBE)	2520012/ C8430	Plasencia ES Playground & Campus Exterior Upgrades Project Board Member: Dr. Rocío Rivas	02/20/25-completion	\$763,049 Bond Funds (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:**

### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

### Item P

CONTRACTOR	IDENTIFI- CATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
Morrissey Associates, Inc. (SBE)	2520014/ C9104	Coliseum Street ES Accessibility Enhancement Project Board Member: Sherlett Hendy Newbill	02/11/25- closeout	\$550,466 Bond Funds (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:**

### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

### Item Q

<b>CONTRACTOR</b>	<u>IDENTIFI-</u>	<u>DESCRIPTION</u>	<b>CONTRACT</b>	<u>AMOUNT</u>
	<u>CATION</u>		<u>TERM</u>	
	<u>NO.</u>			
tBP/Architecture,	2520048/	Pinewood ES	02/24/25-	\$66,354
Inc.	C9106	Accessibility Enhancement	completion	Bond
		Project		Funds
		Board Member:		(100%)
		Kelly Gonez		

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:**

### RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

# EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND \$2,585,491 ENGINEERING CONTRACTS

### 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: <u>BOE 258 Extra Services</u>

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

### 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

			\$2,502,699
CONTRACTOR / IDENTIFICATION NO.	DESCRIPTION	CONTRACT TERM	AMOUNT
AIR, Inc / 2590077/C9195	Building and Site Decontamination Services	03/20/25-05/20/25	\$2,502,699 General Funds (100%)

# **TAB 11**





### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

### **Board of Education Report**

**File #:** Rep-310-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

In Control: Charter Schools Division

### 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

**File #:** Rep-310-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

In Control: Charter Schools Division

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

In Control: Charter Schools Division

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:

<a href="https://drive.google.com/drive/folders/1CzrkLUNnXA6MSzdxCD9qd0zC07d3zGgt?usp=sharing">https://drive.google.com/drive/folders/1CzrkLUNnXA6MSzdxCD9qd0zC07d3zGgt?usp=sharing</a>

### **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 as to form.

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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 310-24/25 May 13, 2025

School Name: Type of Charter School:	Alfred B. Nobel Charter I (Affiliated Charter School Conversion Affiliated Charter I	BOARD IS REQUIRED TO TAKE ACTION BY:					
Charter Operator	Los Angeles Unified Scho	ol District	THE HOHOW DT.				
Location Code:	8272		May 14, 2025				
Type of Site(s):	District Site						
Site Address(es):	9950 Tampa Avenue, Nor	thridge, CA, 91324					
Board District(s):	3	Region(s):	North				
Grade Levels Served:	6-8	1,788					
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	2,497				
CONSIDERATION:	Renewal						
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION) STAFF RECOMMENDATION:	High Performing  Approval for a six (6)-year charter term (2025-2031)						
D							
PROPOSED BENCHMARKS:	None	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.

### A. School History

	Alfred B. Nobel Charter Middle
Initial Authorization:	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.
Most Recent Renewal	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.
	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.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	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.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Alfred B. Nobel Charter Middle implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	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	ot Applicable High		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)
All Students	Met	High	40.5	Low	-12.2	Higher
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)

202 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)
All Students	Met	Green	39.9	-0.5	Orange	-13.6	Higher
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

Annea B Nobel Charter Maddle School - English Language Arts Indicator - 2020-2024							
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	Blue	63.1	23.2	Orange	-13.2	Higher
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

 $Data\ Sources:\ CA\ School\ Dashboard\ Research\ Files\ (\underline{https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3})$ 

### 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)
All Students	Met	High	2.2	Low	-51.7	Higher
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 (<a href="https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3">https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3</a>)

### 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)
All Students	Met	Green	12.7	10.5	Orange	-49.1	Higher
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

 $Data\ Sources:\ CA\ School\ Dashboard\ Research\ Files\ (\underline{https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3})$ 

### 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)
All Students	Met	Blue	31.9	19.2	Orange	-47.6	Higher
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	Charter	Charter EL Progress	State	State EL Progress	Charter to State
	Rate	Level	Rate	Level	Rate	Comparison
English Learner	Met	Very High	82.9%	Medium	50.3%	Higher

 $Data\ Sources:\ CA\ School\ Dashboard\ Research\ Files\ (\underline{https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3})$ 

### Alfred B Nobel Charter Middle School - English Learner Progress Indicator - 2022-2023

Student	Charter ELPAC	Charter	Charter EL	Charter	State	State EL Progress	Charter to State
Group	Participation Rate	Color	Progress Rate	Change	Color	Rate	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	Charter ELPAC Participation Rate	Charter	Charter EL	Charter	State	State EL Progress	Charter to State
Group		Color	Progress Rate	Change	Color	Rate	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. <u>Dashboard Local Indicators</u>

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.

### 1. 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	
2022-2023	Accomplished
2023-2024	Accomplished
Concerns	No unresolved issues pending

### b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	Proficient
2023-2024	Proficient
Concerns	No unresolved issues pending

### c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	Accomplished
2023-2024	Accomplished
Concerns	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/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 (G	Grades 3-8 ar	nd Grade 11)	Academic In	dicator - CA S	School Dashb	oard Indicate	or						
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level		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
				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
N	3	8272	Alfred B. Nobel	Foster Youth	*	-	No Performance Level	-85.6	Very Low		*	No Color			No Change Level	Red	-89.2	-2.5	Maintained	
,,,		0272	Charter Middle	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 percent, 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).

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		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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

### 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, 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/sd/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		School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	Average DES	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
			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
N 3	8272	Alfred B. Nobel	Foster Youth	*	-	No Performance Level	-126.3	Very Low		*	No Color			No Change Level	Red	-127.4	1.4	Maintained	
N 3	6272	Charter Middle	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	*	-	No Performance	-71.3	Low		*	No Color			No Change	Orange	-71.3	0.0	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 already in 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 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).

Higher

Higher

Higher

907

163

93

437

Blue

-12.8

-95.1

68.6

27.2

7.6

-2.2

17.2

8.8

Level

Increased

Maintained

Increased

Significantly

Increased

Yellow

Orange

Yellow

Yellow

-80.8

-127.3

-7.4

3.2

5.5

2.5

2.3

Increased

Increased

Maintained

Maintained

Higher

Higher

Higher

Higher

		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	Soceconomically 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Pacific Islander

Disadvantaged Students with

Disabilities

White

Socioeconomically

Two or More Races

926

152

89

488

-20.4

-90.1

51.4

18.4

Level

Medium

Low

High

-84.0

-130.8

-9.9

-13.4

Low

Very Low

Medium

Medium

Data Sources: California School Dashboard Research data files 2023

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

### 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 at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Learner 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. It is the difference between the prior year Status. A single asteries (\*) and a single dash (-) shows that the students group has few ener 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.

							En	glish Learner Pro	gress Indicator - C	A School Dashboa	rd Indicator								
2022 School			2022 State			2023 School					2023 State								
RG BD	Location Code	School	Student Group		Percentage of English Learners making progress towards English proficiency		Percentage of English Learners making progress towards English proficiency	Status Level	School to State		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		Particpation 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).

Data Sources: California School Dashboard Research data files 2023

The percentage of current EL students who progres ELPI level, maintained ELPI level 4, maintained lov [i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at le Level.	ver ELPI l	evels
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%
FLs Who Decreased at Least One FLPI Level	4.9%	18.3%

2023 Student English Language Acquisition The percentage of current EL students who progress ELPI level, maintained ELPI level 4, maintained low (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at lea Level.	ed at lea	evels
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%

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

### 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 diport 2023) 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 currently available.

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) (vil) be reported. A double dash "--" means that data is not currently available.

									Chronic Abs	enteeism - CA S	School Dashbo	ard Indicator								
		Locatio n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
				All Students	2,084	20.0%	High	30.0%	Very High	Lower	1,977	Yellow	14.8%	-5.2%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	*		No Performance Level	42.9%	Very High		0					Yellow	36.1%	-6.8	Declined Significantly	
				Asian	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 American	104	17.3%	High	42.9%	Very High	Lower	97	Red	21.6%	4.3%	Increased	Yellow	36.4%	-6.5	Declined 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 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
N	2	8272	Alfred B. Nobel	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	
		0272	Charter Middle	Homeless Youth	*		No Performance Level	45.1%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	
				Latino	915	26.3%	Very High	35.8%	Very High	Lower	898	Yellow	18.2%	-8.2%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	*		No Performance Level	43.9%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	
				Socioeconomically Disadvantaged	1,021	26.1%	Very High	37.4%	Very High	Lower	1,000	Yellow	18.6%	-7.5%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	178	37.1%	Very High	39.6%	Very High	Lower	185	Yellow	22.7%	-14.4%	Declined Significantly	Yellow	33.1%	-6.5	Declined 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 Significantly	Lower
				White	549	21.7%	Very High	21.9%	Very High	Lower	477	Yellow	15.7%	-6.0%	Declined Significantly	Yellow	18.5%	-3.5	Declined Significantly	Lower

Data Sources: California School Dashboard Research data files 2023

### 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/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.

								Suspen	sion Rate In	dicator - CA S	chool Dashb	oard Indicate	or							
F	RG B	D 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
				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
	N :		Alfred B. Nobel	Foster Youth	*		No Performance Level	12.4%	Very High		*	No Color			No Change Level	Red	13.6%	1.2%	Increased	
		0272	Charter Middle	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

### **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 are required to review the accuracy of all data associated with the applicable CALPADS submissions. 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 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.

									2023-20	24 Enrollme	nt by Ethnic	ity and Stud	dent Group								
RO	BD 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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stu	dent Group								
R	BD	Loc Coo	de 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/sd/filesenr.asp

### **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
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	3	8272	Alfred B. Nobel		2021-2022 Reclassification Rate			
IN	<b>၁</b>	0272	Charter Middle		2021-2022 Number of English Langauge Learners			
				2022-2023*	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.

## 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.

						2022-	-2023			2023	-2024	
					Sch	ool	Sta	ate	Sch	ool	Sta	ate
RG	BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	3	8272	Alfred B. Nobel Charter Middle	EL 4+ Years Not At- Risk or LTEL	19	5.5%	236,323	11.6%	14	4.2%	207,773	10.4%
		X X / / /		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/filesItel.asp

### **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 My Indow, 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 DataQuested use 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/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	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		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%

							2023-2	2024 Special	Education	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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
							2022-2	2023 Special	Education I	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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
нон	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).

LAUSD Location Code: 8272 Region: North Board District: 3

Academic Performace - 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/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 Hosted, other Posted, other data updates by the testing vendor and updates in CALPADS.

					ELA (	Grades 3	8-8 and G	rade 11)	Academi	c Indicat	or - CA S	chool Da	shboard 1	ndicator						
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 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	1,841	Green	39.9	-0.5	Maintained	Orange	-13.6	-1.4	Maintained	Higher	1,780	Blue	63.1	23.2	Increased Significantly	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	248	Blue	83.7	-1.6	Maintained	Blue	61.8	-1.2	Maintained	Higher	220	Blue	104.6	20.9	Increased Significantly	Blue	60.7	-1.2	Maintained	Higher
Black or African American	89	Orange	-15.8	-21.0	Declined Significantly	Orange	-59.6	-2.0	Maintained	Higher	83	Green	7.9	23.7	Increased 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 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 Significantly	Blue	45.8	1.8	Maintained	Higher
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	832	Green	15.9	2.2	Maintained	Orange	-40.2	-1.7	Maintained	Higher	840	Blue	42.7	26.8	Increased Significantly	Orange	-39.3	0.9	Maintained	Higher
Long-Term English Learner											12	No Color	-67.0	69.9	Increased Significantly	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	901	Green	14.5	-3.4	Declined	Orange	-42.6	-1.2	Maintained	Higher	939	Blue	38.8	24.3	Increased Significantly	Orange	-40.9	1.8	Maintained	Higher
Students with Disabilities	161	Orange	-62.6	-7.6	Declined	Red	-96.3	1.8	Maintained	Higher	157	Yellow	-38.9	23.7	Increased 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 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 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).

(DIS).	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	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
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
Percent of students tested in 2024	100%		100%	100%	100%	99%	100%	100%	100%	100%	99%	98%	99%	99%
Participation Rate Met 2024	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

<sup>\*</sup> 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.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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/ds/ds/filesenra.spa and California School Dashboard System of Support https://www.cde.ca.gov/ds/ds/ds/filesenra.spa and California School Dashboard System of Support https://www.cde.ca.gov/ds/ds/ds/filesenra.spa and California School Dashboard system of Support https://www.cde.ca.gov/ds/ds/ds/filesenra.spa and California School Dashboard system of Support https://www.cde.ca.gov/ds/ds/filesenra.spa and California School Dashboard system of Support

	Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																			
Student Group	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	School 2024 Number of Students with Scores	School 2024 Performance Level (color)	School 2024 Average DFS	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	1,850	Green	12.7	10.5	Increased	Orange	-49.1	2.6	Maintained	Higher	1,781	Blue	31.9	19.2	Increased Significantly	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	247	Blue	72.5	12.8	Increased	Blue	50.8	2.3	Maintained	Higher	222	Blue	96.5	24.0	Increased Significantly	Blue	49.5	-1.3	Maintained	Higher
Black or African 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 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 Significantly	Green	10.4	3.0	Increased	Higher
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	840	Green	-19.2	12.7	Increased	Orange	-80.8	2.6	Maintained	Higher	838	Blue	0.8	20.0	Increased Significantly	Orange	-79.2	1.6	Maintained	Higher
Long-Term English Learner											11	No Color	-157.9	-6.9	Declined	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	907	Green	-12.8	7.6	Increased	Yellow	-80.8	3.2	Increased	Higher	941	Blue	3.4	16.2	Increased Significantly	Orange	-78.2	2.6	Maintained	Higher
Students with Disabilities	163	Red	-95.1	-2.2	Maintained	Orange	-127.3	5.5	Increased	Higher	156	Yellow	-71.5	23.6	Increased Significantly	Red	-124.3	2.9	Maintained	Higher
Two or More Races	93	Blue	68.6	17.2	Increased 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 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 or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth Latino		Native Hawaiian or Pacific Islander	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
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
Percent of students tested in 2024	99%		100%	100%	100%	99%	67%	100%	99%	100%	99%	98%	98%	99%
Participation Rate Met 2024	Yes		Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

oata Sources: California School Dashboard Research data files

Report created on: 12172024

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

# 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. 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/flesenr.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, Oater Posted, Oater Post

	English Learner Progress Indicator - CA School Dashboard Indicator																			
			2023 Schoo	I		2023 State				2024 School				2024 State						
Student Group	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	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	School to State ELPI Comparison
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	Year Student Enrolled Students Tested Students Tested										
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).

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	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%							
FLs Who Decreased at Least One FLPI Level	2.9%	19.4%							

The percentage of current EL students who progressed at least one ELPI evel, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, EL, 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%							
FLS Who Decreased at Least One FLPT Level	2.3%	18.6%							

<sup>\*</sup> 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 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 reported and its comparison with prior year data will give a performance level (color). A single asserisk (\*) and a single dash (-) shows that the 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

<sup>\*</sup> 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.

Report created on: 12172024

# 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 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 it did in 2021-22). Taken together, current year data and its comparison within prior year data will give a performance level (color). A single asteries (\*) 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/das/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 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 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

<sup>\*</sup> 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

Report created on: 12172024

### 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** 

Frent augenthick

Specialist

**Charter Schools Division** 

APPROVED BY:

KEITH H. ABRAHAMS, III

Executive Director

**Student Integration Services** 

**Return to Order of Business** 

12

# **TAB 12**





# Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

# **Board of Education Report**

**File #:** Rep-311-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

In Control: Charter Schools Division

# 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 to up 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

**File #:** Rep-311-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

In Control: Charter Schools Division

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-311-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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:

<a href="https://drive.google.com/drive/folders/11lF3E32nEaCLYQ9\_Yx5sOWpln5pTLDum?usp=sharing">https://drive.google.com/drive/folders/11lF3E32nEaCLYQ9\_Yx5sOWpln5pTLDum?usp=sharing</a>

### **Submitted:**

04/08/25

File #: Rep-311-24/25, Version: 1 In Control: Charter Schools Division Agenda Date: 5/13/2025

# RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO

Superintendent

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

SPAHT GONZALEZ

Chief of Staff

Office of the Superintendent

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ

Director

Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO

Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

# ATTACHMENT A STAFF ASSESSMENT AND RECOMMENDATION REPORT RENEWAL PETITION

Board of Education Report 311-24/25 May 13, 2025

School Name:	Dearborn Elementary Ch (Affiliated Charter School	BOARD IS REQUIRED TO						
Type of Charter School:	Conversion Affiliated Ch	TAKE ACTION BY:						
Charter Operator	Los Angeles Unified Scho	ol District	NA 14 2025					
Location Code:	3377		May 14, 2025					
Type of Site(s):	District Site							
Site Address(es):	9240 Wish Ave., Northrid	lge, CA 91325						
Board District(s):	3	North						
Grade Levels Served:	TK-5	517						
Grade Levels Authorized in Current Charter:	TK-5	643						
CONSIDERATION:	Renewal							
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)  STAFF	High Performing  Approval for a six (6)-year term (2025-2031)							
RECOMMENDATION:								
PROPOSED BENCHMARKS:	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.

# A. School History

	Dearborn Elementary Charter Academy
Initial Authorization:	On June 12, 2012, Dearborn Elementary Charter Academy was authorized by the LAUSD Board of Education to serve 550 students in grades K-5.
Most Recent Renewal	The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 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.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	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.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Dearborn Elementary Charter Academy implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	As a District-affiliated charter school, Dearborn Elementary Charter Academy is a member of the LAUSD SELPA.

B. <u>Charter School Operator</u>
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	Charter	Charter ELA	Charter	State	State ELA	Charter to State
	Participation Rate	Color	(DFS)	Change	Color	(DFS)	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	3.0 Low		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	idents Met		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. <u>English Learner Progress Indicator</u>

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	Charter ELPAC	Charter Color	Charter EL	Charter	State	State EL	Charter to State	
Group	Participation Rate		Progress Rate	Change	Color	Progress Rate	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	Charter ELPAC Charter		Charter EL	Charter	State	State EL Progress	Charter to State
Group	Participation Rate Color		Progress Rate	Change	Color	Rate	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. <u>College/Career Indicator</u> 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.

# 1. 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	Accomplished
2023-2024	Accomplished
Concerns	No unresolved issues pending

# b. Student Achievement and Educational Performance

Oversight Ratings/Concerns									
2022-2023	Proficient								
2023-2024	Proficient								
Concerns	No unresolved issues pending								

# c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns								
2022-2023	Accomplished							
2023-2024	Accomplished							
Concerns	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 are treated as schools (not LEAs) when it comes to reporting 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.

		ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																		
R	BD	Location Code	School	Student Group	2022 Number of Students with Scores		School 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
				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	
			Dearborn 377 Elementary Charter	Filipino	*	-	No Performance Level	42.9	High		*	No Color			No Change Level	Green	44	1.1	Maintained	
	3	3377		Foster Youth	*	-	No Performance Level	-85.6	Very Low		*	No Color			No Change Level	Red	-89.2	-2.5	Maintained	
		3377	Academy	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 process. It is not because the Closs) 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 Stance from St

		ELA Participation Rate By Student Group													
	ALL of American Indian of Alaska Native Asian Black or African American American American American Companies and American American Companies and American Companies and American Companies and Compani													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							
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							

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

### 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 (not LEAs) when it comes to reporting Foster Youth and 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) Acad	emic Indicator - CA	School Dashboard Indicator
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F	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 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
				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	
	N 3	3377	Dearborn Elementary Charter	Foster Youth	*	-	No Performance Level	-126.3	Very Low		*	No Color			No Change Level	Red	-127.4	1.4	Maintained	
	N 3	3377	Academy	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 already in 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 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 Pa	rticipation Ra	ate By Stude	nt 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

### 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 at their school. The English learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Level determine 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. It is the difference between the prior year Status. A single asterial single adas (-) shows that the students 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.

							En	glish Learner Pro	gress Indicator - C	A School Dashboa	rd Indicator								
					2022 School			2022 State				2023 School					2023 State		
RG BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	English Learners		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 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.

	E	LPAC Participation	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested		Particpation 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).

Data Sources: California School Dashboard Research data files 2023

Z022 Student English Language Acquisition I The percentage of current EL students who progress ELPI level, maintained ELPI level 4, maintained lowe i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at leas Level.	ed at lea	evels
School		
Dearborn Elementary Charter Academy		State
ELs Who Progressed at Least One ELPI Level	87.5%	47.59
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	12.5%	31.49
ELs Who Decreased at Least One ELPI Level	0%	18.39

The percentage of current EL students who progres ELPI level, maintained ELPI level 4, maintained low (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at le Level.	er ELPI le	evels
School		
Dearborn Elementary Charter Academy		State
ELs Who Progressed at Least One ELPI Level	85.2%	46.49
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	7.4%	32.79
LES WITO Flamestica LETT COVER 1, LE, LIT, SE, SIT		

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

### 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 diport a performance level (color). As insigle assterisk (\*) and a single dash (-) shows the the student group has fewer than 11 students and its comparison with prior year data will give a performance level (color). As insigle assterisk (\*) and a single dash (-) shows the students and its comparison with 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.

								Chronic Abs	enteeism - CA S	School Dashbo	ard Indicator								
	B Locatio D n Code		Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
			All Students	492	29.1%	Very High	30.0%	Very High	Lower	533	Yellow	25.5%	-3.5%	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	16	0.0%	No Performance Level	11.5%	High		21	No Color	19.0%	19.0%	Increased	Yellow	10.1%	-1.4	Declined	
			Black or African American	20	20.0%	No Performance Level	42.9%	Very High		24	No Color	20.8%	0.8%	Increased	Yellow	36.4%	-6.5	Declined 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 Significantly	Higher
			Filipino	25	12.0%	No Performance Level	16.2%	High		28	No Color	28.6%	16.6%	Increased	Yellow	13.8%	-2.4	Declined	
N	3 3377	Dearborn Elementary Charter	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	
IN	3 3377	Academy	Homeless Youth	*		No Performance Level	45.1%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	
			Latino	294	34.7%	Very High	35.8%	Very High	Lower	326	Yellow	25.8%	-8.9%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
			Native Hawaiian or Pacific Islander	0		_	43.9%	Very High		0					Yellow	37.6%	-6.3	Declined Significantly	
			Socioeconomically Disadvantaged	292	35.6%	Very High	37.4%	Very High	Lower	329	Yellow	29.5%	-6.1%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
			Students with Disabilities	68	39.7%	Very High	39.6%	Very High	Higher	81	Red	44.4%	4.7%	Increased	Yellow	33.1%	-6.5	Declined 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 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 Significantly	Higher

Data Sources: California School Dashboard Research data files 2023

### 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 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.

								Suspen	sion Rate In	dicator - CA S	chool Dashb	oard Indicate	or							
F	RG E	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 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
				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	
	N .		Dearborn Elementary Charter	Foster Youth	*		No Performance Level	12.4%	Very High		*	No Color			No Change Level	Red	13.6%	1.2%	Increased	
	IN .		Academy	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

# **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 Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (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. Aggregated data files are provided by the CDE – Data Reporting files at http://www.cde.ca.gov/kds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/kds/sd/sd/filesenr.asp and California Dashoard System of Support https://www.cde.ca.gov/kds/ds/sd/sd/filesenr.asp and California Dashoard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

									2023-20	24 Enrollme	nt by Ethnic	ity and Stud	dent Group								
RO	BD 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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stu	dent 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%
	Statewide  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.qov/ds/sd/sd/filesenr.asp

# Dearborn Elementary 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.

1 050	cu, c	Jener data (	apaded by the testing	vendor and updates	Students			School to
RG	BD	Loc Code	School	Year	Redesignated FEP	School	State	State RFEP Comparison
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			<u></u>
N	3	3377	Dearborn Elementary Charter		2021-2022 Reclassification Rate			
14	3	33/1	Academy		2021-2022 Number of English Langauge Learners			
				2022-2023*	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

# 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.

						2022	-2023			2023	-2024	
					Sch	iool	Sta	ate	Sch	ool	Sta	ite
RO	6 BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	3	3377	Dearborn Elementary Charter Academy	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/filesItel.asp

# **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 Students Group counts posted in DataQuest by the CDE report of 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/ds/dfilesenr.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	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		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%

							2023-2	2024 Special	Education	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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
							2022-2	2023 Special	Education I	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
НОН	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).

LAUSD Location Code: 3377 Region: North Board District: 3

Academic Performace - 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/d/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/tas/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	3-8 and G	rade 11)	Academi	c Indicat	or - CA S	chool Da	shboard 1	ndicator						
Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS		School 2023 Change Level	State 2023 Performance Level (color)		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 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	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).

(DFS).														
						ELA Part	icipation Ra	te By Stude	nt 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	Soceconomically 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

<sup>\*</sup> 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.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

LAUSD Location Code: 3377 Region: North Board District: 3

<u>Academic Performance - Math</u>

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 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.

				ı	Math (Gr	ades 3-	8 and Gr	ade 11)	Acaden	ic Indic	ator - C	A School	Dashbo	ard Ind	cator					
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	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 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		*	No Color			No Change Level	Blue	49.5	-1.3	Maintained	
Black or African American	*	No Color			No Change Level	Red	-104.5	2.6	Maintained		*	No Color			No Change Level	Red	-102.2	2.4	Maintained	
English Learner	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 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		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	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 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	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 Disabilities	27	No Color	-57.1	26.8	Increased Significantly	Orange	-127.3	5.5	Increased		24	No Color	-67.4	-10.3	Declined	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	47	Blue	42.5	20.2	Increased Significantly	Yellow	-11.1	2.3	Maintained	Higher	43	Green	23.3	-19.2	Declined 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 Par	ticipation Ra	ate By Stude	nt 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	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	100%		100%	100%	100%	100%	100%	100%	100%		100%	100%	100%	100%
Participation Rate Met 2023 *	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes
Percent of students tested in 2024	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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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. 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/flesenr.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, Oater Posted, Oater Post

								English Learn	er Progress Indic	ator - CA School	Dashboard Indic	ator								
			2023 Schoo	ol			2023	State					2024 Schoo	I			2024	State		
Student Group	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	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	School to State ELPI Comparison
English Learner	32	No Performanc e 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.

	E	LPAC Participatio	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation 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).

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI evels (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%									
FLS Who Decreased at Least One FLPI Level	4.3%	19.4%									

2023 Student English Language Acquisition Results											
The percentage of current EL students who progressed at least one ELPI evel, 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											
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%									

<sup>\*</sup> 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.

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 found that the student group is the student group has found that it is not current year. Student group has found that is not current year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not current year data and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not current year.

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/t/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 Data 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

<sup>\*</sup> 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.

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 or multiple suspensions or multiple suspensions. For most state indicators, the desired outcome is a light necessary of most provided outcome is a long to report outcome in the long to report outcome is a long to report outcome in this count outcome is a long to report outcome in the long to repor

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/das/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 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 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

<sup>\*</sup> 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**





# Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

# **Board of Education Report**

File #: Rep-312-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

# 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.

File #: Rep-312-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

# 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 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 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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: <a href="https://drive.google.com/drive/folders/1GXluyVSRJCNwyWozA17zC58iJzffnDwf?usp=sharing">https://drive.google.com/drive/folders/1GXluyVSRJCNwyWozA17zC58iJzffnDwf?usp=sharing</a>

### **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

Directo

Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO

Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

#### ATTACHMENT A

# STAFF ASSESSMENT AND RECOMMENDATION REPORT RENEWAL PETITION

Board of Education Report 312-24/25 May 13, 2025

School Name:  Type of Charter School:	El Oro Way Charter for l (Affiliated Charter School Conversion Affiliated Charter School	BOARD IS REQUIRED TO TAKE ACTION BY:						
Charter Operator Location Code:	Los Angeles Unified Scho 3545	oi District	May 14, 2025					
Type of Site(s):	District Site		,					
Site Address(es):	12230 El Oro Way, Granada Hills, CA 91344							
Board District(s):	3	North						
Grade Levels Served:	TK-5	431						
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	499					
CONSIDERATION:	Renewal							
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	High Performing							
STAFF RECOMMENDATION:	Approval for a six (6)-year term (2025-2031)							
PROPOSED BENCHMARKS:	None	_						

# **STAFF ASSESSMENT**

#### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for 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.

# A. School History

	El Oro Way Charter for Enriched Studies
Initial Authorization:	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.
Most Recent Renewal:	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.
	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.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	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.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	El Oro Way Charter for Enriched Studies implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	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

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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	Student Group Charter Participation Rate		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

 $Data\ Sources:\ CA\ School\ Dashboard\ Research\ Files\ (\underline{https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3})$ 

#### 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)
All Students	Met	Green	8.6	-7.8	Orange	-47.6	Higher
Latino	Met	Yellow	-9.3	-7.4	Orange	-79.2	Higher
White	Met	Green	10.8	-3.8	Yellow	-10.3	Higher
English Learner	lish Learner Met		-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

 $Data\ Sources:\ CA\ School\ Dashboard\ Research\ Files\ (\underline{https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3})$ 

#### El Oro Way Charter for Enriched Studies - English Learner Progress Indicator - 2022-2023

Student	Charter ELPAC	Charter	Charter EL Progress	Charter	State Color	State EL Progress	Charter to State
Group	Participation Rate	Color	Rate	Change		Rate	Comparison
English Learner	Met	No Performance Color	69.2%	21.4%	Yellow	48.7%	Higher

 $Data\ Sources:\ CA\ School\ Dashboard\ Research\ Files\ (\underline{https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3})$ 

#### El Oro Way Charter for Enriched Studies - English Learner Progress Indicator - 2023-2024

Student	Charter ELPAC	Charter Color	Charter EL	Charter	State	State EL	Charter to State
Group	Participation Rate		Progress Rate	Change	Color	Progress Rate	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.

#### 1. 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	Accomplished
2023-2024	Accomplished
Concerns	No unresolved issues pending

# b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	Proficient
2023-2024	Proficient
Concerns	No unresolved issues pending

# c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	Accomplished
2023-2024	Accomplished
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.

#### 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, or 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/sd/sd/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.

							ELA (G	Grades 3-8 ar	nd Grade 11)	Academic In	dicator - CA S	School Dashb	oard Indicate	or						
RG	BD BD	Location Code	School	Student Group	2022 Number of Students with Scores		School 2022 Status Level		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
				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	
N	3	3545	El Oro Way Charter	Foster Youth	*	-	No Performance Level	-85.6	Very Low		0					Red	-89.2	-2.5	Maintained	
IN	3	3343	For Enriched Studies	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 participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to who did not test will be used in calculations.

		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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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, 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/sd/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
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R	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	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
				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	
	N 3	3545	El Oro Way Charter	Foster Youth	*	-	No Performance Level	-126.3	Very Low		0					Red	-127.4	1.4	Maintained	
	N 3	3343	For Enriched Studies	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 aroups in English language arts and mathematics. It is nematics are not percent of students return 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 at their school. The English learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Level determine 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. It is the difference between the prior year Status. A single asterial single adas (-) shows that the students 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/s/sd/s/filesen.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.

							En	glish Learner Pro	gress Indicator - C	A School Dashboa	rd Indicator								
					2022 School			2022 State		2023 School				2023 State					
RG BD	Location Code	de School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	making progress		Percentage of English Learners making progress towards English proficiency	Status Level	School to State	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		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		Particpation 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).

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition I The percentage of current EL students who progress: LPT level, maintained ELPT level 4, maintained lowe	ed at lea						
i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at leas evel.							
School							
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%					
FLs Who Decreased at Least One FLPI Level	30.4%	18.3%					

2023 Student English Language Acquisition I The percentage of current EL students who progress ELPI level, maintained ELPI level 4, maintained lowe (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least Level.	d at lea	evels
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%

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

#### 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 drip in 2023) 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 dash (-) shows that the student group has fewer than 11 students and is not currently available.

The 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/dks/sd/filesean-asp and California School Dashboard System of Support https://www.cde.ca.gov/dks/sd/sd/filesean-asp and California School Dashboard System of Support https://www.cde.ca.gov/dks/sd/sd/filesean-asp and california School Dashboard System of Support https://www.cde.ca.gov/dks/sd/sd/sd/filesean-asp and California School Dashboard file modifications such as Date Modified, Date Posted, other data updates in CALPADS.

								Chronic Abs	enteeism - CA S	School Dashbo	ard Indicator								
	B Location D n Code		Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level		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
			All Students	437	27.2%	Very High	30.0%	Very High	Lower	459	Yellow	21.1%	-6.1%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
			American Indian or Alaska Native	0		-	42.9%	Very High		0					Yellow	36.1%	-6.8	Declined Significantly	
			Asian	23	13.0%	No Performance Level	11.5%	High		24	No Color	12.5%	-0.5%	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	42	35.7%	Very High	33.6%	Very High	Higher	63	Orange	22.2%	-13.5%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Lower
			Filipino	15	6.7%	No Performance Level	16.2%	High		12	No Color	16.7%	10.0%	Increased	Yellow	13.8%	-2.4	Declined	
N	3 3545	El Oro Way Charter	Foster Youth	*		No Performance Level	42.1%	Very High		0					Yellow	33.6%	-8.5	Declined Significantly	
IN	3 3343	For Enriched Studies	Homeless Youth	*		No Performance Level	45.1%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	
			Latino	89	25.8%	Very High	35.8%	Very High	Lower	97	Red	28.9%	3.0%	Increased	Yellow	28.4%	-7.4	Declined Significantly	Higher
			Native Hawaiian or Pacific Islander	0		-	43.9%	Very High		0					Yellow	37.6%	-6.3	Declined Significantly	
			Socioeconomically Disadvantaged	151	38.4%	Very High	37.4%	Very High	Higher	174	Yellow	23.6%	-14.8%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
			Students with Disabilities	26	42.3%	No Performance Level	39.6%	Very High		31	No Color	29.0%	-13.3%	Declined	Yellow	33.1%	-6.5	Declined 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 Significantly	Lower
			White	231	27.3%	Very High	21.9%	Very High	Higher	229	Yellow	17.9%	-9.4%	Declined Significantly	Yellow	18.5%	-3.5	Declined Significantly	Lower

Data Sources: California School Dashboard Research data files 2023

#### 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 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 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.

								Suspen	sion Rate Inc	dicator - CA S	chool Dashb	oard Indicate	or							
F	G B	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 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
				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	
	N 3	3545	El Oro Way Charter	Foster Youth	*		No Performance Level	12.4%	Very High		0					Red	13.6%	1.2%	Increased	
	N 3	3343	For Enriched Studies	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

#### **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 Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (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. Aggregated data files are provided by the CDE – Data Reporting files at http://www.cde.ca.gov/kds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/kds/sd/sd/filesenr.asp and California Dashoard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

									2023-20	24 Enrollme	nt by Ethnic	ity and Stud	dent Group								
RO	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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stud	dent 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		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.qov/ds/sd/sd/filesenr.asp

## **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	,	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP
					·			Comparison
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	3	3545	El Oro Way Charter		2021-2022 Reclassification Rate			
14	3	3343	For Enriched Studies		2021-2022 Number of English Langauge Learners			
				2022-2023*	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

# 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.

						2022	-2023			2023	-2024	
					Sch	ool	Sta	ate	Sch	ool	Sta	ite
RO	6 BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	3	3545	El Oro Way Charter For Enriched Studies	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/filesItel.asp

#### **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 Mindow, 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 Students Group counts posted in DataQuest by the DataQuest by the DataQuest by the 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/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		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%

							2023-2	2024 Special	Education I	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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
НОН	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).

LAUSD Location Code: 3545

Region: North

Board District: 3

#### Academic Performace - 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/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 Hosted, other Posted, other data updates by the testing vendor and updates in CALPADS.

					ELA (	Grades 3	3-8 and G	rade 11)	Academi	c Indicat	or - CA S	chool Da	shboard 1	Indicator						
Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS		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 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	19.2	-25.5	Declined 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 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		11	No Color	74.6		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	28	No Color	-17.1	-22.4	Declined Significantly	Orange	-67.7	-6.5	Declined		37	No Color	-34.6	-17.5	Declined 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					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		0					Red	-70.4	-2.5	Maintained	
Latino	41	Yellow	5.8	-23.8	Declined 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 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	65	Orange	-6.7	-21.1	Declined Significantly	Orange	-42.6	-1.2	Maintained	Higher	75	Orange	-5.1	1.6	Maintained	Orange	-40.9	1.8	Maintained	Higher
Students with Disabilities	17	No Color	-58.1	-33.6	Declined Significantly	Red	-96.3	1.8	Maintained		16	No Color	-36.5	21.6	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	118	Green	18.2	-29.4	Declined 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).

(DFS).														
<del></del>						ELA Part	icipation Ra	te By Stude	nt 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	Soceconomically 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%
Participation Rate Met 2024	Yes		Yes	Yes	Yes	Yes			Yes		Yes	Yes	Yes	Yes

<sup>\*</sup> 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.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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 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 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	Soceconomically 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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. 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/flesenr.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, Oater Posted, Oater Post

English Learner Progress Indicator - CA School Dashboard Indicator																				
			2023 Schoo	I			2023	State					2024 Schoo	I			2024	State		
Student Group	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	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	School to State ELPI Comparison
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.

	E	LPAC Participatio	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation 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).

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%	43.89									
ELs Who Maintained ELPI Level 4	0.0%	1.9%									
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	41.5%	34.99									
ELs Who Decreased at Least One ELPI Level	17.1%	19.49									

2023 Student English Language Acquisition Results The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained fower ELPI levels (i.e, levels 1, 21, 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%									

<sup>\*</sup> 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.

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 reported for joint year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the 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/filesenri.asp and California School Dashboard System of Support https://www.cde.ca.gov/ds/sd/filesenri.asp and California School Dashboard 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

<sup>\*</sup> 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.

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 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 and its comparison with prior year data and its comparison with prior year data as made is comparison with prior year data and its comparison with prior year data and i

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/das/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.

							Sus	pension Rat	e Indicator	· CA School I	Dashboard I	ndicator								
Student Group	Number of Students	School 2023 Performance level (color)		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 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

<sup>\*</sup> 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**





# Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

# **Board of Education Report**

File #: Rep-313-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

# 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.

**File #:** Rep-313-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

**In Control:** Charter Schools Division

#### 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-313-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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:

<a href="https://drive.google.com/drive/folders/1ocLEkuDZHxjrgofm2tUUI5Oth3DKrwEP?usp=sharing">https://drive.google.com/drive/folders/1ocLEkuDZHxjrgofm2tUUI5Oth3DKrwEP?usp=sharing</a>

#### **Submitted:**

04/08/25

File #: Rep-313-24/25, Version: 1 In Control: Charter Schools Division Agenda Date: 5/13/2025

#### RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO

Superintendent

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ

Chief of Staff

Office of the Superintendent

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ

Director

Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO Deputy Chief Financial Officer

Beputy 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 Elementa (Affiliated Charter School	•	BOARD IS REQUIRED TO
Type of Charter School:	Conversion Affiliated Ch	arter School	TAKE ACTION BY:
Charter Operator	Los Angeles Unified Scho	ool District	
Location Code:	3616		May 14, 2025
Type of Site(s):	District Site		
Site Address(es):	16941 Addison Street, En		
Board District(s):	4	Region(s):	North
Grade Levels Served:	TK-5	524	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	584
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	High Performing		
STAFF RECOMMENDATION:	Approval for a six (6)-yea		
PROPOSED 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.

#### A. School History

	Encino Charter Elementary
Initial	On June 12, 2012, Encino Charter Elementary was authorized by the
Authorization:	LAUSD Board of Education to serve 520 students in grades K-5.
Most Recent	The charter was renewed on April 18, 2017 for a five-year term (July
Renewal:	1, 2017 - June 30, 2022) to serve up to 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.
Approved Material	Not applicable
Revisions of Current	
Charter:	
<b>Board Benchmarks</b>	Not applicable
in Current Charter	
Term:	
Submission of	Encino Charter Elementary submitted its renewal petition
Renewal	application on February 13, 2025. The 90-day statutory timeline for
Petition Application:	Board action on the petition runs through May 14, 2025.
Concurrent Request	Not applicable
for Material	
Revision:	
Master Plan for	Encino Charter Elementary implements the District's Master Plan for
<b>English Learners and</b>	English Learners and Standard English Learners.
Standard English	
Learners:	
<b>Special Education</b>	As a District-affiliated charter school, Encino Charter Elementary is
SELPA	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

				8 8			
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

 $Data\ Sources:\ CA\ School\ Dashboard\ Research\ Files\ (\underline{https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3})$ 

#### **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)
All Students	Met	Green	29.5	-14.0	Orange	-13.2	Higher
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)
All Students	Met	High	29.5	Low	-51.7	Higher
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)
All Students	Met	Green	33.8	4.3	Orange	-49.1	Higher
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)
All Students	Met	Green	27.8	-5.9	Orange	-47.6	Higher
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	Charter ELPAC	Charter Level	Charter EL Progress	State	State EL Progress	Charter to State
Group	Participation Rate		Rate	Level	Rate	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	Charter ELPAC	Charter Color	Charter EL	Charter	State	State EL	Charter to State
Group	Participation Rate		Progress Rate	Change	Color	Progress Rate	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	Charter ELPAC	Charter Color	Charter EL	Charter	State	State EL	Charter to State
Group	Participation Rate		Progress Rate	Change	Color	Progress Rate	Comparison
English Learner	Met	No Performance Color	70.0%	33.2%	Orange	45.7%	Higher

 $Data\ Sources:\ CA\ School\ Dashboard\ Research\ Files\ (\underline{https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3})$ 

#### f. <u>College/Career Indicator</u> 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.

#### 1. 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					
2022-2023	Accomplished				
2023-2024	Accomplished				
Concerns	No unresolved issues pending				

#### b. Student Achievement and Educational Performance

Oversight Ratings/Concerns						
2022-2023	Accomplished					
2023-2024	Accomplished					
Concerns	No unresolved issues pending					

## c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	Accomplished
2023-2024	Accomplished
Concerns	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.

### ATTACHMENT B

# **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 are treated as schools (not LEAs) when it comes to reporting 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.

							ELA (C	Grades 3-8 an	d Grade 11)	Academic In	dicator - CA S	School Dashb	oard Indicato	or						
R	G BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS		State 2022 Average DFS		School to State DFS Comparison	Number of	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	Daufaumanaa	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
				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	
	۱ 4		Encino Charter	Foster Youth	*	-	No Performance Level	-85.6	Very Low		*	No Color			No Change Level	Red	-89.2	-2.5	Maintained	
		3010	Elementary	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 air is 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 process. It is not because the Closs) 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 Stance from

						ELA Par	ticipation Ra	te By Studen	t 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

### 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, 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/filesen.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) Acad	emic Indicator - CA	School Dashboard Indicator
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F	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 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
				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	
	N 4	3616	Encino Charter	Foster Youth	*	-	No Performance Level	-126.3	Very Low		*	No Color			No Change Level	Red	-127.4	1.4	Maintained	
		3010	Elementary	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 aroups 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 Pa	rticipation Ra	ate By Studer	nt 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

### 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 at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Learner 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. It is the difference between the prior year Status. A single asteries (\*) and a single dash (-) shows that the students group has few ener 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.

							En	glish Learner Pro	gress Indicator - C	A School Dashboa	rd Indicator								
					2022 School			2022 State				2023 School					2023 State		
tG BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	making progress	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 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.

	E	LPAC Participation	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested		Particpation 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).

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition R	tesults									
The percentage of current EL students who progresse ELPI level, maintained ELPI level 4, maintained lower (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least Level.	ELPI I	evels								
School										
Encino Charter Elementary										
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 The percentage of current EL students who progress ELPI level, maintained ELPI level 4, maintained lowe (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at leas Level.	ed at lea	evels									
School  Encino Charter Elementary											
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%									

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

### 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 lower rate of Chronic Absenteeism in 2023 than it does not in 2023 than it does not 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 diport percentage in 2023 than it diport percentage in 2023. Taken together, current 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 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 its comparison with 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/dks/sd/sf/filesearn.asp and California School Dashboard System of Support https://www.cde.ca.gov/dks/sd/sf/filesearn.asp and California School Dashboard System of Support https://www.cde.ca.gov/dks/sd/sf/filesearn.asp and California School Dashboard file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

								Chronic Abs	enteeism - CA S	School Dashbo	ard Indicator								
	B Locatio D n Code		Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
			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 Significantly	Lower
			American Indian or Alaska Native	0			42.9%	Very High		0					Yellow	36.1%	-6.8	Declined 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 American	37	29.7%	Very High	42.9%	Very High	Lower	32	Orange	28.1%	-1.6%	Declined	Yellow	36.4%	-6.5	Declined 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 Significantly	Lower
			Filipino	*		No Performance Level	16.2%	High		*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	
N	4 3616	Encino Charter	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	
IN	4 3010	Elementary	Homeless Youth	0			45.1%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined 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 Significantly	Lower
			Native Hawaiian or Pacific Islander	*		No Performance Level	43.9%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	
			Socioeconomically Disadvantaged	180	28.9%	Very High	37.4%	Very High	Lower	193	Yellow	24.9%	-4.0%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
			Students with Disabilities	54	24.1%	Very High	39.6%	Very High	Lower	58	Yellow	17.2%	-6.8%	Declined	Yellow	33.1%	-6.5	Declined 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 Significantly	Lower
			White	240	15.8%	High	21.9%	Very High	Lower	222	Red	19.4%	3.5%	Increased Significantly	Yellow	18.5%	-3.5	Declined Significantly	Higher

Data Sources: California School Dashboard Research data files 2023

### 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 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 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.

						Suspen	sion Rate Inc	licator - CA S	chool Dashb	oard Indicate	or							
RG BI	Location 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 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
		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	
N 4	3616 Encino Charter	Foster Youth	*		No Performance Level	12.4%	Very High		*	No Color			No Change Level	Red	13.6%	1.2%	Increased	
14	Elementary	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

### **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 are required to review the accuracy of all data associated with the applicable CALPADS submissions. 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 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.

									2023-20	24 Enrollme	nt by Ethnic	ity and Stud	dent Group								
R	6 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
ľ	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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stu	dent Group								
R	6 BD	Loc Code	e 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

### **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		Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	4	3616	Encino Charter		2021-2022 Reclassification Rate			
IV	7	3010	Elementary		2021-2022 Number of English Langauge Learners			
				2022-2023*	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.

# 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 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/ds/dfilesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Pleas 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.

						2022-	-2023			2023	-2024	
					Sch	ool	Sta	ate	Sch	ool	Sta	ite
RG	BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	4	3616	Encino Charter Elementary	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/filesItel.asp

### **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 Mindow, 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 Students Group counts posted in DataQuest by the CDE note 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/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	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		Encino Charter Elementary	520	42	8.1%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

							2023-2	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
							2022-2	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
НОН	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).

LAUSD Location Code: 3616 Region: North Board District: 4

Academic Performace - 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/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 Hosted, other Posted, other data updates by the testing vendor and updates in CALPADS.

					ELA (	Grades 3	3-8 and G	rade 11)	Academi	c Indicat	or - CA S	chool Da	shboard 1	Indicator						
Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS		School 2023 Change Level	State 2023 Performance Level (color)		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 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	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).

(DFS).														
						ELA Part	icipation Ra	te By Stude	nt 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	Soceconomically 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

<sup>\*</sup> 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.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

LAUSD Location Code: 3616 Region: North Board District: 4

<u>Academic Performance - Math</u>

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 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.

				ı	Math (Gr	ades 3-	8 and Gr	ade 11)	Academ	ic Indic	ator - C	A School	Dashbo	ard Indi	icator					
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	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 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 American	17	No Color	-45.5	-42.5	Declined Significantly	Red	-104.5	2.6	Maintained		22	No Color	-21.3	24.2	Increased Significantly	Red	-102.2	2.4	Maintained	
English Learner	23	No Color	-45.1	-37.5	Declined Significantly	Orange	-93.4	-1.4	Maintained		31	No Color	-2.5	42.6	Increased 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	*	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	64	Yellow	-12.7	-27.0	Declined Significantly	Orange	-80.8	2.6	Maintained	Higher	51	Green	-8.6	4.1	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	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 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 Races	16	No Color	34.7	28.4	Increased Significantly	Yellow	-7.4	2.5	Maintained		21	No Color	62.0	27.3	Increased Significantly	Yellow	-5.3	2.1	Maintained	
White	107	Blue	57.4	26.1	Increased Significantly	Yellow	-11.1	2.3	Maintained	Higher	117	Green	41.9	-15.4	Declined 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 Par	ticipation Ra	ate By Stude	nt 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	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
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	OO	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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

oata Sources: California School Dashboard Research data files

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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/sd/flesenr.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, Oater Posted, Oater Post

	English Learner Progress Indicator - CA School Dashboard Indicator																			
			2023 Schoo	I		2023 State					2024 School				2024 State					
Student Group	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	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	School to State ELPI Comparison
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	Particpation 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).

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI evels (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%						
FLs Who Decreased at Least One FLPI Level	10.0%	19.4%						

2023 Student English Language Acquisition Re	sults							
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%						

<sup>\*</sup> 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.

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 found that the 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/filesenri.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/sd/filesenri.asp and California School Dashboard 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

<u>Data Sources: California School Dashboard Research data files.</u>

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 suspension rate only once regardless of multiple suspensions romultiple 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 and its comparison with prior year data and its c

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/ta/sa/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.

							Sus	pension Rat	e Indicator	· CA School I	Dashboard I	ndicator								
Student Group	Number of Students	School 2023 Performance level (color)		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 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

<sup>\*</sup> 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. <u>If proposed action affects negatively any desegregation program, list other option(s) identified:</u>

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:

Specialist

**Charter Schools Division** 

APPROVED BY:

KEITH H. ABRAHAMS, III

**Executive Director** 

**Student Integration Services** 

**Return to Order of Business** 

# **TAB 15**





# Los Angeles Unified School District

333 South Beaudry Ave. Los Angeles, CA 90017

### **Board of Education Report**

**File #:** Rep-314-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

In Control: Charter Schools Division

### 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. 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.

File #: Rep-314-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

### 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 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-314-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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

**File #:** Rep-314-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

In Control: Charter Schools Division

Petition will be available prior to the board meeting at the following link: <a href="https://drive.google.com/drive/folders/1AfP9t-uuHs7lyS6hZnfulKd6yA7Slcgg?usp=drive\_link">https://drive.google.com/drive/folders/1AfP9t-uuHs7lyS6hZnfulKd6yA7Slcgg?usp=drive\_link</a>

**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

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ

Chief of Staff

Office of the Superintendent

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ

Director

Chater Schools Division

REVIEWED BY:

NOLBERTO DELGADILLO Deputy Chief Financial Officer

Deputy Chief I maneiar Officer

# STAFF ASSESSMENT AND RECOMMENDATION REPORT RENEWAL PETITION

Board of Education Report 314-24/25 May 13, 2025

School Name:	Hamlin Charter Academ School)	y (Affiliated Charter	BOARD IS REQUIRED TO							
Type of Charter School:	Conversion Affiliated Ch	arter School	TAKE ACTION BY:							
Charter Operator	Los Angeles Unified Scho									
Location Code:	4349	May 14, 2025								
Type of Site(s):	<b>District Site</b>									
Site Address(es):	22627 Hamlin Street, We	22627 Hamlin Street, West Hills, CA 91307								
Board District(s):	3	North								
Grade Levels Served:	TK-5	307								
Grade Levels Authorized in Current Charter:	TK-5	434								
CONSIDERATION:	Renewal									
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing									
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2025-2030)									
PROPOSED BENCHMARKS:	None									

# **STAFF ASSESSMENT**

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for 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

	Hamlin Charter Academy
Initial Authorization:	On June 12, 2012, Hamlin Charter Academy was authorized by the LAUSD Board of Education to serve 430 students in grades K-5.
Most Recent Renewal	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.  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.

	Hamlin Charter Academy
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	<ul> <li>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:</li> <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> <li>Please see the "Additional Information" section below.</li> </ul>
Submission of Renewal Petition Application:	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.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Hamlin Charter Academy implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	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	Charter	Charter EL Progress	State	State EL Progress	Charter to State
	Rate	Level	Rate	Level	Rate	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	Charter ELPAC	Charter	Charter EL	Charter	State	State EL Progress	Charter to State
Group	Participation Rate	Color	Progress Rate	Change	Color	Rate	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	Charter ELPAC Participation Rate	Charter	Charter EL	Charter	State	State EL Progress	Charter to State
Group		Color	Progress Rate	Change	Color	Rate	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. <u>Dashboard Local Indicators</u>

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.

### 1. 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 English Learner Reclassification Rate							
	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	
Hamlin Charter Academy	24.3% MET	28.9% MET	23.5% MET	2.8% NOT MET	N/A	N/A	N/A	
LAUSD	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	Accomplished				
2023-2024	Accomplished				
Concerns	No unresolved issues pending				

### b. Student Achievement and Educational Performance

Oversight Ratings/Concerns						
2022-2023	Proficient					
2023-2024	Proficient					
Concerns	No unresolved issues pending					

### c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns						
2022-2023	Accomplished					
2023-2024	Proficient					
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>&</sup>lt;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>&</sup>lt;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 Dia	agnostic Growth Reac	ling 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

<sup>\*</sup>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>&</sup>lt;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.

		i-Ready Diagnostic	<b>Growth Math 2023-202</b>	4
Student Groups	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>&</sup>lt;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.

### ATTACHMENT B

# **Hamlin Charter Academy**

### <u>Academic Performance - English Language Arts</u>

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 are treated as schools (not LEAs) when it comes to reporting 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/sd/sd/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.

							ELA (G	Grades 3-8 ar	nd Grade 11)	Academic In	dicator - CA	School Dashb	oard Indicate	r						
R	G BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 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
				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	
	N 3	4349	Hamlin Charter	Foster Youth	0			-85.6	Very Low		0					Red	-89.2	-2.5	Maintained	
	N 3	4349	Academy	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 percent, 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 Par	ticipation Ra	te By Studen	t 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

# **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 (not LEAs) when it comes to reporting Foster Youth and 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/filesen.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) Acad	emic Indicator - CA	School Dashboard Indicator
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R	G 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
				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	
	N 3	4349	Hamlin Charter	Foster Youth	0		-	-126.3	Very Low		0					Red	-127.4	1.4	Maintained	
r	N 3	4349	Academy	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 aroups 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 Pa	rticipation Ra	ate By Studer	nt 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

# **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 at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Learner 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. It is the difference between the prior year Status. A single asteries (\*) and a single dash (-) shows that the students group has few ener 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.

							En	glish Learner Pro	gress Indicator - C	A School Dashboa	d Indicator								
					2022 School			2022 State				2023 School					2023 State		
RG BD	Location Code	School	Student Group		Percentage of English Learners making progress towards English proficiency		Percentage of English Learners making progress towards English proficiency		School to State			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 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.

	E	LPAC Participation	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation 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).

Data Sources: California School Dashboard Research data files 2023

he percentage of current EL students who progres LPI level, maintained ELPI level 4, maintained lov i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at le evel.	ver ELPI l	evels
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 The percentage of current EL students who progress ELPI level, maintained ELPI level 4, maintained lowe (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at leas Level.	ed at lea	evels
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%

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

#### 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). Taken together, current year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the 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 "--"

								Chronic Abs	enteeism - CA S	School Dashbo	ard Indicator								
	B Locatio D n Code		Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
			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	
N	3 4349	Hamlin Charter	Foster Youth	*		No Performance Level	42.1%	Very High		0					Yellow	33.6%	-8.5	Declined Significantly	
IN	3 4349	Academy	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

#### 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 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.

						Suspen	sion Rate Inc	dicator - CA S	chool Dashb	oard Indicate	or							
RG E	D Location 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 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
		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	
N	Hamlin Charter	Foster Youth	*		No Performance Level	12.4%	Very High		0					Red	13.6%	1.2%	Increased	
	Academy	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

# **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 are required to review the accuracy of all data associated with the applicable CALPADS submissions. 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 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.

									2023-20	24 Enrollme	nt by Ethnic	ity and Stud	dent Group								
R	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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stu	dent Group								
RO	6 BD	Loc Code	e 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

# **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.

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RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	3	4349	Hamlin Charter		2021-2022 Reclassification Rate			
IN	3	4343	Academy		2021-2022 Number of English Langauge Learners			
				2022-2023*	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.

# 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.

						2022	-2023			2023	-2024	
					Sch	ool	Sta	ate	Sch	ool	Sta	ate
RO	6 BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	3	4349	Hamlin Charter Academy	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/filesItel.asp

## **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 Mindow, 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 Students Group counts posted in DataQuest by the CDE note 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/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		Hamlin Charter Academy	306	73	23.9%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

							2023-2	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														11,302	543	30,274	11,688	66	189
							2022-2	2023 Special	Education	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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 I	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
НОН	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).

LAUSD Location Code: 4349 Region: North Board District: 3

Academic Performace - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all students 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 students group has fewer than 11 students and is not reported for privacy reasons. For students groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status can change a such as a change a sent so for the score in the current and prior year, status can change a such as a change a sent so for privacy reasons. For students groups will be reported. A double dash "---" means that data is not currently available. Note: Charter Schools will be reported for some for the privacy reasons. For students groups will be reported. A double dash "---" means that data is not currently available. Note: Charter Schools will level 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 and Homeless student groups. Charter schools will need at least 30 or more Foster youth and 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/ds/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ds/sd/filesenr.asp and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

					ELA (	(Grades 3	3-8 and G	rade 11)	Academi	c Indicat	or - CA S	School Da	shboard	Indicator						
Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)			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 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).

(DFS).						ELA Part	icipation Ra	te By Studer	nt 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	Soceconomically 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		20	Yes	Yes	Yes		Yes	Yes		Yes	Yes	No	Yes	20
Percent of students tested in 2024	98%		85%	100%	100%	100%		100%	100%	100%	100%	99%	92%	100%	100%
Participation Rate Met 2024	Yes		2	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	No	Yes	Yes

<sup>\*</sup> 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.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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, or 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/ta/s/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, other data updates by the testing vendor and updates in CALPADS.

due to changes in	me modificati	ons such as i	Date Modified,		Math (Gr						ator - C	A School	Dashbo	ard Indi	icator					
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 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 Par	ticipation Ra	ate By Stude	nt 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	Soceconomically 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	00	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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

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<sup>\*\*</sup> Whole number rounding is used for the participation rate. Data Sources: California School Dashboard Research data files.

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. 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/flesenr.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, Oater Posted, Oater Post

								English Learn	er Progress Indic	ator - CA School	Dashboard Indic	ator								
			2023 Schoo	I			2023	State					2024 Schoo	I			2024	State		
Student Group	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	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	School to State ELPI Comparison
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		EL Particpation Rate Met	Number of LTEL Student Enrolled	Number of LTEL Students Tested	Percent of LTEL Students Tested	LTEL Particpation 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).

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI evels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.											
School											
Hamlin Charter Academy											
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 Re	2023 Student English Language Acquisition Results									
The percentage of current EL students who progressed at least one ELPI evel, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, PL, 2H, 3L, or 3H), or decreased at least one ELPI Level.										
School										
Hamlin Charter Academy	Hamlin Charter Academy									
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%								

<sup>\*</sup> 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.

LAUSD Location Code: 4349 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 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 reported and its comparison with prior year data will give a performance level (color). A single asserisk (\*) and a single dash (-) shows that the 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	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

<sup>\*</sup> 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.

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 indicators, 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 2021-22) 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/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/da/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 Posted, other data updates by the testing vendor and updates in CALPADS.

							Sus	pension Rat	e Indicator	· CA School I	Dashboard 1	ndicator								
Student Group	Number of Students	School 2023 Performance level (color)		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 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

<sup>\*</sup> 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

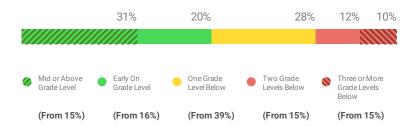
Students Assessed/Total: 259/284

## Progress to Annual Typical Growth (Median)



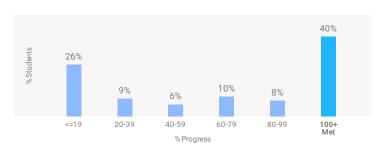
The median percent progress towards Typical Growth for this school is 79%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



### Distribution of Progress to Annual

### Typical Growth



# Distribution of Progress to Annual

## Stretch Growth®



#### Choose to Show Results By

#### Grade

	Annual Typical Grov	vth	Annual Stretch Grow	th®	% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
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

Reading 2023 - 2024 Final Diagnostic Subject Academic Year Comparison Diagnostic

	Annual Typical Grov	vth	Annual Stretch Grow	:h®	% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade 5	✓ 100%	51%	41%	22%	53%	49/51



School Hamlin Charter Academy

Subject Reading
Academic Year 2023 - 2024
Race Asian

Comparison Diagnostic Final Diagnostic

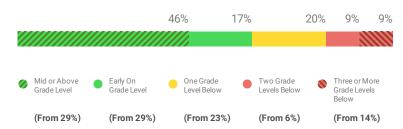
Students Assessed/Total: 35/38

#### Progress to Annual Typical Growth (Median)



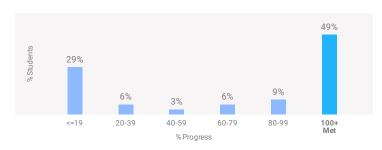
The median percent progress towards Typical Growth for this school is 92%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



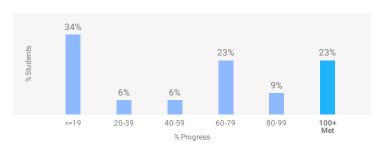
### Distribution of Progress to Annual

## Typical Growth



#### Distribution of Progress to Annual

### Stretch Growth®



## Choose to Show Results By

#### Grade

	Annual Typical Grov	vth	Annual Stretch Grow	th®	% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade K	0%	9%	0%	0%	36%	11/12



School Hamlin Charter Academy

Subject Academic Year Reading 2023 - 2024 Race Asian

**Comparison Diagnostic** Final Diagnostic

	Annual Typical Grov	vth	Annual Stretch Grow	th®	% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total



School Hamlin Charter Academy

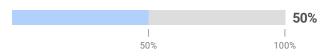
Subject Reading Academic Year 2023 - 2024

Race Black or African American

Comparison Diagnostic Final Diagnostic

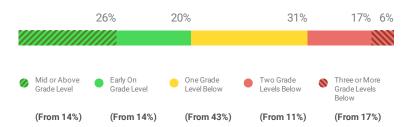
Students Assessed/Total: 35/38

#### Progress to Annual Typical Growth (Median)



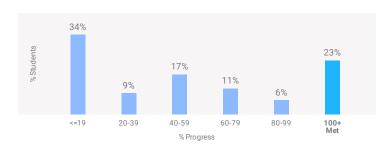
The median percent progress towards Typical Growth for this school is 50%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



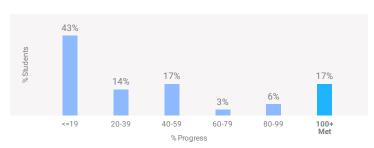
### Distribution of Progress to Annual

## Typical Growth



#### Distribution of Progress to Annual

### Stretch Growth®



## Choose to Show Results By

#### Grade

						Showing 6 of
	Annual Typical Gro	wth	Annual Stretch Grow	rth®	% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total



School Hamlin Charter Academy

Subject Academic Year Reading 2023 - 2024

Black or African American Race

**Comparison Diagnostic** Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total



School Hamlin Charter Academy

Subject Academic Year English Learner Reading 2023 - 2024

**English Learner** Yes - English Learner **Comparison Diagnostic** Final Diagnostic

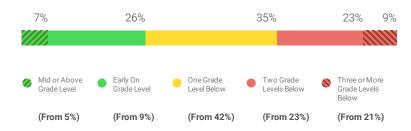
Students Assessed/Total: 43/54

### Progress to Annual Typical Growth (Median)



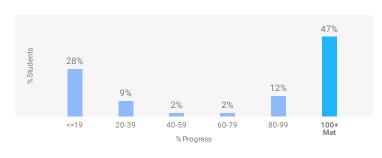
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



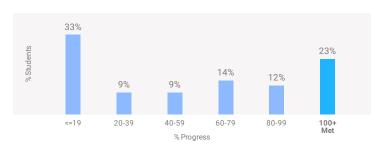
### Distribution of Progress to Annual

## Typical Growth



### Distribution of Progress to Annual

### Stretch Growth®



Choose to Show Results By

#### Grade

Grade	Annual Typical Growth		Annual Stretch Grow	Annual Stretch Growth®		Students
	Progress (Median)	% Met	Progress (Median)	% Met	% Students with Improved Placement	Assessed/Total
Grade K	41%	25%	30%	17%	42%	12/14
Grade 1	80%	46%	58%	23%	46%	13/16



School Hamlin Charter Academy

Subject Reading 2023 - 2024 Yes - English Learner Academic Year **English Learner Comparison Diagnostic** Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total



School Hamlin Charter Academy

SubjectReadingAcademic Year2023 - 2024

Hispanic or Latino Yes - Hispanic or Latino Comparison Diagnostic Final Diagnostic

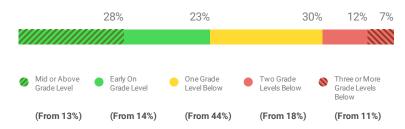
Students Assessed/Total: 114/126

#### Progress to Annual Typical Growth (Median)



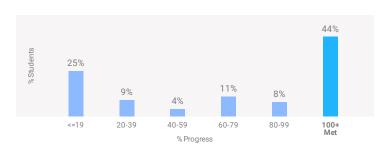
The median percent progress towards Typical Growth for this school is 86%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



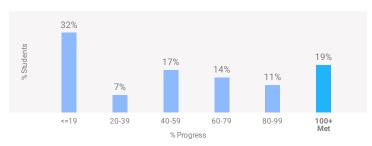
### Distribution of Progress to Annual

## Typical Growth



### Distribution of Progress to Annual

## Stretch Growth®



# Choose to Show Results By

#### Grade

Grade	Annual Typical Grow	rth	Annual Stretch Grow	th®	% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
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	<b>✓</b> 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

Yes - Hispanic or Latino Hispanic or Latino Comparison Diagnostic Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade 5	92%	50%	40%	15%	55%	20/20



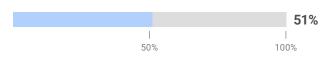
School Hamlin Charter Academy

SubjectReadingAcademic Year2023 - 2024

Special Education Yes - Special Education
Comparison Diagnostic Final Diagnostic

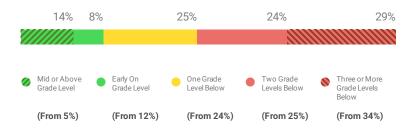
Students Assessed/Total: 59/73

#### Progress to Annual Typical Growth (Median)



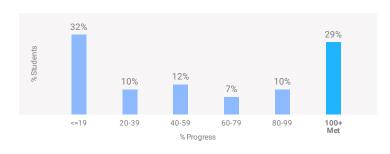
The median percent progress towards Typical Growth for this school is 51%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



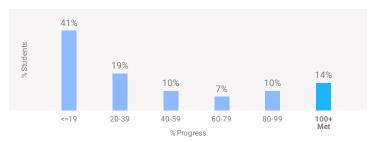
#### Distribution of Progress to Annual

## Typical Growth



### Distribution of Progress to Annual

### Stretch Growth®



Choose to Show Results By

#### Grade

						Showing 6 of 6
	Annual Typical Grov	wth	Annual Stretch Grow	th®	% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade 1	74%	32%	42%	16%	21%	19/25



School Hamlin Charter Academy

Subject Reading Academic Year

2023 - 2024 Yes - Special Education Special Education Final Diagnostic **Comparison Diagnostic** 

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade 5	96%	45%	41%	18%	45%	11/11



School Hamlin Charter Academy

Subject Reading
Academic Year 2023 - 2024
Race White

Comparison Diagnostic Final Diagnostic

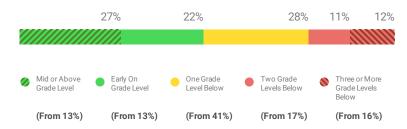
Students Assessed/Total: 167/184

#### Progress to Annual Typical Growth (Median)



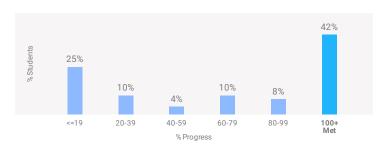
The median percent progress towards Typical Growth for this school is 81%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



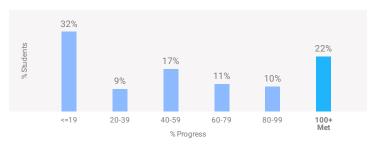
### Distribution of Progress to Annual

## Typical Growth



### Distribution of Progress to Annual

## Stretch Growth®



Choose to Show Results By

#### Grade

Grade	Annual Typical Grov	rth	Annual Stretch Grow	th®	% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
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 Academic Year Reading 2023 - 2024 White Race

Final Diagnostic **Comparison Diagnostic** 

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade 5	<b>✓</b> 113%	55%	44%	24%	55%	33/34

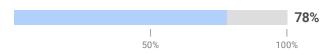


School Hamlin Charter Academy

Subject Math
Academic Year 2023 - 2024
Comparison Diagnostic Final Diagnostic

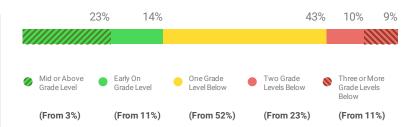
Students Assessed/Total: 269/284

## Progress to Annual Typical Growth (Median)



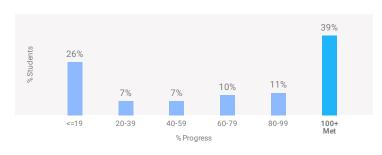
The median percent progress towards Typical Growth for this school is 78%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



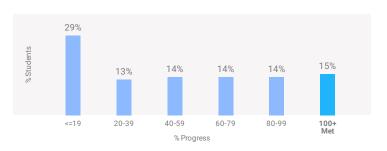
# Distribution of Progress to Annual

### Typical Growth



# Distribution of Progress to Annual

# Stretch Growth®



Choose to Show Results By

#### Grade

Grade	Annual Typical Grov	vth	Annual Stretch Grow	th®	% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
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 Comparison Diagnostic 2023 - 2024 Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade 5	✓ 100%	55%	58%	16%	65%	49/51



School Hamlin Charter Academy

Subject Math
Academic Year 2023 - 2024
Race Asian

Comparison Diagnostic Final Diagnostic

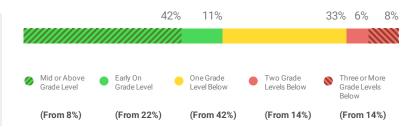
Students Assessed/Total: 36/38

### Progress to Annual Typical Growth (Median)



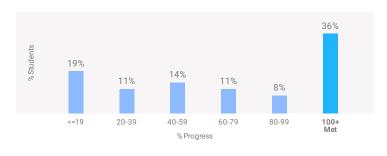
The median percent progress towards Typical Growth for this school is 77%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

#### **Current Placement Distribution**



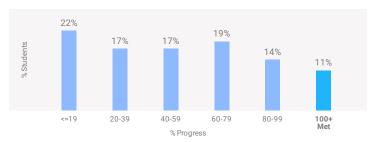
# Distribution of Progress to Annual

## Typical Growth



#### Distribution of Progress to Annual

## Stretch Growth®



Choose to Show Results By

#### Grade

	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade K	80%	33%	65%	25%	42%	12/12



School Hamlin Charter Academy

Subject Academic Year Math 2023 - 2024 Race Asian

**Comparison Diagnostic** Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Ctudente
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Students Assessed/Total



School Hamlin Charter Academy

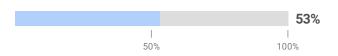
Subject Math Academic Year 2023 - 2024

Race Black or African American

Comparison Diagnostic Final Diagnostic

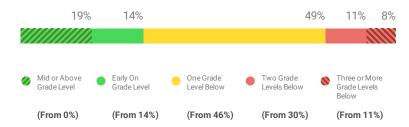
Students Assessed/Total: 37/38

#### Progress to Annual Typical Growth (Median)



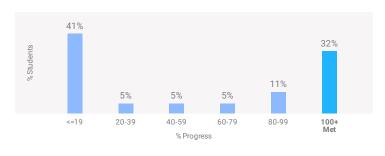
The median percent progress towards Typical Growth for this school is 53%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



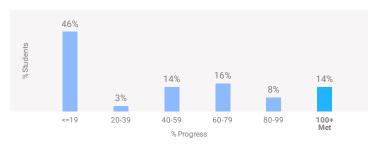
### Distribution of Progress to Annual

## Typical Growth



#### Distribution of Progress to Annual

## Stretch Growth®



## Choose to Show Results By

#### Grade

						Showing 6 of 0
Grade	Annual Typical Growth		Annual Stretch Grow	th®	% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total



School Hamlin Charter Academy

Subject Academic Year Math 2023 - 2024

Black or African American Race

**Comparison Diagnostic** Final Diagnostic

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total



School Hamlin Charter Academy

**Subject Academic Year English Learner**  Math

2023 - 2024 Yes - English Learner **Comparison Diagnostic** Final Diagnostic

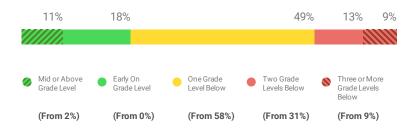
Students Assessed/Total: 45/54

#### Progress to Annual Typical Growth (Median)



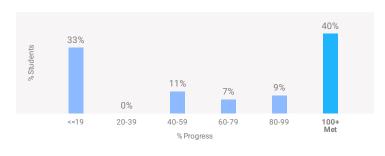
The median percent progress towards Typical Growth for this school is 72%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

#### **Current Placement Distribution**



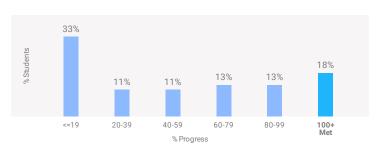
#### Distribution of Progress to Annual

### **Typical Growth**



### Distribution of Progress to Annual

## Stretch Growth®



## Choose to Show Results By

#### Grade

						Showing 6 01 6
	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
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 Yes - English Learner **English Learner** Final Diagnostic **Comparison Diagnostic** 

Grade	Annual Typical Growth		Annual Stretch Growth®		O/ Churchamba with	Ctudonto
	Progress (Median)	% Met	Progress (Median)	% Met	% Students with Improved Placement	Students Assessed/Total



School Hamlin Charter Academy

Subject Academic Year Hispanic or Latino Math 2023 - 2024

Hispanic or Latino Yes - Hispanic or Latino Comparison Diagnostic Final Diagnostic

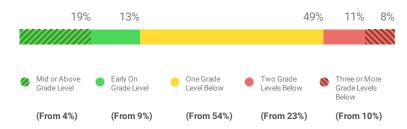
Students Assessed/Total: 119/126

### Progress to Annual Typical Growth (Median)



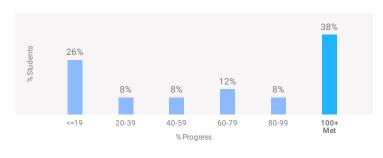
The median percent progress towards Typical Growth for this school is 72%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### **Current Placement Distribution**



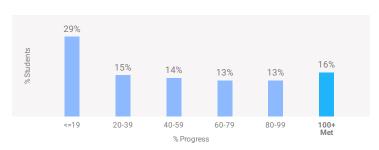
### Distribution of Progress to Annual

## Typical Growth



#### Distribution of Progress to Annual

## Stretch Growth®



Choose to Show Results By

#### Grade

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
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

Yes - Hispanic or Latino Final Diagnostic Hispanic or Latino **Comparison Diagnostic** 

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with	Students
	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade 5	94%	45%	50%	5%	50%	20/20



School Hamlin Charter Academy

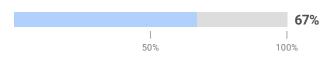
**Subject Academic Year Special Education**  Math

2023 - 2024

Yes - Special Education Final Diagnostic **Comparison Diagnostic** 

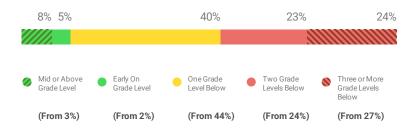
Students Assessed/Total: 62/73

#### Progress to Annual Typical Growth (Median)



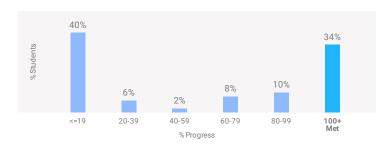
The median percent progress towards Typical Growth for this school is 67%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

#### **Current Placement Distribution**



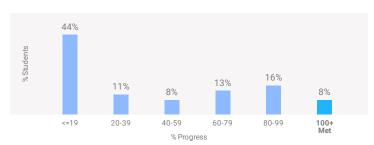
### Distribution of Progress to Annual

## **Typical Growth**



### Distribution of Progress to Annual

### Stretch Growth®



Choose to Show Results By

#### Grade

						Showing 6 of 6
	Annual Typical Grov	vth	Annual Stretch Grow	th®	% Students with Improved Placement	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met		Assessed/Total
Grade 1	47%	35%	37%	10%	25%	20/25

## **Diagnostic Growth**



School Hamlin Charter Academy

Subject Math Academic Year 2023 - 2024

Yes - Special Education Final Diagnostic Special Education **Comparison Diagnostic** 

	Annual Typical Grov	vth	Annual Stretch Grow	th®	% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	gress (Median) % Met		Assessed/Total
Grade 5	80%	36%	39%	9%	36%	11/11

## **Diagnostic Growth**



School Hamlin Charter Academy

**Subject** Math **Academic Year** 2023 - 2024 Race White

**Comparison Diagnostic** Final Diagnostic

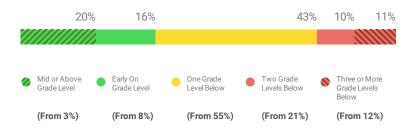
Students Assessed/Total: 173/184

#### Progress to Annual Typical Growth (Median)



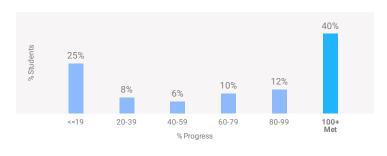
The median percent progress towards Typical Growth for this school is 81%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

#### **Current Placement Distribution**



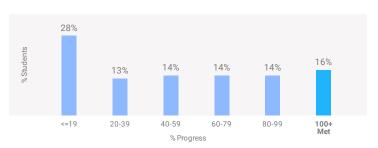
#### Distribution of Progress to Annual

#### **Typical Growth**



#### Distribution of Progress to Annual

#### Stretch Growth®



#### Choose to Show Results By

#### Grade

Showing 6 of 6

	Annual Typical Grow	rth	Annual Stretch Grow	th®	% Students with	Students	
Grade	Progress (Median)	% Met	Progress (Median) % Met		Improved Placement	Assessed/Total	
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	

## **Diagnostic Growth**



School Hamlin Charter Academy

Subject Math
Academic Year 2023 - 2024
Race White

Comparison Diagnostic Final Diagnostic

	Annual Typical Grov	vth	Annual Stretch Grown	th®	% Students with	Students
Grade	Progress (Median)	% Met	Progress (Median)	% Met	Improved Placement	Assessed/Total
Grade 5	✓ 100%	52%	54%	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:

KrstiAla.v

KRISTI MAAR

Specialist

Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III

**Executive Director** 

**Student Integration Services** 

# **TAB 16**





## Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

## **Board of Education Report**

File #: Rep-315-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

## 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.

File #: Rep-315-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

#### 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 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 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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:

<a href="https://drive.google.com/drive/folders/1atUielym0u4W4uuQLj5oDEAMnMtYga2Q?usp=drive">https://drive.google.com/drive/folders/1atUielym0u4W4uuQLj5oDEAMnMtYga2Q?usp=drive</a> link>

#### **Submitted:**

04/08/25

File #: Rep-315-24/25, 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 315-24/25

May 13, 2025

School Name:	Louis Armstrong Middle (Affiliated Charter Schoo	BOARD IS REQUIRED TO			
Type of Charter School:	<b>Conversion Affiliated Ch</b>	TAKE ACTION BY:			
Charter Operator	Los Angeles Unified Scho				
Location Code:	8238		May 14, 2025		
Type of Site(s):	District Site				
Site Address(es):	5041 Sunnyslope Avenue,	Sherman Oaks, CA 9142	23		
Board District(s):	3	Region(s):	North		
Grade Levels Served:	6-8	Current Enrollment:	1,174		
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	2,002		
CONSIDERATION:	Renewal				
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	Middle Performing				
STAFF RECOMMENDATION:	Approval with a benchma	ark for a five (5)-year ter	m (2025-2030)		
PROPOSED BENCHMARKS:	academic growt reported on the C Indicator by ach Increased or In measured by Ch	the charter term, the school in Math for Students California School Dashboar ieving a Distance from Stacreased Significantly from ange Level or achieved a Decreased respective student group sught, the District will revied oversight visit to determation of the school's progression.	ool shall demonstrate with Disabilities as and Math Performance and (DFS) that has an the prior year as DFS that is equal to or state average DFS.  w the charter school's mine any appropriate less upon submission of		

## **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.

#### A. School History

	Louis Aumstuona Middle
	Louis Armstrong Middle
Initial Authorization:	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.
Most Recent	The charter was renewed on May 9, 2017 for a five-year term (July
Renewal	1, 2017 - June 30, 2022) to serve up to 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.
Approved Material	Not Applicable
<b>Revisions of Current</b>	
Charter:	
<b>Board Benchmarks</b>	Not Applicable
in Current Charter	
Term:	
Submission of	Louis Armstrong Middle submitted its renewal petition application
Renewal	on February 13, 2025. The 90-day statutory timeline for Board action
Petition Application:	on the petition runs through May 14, 2025.
Concurrent Request	Not Applicable
for Material	
<b>Revision:</b>	
Master Plan for	Louis Armstrong Middle implements the District's Master Plan for
<b>English Learners and</b>	English Learners and Standard English Learners.
Standard English	
Learners:	
<b>Special Education</b>	As a District-affiliated charter school, Louis Armstrong Middle is a
SELPA	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)
All Students	Met	Green	14.8	-6.1	Orange	-13.6	Higher
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)
All Students	Met	Green	15.8	1.0	Orange	-13.2	Higher
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			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**

		0					
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	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	Charter ELPAC Ch		Charter EL	Charter	State	State EL Progress	Charter to State
Group	Participation Rate C		Progress Rate	Change	Color	Rate	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.

#### 1. 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	Accomplished							
2023-2024	Accomplished							
Concerns	No unresolved issues pending							

#### b. Student Achievement and Educational Performance

Oversight Ratings/Concerns							
2022-2023	Proficient						
2023-2024 Proficient							
Concerns	No unresolved issues pending						

#### c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns								
2022-2023	Accomplished							
2023-2024	Accomplished							
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). 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>&</sup>lt;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. Ar	mstrong Middle 202	1-2022 Math (	Grades 3-8	and Grade 11) Academic	Indicator Medians - C	CA School Dashboa	ard 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 -7		-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 2	022-2023 Matl	h (Grades 3-8	and Grade 11) Academic In	dicator Medians - CA	A School Dashboard I	Indicator	
Student Group	Number of Students with Scores	Students with Charter Charter Number of Students With Color (DES)		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	s Armstrong Middle 2	023-2024 Mat	h (Grades 3-8	and Grade 11) Academic In	dicator Medians - CA	A School Dashboard l	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 are treated as schools (not LEAs) when it comes to reporting 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.

							ELA (	Grades 3-8 ar	nd Grade 11)	Academic In	dicator - CA	School Dashb	oard Indicato	r						
R	G BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS		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
				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
			Louis Armstrong	Filipino	16	60.1	No Performance Level	42.9	High		25	No Color	54.8	-5.2	Declined	Green	44.0	1.1	Maintained	
ı.		8238		Foster Youth	*	-	No Performance Level	-85.6	Very Low		*	No Color			No Change Level	Red	-89.2	-2.5	Maintained	
ľ	1 3	8238	Middle School	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 air is 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 process. It is not be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a penalty to be applied to the Academic Indicator. To meet this process to be a pen

						ELA Part	icipation Ra	te By Studer	nt 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 (not LEAs) when it comes to reporting Foster Youth and 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/filesen.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 Schoo	l Dashboard Indicator
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R	G 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
				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	
	N 3	8238	Louis Armstrong	Foster Youth	*	-	No Performance Level	-126.3	Very Low		*	No Color			No Change Level	Red	-127.4	1.4	Maintained	
'	\	0230	Middle School	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 aroups 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 Par	ticipation Ra	ate By Stude	nt 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Learner 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. It is the difference between the prior year Status. A single asteries (\*) and a single dash (-) shows that the students group has few ener 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.

							En	glish Learner Pro	gress Indicator - C	A School Dashboa	d Indicator								
					2022 School			2022 State				2023 School					2023 State		
RG BD	Location Code	School	Student Group		Percentage of English Learners making progress towards English proficiency		Percentage of English Learners making progress towards English proficiency	Status Level	School to 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	School 2023 Change	School 2023 Change Level		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.

	E	LPAC Participatio	on	
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation 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).

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition the percentage of current EL students who progre ine ELPI level, maintained ELPI level 4, maintaine wels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decrease	ssed at	least ELPI
EPEIS (1.6, levels 1, 2L, 2H, 3L, or 3H), or decrease	u at lea	ist one
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 The percentage of current EL students who progre one ELPI level, maintained ELPI level 4, maintaine levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decrease ELPI Level.	ssed at	least										
School  Louis Armstrong Middle School												
LPI Level.  School  Louis Armstrong Middle School  ELs Who Progressed at Least One ELPI Level 61.1%												
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%										

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

#### 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 1023 than it diport 2023) 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 in the 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/s/ds/filesearn.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 Abs	enteeism - CA S	School Dashbo	ard Indicator								
		Location Code		Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
				All Students	1,464	27.6%	Very High	30.0%	Very High	Lower	1,368	Yellow	24.0%	-3.5%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	*		No Performance Level	42.9%	Very High		0					Yellow	36.1%	-6.8	Declined Significantly	
				Asian	48	8.3%	Medium	11.5%	High	Lower	44	Orange	13.6%	5.3%	Increased	Yellow	10.1%	-1.4	Declined	Higher
				Black or African American	117	35.0%	Very High	42.9%	Very High	Lower	107	Orange	20.6%	-14.5%	Declined	Yellow	36.4%	-6.5	Declined Significantly	Lower
				English Learner	92	39.1%	Very High	33.6%	Very High	Higher	105	Red	39.0%	-0.1%	Maintained	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	16	6.3%	No Performance Level	16.2%	High		26	No Color	3.8%	-2.4%	Declined	Yellow	13.8%	-2.4	Declined	
		0220	Louis Armstrong	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	
IN	3	8238	Middle School	Homeless Youth	*		No Performance Level	45.1%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	
				Latino	514	29.8%	Very High	35.8%	Very High	Lower	463	Yellow	24.2%	-5.6%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	*		No Performance Level	43.9%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	
				Socioeconomically Disadvantaged	769	33.9%	Very High	37.4%	Very High	Lower	665	Yellow	27.4%	-6.6%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	175	39.4%	Very High	39.6%	Very High	Lower	159	Yellow	32.1%	-7.4%	Declined Significantly	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	79	26.6%	Very High	25.1%	Very High	Higher	87	Yellow	17.2%	-9.3%	Declined	Yellow	21.6%	-3.5	Declined Significantly	Lower
				White	688	26.6%	Very High	21.9%	Very High	Higher	640	Red	26.9%	0.3%	Maintained	Yellow	18.5%	-3.5	Declined Significantly	Higher

Data Sources: California School Dashboard Research data files 2023

#### 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 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.

								Suspen	sion Rate Inc	dicator - CA S	chool Dashb	oard Indicate	or							
F	G BI	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 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
				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	
	N 3	8238	Louis Armstrong	Foster Youth	*		No Performance Level	12.4%	Very High		*	No Color			No Change Level	Red	13.6%	1.2%	Increased	
	N 3	6236	Middle School	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 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.cdc.ca.gov/tds/sd/sd/filesenr.asp and California School Dashboard System of Support 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.

									2023-20	24 Enrollme	nt by Ethnic	ity and Stu	dent Group								
R	BD 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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stu	dent Group								
RO	BD	Loc Code	e 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

#### **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
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	3	8238	Louis Armstrong		2021-2022 Reclassification Rate			
IN	3	6236	Middle School		2021-2022 Number of English Langauge Learners			
				2022-2023*	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

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

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

						2022	-2023			2023	-2024	
					Sch	iool	Sta	ate	Sch	ool	Sta	ite
RG	BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	3	8238	Louis Armstrong Middle School	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/filesItel.asp

#### **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 Students Group counts posted in DataQuest by the DataQuest by the DataQuest by the Posted, 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 %
Ν	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		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%

							2023-2	2024 Special	Education I	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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
							2022-2	2023 Special	Education I	Enrollment									
RG	RG BD Loc Code School				% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	N 3 8238 Louis Armstrong Middle Sc				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
нон	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).

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

Academic Performace - 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/d/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/tas/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	3-8 and G	rade 11)	Academi	c Indicat	or - CA S	chool Da	shboard 1	Indicator						
Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS		School 2023 Change Level	State 2023 Performance Level (color)		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 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	1,238	Green	14.8	-6.1	Declined	Orange	-13.6	-1.4	Maintained	Higher	1,127	Green	15.8	1.0	Maintained	Orange	-13.2	0.4	Maintained	Higher
American Indian or Alaska Native	0					Orange	-47.9	2.0	Maintained		0					Orange	-49.0	-1.1	Maintained	
Asian	43	Green	57.1	-14.5	Declined	Blue	61.8	-1.2	Maintained	Lower	30	Blue	82.5	25.3	Increased Significantly	Blue	60.7	-1.2	Maintained	Higher
Black or African American	95	Yellow	-14.8	32.1	Increased Significantly	Orange	-59.6	-2.0	Maintained	Higher	89	Blue	10.8	25.6	Increased Significantly	Orange	-58.9	0.8	Maintained	Higher
English Learner	122	Orange	-74.9	8.3	Increased	Orange	-67.7	-6.5	Declined	Lower	153	Yellow	-67.6	7.3	Increased	Orange	-67.6	0.2	Maintained	Same
Filipino	25	No Color	54.8	-5.2	Declined	Green	44.0	1.1	Maintained		22	No Color	49.8	-5.1	Declined	Blue	45.8	1.8	Maintained	
Foster Youth	*	No Color			No Change Level	Red	-89.2	-2.5	Maintained		*	No Color			No Change Level	Red	-87.3	1.9	Maintained	
Homeless Youth	*	No Color			No Change Level	Orange	-67.9	-5.0	Declined		13	No Color	-51.2		No Change Level	Red	-70.4	-2.5	Maintained	
Latino	416	Orange	-8.5	1.0	Maintained	Orange	-40.2	-1.7	Maintained	Higher	420	Orange	-14.1	-5.5	Declined	Orange	-39.3	0.9	Maintained	Higher
Long-Term English Learner											29	No Color	-129.2	-7.6	Declined	Red	-109.6	3.4	Declined	
Native Hawaiian or Pacific Islander	*	No Color			No Change Level	Orange	-32.5	-3.4	Declined		*	No Color			No Change Level	Orange	-34.7	-2.2	Maintained	
Socioeconomically Disadvantaged	588	Orange	-15.5	-9.5	Declined	Orange	-42.6	-1.2	Maintained	Higher	635	Yellow	-10.5	5.1	Increased	Orange	-40.9	1.8	Maintained	Higher
Students with Disabilities	138	Red	-87.9	-8.5	Declined	Red	-96.3	1.8	Maintained	Higher	144	Red	-86.5	1.5	Maintained	Red	-95.6	0.7	Maintained	Higher
Two or More Races	74	Green	42.1	-17.6	Declined Significantly	Green	24.3	-0.8	Maintained	Higher	71	Green	37.5	-4.7	Declined	Green	24.3	0.0	Maintained	Higher
White	581	Green	28.4	-11.3	Declined	Green	20.8	-1.2	Maintained	Higher	490	Green	34.0	5.6	Increased	Green	19.2	-1.6	Maintained	Higher

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

(DIS).						ELA Par	ticipation Ra	te By Studer	nt 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		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

<sup>\*</sup> 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.

Report created on: 12/13/2024

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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

<u>Academic Performance - Math</u>

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 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.

				ı	Math (Gr	ades 3-	8 and Gr	ade 11)	Academ	ic Indic	ator - C	A School	Dashbo	ard Indi	cator					
Student Group	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	School 2024 Number of Students with Scores	School 2024 Performance Level (color)	School 2024 Average DFS	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	1,231	Orange	-52.6	-7.9	Declined	Orange	-49.1	2.6	Maintained	Lower	1,132	Yellow	-39.1	13.5	Increased	Orange	-47.6	1.5	Maintained	Higher
American Indian or Alaska Native	0					Yellow	-87.3	4.6	Increased		0					Orange	-86.6	0.7	Maintained	
Asian	43	Green	9.3	-2.4	Maintained	Blue	50.8	2.3	Maintained	Lower	30	Blue	62.6	53.3	Increased Significantly	Blue	49.5	-1.3	Maintained	Higher
Black or African American	93	Orange	-98.2	39.6	Increased Significantly	Red	-104.5	2.6	Maintained	Higher	89	Yellow	-61.2	37.0	Increased Significantly	Red	-102.2	2.4	Maintained	Higher
English Learner	121	Red	-136.5	-6.1	Declined	Orange	-93.4	-1.4	Maintained	Lower	159	Orange	-111.7	24.8	Increased Significantly	Orange	-93.4	0.0	Maintained	Lower
Filipino	25	No Color	-18.7	-26.3	Declined Significantly	Green	7.4	4.8	Increased		22	No Color	-7.4	11.3	Increased	Green	10.4	3.0	Increased	
Foster Youth	*	No Color			No Change Level	Red	-127.4	1.4	Maintained		*	No Color			No Change Level	Red	-125.1	2.3	Maintained	
Homeless Youth	*	No Color			No Change Level	Red	-101.3	0.5	Maintained		14	No Color	-99.9		No Change Level	Red	-106.0	-4.7	Maintained	
Latino	414	Orange	-86.7	-10.4	Declined	Orange	-80.8	2.6	Maintained	Lower	421	Yellow	-76.6	10.2	Increased	Orange	-79.2	1.6	Maintained	Higher
Long-Term English Learner						-					29	No Color	-186.0	16.8	Increased Significantly	Red	-163.5	-0.4	Maintained	
Native Hawaiian or Pacific Islander	*	No Color			No Change Level	Orange	-71.3	0.0	Maintained		*	No Color			No Change Level	Orange	-72.5	-1.2	Maintained	
Socioeconomically Disadvantaged	587	Orange	-85.4	-8.9	Declined	Yellow	-80.8	3.2	Increased	Lower	640	Yellow	-66.2	19.2	Increased Significantly	Orange	-78.2	2.6	Maintained	Higher
Students with Disabilities	138	Red	-147.8	-0.5	Maintained	Orange	-127.3	5.5	Increased	Lower	144	Red	-148.8	-0.9	Maintained	Red	-124.3	2.9	Maintained	Lower
Two or More Races	74	Yellow	-19.3	-29.2	Declined Significantly	Yellow	-7.4	2.5	Maintained	Lower	71	Yellow	-23.1	-3.8	Declined	Yellow	-5.3	2.1	Maintained	Lower
White	578	Orange	-30.8	-11.8	Declined	Yellow	-11.1	2.3	Maintained	Lower	494	Green	-12.6	18.2	Increased Significantly	Yellow	-10.3	0.7	Maintained	Lower

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

(DFS).														
				_		Math Pa	rticipation Ra	ate By Studer	nt 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	Soceconomically 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Report created on: 12/13/2024

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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. 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/flesenr.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, Oater Posted, Oater Post

								English Learn	er Progress Indic	ator - CA School	Dashboard Indic	ator								
			2023 Schoo	ı			2023	State					2024 Schoo	ol			2024	State		
Student Group	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	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	School to State ELPI Comparison
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.

	ı	ELPAC Participatio	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested		Particpation 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).

The percentage of current EL students who progres ELPI level, maintained ELPI level 4, maintained low i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at lea Level.	er ELPI le	evels
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, IL, 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%								

<sup>\*</sup> 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.

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 found that the 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/t/ds/s/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.

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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting. <u>Data Sources: California School Dashboard Research data files.</u>

Report created on: 12/13/2024

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 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 and its comparison with prior year data and its

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/ta/sa/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.

							Sus	pension Rat	e Indicator	· CA School I	Dashboard 1	Indicator								
Student Group	Number of Students	School 2023 Performance level (color)		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 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

<sup>\*</sup> 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

Report created on: 12/13/2024

#### 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	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	g Middle 2023-2024	4 Math (Grad	les 3-8 and G	rade 11) Academic In	dicator Medians	- CA School Dash	board 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:

APPROVED BY:

Specialist

alleen

Charter Schools Division

KEITH H. ABRAHAMS, III Executive Director Student Integration Services

# **TAB 17**





## Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

## **Board of Education Report**

**File #:** Rep-316-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

In Control: Charter Schools Division

## 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.

File #: Rep-316-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

#### 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 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 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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:

<a href="https://drive.google.com/drive/folders/18Mt1H-VPackp11FD3mVn-80HUkkodc9P?usp=drive\_link">https://drive.google.com/drive/folders/18Mt1H-VPackp11FD3mVn-80HUkkodc9P?usp=drive\_link</a>

#### **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:

DEVØRA 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.

#### ATTACHMENT A

## STAFF ASSESSMENT AND RECOMMENDATION REPORT RENEWAL PETITION

Board of Education Report 316-24/25 May 13, 2025

School Name: Type of Charter School:	Superior Street Elementa (Affiliated Charter School Conversion Affiliated Ch	BOARD IS REQUIRED TO TAKE ACTION BY:					
Charter Operator	Los Angeles Unified Scho		TAKE ACTION 61.				
Location Code:	7007		May 14, 2025				
Type of Site(s):	District Site						
Site Address(es):	9756 Oso Avenue, Chatsworth, CA 91311						
Board District(s):	3	North					
Grade Levels Served:	TK-5	450					
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	564				
CONSIDERATION:	Renewal						
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	High Performing						
STAFF RECOMMENDATION:	Approval for a six (6)-year term (2025-2031)						
PROPOSED BENCHMARKS:	None						

## **STAFF ASSESSMENT**

#### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for 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

	Superior Street Elementary
Initial Authorization:	On June 12, 2012, Superior Street Elementary was authorized by the LAUSD Board of Education to serve 610 students in grades K-5.
Most Recent Renewal	The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 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 expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	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.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Superior implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	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

zuperior zureet Eismeinung Eingung zure Eingenge zureit zu eine Eingen											
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**

Superior Street Elementary Witten Hareaton 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 (<a href="https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3">https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3</a>)

#### **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	Charter	Charter EL Progress	State	State EL Progress	Charter to State
	Rate	Level	Rate	Level	Rate	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	Charter ELPAC Participation Rate	Charter	Charter EL	Charter	State	State EL Progress	Charter to State
Group		Color	Progress Rate	Change	Color	Rate	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	Charter ELPAC	Charter	Charter EL	Charter	State	State EL Progress	Charter to State
Group	Participation Rate	Color	Progress Rate	Change	Color	Rate	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. <u>Dashboard Local Indicators</u>

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.

#### 1. 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	Accomplished
2023-2024	Accomplished
Concerns	No unresolved issues pending

## b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	Proficient
2023-2024	Proficient
Concerns	No unresolved issues pending

## c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	Accomplished
2023-2024	Accomplished
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, or 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.

							ELA (C	Grades 3-8 ar	d Grade 11)	Academic In	dicator - CA S	chool Dashb	oard Indicate	or						
R	G BD	Location Code	School	Student Group	2022 Number of Students with Scores			State 2022 Average DFS		School to State DFS Comparison	Number of	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
				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	
	N 3		Superior Street	Foster Youth	*	-	No Performance Level	-85.6	Very Low		*	No Color			No Change Level	Red	-89.2	-2.5	Maintained	
	3	7007	Elementary	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 percent, 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 (not LEAs) when it comes to reporting Foster Youth and 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/filesen.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 Indica	tor - CA School	Dashboard Indicator

R	G 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
				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	
	1 3	7007	Superior Street	Foster Youth	*	-	No Performance Level	-126.3	Very Low		*	No Color			No Change Level	Red	-127.4	1.4	Maintained	
ľ		7007	Elementary	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 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 Stance from Stan

		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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Learner 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. It is the difference between the prior year Status. A single asteries (\*) and a single dash (-) shows that the students group has few ener 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.

							En	glish Learner Pro	gress Indicator - C	A School Dashboa	d Indicator								
					2022 School		2022 State			2023 School					2023 State				
RG BD	Location Code	School	Student Group		Percentage of English Learners making progress towards English proficiency		Percentage of English Learners making progress towards English proficiency		School to State			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 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	Particpation 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).

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition Results he percentage of current EL students who progressed at least ne ELPI level, maintained ELPI level 4, maintained tower ELPI vels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one LPI Level.								
School								
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%						
FLs Who Decreased at Least One FLPI Level	27 E0/	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								
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%						

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

#### 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 1023) than it dip or year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that be student group has fewer than 11 students and is comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that be student group has fewer than 11 students and is comparison with 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/sdc/filesenr.asp and California School Dashboard System of Support https://www.

								Chronic Abs	enteeism - CA S	School Dashbo	ard Indicator								
	B Locati		Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
			All Students	449	28.3%	Very High	30.0%	Very High	Lower	465	Yellow	17.2%	-11.1%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Lower
			American Indian or Alaska Native	0			42.9%	Very High		0					Yellow	36.1%	-6.8	Declined 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 American	16	18.8%	No Performance Level	42.9%	Very High		14	No Color	14.3%	-4.5%	Declined	Yellow	36.4%	-6.5	Declined 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 Significantly	Lower
			Filipino	25	4.0%	No Performance Level	16.2%	High		31	No Color	3.2%	-0.8%	Declined	Yellow	13.8%	-2.4	Declined	Lower
	3 7007	Superior Street	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	
,	3 7007	Elementary	Homeless Youth	*		No Performance Level	45.1%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	
			Latino	228	37.7%	Very High	35.8%	Very High	Higher	231	Yellow	20.3%	-17.4%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Lower
			Native Hawaiian or Pacific Islander	*		No Performance Level	43.9%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	
			Socioeconomically Disadvantaged	268	28.4%	Very High	37.4%	Very High	Lower	277	Yellow	19.5%	-8.9%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
			Students with Disabilities	55	34.5%	Very High	39.6%	Very High	Lower	60	Yellow	16.7%	-17.9%	Declined	Yellow	33.1%	-6.5	Declined 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 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 Significantly	Lower

Data Sources: California School Dashboard Research data files 2023

#### 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 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 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.

								Suspen	sion Rate In	dicator - CA S	chool Dashb	oard Indicate	or							
F	RG B	D 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
				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
	N 3		Superior Street	Foster Youth	*		No Performance Level	12.4%	Very High		*	No Color			No Change Level	Red	13.6%	1.2%	Increased	
		7007	Elementary	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

#### **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 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/sd/filesenr.asp and California School Dashboard System of Support 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.

									2023-20	24 Enrollme	nt by Ethnic	ity and Stu	dent Group								
RO	BD 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																			
R	6 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
ľ	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**

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
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	3	7007	Superior Street		2021-2022 Reclassification Rate			
IV	3	7007	Elementary		2021-2022 Number of English Langauge Learners			
				2022-2023*	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

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

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

						2022	-2023			2023	-2024	
					Sch	ool	Sta	ate	Sch	ool	Sta	ate
RG	BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	3	7007	Superior Street Elementary	EL 4+ Years Not At- Risk or LTEL	5	5.6%	236,323	11.6%	11	10.8%	207,773	10.4%
				EL total  RFEP	58	64.4%	1,112,535	54.5%	62	60.8%	1,074,833	53.8%
					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/filesItel.asp

#### **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 QDE of the descuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-steep 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/ta/cs/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	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%

							2023-2	2024 Special	Education	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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
							2022-2	2023 Special	Education I	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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
НОН	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).

LAUSD Location Code: 7007 Region: North Board District: 3

Academic Performace - 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/d/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/tas/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 Level	State 2023 Performance Level (color)		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 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	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).

(DIS).		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		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

<sup>\*</sup> 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.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

LAUSD Location Code: 7007 Region: North Board District: 3

<u>Academic Performance - Math</u>

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 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.

				ı	Math (Gr	ades 3-	8 and Gr	ade 11)	Academ	ic Indic	ator - CA	A School	Dashbo	ard Indi	icator					
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 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	Soceconomically 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

oata Sources: California School Dashboard Research data files

Report created on: 12/16/2024

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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. 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/flesenr.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, Oater Posted, Oater Post

								English Learn	er Progress Indic	ator - CA School	Dashboard Indic	ator								
			2023 Schoo	I			2023	State					2024 Schoo	I			2024	State		
Student Group	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	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	School to State ELPI Comparison
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.

	ı	ELPAC Participatio	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested		Particpation 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).

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 evel.											
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 Res	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, SL, 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	ELs Who Maintained ELPI Level 4 0.0%											
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H 27.3% 3												
ELs Who Decreased at Least One ELPI Level	20.5%	18.6%										

<sup>\*</sup> 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.

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 found that the 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/s/ds/filesenri-asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/sc/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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting. <u>Data Sources: California School Dashboard Research data files.</u>

Report created on: 12/16/2024

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 suspension rate only once regardless of multiple suspensions romultiple 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 and its comparison with prior year data and its c

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/ta/se/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 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 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

<sup>\*</sup> 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

Report created on: 12/16/2024

#### 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 P. PHILLIPS, Ed.D.

**Specialist** 

**Charter Schools Division** 

Imelda Phillips

APPROVED BY:

KEITH H. ABRAHAMS, III

**Executive Director** 

**Student Integration Services** 

**Return to Order of Business** 

# **TAB 18**





## Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

## **Board of Education Report**

File #: Rep-317-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

## 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 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.

File #: Rep-317-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

#### 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 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 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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:

<a href="https://drive.google.com/drive/folders/1ErxVf7nJMiCQS0XOa51fIF34GAu">https://drive.google.com/drive/folders/1ErxVf7nJMiCQS0XOa51fIF34GAu</a> 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: APPROVED & PRESENTED BY:

DEVORA NAVERA REED JOSÉ COLE-GUTIÉRREZ

General Counsel Direct

✓ Approved as to form.

Director Charter Schools Division

REVIEWED BY:

NOLBERTO DELGADIELO Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

completing again

#### ATTACHMENT A

## STAFF ASSESSMENT AND RECOMMENDATION REPORT RENEWAL PETITION

Board of Education Report 317-24/25 May 13, 2025

School Name: Type of Charter School: Charter Operator Location Code:	Topeka Charter School for (Affiliated Charter School Conversion Affiliated Charter School Los Angeles Unified School 7201	BOARD IS REQUIRED TO TAKE ACTION BY: May 14, 2025	
Type of Site(s):	District Site		
Site Address(es):	9815 Topeka Drive, North	nridge, CA 91324	
Board District(s):	3	Region(s):	North
Grade Levels Served:	TK-5	Current Enrollment:	603
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	604
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION) STAFF	High Performing  Approval for a six (6)-yea	er term (2025-2031)	
RECOMMENDATION:			
PROPOSED 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

	Topeka Charter School for Advanced Studies
Initial Authorization:	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.
Most Recent Renewal	The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 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.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	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.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Topeka Charter School for Advanced Studies implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	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		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)
•	Rate	Level	(DF3)	Level	(DF3)	(DF3)

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)
All Students	Met	Green	32.0	5.8	Orange	-49.1	Higher
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

Tope	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)			
All Students	All Students Met		31.0	-1.0	Orange	-47.6	Higher			
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	Charter ELPAC	Charter Level	Charter EL Progress	State	State EL Progress	Charter to State
Group	Participation Rate		Rate	Level	Rate	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	Charter ELPAC	Charter Color	Charter EL	Charter	State	State EL	Charter to State
Group	Participation Rate		Progress Rate	Change	Color	Progress Rate	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. <u>Additional Information</u> 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	Accomplished						
2023-2024	Accomplished						
Concerns	No unresolved issues pending						

#### b. Student Achievement and Educational Performance

Oversight Ratings/Concerns								
2022-2023	Proficient							
2023-2024	Proficient							
Concerns	No unresolved issues pending							

#### c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	Accomplished
2023-2024	Accomplished
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/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																			
F	.G BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level			School to State DFS Comparison	Number of	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
				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	
	N 3		Topeka Charter School For Advanced	Foster Youth	0			-85.6	Very Low		*	No Color			No Change Level	Red	-89.2	-2.5	Maintained	
	N 3	7201	Studies	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 air is 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 process. It is not because the Closs) 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 Stance from

		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	Soceconomically 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	Y	No		Yes		Yes	Yes	No	Yes	

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 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/sd/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 Indicate	or - CA School Dashboard Indicator
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R	G 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 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
				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	
	3		Topeka Charter School For Advanced	Foster Youth	0			-126.3	Very Low		*	No Color			No Change Level	Red	-127.4	1.4	Maintained	
ľ		7201	Studies	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 already in 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 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	Soceconomically 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	

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Learner 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. It is the difference between the prior year Status. A single asteries (\*) and a single dash (-) shows that the students group has few ener 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																		
					2022 School		2022 State			2023 School						2023 State			
RG BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	making progress		Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison		School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level		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	Particpation 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).

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition	Results	•							
The percentage of current EL students who progre one ELPI level, maintained ELPI level 4, maintaine levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decrease ELPI Level.	d lowe	ELPI							
School									
Topeka Charter School For Advanced Studies									
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 The percentage of current EL students who progre one ELPI level, maintained ELPI level 4, maintaine levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decrease ELPI Level.	ssed at	least ELPI
School		
Topeka Charter School For Advanced Studies	5	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%

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

#### 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 not report year data and its comparison with prior year data will give a performance level (color). A single dash (') shows that the student group has fewer than 11 students and is not current year data will give a performance level (color) 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 current year.

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/ds/filesen-asp and California School Dashboard System of Support https://www.cde.ca.gov/ds/ds/ds/filesen-asp and California School Dashboard System of Support https://www.cde.ca.gov/ds/ds/ds/filesen-asp and California Support https://www.cde.ca.gov/ds/ds/ds/filesen-asp and California Support https://www.cde.ca.gov/ds/ds/filesen-asp and California School Dashboard file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

								Chronic Abs	enteeism - CA S	School Dashbo	ard Indicator								
	B Locatio D n Code		Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
			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 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	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 American	21	14.3%	No Performance Level	42.9%	Very High		29	No Color	17.2%	3.0%	Increased	Yellow	36.4%	-6.5	Declined 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 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
N	3 7201	Topeka Charter School For Advanced	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	
.,		Studies	Homeless Youth	0		_	45.1%	Very High		0					Yellow	38.7%	-6.4	Declined 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 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	201	33.3%	Very High	37.4%	Very High	Lower	195	Red	34.9%	1.5%	Increased	Yellow	29.9%	-7.5	Declined Significantly	Higher
			Students with Disabilities	90	31.1%	Very High	39.6%	Very High	Lower	107	Orange	28.0%	-3.1%	Declined	Yellow	33.1%	-6.5	Declined 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 Significantly	Lower
			White	164	20.1%	No Performance Level	21.9%	Very High	Lower	156	Yellow	17.9%	-2.2%	Declined	Yellow	18.5%	-3.5	Declined Significantly	Lower

Data Sources: California School Dashboard Research data files 2023

#### 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 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 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.

								Suspen	sion Rate Inc	dicator - CA S	chool Dashb	oard Indicate	or							
F	RG B	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
				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
	N :		Topeka Charter School For Advanced	Foster Youth	*		No Performance Level	12.4%	Very High		*	No Color			No Change Level	Red	13.6%	1.2%	Increased	
			Studies	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 Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (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. Aggregated data files are provided by the CDE – Data Reporting files at http://www.cde.ca.gov/kds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/kds/sd/sd/filesenr.asp and California Dashoard System of Support https://www.cde.ca.gov/kds/ds/sd/sd/filesenr.asp and California Dashoard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

									2023-20	24 Enrollme	ent by Ethnic	ity and Stu	dent 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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stu	dent 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.qov/ds/sd/sd/filesenr.asp

#### **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
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	N 3	7201	Topeka Charter School For Advanced		2021-2022 Reclassification Rate			
IN	3	7201	Studies		2021-2022 Number of English Langauge Learners			
				2022-2023*	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

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

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

						2022	-2023			2023	-2024	
					Sch	ool	Sta	ate	Sch	ool	Sta	ate
R	G BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	3		Topeka Charter School For Advanced Studies	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/filesItel.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 Annothea Mended 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 of the description of the district superintendent of 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/tds/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/tds/cd/cde.ca.gov/tds/cd/cde.ca.gov/ds/sd/dfilesenr.asp and California School Dashboard System of Support and 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%

							2023-2	2024 Special	Education	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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 I	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 I	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
НОН	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).

LAUSD Location Code: 7201

Region: North

Board District: 3

#### Academic Performace - 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/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 Hosted, other Posted, other data updates by the testing vendor and updates in CALPADS.

					ELA (	Grades 3	-8 and G	rade 11)	Academi	c Indicat	or - CA S	School Da	shboard 1	Indicator						
Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023	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 Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS 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).

(DIS).						ELA Par	ticipation Ra	te By Studer	nt 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		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

<sup>\*</sup> 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.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

LAUSD Location Code: 7201

Region: North

Board District: 3

<u>Academic Performance - Math</u>

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  School 2023																			
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 Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS 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 or Alaska Native	0					Yellow	-87.3	4.6	Increased		*	No Color			No Change Level	Orange	-86.6	0.7	Maintained	
Asian	37	Blue	69.1	23.3	Increased 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 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 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 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 Level	Red	-127.4	1.4	Maintained		*	No Color			No Change 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 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	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 Disabilities	45	Yellow	-42.8	18.1	Increased 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 Races	13	No Color	20.2	24.3	Increased Significantly	Yellow	-7.4	2.5	Maintained		14	No Color	104.4	84.2	Increased 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 or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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. 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/flesenr.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, Oater Posted, Oater Post

	English Learner Progress Indicator - CA School Dashboard Indicator																			
			2023 Schoo	ol			2023	State					2024 Schoo	ı			2024	State		
Student Group	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	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	School to State ELPI Comparison
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		Particpation 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).

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%									
FLS Who Decreased at Least One FLPI Level	8.0%	19.4%									

2023 Student English Language Acquisition Res	ults								
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%							
FLs Who Decreased at Least One FLPI Level	16.7%	18.6%							

<sup>\*</sup> 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.

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 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 reported and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the 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/t/ds/s/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.

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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting. <u>Data Sources: California School Dashboard Research data files.</u>

LAUSD Location Code: 7201 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 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 it did 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 year and a 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/das/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 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 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

<sup>\*</sup> 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** 

Munta

APPROVED BY:

KEITH H. ABRAHAMS, III

**Executive Director** 

**Student Integration Services** 

**Return to Order of Business** 

# **TAB 19**





# Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

# **Board of Education Report**

File #: Rep-318-24/25, Version: 1 **Agenda Date:** 5/13/2025

In Control: Charter Schools Division

# 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

File #: Rep-318-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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 denies the renewal 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 **Agenda Date:** 5/13/2025

In Control: Charter Schools Division

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:

<a href="mailto:shiftps://drive.google.com/drive/folders/10uC-q0DccmI-xlq2YXt2E3AZIDAARxxN?usp=sharing">https://drive.google.com/drive/folders/10uC-q0DccmI-xlq2YXt2E3AZIDAARxxN?usp=sharing</a>

#### **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

SPAHT GONZALEZ

APPROVED & PRESENTED BY:

Chief of Staff

Office of the Superintendent

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ

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:	Wilbur Charter for Enric (Affiliated Charter School		BOARD IS REQUIRED					
Type of Charter School:	Conversion Affiliated Ch	arter School	TO TAKE ACTION BY:					
Charter Operator	Los Angeles Unified Scho	ol District	May 13, 2025					
Location Code:	7774		Way 15, 2025					
Type of Site(s):	District Site							
Site Address(es):	5213 Crebs Avenue, Tarz							
Board District(s):	4	North						
Grade Levels Served:	TK-5	Current Enrollment:	557					
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	830					
CONSIDERATION:	Renewal	-						
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	High Performing							
STAFF RECOMMENDATION:	Approval for a six (6)-year term (2025-2031)							
PROPOSED BENCHMARKS:	None							

# STAFF ASSESSMENT

#### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Wilbur Charter for Enriched Academics ("Charter School"), located in Board District 4 and Region North, for a term of six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 572 students in grades TK-5 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy.

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

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

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

#### II. RENEWAL REQUIREMENTS

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

### Criteria for Charter School Renewal and Grounds for Nonrenewal

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

• Criterion 1: Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

These criteria have been determined not to be bases for denial.

• Criterion 2: Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

These criteria have been determined not to be bases for denial.

• Criterion 3: Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

These criteria have been determined not to be bases for denial.

#### **Charter Petition Requirement:**

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

• Does the petition contain a declaration of whether or not the Los Angeles Unified School District shall be deemed the exclusive public employer of the employees of the charter school?

This requirement has been determined not to be a basis for denial.

#### III. GENERAL SCHOOL INFORMATION

# A. School History

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

# B. Charter School Operator

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

#### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

#### a. <u>Summary</u>

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

				0 0		
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)

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

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

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

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

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	20.4	-8.5	Orange	-13.2	Higher
Latino	Met	Orange	-9.1	-33.9	Orange	-39.3	Higher
White	Met	Green	26.7	-2.0	Green	19.2	Higher
Socioeconomically Disadvantaged	Met	Green	4.4	5.2	Orange	-40.9	Higher
Students with Disabilities	Not Met	Orange	-60.3	-9.5	Red	-95.6	Higher

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

#### d. Math Indicator

In 2022 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all three numerically significant student groups. In 2023 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all five numerically significant student groups. In 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all four student groups.

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

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

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

#### Wilbur Charter for Enriched Academics - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	19.8	-0.9	Orange	-49.1	Higher
Latino	Met	Blue	6.1	16.0	Orange	-80.8	Higher
White	Met	Green	25.3	-4.7	Yellow	-11.1	Higher
English Learner	Met	Not Available	0.9	33.7	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Green	-13.0	11.2	Yellow	-80.8	Higher
Students with Disabilities	Not Met	Not Available	-53.0	15.0	Orange	-127.3	Higher

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

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

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

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

#### e. English Learner Progress Indicator

In 2022, on the English Learner Progress Indicator (ELPI), there is no performance level on the ELPI due to the low number of English Learners and the charter school's English Learner Progress Rate was lower that 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	Charter ELPAC Participation Rate	Charter	Charter EL	Charter	State	State EL	Charter to State
Group		Color	Progress Rate	Change	Color	Progress Rate	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.

#### 1. 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	Accomplished				
2023-2024 Accomplished					
Concerns	No unresolved issues pending				

#### b. Student Achievement and Educational Performance

Oversight Ratings/Concerns						
2022-2023	Proficient					
2023-2024	Accomplished					
Concerns	No unresolved issues pending					

#### c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2022-2023	Accomplished
2023-2024	Accomplished
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 are treated as schools (not LEAs) when it comes to reporting 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.

							ELA (G	Grades 3-8 ar	d Grade 11)	Academic In	dicator - CA S	chool Dashb	oard Indicate	r												
R	G BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS		State 2022 Average DFS		School to State DFS Comparison	Number of	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						
				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							
			Wilbur Charter For	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							
	N 4	7774		Foster Youth	*	-	No Performance Level	-85.6	Very Low		*	No Color			No Change Level	Red	-89.2	-2.5	Maintained							
		,,,,	Enriched Academics	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 air is 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 process. It is not because the Closs) 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 Stance from

-																
		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	Soceconomically 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		

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

# **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 (not LEAs) when it comes to reporting Foster Youth and 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/filesen.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) Acade	emic Indicator - CA School Dashboard Indicator
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F	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 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			
				All Students	233	20.7	High	-51.7	Low	Higher	229	Green	19.8	-0.9	Maintained	Orange	-49.1	2.6	Maintained	Higher			
			Wilbur Charter For	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				
		7774		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				
	N 4			Foster Youth	*	-	No Performance Level	-126.3	Very Low		*	No Color			No Change Level	Red	-127.4	1.4	Maintained				
	11 4	7774	Enriched Academics	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
				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 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 Stance from Stan

		Math Participation Rate By Student Group														
											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		

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 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 students 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.

							En	glish Learner Pro	gress Indicator - C	A School Dashboa	rd Indicator								
					2022 School			2022 State				2023 School					2023 State		
RG BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	making progress	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		Percentage of English Learners making progress towards English proficiency	State 2023 Change		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.

	E	LPAC Participatio	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation 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).

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition The percentage of current EL students who progre one ELPI level, maintained ELPI level 4, maintaine evels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decrease	ssed at	least										
ELPI Level. School												
Wilbur Charter For Enriched Academics												
ELs Who Progressed at Least One ELPI Level	40.0%	47.5%										
ELs Who Maintained ELPI Level 4	0.0%	2.8%										
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	28.0%	31.4%										
ELs Who Decreased at Least One ELPI Level	32.0%	18.3%										

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 WITO Maintained ELF1 Level 1, 2L, 2H, 3L, 3H												

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

#### 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 1023 than it diport 2023) 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 in the 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/filesen-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 Abs	enteeism - CA S	School Dashbo	ard Indicator								
	B Loca D n Co		Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
			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	
N	4 77	Wilbur Charter For	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	
IN	4 ///	Enriched Academics	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

#### 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/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.

								Suspen	sion Rate Inc	dicator - CA S	chool Dashb	oard Indicate	or							
R	G BE	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 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
				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	
	N 4		Wilbur Charter For	Foster Youth	*		No Performance Level	12.4%	Very High		*	No Color			No Change Level	Red	13.6%	1.2%	Increased	
		.,,,	Enriched Academics	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 rare 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/tas/sds/filesenr.asp and California School Dashboard dust or have such as Data Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

									2023-20	24 Enrollme	nt by Ethnic	ity and Stud	dent Group								
F	G BE	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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stud	dent Group								
R	G 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
ľ	1 4	7774	Wilbur Charter For Enriched Academics	535	30.1%	9.7%	1.9%	2.8%	1.9%	12.7%	1.1%	0.7%	0.2%	18.7%	0.0%	0.2%	9.5%	30.1%	12.7%	7.1%	58.3%
	Statewide			5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
	Los Angeles Unified			538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

# Wilbur Charter For Enriched Academics RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	4	7774	Wilbur Charter For		2021-2022 Reclassification Rate			
IN	4	7774	Enriched Academics		2021-2022 Number of English Langauge Learners			
				2022-2023*	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/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.

						2022	-2023			2023	-2024	
					Sch	ool	Sta	ate	Sch	ool	Sta	ite
RO	BD BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
	4			EL 0-3 Years	56	60.2%	505,487	24.8%	56	59.6%	519,652	26.0%
N		7774	Wilbur Charter For Enriched Academics	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/filesItel.asp

# **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 Students Group counts posted in DataQuest by the CDE on 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/fileseern.asp and California School Dashboard 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	l Education I	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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 U	Jnified			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 U	Jnified			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
НОН	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).

LAUSD Location Code: 7774

Region: North

Board District: 4

#### Academic Performace - 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/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 Hosted, other Posted, other data updates by the testing vendor and updates in CALPADS.

					ELA (	Grades 3	8-8 and G	rade 11)	Academi	c Indicat	or - CA S	chool Da	shboard :	Indicator						
Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	2024 Number of Students with Scores	School 2024 Performance Level (color)	School 2024 Average DFS	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	232	Green	28.9	-11.0	Declined	Orange	-13.6	-1.4	Maintained	Higher	234	Green	20.4	-8.5	Declined	Orange	-13.2	0.4	Maintained	Higher
American Indian or Alaska Native	*	No Color			No Change Level	Orange	-47.9	2.0	Maintained		*	No Color			No Change Level	Orange	-49.0	-1.1	Maintained	
Asian	*	No Color			No Change Level	Blue	61.8	-1.2	Maintained		*	No Color			No Change Level	Blue	60.7	-1.2	Maintained	
Black or African American	*	No Color			No Change Level	Orange	-59.6	-2.0	Maintained		*	No Color			No Change Level	Orange	-58.9	0.8	Maintained	
English Learner	31	No Color	-19.2	-16.4	Declined Significantly	Orange	-67.7	-6.5	Declined	Higher	28	No Color	-24.6	-5.4	Declined	Orange	-67.6	0.2	Maintained	
Filipino	*	No Color			No Change Level	Green	44.0	1.1	Maintained		*	No Color			No Change Level	Blue	45.8	1.8	Maintained	
Foster Youth	*	No Color			No Change Level	Red	-89.2	-2.5	Maintained		*	No Color			No Change Level	Red	-87.3	1.9	Maintained	
Homeless Youth	*	No Color			No Change Level	Orange	-67.9	-5.0	Declined		0					Red	-70.4	-2.5	Maintained	
Latino	46	Green	24.8	2.1	Maintained	Orange	-40.2	-1.7	Maintained	Higher	51	Orange	-9.1	-33.9	Declined Significantly	Orange	-39.3	0.9	Maintained	Higher
Long-Term English Learner											0					Red	-109.6	3.4	Declined	
Native Hawaiian or Pacific Islander	0					Orange	-32.5	-3.4	Declined		0					Orange	-34.7	-2.2	Maintained	
Socioeconomically Disadvantaged	79	Yellow	-0.9	-6.9	Declined	Orange	-42.6	-1.2	Maintained	Higher	92	Green	4.4	5.2	Increased	Orange	-40.9	1.8	Maintained	Higher
Students with Disabilities	42	No Color	-50.8	11.4	Increased	Red	-96.3	1.8	Maintained	Higher	54	Orange	-60.3	-9.5	Declined	Red	-95.6	0.7	Maintained	Higher
Two or More Races	11	No Color	-102.0	-133.5	Declined Significantly	Green	24.3	-0.8	Maintained		13	No Color	-13.7	88.3	Increased Significantly	Green	24.3	0.0	Maintained	
White	161	Green	28.8	-16.8	Declined Significantly	Green	20.8	-1.2	Maintained	Higher	148	Green	26.7	-2.0	Maintained	Green	19.2	-1.6	Maintained	Higher

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

(DIS).						ELA Par	ticipation Ra	te By Studer	nt 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	Soceconomically 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

<sup>\*</sup> 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.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

LAUSD Location Code: 7774

Region: North

Board District: 4

<u>Academic Performance - Math</u>

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 Data Modified, bate Posted, Oater Posted, Oa

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

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

(DFS).														
				_		Math Pa	rticipation Ra	ate By Studer	nt 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	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	96%	100%	100%	100%	100%	100%	100%	100%	98%		96%	87%	55%	98%
Participation Rate Met 2023 *	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	No	No	Yes
Percent of students tested in 2024	98%	100%	100%	75%	93%	100%	100%		98%		95%	91%	85%	99%
Participation Rate Met 2024	Yes	Yes	Yes	No	No	Yes	Yes		Yes		Yes	No	No	Yes

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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. 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/flesenr.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, Oater Posted, Oater Post

								English Learn	er Progress Indic	ator - CA School	Dashboard Indic	ator								
			2023 Schoo	I			2023	State					2024 Schoo	I			2024	State		
Student Group	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	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	School to State ELPI Comparison
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.

	ı	ELPAC Participation	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested		Particpation 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).

The percentage of current EL students who progres ELPI level, maintained ELPI level 4, maintained low i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at lea evel.	er ELPI le	evels
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%
FLS Who Decreased at Least One FLPT Level	12.2%	19.4%

2023 Student English Language Acquisition Res	ults										
The percentage of current EL students who progressed at leas maintained ELPI level 4, maintained lower ELPI levels (i.e, let BL, or 3H), or decreased at least one ELPI Level.											
School											
Wilbur Charter For Enriched Academics											
ELs Who Progressed at Least One ELPI Level	50.0%	46.4%									
ELs Who Maintained ELPI Level 4	0.0%	2.4%									
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	21.1%	32.7%									
ELs Who Decreased at Least One ELPI Level	28.9%	18.6%									

<sup>\*</sup> 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.

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 found that is not current year data and that is not current year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not current year data and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not current year data and change are reported.

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/t/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 Data 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting. <u>Data Sources: California School Dashboard Research data files.</u>

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 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 it did in 2021-22). Taken together, current year data and its comparison within prior year data will give a performance level (color). A single asteries (\*) 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/das/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.

							Sus	pension Rat	e Indicator	· CA School I	Dashboard I	Indicator								
Student Group	Number of Students	School 2023 Performance level (color)		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 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

<sup>\*</sup> 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. <u>Category of Proposed Action:</u>

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:

APPROVED BY:

Fabiola Garcia De Alba Specialist Charter Schools Division

Executive Director
Student Integration Service

KEITH H. ABRAHAMS, III

Bd. of Ed. Rpt. No. 318-24/25

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Board of Education May 13, 2025

**Return to Order of Business** 

# **TAB 20**





# Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

# **Board of Education Report**

File #: Rep-319-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

# 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.

**File #:** Rep-319-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

**In Control:** Charter Schools Division

# 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-319-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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:

#### **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 DELGADIELO 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:	Woodlake Elementary ( (Affiliated Charter Scho	ool)	BOARD IS REQUIRED TO					
Type of Charter School:	<b>Conversion Affiliated C</b>	harter School	TAKE ACTION BY:					
Charter Operator	Los Angeles Unified Sch							
Location Code:	7877	May 14, 2025						
Type of Site(s):	<b>District Site</b>							
Site Address(es):	23231 Hatteras Street, Woodland Hills, CA 91367							
Board District(s):	3	North						
Grade Levels Served:	TK-5	552						
Grade Levels Authorized in Current Charter:	TK-5	552						
CONSIDERATION:	Renewal							
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	High Performing							
STAFF RECOMMENDATION:	Approval for a six (6)-year term (2025-2031)							
PROPOSED BENCHMARKS:	None							

# STAFF ASSESSMENT

#### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for 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.

# A. School History

	Woodlake Elementary Community Charter
Initial Authorization:	On June 5, 2012, Woodlake Elementary Community Charter was authorized by the LAUSD Board of Education to serve 650 students in grades K-5.
Most Recent Renewal	The charter was renewed on May 9, 2017, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 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.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	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.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Woodlake Elementary Community Charter implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	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

Woodiake Eleli	iciicai y commun	ity Charter	English Language III to 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)
All Students	Met	Green	26.2	-5.5	Orange	-13.6	Higher
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	Student Group Charter Participation Rate		Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	18.4	-7.7	Orange	-13.2	Higher
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)
All Students	Met	High	2.2	Low	-51.7	Higher
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	Charter ELPAC	Charter Color	Charter EL	Charter	State	State EL	Charter to State
Group	Participation Rate		Progress Rate	Change	Color	Progress Rate	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	Charter ELPAC	Charter Color	Charter EL	Charter	State	State EL	Charter to State
Group	Participation Rate		Progress Rate	Change	Color	Progress Rate	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.

## 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.

# 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.

## 1. 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	Oversight Ratings/Concerns							
2022-2023	Accomplished							
2023-2024	Accomplished							
Concerns	No unresolved issues pending							

# b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	Oversight Ratings/Concerns								
2022-2023	Proficient								
2023-2024	Proficient								
Concerns	No unresolved issues pending								

# c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	Oversight Ratings/Concerns									
2022-2023	Accomplished									
2023-2024	Accomplished									
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.

#### ATTACHMENT B

# **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/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 (G	Grades 3-8 ar	nd Grade 11)	Academic In	dicator - CA S	School Dashb	oard Indicate	or						
RG	BD BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level		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	Daufaumannaa	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
				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	
			Woodlake	Filipino	*	-	No Performance Level	42.9	High		*	No Color			No Change Level	Green	44.0	1.1	Maintained	
		7077		Foster Youth	0			-85.6	Very Low		0	No Color			No Change Level	Red	-89.2	-2.5	Maintained	
N	3	7877	Elementary Community Charter	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 percent, 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	Soceconomically 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	20	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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 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/filesen.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) Acad	emic Indicator - CA	School Dashboard Indicator
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R	G 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
				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	
	1 3	7877	Woodlake Elementary	Foster Youth	0			-126.3	Very Low		*	No Color			No Change Level	Red	-127.4	1.4	Maintained	
	1 3	7677	Community Charter	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 already in 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 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	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 at their school. The English learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Level determine 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. It is the difference between the prior year Status. A single asterial single adas (-) shows that the students 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																		
						2022 School			2022 State				2023 School		2023 State					
1	tG BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	making progress	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison		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	Particpation 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).

Data Sources: California School Dashboard Research data files 2023

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI evels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.								
School								
Woodlake Elementary Community Charter								
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%						

2023 Student English Language Acquisition Results The percentage of current EL students who progressed at least net ELPI level, maintained ELPI level 4, maintained lower ELPI evels (i.e, levels 1, 12, 12, 13, 10, 31), or decreased at least one								
ELPI Level. School								
Woodlake Elementary Community Charter								
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%						
FLS Who Decreased at Least One FLPI Level	20.0%	18.6%						

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

#### 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 diportages the percentage of students and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows the the student group has fewer than 11 students and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows the the student group has fewer than 11 students and its comparison with 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/s/sd/s/dfilesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ds/cf.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 Abs	enteeism - CA	School Dashbo	ard Indicator								
	B Locat D n Cod		Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
			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 Significantly	Higher
			American Indian or Alaska Native	*		No Performance Level	42.9%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	36.1%	-6.8	Declined Significantly	
			Asian	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 American	33	42.4%	Very High	42.9%	Very High	Lower	31	Orange	38.7%	-3.7%	Declined	Yellow	36.4%	-6.5	Declined 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 Significantly	Higher
			Filipino	14	14.3%	No Performance Level	16.2%	High		11	No Color	27.3%	13.0%	Increased	Yellow	13.8%	-2.4	Declined	
N.	2 707-	Woodlake Elementary	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	
IN	3 /6//	Community Charter	Homeless Youth	*		No Performance Level	45.1%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	
			Latino	131	36.6%	Very High	35.8%	Very High	Higher	146	Orange	32.9%	-3.8%	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	209	38.8%	Very High	37.4%	Very High	Higher	206	Yellow	31.6%	-7.2%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
			Students with Disabilities	71	33.8%	Very High	39.6%	Very High	Lower	80	Red	41.3%	7.4%	Increased	Yellow	33.1%	-6.5	Declined 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 Significantly	Higher
			White	281	26.0%	No Performance Level	21.9%	Very High	Higher	321	Red	25.9%	-0.1%	Maintained	Yellow	18.5%	-3.5	Declined Significantly	Higher

Data Sources: California School Dashboard Research data files 2023

#### 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 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 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.

								Suspen	sion Rate Inc	dicator - CA S	chool Dashb	oard Indicate	or							
RG	G 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 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
				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	
			Woodlake	Foster Youth	*		No Performance Level	12.4%	Very High		*	No Color			No Change Level	Red	13.6%	1.2%	Increased	
N	3		Elementary Community Charter	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

# **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 Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (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 files at http://www.cde.ca.gov/kds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/kds/sd/sd/filesenr.asp and California Dashoard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

									2023-20	24 Enrollme	ent by Ethnic	ity and Stu	dent Group								
RO	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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stu	dent Group								
R	6 BC	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
ı	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.qov/ds/sd/sd/filesenr.asp

# **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
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	3	7877	Woodlake		2021-2022 Reclassification Rate			
IN	3	76//	Elementary Community Charter		2021-2022 Number of English Langauge Learners			
				2022-2023*	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

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

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

						2022-	-2023			2023	-2024	
					Sch	iool	Sta	ate	Sch	ool	Sta	ate
RG	BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	3	7877	Woodlake Elementary Community Charter	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/filesItel.asp

# **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 Dividence of the Mender of Prosone schools when comparing this report counts with 2021-22 Enrollment by 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 Students Group counts posted in DataQuest by the Que 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%

							2023-2	2024 Special	Education I	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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
НОН	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).

LAUSD Location Code: 7877 Region: North Board District: 3

Academic Performace - 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/d/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/tas/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	3-8 and G	rade 11)	Academi	c Indicat	or - CA S	chool Da	shboard 1	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 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	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).

(DIS).						ELA Par	ticipation Ra	te By Studer	nt 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		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

<sup>\*</sup> 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.

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

LAUSD Location Code: 7877 Region: North

Academic Performance - Math

Board District: 3

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 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	Soceconomically 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

ata Sources: California School Dashboard Research data files

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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. 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/flesenr.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, Oater Posted, Oater Post

								English Learn	er Progress Indic	ator - CA School	Dashboard Indic	ator								
	2023 School				2023 State				2024 School											
Student Group	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	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	School to State ELPI Comparison
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		Particpation 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).

The percentage of current EL students who progres ELPI level, maintained ELPI level 4, maintained low i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at lea evel.	er ELPI le	evels
School		
Woodlake Elementary Community Charter		State
ELs Who Progressed at Least One ELPI Level	39.3%	43.89
ELs Who Maintained ELPI Level 4	3.6%	1.9%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	32.1%	34.99
FLS Who Decreased at Least One FLPI Level	25.0%	19.49

2023 Student English Language Acquisition Results The percentage of current EL students who progressed at least one ELPI le aniatizatined ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, IL, 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%							

<sup>\*</sup> 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.

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 found that is not current year data and that is not current year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not current year data and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not current year data and change are reported.

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/t/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 Data Posted, other data updates by the testing vendor and updates in CALPADS.

				ı										ı	ı					
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 Chroni 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting. <u>Data Sources: California School Dashboard Research data files.</u>

LAUSD Location Code: 7877 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 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 it did 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 year and a data is not currently available.

							Sus	pension Rat	e Indicator	· CA School I	Dashboard I	Indicator								
Student Group	Number of Students	School 2023 Performance level (color)		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 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

<sup>\*</sup> 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. <u>Category of Proposed Action:</u>

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:

Specialist

Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III

**Executive Director** 

**Student Integration Services** 

# **TAB 21**





# Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

# **Board of Education Report**

File #: Rep-320-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

# 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.

File #: Rep-320-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

# 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 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 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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:

<a href="https://drive.google.com/drive/folders/114JTsrL8dkLMWS-9oa7HeDDvewX9bPDs?usp=sharing">https://drive.google.com/drive/folders/114JTsrL8dkLMWS-9oa7HeDDvewX9bPDs?usp=sharing</a>

### **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

REVIEWED BY:

DEVORA NAVERA REED General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

CAROLYN SPAHT GONZALEZ

Chief of Staff

Office of the Superintendent

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:	Woodland Hills Elementa Enriched Studies (Affiliated Charter School Conversion Affiliated Ch	ol)	BOARD IS REQUIRED TO TAKE ACTION BY:			
Type of Charter School: Charter Operator	Los Angeles Unified Scho					
Location Code:	7890	of District	May 14, 2025			
Type of Site(s):	District Site					
Site Address(es):	22201 San Miguel Street,	Woodland Hills, CA 913	64			
Board District(s):	4	Region(s):	North			
Grade Levels Served:	TK-5	Current Enrollment:	607			
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	729			
CONSIDERATION:	Renewal					
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION) STAFF RECOMMENDATION:	High Performing  Approval for a six (6)-year					
PROPOSED BENCHMARKS:	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

	Woodland Hills Elementary Charter for Enriched Studies
Initial Authorization:	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.
Most Recent Renewal	The charter was renewed on May 9, 2017 for a five-year term (July 1, 2017 – June 30, 2022) to serve up to 729students 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.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	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.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Woodland Hills Elementary Charter for Enriched Studies implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	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	Student Group Charter Participation Rate		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	Students Met		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	All Students Met		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. <u>English Learner Progress Indicator</u>

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	Charter ELPAC	Charter Color	Charter EL	Charter	State	State EL	Charter to State	
Group	Participation Rate		Progress Rate	Change	Color	Progress Rate	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	Charter ELPAC	Charter Color	Charter EL	Charter	State	State EL	Charter to State	
Group	Participation Rate		Progress Rate	Change	Color	Progress Rate	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.

## 1. 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	Proficient							
2023-2024 Proficient								
Concerns	No unresolved issues pending							

# b. Student Achievement and Educational Performance

Oversight Ratings/Concerns									
2022-2023	Accomplished								
2023-2024 Accomplished									
Concerns	No unresolved issues pending								

# c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns								
2022-2023	Accomplished							
2023-2024	Accomplished							
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/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 (C	Grades 3-8 ar	d Grade 11)	Academic In	dicator - CA S	School Dashb	oard Indicate	or						
F	G BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level			School to State DFS Comparison	Number of	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
				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	
			Woodland Hills	Filipino	*	-	No Performance Level	42.9	High		*	No Color			No Change Level	Green	44.0	1.1	Maintained	
	N 4	7900		Foster Youth	0			-85.6	Very Low		0					Red	-89.2	-2.5	Maintained	
	N 4	4 7890	Elementary Charter For Enriched Studies	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 air is 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 process. It is not because the Closs) 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 Stance from

						ELA Part	icipation Ra	te By Studer	nt 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	Soceconomically 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 N	Yes	Yes

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

### 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, 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/filesen.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 Indicate	or - CA School Dashboard Indicator
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R	G 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 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
				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	
	4	7890	Woodland Hills Elementary Charter	Foster Youth	0		-	-126.3	Very Low		0					Red	-127.4	1.4	Maintained	
ľ		7690	For Enriched Studies	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 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 Stance from Stan

						Math Par	ticipation Ra	te By Stude	<u>-</u>					
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Soceconomically 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

<sup>\*</sup> 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

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

### 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 at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative ElPI Learner 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. It is the difference between the prior year Status. A single asteries (\*) and a single dash (-) shows that the students group has few ener 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.

								En	glish Learner Pro	gress Indicator - C	A School Dashboa	rd Indicator								
						2022 School			2022 State				2023 School					2023 State		
1	tG BD	Location Code	School	Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	making progress	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison		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		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.

	E	LPAC Participatio	on	
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation 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).

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition The percentage of current EL students who progrume ELPI level 4, maintained ELPI level 4, maintaine evels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decrease ELPI Level.	essed at	least ELPI
School		
Woodland Hills Elementary Charter For Enriched	Studies	State
Woodland Hills Elementary Charter For Enriched S	14.3%	
	1	
ELs Who Progressed at Least One ELPI Level	14.3%	47.5%

2023 Student English Language Acquisition The percentage of current EL students who progre one ELPI level, maintained ELPI level 4, maintaine levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decrease ELPI Level.	ssed at	least ELPI										
EPI Level.												
School  Woodland Hills Elementary Charter For Enriched Studies S												
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%										

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

## **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 not report and it did not report and a single asterisk (\*) 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/s/ds/filesean-asp and California School Dashboard System of Support https://www.cde.ca.gov/ds/s/gs/filesean-asp and California School Dashboard System of Support https://www.cde.ca.gov/ds/s/gs/filesean-asp and California School Dashboard file in California School Dashboard System of Support https://www.cde.ca.gov/ds/sc/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 Abs	enteeism - CA :	School Dashbo	ard Indicator								
	B Locatio D n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
			All Students	649	16.9%	High	30.0%	Very High	Lower	696	Yellow	16.1%	-0.9%	Declined	Yellow	24.3%	-5.7	Declined Significantly	Lower
			American Indian or Alaska Native	*		No Performance Level	42.9%	Very High		0					Yellow	36.1%	-6.8	Declined Significantly	
			Asian	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 American	34	26.5%	Very High	42.9%	Very High	Lower	39	Yellow	15.4%	-11.1%	Declined	Yellow	36.4%	-6.5	Declined 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 Significantly	Lower
			Filipino	*		No Performance Level	16.2%	High		11	No Color	18.2%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	
N	4 7890	Woodland Hills Elementary Charter	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	
	4 7030	For Enriched Studies	Homeless Youth	*		No Performance Level	45.1%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	
			Latino	114	32.5%	Very High	35.8%	Very High	Lower	126	Orange	21.4%	-11.0%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Lower
			Native Hawaiian or Pacific Islander	*		No Performance Level	43.9%	Very High		*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	
			Socioeconomically Disadvantaged	172	29.7%	Very High	37.4%	Very High	Lower	186	Yellow	24.2%	-5.5%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
			Students with Disabilities	47	23.4%	Very High	39.6%	Very High	Lower	52	Yellow	15.4%	-8.0%	Declined	Yellow	33.1%	-6.5	Declined 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 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 Significantly	Lower

Data Sources: California School Dashboard Research data files 2023

# 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 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.

								Suspen	sion Rate Inc	dicator - CA S	chool Dashb	oard Indicate	or							
R	G BI	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
				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	
			Woodland Hills	Foster Youth	*		No Performance Level	12.4%	Very High		*	No Color			No Change Level	Red	13.6%	1.2%	Increased	
	N 4		Elementary Charter For Enriched Studies	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 are required to review the accuracy of all data associated with the applicable CALPADS submissions. 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 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.

									2023-20	24 Enrollme	nt by Ethnic	ity and Stud	dent Group								
F	G BE	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		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%
	İ	•	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%

									2022-20	23 Enrollme	nt by Ethnic	ity and Stud	dent Group								
RG	BD	Loc Code	e 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
					2020-2021 Number of English Language Learners			
				2021-2022*	2021-2022 Number of Students Reclassified			
N	4	7890	Woodland Hills		2021-2022 Reclassification Rate			
IN	4	7690	Elementary Charter For Enriched Studies		2021-2022 Number of English Langauge Learners			
				2022-2023*	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

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

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

						2022-	-2023			2023	-2024	
					Sch	ool	Sta	te	Scho	ool	Sta	te
RG	BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
				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%
N	4	7890	Woodland Hills Elementary Charter For Enriched Studies	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/filesItel.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 Another Mindow, 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 on 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/tds/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 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	7900	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%

							2023-2	2024 Special	Education	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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	
							2022-2	2023 Special	Education	Enrollment									
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# НОН	# 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
нон	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).

LAUSD Location Code: 7890

Region: North

Board District: 4

Academic Performace - 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/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 Hosted, other Posted, other data updates by the testing vendor and updates in CALPADS.

					ELA (	Grades 3	8-8 and G	rade 11)	Academi	c Indicat	or - CA S	School Da	shboard I	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 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	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).

(DFS).														
						ELA Par	ticipation Ra	te By Studen	it Group					
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino			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

<sup>\*</sup> 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.

 $<sup>\</sup>ensuremath{^{**}}$  Whole number rounding is used for the participation rate.

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/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.

				ı	Math (Gr	ades 3-	8 and Gr	ade 11)	Acaden	nic Indic	ator - C	A School	Dashbo	ard Ind	icator					
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 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 Pa	rticipation Ra	ate By Studer	nt 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	Soceconomically 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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

ata Sources: California School Dashboard Research data files

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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/sd/flesenr.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, Oater Posted, Oater Post

								English Learn	er Progress Indic	ator - CA School	Dashboard Indic	ator								
			2023 Schoo	ol			2023	State					2024 Schoo	I			2024	State		
Student Group	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	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	School to State ELPI Comparison
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.

	ı	ELPAC Participation	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested		Particpation 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).

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												
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%										
FLs Who Decreased at Least One FLPI Level	0.0%	19.4%										

2023 Student English Language Acquisition Results he percentage of current EL students who progressed at least one ELPI leve aintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, L, or 3H), or decreased at least one ELPI Level.											
School											
Woodland Hills Elementary Charter For Enriched Studies											
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%									
FLS Who Decreased at Least One FLPI Level	8.3%	18.6%									

<sup>\*</sup> 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.

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 found that is not current year data and that is not current year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not current year data and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not current year data and change are reported.

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/t/ds/s/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.

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

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting. <u>Data Sources: California School Dashboard Research data files.</u>

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 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 it did 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 year and a 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/das/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 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 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

<sup>\*</sup> 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:

Specialist, Charter Schools Division

Charter Schools Division

<del>Perreault</del>

APPROVED BY:

KEITH H. ABRAHAMS, III

**Executive Director** 

Student Integration Services

# **TAB 22**





# Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

# **Board of Education Report**

File #: Rep-321-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

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. 7th 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.

File #: Rep-321-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Charter Schools Division

# **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

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In Control: Charter Schools Division

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.

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In Control: Charter Schools Division

#### **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:

<a href="https://drive.google.com/drive/folders/137fkZnAwYHy3EM5WNagn6uNG9t9PLNWA?usp=sharing">https://drive.google.com/drive/folders/137fkZnAwYHy3EM5WNagn6uNG9t9PLNWA?usp=sharing</a>

#### **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 GOLE-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	Collegiate Charter High School of Los Angeles					
Type of Charter School:	Start-Up Independent Cl	narter School					
Charter Operator	Collegiate Charter High	School of Los Angeles					
Location Code:	7594						
Type of Site(s):	<b>Proposition 39 Co-Locati</b>	ion					
Site Address(es):	725 S. Indiana Street, Los Angeles, CA 90023 (Robert Louis Stevenson College and Career Preparatory MS Campus)						
Board District(s):	2	East					
Grade Levels Served:	9-12	Current Enrollment:	142				
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	420				
CONSIDERATION:	to Equitas Academy Cha	nsfer Operations, Governa rter School, Inc.; Relocate Related Charter Elements	Outside the				
CDE PERFORMANCE LEVEL: (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:	<b>Grades Levels:</b>	<b>Board District:</b>	Region:
Equitas Academy Charter	TK-4	5	West

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School Name:	<b>Grades Levels:</b>	<b>Board District:</b>	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
Initial Authorization:	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.
Most Recent Renewal	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.

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	Collegiate Charter High School of Los Angeles
Most Recent Renewal (cont.)	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.
Approved Material Revisions of Current Charter: Board Benchmarks in Current Charter Term:	Not applicable  Not applicable
Material Revision Application:	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.
Master Plan for English Learners and Standard English Learners:	Collegiate Charter High Schools of Los Angeles implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	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,

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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	Charter ELPAC	Charter	Charter EL Progress	State	State EL Progress	Charter to State
Group	Participation Rate	Level	Rate	Level	Rate	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	Charter ELPAC Participation Rate	Charter	Charter EL	Charter	State	State EL	Charter to State
Group		Color	Progress Rate	Change	Color	Progress Rate	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. <u>Chronic Absenteeism Indicator</u> 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

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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.

#### i. 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).

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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
Equitas Charter Schools' Median	All Students	1,220	Orange	-32.4	-13.2	Lower

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
Equitas Charter Schools' Median Data Sources: California School 2	All Students	1,226	Orange	-32.3	-47.6	Higher

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)
	English Learner	105	Orange	42.9%	45.7%	Lower
Equitas Academy 2	Long Term English Learner	50	Red	38.0%	45.8%	Lower
Equitas Academy 3 Charter	English Learner	150	Yellow	47.3%	45.7%	Higher

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2023-2024	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)	
	English Learner	104	Orange	50.0%	45.7%	Higher	
Equitas Academy 4	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	
Equitas Charter Schools' Median	English Learner	613	Orange	46.4%	45.7%	Higher	
	Long Term English Learner	97	Orange	49.9%	45.8%	Higher	

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			
2022-2023	Proficient		
2023-2024	Proficient		
Concerns	No unresolved issues pending		

#### b. Student Achievement and Educational Performance

Oversight Ratings/Concerns				
2022-2023	Proficient			
2023-2024	No Rating			
Concerns	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."			

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### c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns			
2022-2023	Proficient		
2023-2024	Proficient		
Concerns	No unresolved issues pending		

### d. Fiscal Operations

Oversight Ratings/Concerns			
2022-2023	Accomplished		
2023-2024	Proficient		
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	Accomplished		
2023-2024	Proficient		
Concerns	No unresolved issues pending		

### b. Student Achievement and Educational Performance

#### Equitas Academy Charter:

Equitus ricutoni,				
Oversight Ratings/Concerns				
2022-2023	Proficient			
2023-2024	Proficient			
Concerns	No unresolved issues pending			

### Equitas Academy 2:

Oversight Ratings/Concerns				
2022-2023	Developing			
2023-2024	Developing			
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	Proficient			
2023-2024	Proficient			
Concerns	No unresolved issues pending			

#### Equitas Academy 4:

Oversight Ratings/Concerns				
2022-2023	Developing			
2023-2024	Proficient			
Concerns	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	
2022-2023	Developing
2023-2024	Developing
Concerns	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 <sup>1</sup> " 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				
2022-2023	Developing			
2023-2024	Proficient			
Concerns	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 <sup>2</sup> " 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			
2022-2023	Accomplished		
2023-2024	Accomplished		
Concerns	No unresolved issues pending		

#### d. Fiscal Operations

The following ratings were assigned to all six Equitas charter schools:

Oversight Ratings/Concerns			
2022-2023	Developing		
2023-2024	Unsatisfactory		
Concerns	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.		

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.

<sup>&</sup>lt;sup>1</sup> Per the <u>Dashboard Technical Guide</u> 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

#### VI. FISCAL MANAGEMENT AND PERFORMANCE

#### a. <u>Fiscal Condition</u>

Collegiate Charter High School of Los Angeles' fiscal condition is positive, but has been downward trending since the 2021-2022 fiscal year.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$750,455	\$1,062,427	\$913,357	\$801,422	\$283,324
Net Income/Loss	\$364,913	\$311,972	(\$149,070)1	(\$111,935) <sup>1</sup>	(\$518,098)1
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	201	206	160	176	142 <sup>2</sup>

<sup>&</sup>lt;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.

#### 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

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<sup>&</sup>lt;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.

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.

	Equitas Academy Charter School, Inc.					
So	Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools   Including related parties and charter schools   Excluding related parties and charter schools					-	
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>&</sup>lt;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
Total Enrollment	142	215	287	340
Increase/(Decrease) in Enrollment from Prior Year	(34)	73	72	53
Enrollment Growth (Decrease) (%)	(19%)	51%	34%	19%

<sup>&</sup>lt;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 Nom 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>&</sup>lt;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 inperson 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>&</sup>lt;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	74	-127.3	-109.6	100	-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					

<sup>--</sup> Number of students counted for this indicator were <30, therefore total # of student groups comparisons varied by indicator

Schools Within Community Medians	School of Los Angeles the Community 37.1% 56.5% 45.3				Suspension			Graduation	
Student Group	Charter High School of Los		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%

<sup>--</sup> Number of students counted for this indicator were <30, therefore total # of student groups comparisons varied by indicator

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<sup>&</sup>lt;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.

#### 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 students 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.

#### ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator 2022 2023 School to School 2023 School 2023 State 2023 State 2023 School to Location Number of School 2022 School 2022 State 2022 | State 2022 Number of School 2023 School 2023 State 2023 RG BD School Student Group State DFS Performance Change Performance Change State DFS Students Average DFS | Status Level | Average DFS | Status Level Students Average DFS Change Average DFS Change Code Comparison Level (color) Level Level (color) Comparison with Scores with Scores -34.9 43 22.9 -12.2 29 No Color -11.9 Orange -13.6All Students Medium Low Higher Maintained American Indian or 0 -49.3 Low 0 Orange -47.9 2.0 Maintained Alaska Native Very High 0 0 61.8 -1.2 Asian 63.0 Blue Maintained Black or African Maintained American Level Nο No Change English Learner 14 -63 4 Performance -61.2 Low No Color Orange -67.7 -6.5 Declined Level Level Filipino 1.1 Maintained 0 -89.2 -2.5 Foster Youth Ω -85.6 Very Low Maintained Collegiate Charter 7594 High School of Los No Angeles No Change Homeless Youth Low No Color Orange -67.9 Performance Declined Level Level Declined 29 Latino 41 28.6 Medium -38.6 Low Higher No Color -11.9-40.6Orange -40.2Maintained Significantly Native Hawaiian or 0 -29.1Low Orange -32.5 -3.4 Declined Pacific Islander Socioeconomically Declined 39 23.8 Medium -41.4 Low Higher 26 No Color -0.4-24.2Orange -42.6-1.2 Maintained Disadvantaged Significantly No Students with No Change No Color -96.3 1.8 Performance -97 3 Very Low Maintained Disabilities Level Two or More Races 0 High 0 24 3 Maintained High 20.8 White 0 21.9 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 local English language arts and mathematics. It also requires states to factor the participation and provided in the participation and provided in the participation 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 Part	icipation Ra	te By Stude	nt 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	Soceconomically 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		

<sup>\*</sup> 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

Report created on: 02/16/2024

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 (not LEAs) when it comes to reporting Foster Youth and 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/gd/s/filesean-asp and California School Dashboard System of Support https://www.cde.ca.gov/ds/gd/s/filesean-asp and California School Dashboard System of Support https://www.cde.ca.gov/ds/gd/s/filesean-asp and california School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) A	cademic Indicator - CA School Dashboard Indicator
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R	G 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
				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	
	2	7594	Collegiate Charter High School of Los	Foster Youth	0		-	-126.3	Very Low		0					Red	-127.4	1.4	Maintained	
	2	7594	Angeles	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 less than 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 Par	ticipation Ra	ate By Stude	nt 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	Soceconomically 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		

<sup>\*</sup> 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

Report created on: 02/16/2024

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

#### 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 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 students 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/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.

							Eng	glish Learner Pro	gress Indicator - C	A School Dashboa	d Indicator								
					2022 School			2022 State				2023 School					2023 State		
RG BD	Location School	Student Group		Percentage of English Learners making progress towards English proficiency		Percentage of English Learners making progress towards English proficiency		School to State ELPI Comparison		School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level		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 Participatio	n	
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Particpation 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).

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 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 Angele	s	State									
ELs Who Progressed at Least One ELPI Level	35.6%	47.5%									
ELs Who Maintained ELPI Level 4 0.0%											
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H 33.3%											
FLs Who Decreased at Least One FLPI Level	31.1%	18 3%									

2023 Student English Language Acquisitio	n Results	
The percentage of current EL students who progione ELPI level, maintained ELPI level 4, maintain levels (1, elevis (1, elevis (1, 2L, 2H, 3L, or 3H), or decreaseLPI Level.	ed lower	ELPI
School		
Collegiate Charter High School of Los Angel	les	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%
		18.6%

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

# **Collegiate Charter High School of Los** Angeles Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are include in the calculations of the CCI rate. For the 2023 Dashboard, the CCI will report the most current year data or "Status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

				College / Career Acade	mic indicator -	CA SCHOOL Da	SIIDOAFO INGICA	tor		
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.

Report created on: 02/16/2024

#### 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 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 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/s/sd/s/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.

								Suspen	sion Rate Inc	dicator - CA S	chool Dashb	oard Indicate	or							
F	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
				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	
	E 2		Collegiate Charter	Foster Youth	*		No Performance Level	12.4%	Very High		0					Red	13.6%	1.2%	Increased	
	E 2		High School of Los Angeles	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

#### **Graduation Rate Indicator**

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School S. 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 asterisk (\*) and a single asterisk 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/da/s/ds/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/da/sc/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 Sc	hool Dashboard I	ndicator								
R	G BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students		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
				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	
F	2	7594	Collegiate Charter High School of Los	Foster Youth	*		No Performance Level	64.1%	Very Low		0					Red	63.2%	-0.8%	Maintained	
	_	7334	Angeles	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

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 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.cdc.ca.gov/tds/sd/sd/filesenr.asp and California School Dashboard by System of Support 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.

						2023-20	24 Enrollme	nt by Ethnic	ity and Stud	dent 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		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%

						2022-20	23 Enrollme	ent by Ethnic	city and Stu	dent 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		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/sd/filesenr.asp

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/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
		2021-2022 Number of English Langauge Learners			
	2022-2023*	2022-2023 Number of Students Reclassified			
Collegiate Charter High		2022-2023 Reclassification Rate			
School of Los Angeles		2022-2023 Number of English Langauge Learners			
	2023-2024*	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.

Report created on: 01/15/2025

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/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.

			2022	-2023			2023	3-2024	
		Sch	ool	Sta	ate	Sch	ool	Sta	ite
School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
	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%
Collegiate Charter High School of Los Angeles	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 Ouest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/ad/filesItel.asp

Report created on: 01/15/2025

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# **Collegiate Charter High School of Los Angeles**

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 to 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 Students 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 thtp://www.cde.ca.gov/ts/as/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 on CALPADS.

		Spe	ecial Educat	ion Enrollme	ent	
		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 Specia	al Education	Enrollment	by Category	у						
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 0 1 4 0 5 0 25 3															1	0
os 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 Specia	al Education	Enrollment	by Category	у						
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

	K	ey	
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
нон	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).

LAUSD Location Code: 7594

Region: East

Board District: 2

Academic Performace - 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/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 Hosted, other Posted, other data updates by the testing vendor and updates in CALPADS.

					ELA (	Grades 3	3-8 and G	rade 11)	Academi	c Indicat	or - CA S	chool Da	shboard 1	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	29	No Color	-11.9	-34.9	Declined 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 Alaska Native	0					Orange	-47.9	2.0	Maintained		0					Orange	-49.0	-1.1	Maintained	
Asian	0					Blue	61.8	-1.2	Maintained		0					Blue	60.7	-1.2	Maintained	
Black or African American	0					Orange	-59.6	-2.0	Maintained		*	No Color			No Change Level	Orange	-58.9	0.8	Maintained	
English Learner	8	No Color			No Change Level	Orange	-67.7	-6.5	Declined		21	No Color	-112.5		No Change 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 Level	Orange	-67.9	-5.0	Declined		*	No Color			No Change Level	Red	-70.4	-2.5	Maintained	
Latino	29	No Color	-11.9	-40.6	Declined Significantly	Orange	-40.2	-1.7	Maintained		50	No Color	-32.4	-20.4	Declined Significantly	Orange	-39.3	0.9	Maintained	Higher
Long-Term English Learner											10	No Color			No Change Level	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	26	No Color	-0.4	-24.2	Declined Significantly	Orange	-42.6	-1.2	Maintained		49	No Color	-31.3	-31.0	Declined Significantly	Orange	-40.9	1.8	Maintained	Higher
Students with Disabilities	*	No Color			No Change Level	Red	-96.3	1.8	Maintained		16	No Color	-48.3		No Change 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 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).

(5.5).						ELA Par	ticipation Ra	te By Studer	nt 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	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	100%				100%			100%	100%		100%	100%		
Participation Rate Met 2023 +	Yes				Yes			Yes	Yes		Yes	Yes		
Percent of students tested in 2024	100%			100%	100%			100%	100%		100%	100%		100%
Participation Rate Met 2024	Yes			Yes	Yes			Yes	Yes		Yes	Yes		Yes

<sup>\*</sup> 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.

Report created on: 01/15/2025

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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 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/sc/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 School 2023 School 2024 School 2024 School 2023 State 2023 State 2023 School to School 2024 State 2024 State 2024 School to Number of School 2023 School 2023 School 2023 State 2023 | State 2023 Number of School 2024 School 2024 State 2024 | State 2024 Performance Change Change Change Student Group Performance State DFS Performance Performance State DFS Students Average DFS Change Change Level Average DFS Change Students Average DFS Change Average DFS Change Level (color) Comparison Level (color) Level (color) with Scores with Scores -47.6 All Students 29 No Color -98.9 -50.3 Maintainec No Color -96.6 2.3 Maintained Orange Maintained Significantl American Indian 0 Yellow -87.3 Increased 0 Orange -86.6 0.7 4.6 Maintained or Alaska Native Asiar 50.8 Maintained 0 49.5 Maintained Black or African No Change -104.5 No Color -102.2 Ω Maintained 2.6 2.4 Maintained No Change No Change -93.4 Maintained No Color -166.9 -93.4 0.0 English Learner No Color 21 Maintained Level Level Filipino Ω Green 7.4 4.8 Increased Λ 10.4 3.0 Increased Foster Youth Maintained Λ 2.3 Maintained 1 4 No Change No Change Homeless Youth No Color -101.30.5 Maintained No Color -106.0-4.7 Maintained Level Level Declined Latino 29 No Color -49.5 Orange -80.8 2.6 Maintained No Color -99.6 -0.7 Maintained -79.2 Maintained Significantly Long-Term No Change -163 5 No Color -0.4Maintained English Learner Level Native Hawaiian 0 0.0 Maintained 0 -1.2 Maintained or Pacific Islander Socioeconomically Declined 26 No Color -91.7 -37.5 Yellow -80.8 3.2 Increased 48 No Color -96.2 -4.5 Declined Orange -78.2 2.6 Maintained Lower Significantl Disadvantaged Students with No Change No Change No Color Increased No Color -153.8 2.9 Orange 5.5 16 Maintained Disabilities Level Two or More Ω Yellow 2.5 Maintained Λ Yellow -53 2 1 Maintained Races White 0 Yellow Maintained No Color Yellow -10.30.7 -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 Pa	rticipation Ra	ate By Stude	nt 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	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	100%				100%			100%	100%		100%	100%		
Participation Rate Met 2023 *	Yes				Yes			Yes	Yes		Yes	Yes		
Percent of students tested in 2024	98%			100%	100%			100%	98%		98%	94%		100%
Participation Rate Met 2024	Yes			Yes	Yes			Yes	Yes		Yes	No		Yes

<sup>\*</sup> Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Report created on: 01/15/2025

<sup>\*\*</sup> Whole number rounding is used for the participation rate.

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. 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/flesenr.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, Oater Posted, Oater Post

								English Learn	er Progress Indic	ator - CA School	Dashboard Indic	ator								
			2023 Schoo	ı			2023	State					2024 Schoo	ıl			2024	State		
Student Group	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	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	School to State ELPI Comparison
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		Particpation 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).

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							
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%					
FLs Who Decreased at Least One FLPI 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, 21, 2H, 31, or 3H), or dercased at least one ELPI Level.						
Collegiate Charter High School of Los Angeles						
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%				

<sup>\*</sup> 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.

					Colleg	e / Career A	cademic Indi	cator - CA Sc	hool Dashboa	ard 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	

<sup>\*</sup> 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.

Report created on: 4/4/2025

### **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 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 and its comparison with prior year data and its comparison with prior year data as made is comparison with prior year data and its comparison with prior year data and i

							Sus	pension Rat	e Indicator	· CA School I	Dashboard I	ndicator								
Student Group	Number of Students	School 2023 Performance level (color)		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 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	

<sup>\*</sup> 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

Report created on: 01/15/2025

### **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 in 2021 as the recent graduation rate is based on the number of high school 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 2021-2. 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." and a single 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 change are 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.

							Gra	duation Rat	e Indicator	- CA School I	Dashboard I	ndicator								
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		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	

<sup>\*</sup> 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

Report created on: 01/15/2025

### ATTACHMENT C

	Collegiate	e Charter High School	of Los Angeles				Schools Within	the Community			State of California	
	2024 Californi	ia School Dashboard - E	nglish Language Arts			2024	California School Dashb	ooard - English Languag	e Arts	2024 California S	School Dashboard - Engli	sh 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

st Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

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	Collegiate Ch	arter High School o	f Los Angeles				Schools Within	the Community			State of California	
	2024 Californ	a School Dashboard	· Mathematics			20	24 California School D	ashboard - Mathema	tics	2024 Californ	nia 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

<sup>\*</sup> Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

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	C	Collegiate Charter High	h School of Los Angele	es			Schools Within	the Community			State of Californi	а
	2024 Califo	ornia School Dashboard	- English Learner Progre	ss Indicator		2024 Califo	ornia School Dashboard	- English Learner Progres	ss Indicator	2024 California Sch	ool 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 Communty 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%

<sup>\*</sup> Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

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	Collegiate	Charter High School	of Los Angeles				Schools Within	the Community			State of California	
	2024 Academ	ic Performance - College	e / Career Indicator			202	4 Academic Performance	e - College / Career Indi	ator	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%

<sup>\*</sup> Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

	Collegia	te Charter High School	ol of Los Angeles				Schools Within	the Community			State of California	
	2024 California	School Dashboard - Su	spension Rate Indicator			2024 C	alifornia School Dashbo	ard - Suspension Rate Ir	dicator	2024 California Sci	hool Dashboard - Suspe	nsion 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%

<sup>\*</sup> Schools and student groups that have 30 or more continuously enrolled students are held accountable for these indicators.

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	Collegiate	e Charter High School	of Los Angeles				Schools Within	the Community			State of California	
	:	2024 Graduation Rate In	ndicator				2024 Graduatio	n Rate Indicator		202	4 Graduation Rate Indi	cator
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		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%

<sup>\*</sup> 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 Absenteesim			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%	-	0.0%	1.0%	-	95.0%	92.2%
Black or African American	-	-30.4	-58.9		-103.2	-102.2	1				0.333	28.1%		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	l			0.273	0.25	17.2%	-	22.8%	20.1%	6.1%	0.3%	3.4%	75.0%	98.5%	77.9%
Filipino	-	33.1	45.8	-	-15.1	10.4					-	67.7%		37.6%	9.6%	-	0.0%	1.2%	-	-	95.2%
Foster Youth	-	-	-87.3		-	-125.1	1				-	13.0%		-	30.5%		0.0%	13.2%		-	65.7%
Homeless		-154.6	-70.4		-164.8	-106	1				0.211	21.8%		38.1%	32.7%	5.9%	0.0%	5.7%		79.7%	75.7%
Latino	-32.4	-9.1	-39.3	-99.6	-110.5	-79.2	1			0.364	0.517	37.4%	-	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	1				0.231	16.5%		29.5%	23.9%	7.9%	0.0%	8.1%		92.9%	80.8%
Native Hawaiian or Pacific Islander		-	-34.7		-	-72.5	1				-	34.6%		-	32.6%		0.0%	4.4%		-	83.1%
Socioeconomically Disadvantaged	-31.3	-8.1	-40.9	-96.2	-106.0	-78.2	1			0.382	0.571	37.4%	-	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	1				0.164	13.5%		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	1				-	53.7%		5.8%	16.2%		0.0%	3.0%		-	88.3%
White		76.7	19.2		-57.3	-10.3	1				0.8	54.3%		9.9%	13.5%		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)	-5.2 (DFS)	-13.2 (DFS)
Math	-96.6 (DFS)	-109.2 (DFS)	-47.6 (DFS)
ELPI	33.3%	33.2%	45.7%
ссі	37.1%	37.1%	45.3%
Chronic Absenteeism	**	20.6%	18.6%
Suspension	4.6%	4.0%	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"), the California Corporations Code<sup>2</sup> and the relevant merger agreement(s) necessary to consummate the corporate merger of nonprofit public benefit corporations, 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

<sup>&</sup>lt;sup>1</sup> (Ed. Code, § 47600 et seq.)

<sup>&</sup>lt;sup>2</sup> (e.g., Corp. Code, § 6010.)

<sup>&</sup>lt;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;

-

<sup>&</sup>lt;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. <u>Name of Charter School</u>: 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. <u>Location of Charter School</u>: 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. <u>Element 4 Governance</u>: 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. <u>Element 7 Means to Achieve Racial and Ethnic, Special Education, and English</u> 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. **<u>Budget</u>**: 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. <u>Updated District Required Language</u>: 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:
	Authorized Representative of Collegiate
DATED: April xx, 2025	LOS ANGELES UNIFIED SCHOOL DISTRICT
	Ву:
	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 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: <u>7</u>
NOES:
ABSTENTIONS:
ABSENCES: 1

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 CCSHLA 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 <u>CCHSLA</u> (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 <u>CCHSLA to be renamed Equitas Academy High School</u>, 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 CCSHLA 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:

ALES.

NOES:

ABSTAIN: 🍏

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.

Catie Langston, Secretary

Equitas Academy Charter School, Inc.

Board of Directors



725 South Indiana Street, Los Angeles CA 90023

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.

### <u>Identification of the Proposed Material Revision</u>

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.

### <u>Impact on the Current Collegiate Students and Families</u>

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.

# <u>Identification and Description of Each Addition, Change, and/or Deletion</u> 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.

Respectfully,

**Edward Morris** 

**Executive Director** 

Edward Morris

cc: Luis Aguilar, Specialist, LAUSD

Brooke Rios, Board Chair, Collegiate Charter High School of Los Angeles

Sofia Roditti, CEO, Equitas Academy Charter Schools

	-2	-1	0	U	1	2	3
			2024-25				
			Budget -	2024-25			
	2022-23	2023-24	Approved	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%
Income							
8011-8098 · Local Control Funding Formula Sources							
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 8019 Local Control Funding Formula - Prior Year	29,296 1,707	29,632 (18,123)	37,800	26,216	39,990	53,382	63,240
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	-	-	704,333	1,020,330	1,200,754
Total 8011-8098 · Local Control Funding Formula Sources	2,321,701	2,534,732	3,272,083	2,266,119	3,567,805	4,910,913	6,009,075
8100-8299 · Federal Revenue							
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	10,000	10.000	10,000	10.000	10.000	13,256	13,256
8295 Title IV, SSAE 8296 Title IV, PCSGP	10,000	10,000	10,000	10,000	10,000	10,000	10,000
8297 Facilities Incentive Grant	28,393	-	-	-	-	-	-
8299 All Other Federal Revenue	287,116	281,643	5,000	34,545	_	_	_
Total 8100-8299 · Other Federal Income	583,008	540,850	299,133	275,383	353,235	481,435	593,000
8300-8599 · Other State Revenue	, , , , , , , , , , , , , , , , , , , ,	,	,	-,	,	,	
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	- 642 020
Total 8300-8599 · Other State Income 8600-8799 · Other Local Revenue	368,310	251,532	406,197	325,221	562,153	641,108	643,920
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
Total 8600-8799 · Other Income-Local	203,155	412,751	238,367	696,255	936,033	611,082	367,198
Prior Year Adjustments  8999 Other Prior Year Adjustment	12,276	8,108					
Total Prior Year Adjustments	12,276 12,276	8,108 <b>8,108</b>	-				
TOTAL INCOME	3,488,450	3,747,972	4,215,780	3,562,978	5,419,225	6,644,537	7,613,193
Expense	, ., ., .,	, ,	, .,		, ,,==3	,, ,,,,,,,	,,
1000 · Certificated Salaries							
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	100.022	300 575	- 226 200	- 220.254		246 472	256 557
1300 Certificated Supervisors' & Administrators' Salaries 1900 Other Certificated Salaries	196,633	309,575	326,300	328,354	336,089	346,172	356,557
Total 1000 · Certificated Salaries	1,112,621	1,302,030	1,383,153	1,338,467	1,413,103	1,650,496	1,901,011
2000 · Classified Salaries	1,112,021	1,302,030	1,303,133	1,338,407	1,413,103	1,030,430	1,301,011
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	-	-	-
Total 2000 · Classified Salaries	776,408	764,245	747,479	778,699	585,072	734,080	847,623
Total 1000-2000 · Salaries	1,889,029	2,066,275	2,130,632	2,117,165	1,998,175	2,384,576	2,748,633

	-2	-1	0	0	1	2	
			2024-25				
	2022-23	2023-24	Budget - Approved	2024-25 Forecast	2025-26	2026-27	2027-28
3000 · Employee Benefits	2022-23	2023-24	Арргочеи	Torecast	2023-20	2020-27	2027-28
3111 STRS - State Teachers Retirement System	-	_	-	-	-	-	
3311 OASDI - Social Security	116,179	126,228	132,099	130,638	123,887	147,844	170,4
3331 MED - Medicare	27,171	29,521	30,894	30,552	28,974	34,576	39,8
3401 H&W - Health & Welfare	148,318	179,520	203,037	206,960	209,680	266,081	320,7
3501 SUI - State Unemployment Insurance	9,418	1,018	1,065	1,111	999	1,192	1,3
3601 Workers' Compensation Insurance	20,439	22,324	23,949	28,672	28,143	34,928	41,8
3751 OPEB, Active Employees	-	-	-	-			
3901 Other Retirement Benefits	10,840	6,569	47,939	37,582	44,959	53,653	61,8
3902 Other Benefits	(8,440)	2,690	-	-			
Total 3000 · Employee Benefits	323,924	367,871	438,984	435,515	436,641	538,275	636,1
Total 1000-3000 · Salaries & Benefits 4000 · Supplies	2,212,953	2,434,146	2,569,616	2,552,681	2,434,816	2,922,851	3,384,7
4111 Core Curricula Materials	14,537	14,462	12,500	22,362	13,759	26,932	32,9
4211 Books & Other Reference Materials	5,811	2,256	3,150	3,000	4,519	12,219	13,8
4311 Student Materials	19,179	15,258	27,100	15,766	23,751	32,681	39,9
4351 Office Supplies	8,100	7,954	10,500	10,000	14,626	19,524	23,
4371 Custodial Supplies	571	936	925	925	1,393	1,917	2,:
4391 Food (Non Nutrition Program)	9,220	13,356	12,300	12,000	18,078	24,875	30,
4392 Uniforms	17,671	20,760	27,075	18,415	27,742	38,172	46,
4393 PE & Sports Equipment	377	1,342	2,500	2,500	2,575	2,654	2,
4395 Before & After School Program Supplies	-	-	-	-	-	-	
4399 All Other Supplies	12,719	3,518	9,450	6,615	9,965	13,712	16,
4411 Non Capitalized Equipment	15,018	11,462	15,000	15,000	22,597	31,093	38,
4711 Nutrition Program Food & Supplies	131,814	151,236	170,599	133,998	175,383	234,115	277,
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	
Total 4000 · Supplies	235,016	242,540	291,099	240,581	314,387	437,895	524,
5000 · Operating Services							
5211 Travel & Conferences	1,280	1,975	2,200	2,200	2,266	2,336	2,
5311 Dues & Memberships	4,305	12,711	8,565	7,961	8,862	10,324	11,
5451 General Insurance	36,544	33,099	40,669	40,669	22,575	31,063	38,
5511 Utilities	-	-	-	-	100,000	103,080	106,
5521 Security Services	-	-	-	-	-	-	
5531 Housekeeping Services	-	-	-	-	-	-	
5599 Other Facility Operations & Utilities	-	-	-	-			
5611 School Rent - Private Facility					776,000	776,000	776,
5613 School Rent - Prop 39	105,349	137,293	185,683	175,149	-	-	
5619 Other Facility Rentals	159,804	90,387	-	194,047	45.740	46,000	47
5621 Equipment Lease	15,886	14,867	14,974	14,974	15,749	16,998	17
5631 Vendor Repairs	1,034	482	1,000	1,000	1,506	2,073	2
5812 Field Trips & Pupil Transportation	225,686	260,574	255,500	158,675	168,915	180,097	190
5821 Legal	10,088	18,087 19,324	26,200	27,200	7.500	10 220	12
5823 Audit 5831 Advertisement & Recruitment	12,000 23,837	40,405	14,320 50,275	14,320 50,275	7,500	10,320	12
5841 Contracted Substitute Teachers	26,326	14,688	6,500	6,500	6,695	8,494	10
5842 Special Education Services	191,510	175,388	273,210	207,368	312,162	429,220	524
5843 Non Public School	191,510	1/3,366	25,000	25,000	312,102	429,220	324
5849 Other Student Instructional Services	10,000	10,750	10,500	10,500	15,818	21,765	26
5852 PD Consultants & Tuition	61,772	70,358	67,700	70,700	17,201	17,731	18
5854 Nursing & Medical (Non-IEP)	01,772	(57,200)	07,700	- 70,700	17,201	17,731	10
5859 All Other Consultants & Services	171,949	210,879	192,530	229,114	19,210	19,802	20
5861 Non Instructional Software	30,233	26,671	31,643	26,714	32,886	39,761	45
5865 Fundraising Cost	1,774	347	2,000	2,000	3,013	4,146	5
5871 District Oversight Fees	23,217	25,353	32,721	22,661	35,678	49,109	60
5872 Special Education Fees (SELPA)	35,372	34,206	45,639	30,262	46,162	61,620	73
5881 Intra-Agency Fees	-	-	-	-	680,986	934,531	1,141
5899 All Other Expenses	6,412	6,598	5,650	5,650	5,820	5,999	6
5911 Office Phone	-	11,832	11,880	11,880	12,236	12,613	13
5913 Mobile Phone	9,902	-	-	-	-	-	
5921 Internet	17,615	17,527	17,400	17,400	17,922	18,474	19
5923 Website Hosting	310	35	250	250	258	265	
5931 Postage & Shipping	901	1,360	2,000	2,000	3,013	4,146	5
5999 Other Communications	223	216	3,240	3,240	3,337	3,440	3
Total 5000 · Operating Services	1,183,329	1,178,209	1,327,249	1,357,709	2,315,769	2,763,407	3,131
6000 · Capital Outlay							
6901 Depreciation Expense	6,223	5,013	5,810	5,810	5,512	4,164	2
Total 6000 · Capital Outlay	6,223	5,013	5,810	5,810	5,512	4,164	2
7000 · Other Outgo							
7438 Interest Expense	-	-	-	-	-	-	
Total 7000 · Other Outgo	-	-	-		-	-	
OTAL SYDEMOS	3,637,521	3,859,907	4,193,774	4,156,781	5,070,485	6,128,318	7,043
OTAL EXPENSE INCOME	(149,070)	(111,935)	22,006	(593,803)	348,741	516,219	570

			-1	0	U	1		
		2022-23	2023-24	2024-25 Budget - Approved	2024-25 Forecast	2025-26	2026-27	2027-28
Beginning Cash Balance		1,192,187	1,643,962	1,369,153	1,351,790	645,846	352,055	586,529
Cash Flow from Operating Activities		1,192,107	1,045,902	1,309,133	1,551,790	043,640	332,033	300,329
Net Income		(149,070)	(111,935)	22,006	(593,803)	348,741	516,219	570,155
Change in Accounts Receivable		(149,070)	(111,933)	22,000	(393,803)	340,741	310,219	370,133
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)		(210,593)	(616,048)	(791,596)	(894,341)
Change in Due from		14,558	(35,240)	(442,133)	(210,393) 35,240	(010,048)	(791,390)	(894,341)
Change in Due from Change in Accounts Payable		14,558	(102,852)	(17,735)	35,240 84,406	20,447	- (10,787)	(15,032)
Change in Due to		27,580	(58,286)	(17,735) (79,170)		(174)	390	(15,032)
Change in Accrued Vacation				(79,170)	(64,242)	(174)	390	407
S .		(8,584)	2,690	12,345	- (20.12E)	- (01 42E)	-	-
Change in Payroll Liabilities Change in Prepaid Expenditures		27,404	(15,927)		(29,135)	(81,435)		(1.010)
		(3,484)	(3,122)	(1,626)	(5,635)	(1,733)	(1,819)	(1,910)
Change in Deposits		226 201	(420.240)	(245.220)	(400,004)	(470.220)	(07.755)	-
Change in Deferred Revenue		336,391	(139,349)	(245,328)	(188,001)	(179,320)	(97,755)	- 0.420
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)		(9,536)
Depreciation Expense		6,223	5,013	5,810	5,810	5,512	4,164	2,253
Cash Flow from Investing Activities								
Capital Expenditures		(7,834)	(9,667)	-	-	-	-	-
Cash Flow from Financing Activities								
Source - Loans		-	-	-	-	-	-	-
Use - Loans		-	-	-	-	-	-	-
Ending Cash Balance		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
Assets					
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	-	-	-	-	-
Prepaids	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
Total Assets	1,702,800	939,429	1,038,947	1,437,885	1,983,880
Liabilities					
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	-
Total Liabilities	901,378	731,810	482,587	365,307	341,146
Equity					
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
Total Equity	801,422	207,619	556,360	1,072,579	1,642,733
Total Liabilities & Equity	1,702,800	939,429	1,038,947	1,437,885	1,983,880

Difference - - - - -

Ratios
Cash Ratio
Quick Ratio
Debt-Equity Ratio*
Debt Service Coverage Ratio
Lease Payment Coverage Ratio
Interest Coverage Ratio
Days Cash on Hand
Cash Reserve %

6/30/2025	6/30/2026	6/30/2027	6/30/2028
0.85	0.80	1.77	3.29
1.16	2.21	4.17	6.12
-	-	-	-
N/A	N/A	N/A	N/A
(2.39)	1.45	1.67	1.73
N/A	N/A	N/A	N/A
51	25	35	54
13.9%	7.0%	9.6%	14.8%

<sup>\*</sup>NFB = Negative Fund Balance

	2024-25	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL									FORECAST	Budget Varia	ance
	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	Jul-24 - Jun-25		% Better / (Worse)
# of School Days in Month	180	0	14	20	21	15	10	19	19	19	16	21	9		183	(110.50)	(110.30)
Enrollment	210														145	(65)	-31%
Unduplicated Pupil Percentage	95%														96%	0	1%
ADA	189.00														131.08	(58)	1/0
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	50,004					0.005	5 460	5.000	4.240	2.720	5.050	5.050	5.050	6 700	40.000	(7.454)	420/
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		-	-		-	-	- 22.767	8,261	- (44.042)	240/
8560 Lottery Revenue 8591 SB740	49,153	-	-	-	512	-	-	6,531	-	-	6,531	-	-	23,767	37,342	(11,812)	-24%
	- 15,294	-	- 615	615	1,108	1,108	1 100	1,108	1,108	955	-	055	955	18	10.007	(4,687)	-31%
8592 State Mental Health 8596 Prop 28 Arts & Music	31,777	-	615 1,537	1,537	2,767	2,767	1,108 2,767	2,767	2,767	2,860	955 2,860	955 2,860	2,860	3,428	10,607 31,777	(4,087)	-31%
8599 State Revenue - Other	245,328	465.076	1,557	1,337	2,707	2,707	2,707	2,707	2,707	2,800	2,800	2,800	2,800	(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)	-23%
8600-8799 · Other Local Revenue	400,137	403,070	2,132	2,132	4,307	12,701	17,000	10,207	0,134	0,342	15,404	0,075	0,073	(243,070)	323,221	(00,570)	2070
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	-	-	-	-	-	-		-	-	-		-		<del></del>	-	-	
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%

	2024-25	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL									FORECAST	Budget Variar	
	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	Jul-24 - Jun-25		6 Better / (Worse)
Expense																(worse)	worsej
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				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%

	2024-25	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL									FORECAST	Budget Varia	
	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	Jul-24 - Jun-25		% Better / (Worse)
5000 · Operating Services														_		(**************************************	(**************************************
5211 Travel & Conferences	2,200	-	-	-	-	3,300	(3,300)	367	367	367	367	367	367		2,200	-	
5311 Dues & Memberships	8,565	8,612	-	(4,155)	-		501	501	501	501	501	501	501		7,961	604	7
5451 General Insurance	40,669	10,162	-	6,778	3,389	5,951	3,389	3,389	3,389	3,389	833	-	-		40,669	-	
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		175,149	10,535	
5619 Other Facility Rentals	-	989	-	-	-	-	-	-	-	-	-	-	-	193,059	194,047	(194,047)	100
5621 Equipment Lease	14,974	3,833	282	2,663	-	2,371	832	832	832	832	832	832	832		14,974	-	
631 Vendor Repairs	1,000	-	-	-	-	-	143	143	143	143	143	143	143		1,000	-	
812 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		158,675	96,825	38
821 Legal	26,200		150	2,220	-	75	3,536	3,536	3,536	3,536	3,536	3,536	3,536		27,200	(1,000)	-
823 Audit	14,320	-	-	2,862	2,862	-	1,228	1,228	1,228	1,228	1,228	1,228	1,228		14,320	-	
831 Advertisement & Recruitment	50,275	266	_	325	506	575	6,943	6,943	6,943	6,943	6,943	6,943	6,943		50,275	_	
841 Contracted Substitute Teachers	6,500		_	-	-		929	929	929	929	929	929	929		6,500	_	
842 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		207,368	65,842	2
843 Non Public School	25,000	_	-	_	-	-	, -	4,167	4,167	4,167	4,167	4,167	4,167	_	· · · · · · · · · · · · · · · · · · ·	-	
5844 After School Services	-	_	_	_	_	_	-	.,207	-			.,207			-	-	
8849 Other Student Instructional Services	10,500	_	_	_	_	_	1,500	1,500	1,500	1,500	1,500	1,500	1,500		10,500	-	
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		70,700	(3,000)	-4
854 Nursing & Medical (Non-IEP)	07,700	1,200		4,023	3,000	2,800	8,323	0,323	0,323	0,323	0,323	0,323	6,323		70,700	(3,000)	-
859 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		229,114	(36,584)	-19
861 Non Instructional Software	31,643	13,385	82	2,011	261	5,894	726	726	726	726	726	726	726		26,714	4,929	10
865 Fundraising Cost	2,000	13,363	47	2,011	3	2	278	278	278	278	278	278	278		2,000	4,323	11
871 District Oversight Fees	32,721	1,521	3,042	3	4,057	-	2,006	2,006	2,006	2,006	2,006	2,006	2,006		22,661	10,060	3:
872 Special Education Fees (SELPA)	45,639	2,052	4,104	-	5,474		2,421	2,421	4,597	2,298	2,298	2,298	2,000	_		15,377	3.
is81 Intra-Agency Fees	45,035	2,032	4,104	-	3,474		2,421	2,421	4,357	2,236	2,230	2,290	2,298	-	30,202	13,377	34
	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
898 Uncategorized Expense		1,083	- 070	- 015	-	-	245	245	245	- 245	245	- 245	245			-	
899 All Other Expenses	5,650	· ·	978	915	-	955	245	245	245	245	245	245	245		5,650	-	
911 Office Phone	11,880	547	283	274	842	547	1,341	1,341	1,341	1,341	1,341	1,341	1,341		11,880	-	
5913 Mobile Phone	47.400	-	-	-	2.702	4 201	4.000	4.000	4.000	4.000	4.000	4.000	4.000		17.400	-	
5921 Internet	17,400	-	-	-	2,793	1,391	1,888	1,888	1,888	1,888	1,888	1,888	1,888		17,400	-	
5923 Website Hosting	250	-	-	23	-	-	32	32	32	32	32	32	32		250	-	
5931 Postage & Shipping	2,000	-	-	23	317	17	235	235	235	235	235	235	235		2,000	-	
5999 Other Communications	3,240	607	-	19	19	19	368	368	368	368	368	368	368		3,240	-	
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	1,357,709	(30,460)	-2
000 · Capital Outlay							_		_	_	_		_				
6901 Depreciation Expense	5,810	484	484	484	484	484	484	484	484	484	484	484	484		5,810	0	C
otal 6000 · Capital Outlay	5,810	484	484	484	484	484	484	484	484	484	484	484	484	-	5,810	0	C
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	4,156,781	36,994	1
СОМЕ	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)	-2798
	27,816														(587,993)		

	2024-25	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL									FORECAST	<b>Budget Varianc</b>
	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	Jul-24 - Jun-25	Better / % E (Worse) (V
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	
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	5% Reserve Goal  Accrual	207,839 <b>6/30/2025</b>	
Assets		7/31/2024	0/31/2024	3/30/2024	10/31/2024	11/30/2024	12/31/2024	1,31,2023	2,20,2023	3/31/2023	4/30/2023	3/31/2023	0,30,2023	Accidai	0,30,2023	
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	
Operating Cash Restricted Cash		1,167,461 70,954	1,177,296 70,954	940,095 70,954	868,828 70,954	857,579 70,954	838,116 70,954	791,680 70,954	690,821 70,954	513,871 70,954	880,019 70,954	727,410 70,954	577,927 67,919	577,927 67,919	577,927 67,919	
											•	*	•			
Restricted Cash		70,954	70,954	70,954	70,954	70,954	70,954				•	*	•	67,919	67,919	
Restricted Cash Accounts Receivable		70,954 143,703	70,954 104,121	70,954 75,274	70,954 65,063	70,954 4,201	70,954	70,954	70,954	70,954	70,954	70,954	•	67,919	67,919	
Restricted Cash Accounts Receivable Due From Others		70,954 143,703	70,954 104,121	70,954 75,274	70,954 65,063	70,954 4,201 32	70,954 4,201 -	70,954	70,954	70,954 - -	70,954	70,954	•	67,919 210,593 -	67,919	
Restricted Cash Accounts Receivable Due From Others Deposits		70,954 143,703 35,240	70,954 104,121 35,240	70,954 75,274 226	70,954 65,063 258	70,954 4,201 32	70,954 4,201 -	70,954 - -	70,954 - - -	70,954 - -	70,954 - - -	70,954 - - -	67,919 - - -	67,919 210,593 -	67,919 210,593 -	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids		70,954 143,703 35,240 - 4,184	70,954 104,121 35,240 - 4,201	70,954 75,274 226 - 4,212	70,954 65,063 258 - 4,212	70,954 4,201 32 - 4,212	70,954 4,201 - - - 4,212	70,954 - - - - 4,212	70,954 - - - - 4,212	70,954 - - - - 4,212	70,954 - - - - 4,212	70,954 - - - - 4,212	67,919 - - - - 34,656	67,919 210,593 - - - 34,656	67,919 210,593 - - - 34,656	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets		70,954 143,703 35,240 - 4,184 17,890	70,954 104,121 35,240 - 4,201 17,405	70,954 75,274 226 - 4,212 16,921	70,954 65,063 258 - 4,212 16,437	70,954 4,201 32 - 4,212 15,953	70,954 4,201 - - 4,212 15,469	70,954 - - - 4,212 14,985	70,954 - - - - 4,212 14,500	70,954 - - - - 4,212 14,016	70,954 - - - - 4,212 13,532	70,954 - - - 4,212 13,048	67,919 - - 34,656 12,564	67,919 210,593 - - 34,656 12,564	67,919 210,593 - - 34,656 12,564	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets		70,954 143,703 35,240 - 4,184 17,890 44,026	70,954 104,121 35,240 - 4,201 17,405 43,779	70,954 75,274 226 - 4,212 16,921 43,779	70,954 65,063 258 - 4,212 16,437 41,148	70,954 4,201 32 - 4,212 15,953 40,485	70,954 4,201 - - 4,212 15,469 39,818	70,954 - - - 4,212 14,985 39,150	70,954 - - - 4,212 14,500 38,479	70,954 - - - 4,212 14,016 37,805	70,954 - - - 4,212 13,532 37,129	70,954 - - - 4,212 13,048 36,451	67,919 - - 34,656 12,564 35,770	67,919 210,593 - - 34,656 12,564 35,770	67,919 210,593 - - 34,656 12,564 35,770	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets		70,954 143,703 35,240 - 4,184 17,890 44,026	70,954 104,121 35,240 - 4,201 17,405 43,779	70,954 75,274 226 4,212 16,921 43,779 1,151,461	70,954 65,063 258 - 4,212 16,437 41,148	70,954 4,201 32 - 4,212 15,953 40,485 993,415	70,954 4,201 - - 4,212 15,469 39,818	70,954 - - - 4,212 14,985 39,150	70,954 - - - 4,212 14,500 38,479	70,954 - - - 4,212 14,016 37,805	70,954 - - - 4,212 13,532 37,129	70,954 - - - 4,212 13,048 36,451	67,919 - - 34,656 12,564 35,770	67,919 210,593 - - 34,656 12,564 35,770	67,919 210,593 - - 34,656 12,564 35,770	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457	70,954 104,121 35,240 - 4,201 17,405 43,779 1,452,996	70,954 75,274 226 - 4,212 16,921 43,779 1,151,461	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900	70,954 4,201 32 - 4,212 15,953 40,485 993,415	70,954 4,201 - - 4,212 15,469 39,818 972,770	70,954 - - - - 4,212 14,985 39,150 <b>920,981</b>	70,954 - - - 4,212 14,500 38,479 <b>818,966</b>	70,954 - - - - 4,212 14,016 37,805 640,859	70,954 - - - 4,212 13,532 37,129 1,005,847	70,954 - - - 4,212 13,048 36,451 <b>852,075</b>	67,919 - - 34,656 12,564 35,770 <b>728,836</b>	67,919 210,593 - - 34,656 12,564 35,770 939,429	67,919 210,593 - 34,656 12,564 35,770 939,429	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457	70,954 104,121 35,240 - 4,201 17,405 43,779 1,452,996	70,954 75,274 226 4,212 16,921 43,779 1,151,461	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900	70,954 4,201 32 - 4,212 15,953 40,485 993,415	70,954 4,201 - - 4,212 15,469 39,818 972,770	70,954 - - - - 4,212 14,985 39,150 <b>920,981</b>	70,954 - - - 4,212 14,500 38,479 <b>818,966</b>	70,954 - - - - 4,212 14,016 37,805 640,859	70,954 - - - 4,212 13,532 37,129 1,005,847	70,954 - - - 4,212 13,048 36,451 <b>852,075</b>	67,919 - - 34,656 12,564 35,770 <b>728,836</b>	67,919 210,593 - 34,656 12,564 35,770 939,429	67,919 210,593 - - 34,656 12,564 35,770 939,429	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457 174,429 1,371	70,954 104,121 35,240 - 4,201 17,405 43,779 1,452,996 168,494 (79)	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900 52,233 92	70,954 4,201 32 - 4,212 15,953 40,485 993,415 84,952 185	70,954 4,201 - 4,212 15,469 39,818 <b>972,770</b> 42,476	70,954 - - 4,212 14,985 39,150 920,981 21,238	70,954 - - 4,212 14,500 38,479 <b>818,966</b> 10,619	70,954 - - 4,212 14,016 37,805 <b>640,859</b> 5,309	70,954 - - 4,212 13,532 37,129 1,005,847	70,954 - - 4,212 13,048 36,451 <b>852,075</b>	67,919 - 34,656 12,564 35,770 <b>728,836</b> 60,207	67,919 210,593 - 34,656 12,564 35,770 <b>939,429</b> 250,564 81,435 70,191	67,919 210,593 - 34,656 12,564 35,770 <b>939,429</b> 250,564 81,435 70,191	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities Due to Others Current Loans Deferred Revenue		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457  174,429 1,371 169,019	70,954 104,121 35,240 - 4,201 17,405 43,779 <b>1,452,996</b> 168,494 (79) 131,542	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227 131,542	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900 52,233 92 123,426	70,954 4,201 32 4,212 15,953 40,485 993,415  84,952 185 86,992	70,954 4,201 - - 4,212 15,469 39,818 <b>972,770</b> 42,476 - 83,326	70,954 4,212 14,985 39,150 920,981  21,238 - 79,657	70,954 - - - 4,212 14,500 38,479 <b>818,966</b> 10,619 - - 75,986	70,954 - - 4,212 14,016 37,805 <b>640,859</b> 5,309 - 72,313	70,954 4,212 13,532 37,129 1,005,847  2,655 - 68,637	70,954 4,212 13,048 36,451 852,075  1,327 - 64,959	67,919 - 34,656 12,564 35,770 <b>728,836</b> 60,207 - 61,278	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075	67,919 210,593 - 34,656 12,564 35,770 <b>939,429</b> 250,564 81,435 70,191 - 277,075	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities Due to Others Current Loans		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457 174,429 1,371	70,954 104,121 35,240 - 4,201 17,405 43,779 1,452,996 168,494 (79)	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900 52,233 92	70,954 4,201 32 - 4,212 15,953 40,485 993,415  84,952 185 86,992	70,954 4,201 - - - 4,212 15,469 39,818 <b>972,770</b> 42,476 - 83,326	70,954 - - 4,212 14,985 39,150 920,981 21,238	70,954 - - 4,212 14,500 38,479 <b>818,966</b> 10,619	70,954 - - 4,212 14,016 37,805 <b>640,859</b> 5,309 - 72,313	70,954 - - 4,212 13,532 37,129 1,005,847	70,954 - - 4,212 13,048 36,451 <b>852,075</b>	67,919 - 34,656 12,564 35,770 <b>728,836</b> 60,207	67,919 210,593 - 34,656 12,564 35,770 <b>939,429</b> 250,564 81,435 70,191	67,919 210,593 - 34,656 12,564 35,770 <b>939,429</b> 250,564 81,435 70,191	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities Due to Others Current Loans Deferred Revenue Accrued Vacation Long Term Debt		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457  174,429 1,371 169,019	70,954 104,121 35,240 - 4,201 17,405 43,779 <b>1,452,996</b> 168,494 (79) 131,542	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227 131,542	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900 52,233 92 123,426	70,954 4,201 32 4,212 15,953 40,485 993,415  84,952 185 86,992 - 25,140	70,954 4,201 - 4,212 15,469 39,818 <b>972,770</b> 42,476 - 83,326 - - 25,140	70,954 - - 4,212 14,985 39,150 920,981 21,238 - 79,657 - - 25,140	70,954 - - 4,212 14,500 38,479 818,966 10,619 - 75,986 - - 25,140	70,954 - - 4,212 14,016 37,805 <b>640,859</b> 5,309 - 72,313 - - 25,140	70,954 4,212 13,532 37,129 1,005,847  2,655 - 68,637 - 25,140	70,954 4,212 13,048 36,451 852,075  1,327 - 64,959 - 25,140	67,919 - 34,656 12,564 35,770 <b>728,836</b> 60,207 - 61,278	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140	67,919 210,593 - 34,656 12,564 35,770 <b>939,429</b> 250,564 81,435 70,191 - 277,075 25,140	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities Due to Others Current Loans Deferred Revenue Accrued Vacation Long Term Debt Other Long Term Liabilities		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457 174,429 1,371 169,019 - 25,140	70,954 104,121 35,240 - 4,201 17,405 43,779 1,452,996 168,494 (79) 131,542 - 25,140	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227 131,542 - 25,140	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900 52,233 92 123,426 - 25,140	70,954 4,201 32 - 4,212 15,953 40,485 993,415  84,952 185 86,992 - 25,140 - 35,770	70,954 4,201 - 4,212 15,469 39,818 972,770 42,476 - 83,326 - 25,140 - 35,770	70,954 4,212 14,985 39,150 920,981  21,238 - 79,657 - 25,140 - 35,770	70,954 4,212 14,500 38,479 818,966 - 75,986 - 25,140 - 35,770	70,954 4,212 14,016 37,805 640,859 - 72,313 - 25,140 - 35,770	70,954 4,212 13,532 37,129 1,005,847  2,655 - 68,637 - 25,140 - 35,770	70,954 4,212 13,048 36,451 852,075  1,327 - 64,959 - 25,140 - 35,770	67,919 34,656 12,564 35,770 728,836 - 60,207 - 61,278 - 25,140 - 35,770	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities Due to Others Current Loans Deferred Revenue Accrued Vacation Long Term Debt		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457  174,429 1,371 169,019	70,954 104,121 35,240 - 4,201 17,405 43,779 <b>1,452,996</b> 168,494 (79) 131,542	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227 131,542	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900 52,233 92 123,426	70,954 4,201 32 4,212 15,953 40,485 993,415  84,952 185 86,992 - 25,140	70,954 4,201 - 4,212 15,469 39,818 <b>972,770</b> 42,476 - 83,326 - - 25,140	70,954 - - 4,212 14,985 39,150 920,981 21,238 - 79,657 - - 25,140	70,954 - - 4,212 14,500 38,479 818,966 10,619 - 75,986 - - 25,140	70,954 - - 4,212 14,016 37,805 <b>640,859</b> 5,309 - 72,313 - - 25,140	70,954 4,212 13,532 37,129 1,005,847  2,655 - 68,637 - 25,140	70,954 4,212 13,048 36,451 852,075  1,327 - 64,959 - 25,140	67,919 - 34,656 12,564 35,770 <b>728,836</b> 60,207 - 61,278	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140	67,919 210,593 - 34,656 12,564 35,770 <b>939,429</b> 250,564 81,435 70,191 - 277,075 25,140	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities Due to Others Current Loans Deferred Revenue Accrued Vacation Long Term Debt Other Long Term Liabilities Total Liabilities		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457 174,429 1,371 169,019 - 25,140 - 369,959	70,954 104,121 35,240 - 4,201 17,405 43,779 1,452,996 168,494 (79) 131,542 - 25,140 - 325,098	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227 131,542 25,140 219,035	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900 52,233 92 123,426 - 25,140 - 200,890	70,954 4,201 32 - 4,212 15,953 40,485 993,415  84,952 185 86,992 - 25,140 - 35,770 233,040	70,954 4,201 - 4,212 15,469 39,818 972,770 42,476 - 83,326 - 25,140 - 35,770 186,712	70,954 4,212 14,985 39,150 920,981  21,238 - 79,657 - 25,140 - 35,770 161,806	70,954 4,212 14,500 38,479 818,966  10,619 - 75,986 - 25,140 - 35,770 147,516	70,954 4,212 14,016 37,805 640,859 - 72,313 - 25,140 - 35,770 138,533	70,954 4,212 13,532 37,129 1,005,847  2,655 - 68,637 - 25,140 - 35,770 132,202	70,954 4,212 13,048 36,451 852,075  1,327 - 64,959 - 25,140 - 35,770 127,196	67,919 - 34,656 12,564 35,770 728,836 - 60,207 - 61,278 - 25,140 - 35,770 182,395	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404 731,810	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404 731,810	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities Due to Others Current Loans Deferred Revenue Accrued Vacation Long Term Debt Other Long Term Liabilities Total Liabilities Equity Beginning Fund Balance		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457 174,429 1,371 169,019 - 25,140 - 369,959	70,954 104,121 35,240 - 4,201 17,405 43,779 1,452,996  168,494 (79) 131,542 - 25,140 - 325,098	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227 131,542 25,140 219,035	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900 52,233 92 123,426 - 25,140 - 200,890	70,954 4,201 32 - 4,212 15,953 40,485 993,415  84,952 185 86,992 - 25,140 - 35,770 233,040	70,954 4,201 - 4,212 15,469 39,818 972,770  42,476 - 83,326 - 25,140 - 35,770 186,712	70,954 4,212 14,985 39,150 920,981  21,238 - 79,657 - 25,140 - 35,770 161,806	70,954 4,212 14,500 38,479 818,966 - 75,986 - 25,140 - 35,770 147,516	70,954 4,212 14,016 37,805 640,859  5,309 - 72,313 - 25,140 - 35,770 138,533	70,954 4,212 13,532 37,129 1,005,847  2,655 - 68,637 - 25,140 - 35,770 132,202	70,954 4,212 13,048 36,451 852,075  1,327 - 64,959 - 25,140 - 35,770 127,196	67,919 34,656 12,564 35,770 728,836 - 60,207 - 61,278 - 25,140 - 35,770 182,395	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404 731,810	67,919 210,593 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404 731,810	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities Due to Others Current Loans Deferred Revenue Accrued Vacation Long Term Debt Other Long Term Liabilities Total Liabilities Equity Beginning Fund Balance Net Income/(Loss)		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457 174,429 1,371 169,019 - 25,140 - 369,959 801,422 312,076	70,954 104,121 35,240 - 4,201 17,405 43,779 1,452,996  168,494 (79) 131,542 - 25,140 - 325,098	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227 131,542 25,140 219,035	70,954 65,063 258 4,212 16,437 41,148 1,066,900 52,233 92 123,426 25,140 200,890 801,422 64,588	70,954 4,201 32 - 4,212 15,953 40,485 993,415  84,952 185 86,992 - 25,140 - 35,770 233,040  801,422 (41,046)	70,954 4,201 - 4,212 15,469 39,818 972,770 42,476 - 83,326 - 25,140 - 35,770 186,712	70,954 4,212 14,985 39,150 920,981  21,238 - 79,657 - 25,140 - 35,770 161,806	70,954 4,212 14,500 38,479 818,966  10,619 - 75,986 - 25,140 - 35,770 147,516  801,422 (129,971)	70,954 4,212 14,016 37,805 640,859  5,309 - 72,313 25,140 - 35,770 138,533	70,954 4,212 13,532 37,129 1,005,847  2,655 - 68,637 - 25,140 - 35,770 132,202	70,954 4,212 13,048 36,451 852,075  1,327 - 64,959 - 25,140 - 35,770 127,196  801,422 (76,543)	67,919	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404 731,810  801,422 (593,803)	67,919 210,593 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404 731,810  801,422 (593,803)	
Restricted Cash Accounts Receivable Due From Others Deposits Prepaids Net Fixed Assets Other Long-Term Assets Total Assets Liabilities Accounts Payable Payroll Liabilities Due to Others Current Loans Deferred Revenue Accrued Vacation Long Term Debt Other Long Term Liabilities Total Liabilities Equity Beginning Fund Balance		70,954 143,703 35,240 - 4,184 17,890 44,026 1,483,457 174,429 1,371 169,019 - 25,140 - 369,959	70,954 104,121 35,240 - 4,201 17,405 43,779 1,452,996  168,494 (79) 131,542 - 25,140 - 325,098	70,954 75,274 226 4,212 16,921 43,779 1,151,461 62,126 227 131,542 25,140 219,035	70,954 65,063 258 - 4,212 16,437 41,148 1,066,900 52,233 92 123,426 - 25,140 - 200,890	70,954 4,201 32 - 4,212 15,953 40,485 993,415  84,952 185 86,992 - 25,140 - 35,770 233,040	70,954 4,201 - 4,212 15,469 39,818 972,770  42,476 - 83,326 - 25,140 - 35,770 186,712	70,954 4,212 14,985 39,150 920,981  21,238 - 79,657 - 25,140 - 35,770 161,806	70,954 4,212 14,500 38,479 818,966 - 75,986 - 25,140 - 35,770 147,516	70,954 4,212 14,016 37,805 640,859  5,309 - 72,313 - 25,140 - 35,770 138,533	70,954 4,212 13,532 37,129 1,005,847  2,655 - 68,637 - 25,140 - 35,770 132,202	70,954 4,212 13,048 36,451 852,075  1,327 - 64,959 - 25,140 - 35,770 127,196	67,919 34,656 12,564 35,770 728,836 - 60,207 - 61,278 - 25,140 - 35,770 182,395	67,919 210,593 - 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404 731,810	67,919 210,593 34,656 12,564 35,770 939,429 250,564 81,435 70,191 - 277,075 25,140 - 27,404 731,810	

2025-26 Cash Flow Forecast

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Actuals as of 11/30/2024

Ī	2025-26	2025-26	I													FORECAST	Budget V	ariance
	Budget	Trend														Jul-25 - Jun-26	Better / (Worse)	
	Buuget	Heliu	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	Jui-23 - Juii-20	better / (worse)	6 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			
1 - District Apportionment Schedule, Fald on Time			0/6	12/6	876	676	876	870	876	1/3	1/0	1/0	1/0	1/0	Ü			
# 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	10,000	10,000	_	_	_	2,500	_	_	2,300	_	_	-	_	_	2,500	10,000	_	
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	310,003	333,233	2,000	4,013	2,073	30,700	2,073	10,430	54,501	20,315	21,030	37,133	21,030	21,030	03,440	333,233	42,550	1470
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	3,823	3,823	3,823	3,823	3,823	3,823	17,473	7,523	(3,324)	-31%
8560 Lottery Revenue	53,835	57,013	-	-	-	-	-	7,323	9,972		_	9,972	-	-	37,069	57,013	3,179	-31%
8587 State Grant Pass-Through	33,633	37,013	-	-	-	-	-	-	3,372	_	_	5,572	-	-	37,003	37,013	3,179	0/6
8591 SB740	-	218,114	-	=	-	=	-	=	71,494	-	=	35,747	=	=	110,873	218,114	218,114	100%
8592 State Mental Health	46.750			809	809	4.456	1,456	1,456	1,456	1,456	4.456	1,456	4.456	1.456	1,456			-3%
	16,750	16,180	-	809	809	1,456	1,450	1,450	1,430	1,450	1,456	1,456	1,456	1,456	1,450	16,180	(570)	-376
8593 After School Education & Safety 8594 Supplemental Categorical Block Grant	-	-	-	=	-	=	-	=	-	-	=	=	=	=	=	-	-	
	-	-		_	_	_	_	_	_	_	_	_	_	_	_	-		
8595 Expanded Learning Opportunity Program	20 252	25.750	-	1,288	1,288								2,318			25,750	(12.601)	220/
8596 Prop 28 Arts & Music	38,352 119,944	25,750 179,320	277,075	1,200	1,200	2,318	2,318	2,318	2,318	2,318	2,318	2,318	2,310	2,318	2,318	179,320	(12,601) 59,377	-33% 50%
8599 State Revenue - Other  Total 8300-8599 · Other State Income	293,033	562,153	277,075	2,097	2,097	3,774	3,774	17 122	01.065	9,599	0.500	- - -	0.500	0.500	(97,755) <b>71,437</b>	562,153	269,119	92%
	293,033	562,153	2//,0/5	2,097	2,097	3,774	3,774	17,122	91,065	9,599	9,599	55,318	9,599	9,599	/1,43/	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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

**Budget Variance** 

COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES

2025-26 Cash Flow Forecast

Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED Actuals as of 11/30/2024 # of months remaining in FY 12 11 10 9 8 7 6 5 4 3 2 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 P-1 P-1 District Schedule: 2025-26 FORECAST

Total 8600-8799 Other Income-Local Prior Year Adjustments 8999 Other Prior Year Adjustments  Total Prior Year Adjustments 8999 Other Prior Year Adjustments  Total Prior Year Adjustments	Worse)
8696 Other Fundraising 5,922 5,536 461 461 461 461 461 461 461 461 461 46	-7%
8697 EABE 8698 SEIPA Grants 16,130 11,7661 11,	-7%
8698 SELPA Grants 8699 All Other Local Revenue 8792 Transfers of Apportionments - Special Education 19,569 179,797 Total 8609 All Other Local Revenue 8792 Transfers of Apportionments - Special Education 19,569 179,797 Total 8609 Argo - Other Income-Local Prior Year Adjustments 8999 Other Prior Year Adjustments 8990 Other Reveal Adjustments 8990 Other Prior Year Adjustments 8990 Other Reveal Ad	
8699 All Other Local Revenue 8792 Transfers of Apportionments - Special Education 199,569 179,797 Total 8600-8799-Other Income-Local Prior Year Adjustments 8999 Other Prior Yea	-7%
8792 Transfers of Apportforments - Special Education Total 8600-8799 - Other Income-Local Total 8600-8799 - Other Income-Local Prior Year Adjustments  8999 Other Prior Year Adjustments  TOTAL INCOME  1000 - Certificated Salaries 1100 Teachers' Salaries 1110 Teachers' Salaries 11175 Teachers' Salaries 11175 Teachers' Salaries 11175 Teachers' Salaries 1118 Teachers' Salaries 1119 Teachers' Salaries 1110 Teachers' Salaries 1110 Teachers' Salaries Salaries 1110 Teachers' Salaries 1110 Teachers' Salaries 1110 Teachers' Salaries 1110 Teachers' Salaries 1111 Teachers' Salaries	,,,
Total 8600-8799 - Other Income-Local Prior Year Adjustments 8999 Other Prior Year Adjustments 8999 Other Prior Year Adjustments 8999 Other Prior Year Adjustments  TOTAL INCOME 8999 Other Prior Year Adjustments  1000 - Certificated Salaries 1110 Teachers' Salaries - Substitute 1120 Teachers' Salaries - Substitute 1170 Teachers' Salaries - Subs	-10%
Prior Year Adjustments 8999 Other Prior Year Adjustments TOTAL INCOME 4,552,322 5,419,225 1,018,064 172,811 148,016 263,516 220,857 249,985 378,332 395,863 483,434 592,927 488,912 488,216 518,293 5,419,225 866,993  Expense 1000 · Certificated Salaries 1110 Teachers' Salaries 1110 Teachers' Hourly 1120 Teachers' Hourly 1170 Teachers' Salaries - Substitute 36,853 36,853 36,853 33,50	262%
899 Other Prior Year Adjustments Total Prior Year Adjustments 4,552,323 5,419,225 1,018,064 172,811 148,016 263,516 220,857 249,985 378,332 395,863 483,434 592,927 488,912 488,216 518,293  Expense 1000 - Certificated Salaries 1110 Teachers' Salaries - Substitute 1120 Teachers' Hourly	
Total Prior Year Adjustments  TOTAL INCOME  4,552,232 5,419,225 1,018,064 172,811 148,016 263,516 220,857 249,985 378,332 395,863 483,434 592,927 488,912 488,216 518,293 5,419,225 866,993  Expense  1000 · Certificated Salaries  1110 Teachers' Salaries  1120 Teachers' Hourly  1170 Teachers' Salaries - Substitute  36,853 36,853 36,853 36,853 36,853 31,200 3,35	
TOTAL INCOME  Expense  1000 · Certificated Salaries  1110 Teachers' Salaries  1120 Teachers' Hourly  1170 Teachers' Salaries - Substitute  36,853  36,853  37,286  37,	
Expense 1000 · Certificated Salaries 1110 Teachers' Salaries 1110 Teachers' Salaries 1110 Teachers' Salaries 1110 Teachers' Salaries - Substitute 1120 Teachers' Salaries - Substitute 1130 Teachers' Salaries - Substitute 1140 Teachers' Salaries - Substitute 1157 Teachers' Salaries - Substitute 1164 Teachers' Salaries - Substitute 1175 Teachers	19%
1110 Teachers' Salaries	
1120 Teachers' Hourly  1170 Teachers' Salaries - Substitute 36,853 36,853 36,853 36,853 37,286 37,28	
1170 Teachers' Salaries - Substitute 36,853 36,853 36,853 3,550 3,350 3,550 3,	-12%
1175 Teachers' Salaries - Stipend/Extra Duty 43,466 37,286 3,390 3	
1211 Certificated Pupil Support - Librarians	
1213 Certificated Pupil Support - Guidance & Counseling 74,109 74,000 6,727 6,727 6,727 6,727 6,727 6,727 6,727 6,727 6,727 74,000 109	-14%
1215 Certificated Pupil Support - Psychologist	0%
1299 Certificated Pupil Support - Other	
1300 Certificated Supervisors' & Administrators' Salaries 336,089 336,089 28,007 28,00	
1900 Other Certificated Salaries	
Total 1000 · Certificated Salaries 1,544,048 1,413,103 28,007 125,918	-8%
2000 · Classified Salaries	
2111 Instructional Aide & Other Salaries 296,289 297,232 - 22,739 32,484 34,109 24,363 16,242 30,860 30,860 25,987 34,109 14,618 297,232 (943)	0%
2121 After School Staff Salaries	
2131 Classified Teacher Salaries	
	100%
2300 Classified Supervisors' & Administrators' Salaries 248,957 84,000 - 6,426 9,180 9,639 6,885 4,590 8,721 8,721 7,344 9,639 4,131 84,000 164,957	-66%
2400 Classified Office Staff Salaries 224,657 87,360 - 6,683 9,548 10,025 7,161 4,774 9,070 9,070 7,638 10,025 4,296 87,360 137,297	-61%
2900 Other Classified Salaries	2401
	-24% -14%
Total 1000-2000 · Salaries 2,313,951 1,998,175 37,714 171,473 186,837 189,397 174,034 161,231 184,276 184,276 184,276 176,594 189,397 158,670 - 1,998,175 315,776	-14%
3100 - Employee Senents 3111 STRS - State Teachers Retirement System	
3212 PERS - Public Employee Retriement System	
3212 PARS - Public Enginy Retriement System	
	-14%
	-14%
3401 H&W - Health & Welfare 229,000 209,680 17,473	-8%
	-14%
3601 Workers' Compensation Insurance 27,050 28,143 7,036 2,345 2,3	4%
3751 OPEB, Active Employees	
	-14%
3902 Other Benefits	
Total 3000 · Employee Benefits 486,288 436,641 28,262 36,880 38,409 38,664 37,135 35,861 38,154 38,154 37,390 36,318 33,261 - 436,641 49,646	-10%
Total 1000-3000 · Salaries & Benefits 2,800,239 2,434,816 65,976 208,353 225,246 228,061 211,169 197,092 222,430 222,430 213,984 225,716 191,931 - 2,434,816 365,422	-13%
4000 · Supplies	
4111 Core Curricula Materials 14,101 13,759 4,586 4,586 4,586 13,759 343	-2%
4211 Books & Other Reference Materials 3,554 4,519 1,506 1,506 1,506 4,519 (966)	27%
4311 Student Materials 30,571 23,751 1,979	-22%
4351 Office Supplies 11,500 14,626 1,219 1,219 1,219 1,219 1,219 1,219 1,219 1,219 1,219 1,219 (3,126)	27%
4371 Custodial Supplies 1,043 1,393 116 116 116 116 116 116 116 116 116 11	34%

2025-26 Cash Flow Forecast

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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 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

	t 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				
	2025-26	2025-26														FORECAST	Budget \	
	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 / (V
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)	
4411 Non Capitalized Equipment	16,921	22,597	7,532	7,532	7,532	-	-	-	-	-	-	-	-	-		22,597	(5,676)	
4711 Nutrition Program Food & Supplies	178,101	175,383	=	Ξ	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	
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)	
5000 · Operating Services																		
5211 Travel & Conferences	2,266	2,266	189	189	189	189	189	189	189	189	189	189	189	189		2,266	-	
311 Dues & Memberships	9,180	8,862	738	738	738	738	738	738	738	738	738	738	738	738		8,862	319	
451 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	
511 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)	
519 Other Facility Rentals	-	-	=	Ξ	=	-	-	=	=	=	-	=	-	=		-	=	
21 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)	
31 Vendor Repairs	1,128	1,506	126	126	126	126	126	126	126	126	126	126	126	126		1,506	(378)	
12 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	
21 Legal	25,044	-	-	-	-	-	-	-	-	-	-	-	-	-		_	25,044	
23 Audit	15,085	7,500	625	625	625	625	625	625	625	625	625	625	625	625		7,500	7,585	
31 Advertisement & Recruitment	51,633	-	-	-	-	-	-	-	-	-	-	-	-	-		-	51,633	
41 Contracted Substitute Teachers	7,651	6,695	558	558	558	558	558	558	558	558	558	558	558	558		6,695	956	
42 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)	
43 Non Public School	28,202	-	=	=	=	-	-	-	-	-	-	-	-	=	-	-	28,202	
44 After School Services		-	=	=	=	=	=	=	=	=	-	=	=	=		-	· -	
49 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)	
52 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	
54 Nursing & Medical (Non-IEP)	-	_	-	-	-				-	,	-	-	,	-		, · · -	-	
59 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	
61 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	
65 Fundraising Cost	2,256	3,013	251	251	251	251	251	251	251	251	251	251	251	251		3,013	(757)	
71 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	
72 Special Education Fees (SELPA)	49,986	46,162	-	2,373	3,693	3,693	3,693	3,693	3,693	9,232	4,616	4,616	4,616	4,616	_	46,162	3,824	
81 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)	
95 Bad Debt Expense	_	-				55,1	52,101	52,101	51,500	33,332	-		-	-	101,522	-	(000,500,	
98 Uncategorized Expense	_	_	_	_	_	_	-	_	_	_	-	_	_	-		_	_	
99 All Other Expenses	5,820	5,820	485	485	485	485	485	485	485	485	485	485	485	485		5,820	_	
11 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		
13 Mobile Phone	12,230	12,230	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020	1,020		12,230	-	
21 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	=	
23 Website Hosting	258	258	1,494	21	21	21	21	21	1,494	21	21	21	21	21		258	=	
131 Postage & Shipping	2,256	3,013	251	251	251	251	251	251	251	251	251	251	251	251		3,013	(757)	
99 Other Communications	3,337	3,337	278	278	278	278	278	278	278	278	278	278	278	278		3,337	(/3/)	
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)	
	1,410,959	2,313,709	127,319	130,070	130,044	170,502	109,519	109,519	1/2,204	130,009	200,199	210,349	203,139	203,035	104,322	2,313,769	(030,010)	
100 · Capital Outlay	5,512	5,512	484	484	484	484	484	484	484	425	425	425	425	425		5,512		
01 Depreciation Expense	5,512	3,312	484	404	404	464	484	404	464	425	425	425	423	425		5,512	-	
11 Amortization Expense - Lease Assets			-	-	-	-	-	-	-	-	-	-	-	-		-	-	
12 Amortization Expense - Other			-	-	-	-	-	-	-	-	-	-	-	-		-	-	
99 Capital Outlay	F F42	F F12	484	484	484	484	484	484	484	425	425	425	425	425		F F42	-	
Total 6000 · Capital Outlay	5,512	5,512	484	484	484	484	484	484	484	425	425	425	425	425	-	5,512	-	
000 · Other Outgo																		
38 Interest Expense	-	-	-	=	=	=	=	=	-	-	=	-	=	=		-	=	
Total 7000 · Other Outgo	4 526 522	5 070 405	-	-	-	425 562	400.545	-	-	-	-	450.245	452.000	-	472.545	F 070 555		
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)	
ОМЕ	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	
perating Income	21,344															354,252		
erating Income, Excluding Non-cash Lease Expenses	21,344															354,252		

2025-26 Cash Flow Forecast

Source - Loans Use - Loans Ending Cash Balance

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State Schedule:

822,710

352,055

1,096,706

972,296

691,753

529,391

330,671

194,318

151,778

94,443

116,202

252,498

272,706

352,055

352,055

352,055

(470,655)

District Schedule

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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

P-2

P-2

P-2

P-2

P-2

P-1

P-1

P-1

P-1

P-1

P-1

P-1

P-1

P-1

P-2

P-2

2025-26 2025-26 FORECAST **Budget Variance** Budget Trend Jul-25 - Jun-26 Better / (Worse) % Better / (Worse) Jul-25 Oct-25 Dec-25 Aug-25 Sep-25 Nov-25 Jan-26 Feb-26 Mar-26 Apr-26 May-26 Jun-26 Accrual 354,252 EBITDA 21,344 Beginning Cash Balance 925,763 645,846 645,846 1,096,706 972,296 691,753 529,391 330,671 194,318 151,778 94,443 116,202 252,498 272,706 352,055 645,846 (279,917) **Cash Flow from Operating Activities** 15,832 348,741 (218,991) (274,269) (162,046) (187,788) (138,832) (33,776) 142,613 34,951 63,352 344,746 348,741 332,909 Net Income 799,392 (49,437)28,824 Change in Accounts Receivable Prior Year Accounts Receivable 442,135 210,593 38,026 141,077 7,336 11,884 12,269 210,593 (231,542) Current Year Accounts Receivable (449,218) (616,048) (616,048) (616,048) (166,830) Change in Due from Change in Accounts Payable (17,024) 20,447 (62,641) (46,981) (14,094) (12,685) (11,416) (10,275) (9,247) (8,322) (7,490)(6,741) (15,168) 51,961 173,547 20,447 37,470 Change in Due to (174) (1,231)(686)(688) (691) (693) (696) (698) (701) (703) (706) (709) (711) 8,739 (174) (174) Change in Accrued Vacation Change in Payroll Liabilities (86,589) (81,435) (81,435) (81,435) 5,153 Change in Prepaid Expenditures (1,707) (1,733) 34,656 (36,389) (1,733) (25) Change in Deposits Change in Deferred Revenue (11,994) (179,320) (277,075) 97,755 (179,320) (167,326) Change in Other Long Term Assets 8,366 683 686 688 691 693 696 698 701 703 706 709 711 8,366 Change in Other Long Term Liabilities (8,739) (8,739) (8,739) 5,512 5,512 484 484 484 425 5,512 484 484 484 484 425 425 425 425 Depreciation Expense Cash Flow from Investing Activities Capital Expenditures **Cash Flow from Financing Activities** Source - Sale of Receivables Use - Sale of Receivables

2026-27 Cash Flow Forecast

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District Schedule:

Actuals as of 11/30/2024 # of months remaining in FY 12 11 10 9 8 7 6 5 4 3 2 1

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

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 State Schedule:

	2026-27	2026-27														FORECAST	Budget V	riance
	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	Jul-26 - Jun-27	Better / (Worse) %	Better / (Worse)
4.51.4			201	50/	50/	201	201	201	201	201	2001	200/	200/	200/	200/			
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	265	287														287	22	8%
Unduplicated Count of Low Income, EL, Foster Youth	252	276														276	24	10%
ADA	238.50	266.91														266.91	28	1070
ADA Rate	250.50	200.51														200.51	20	
Income																		
8011-8098 · Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	3,435,013	3,837,200	-	143,728	143,728	258,710	258,710	258,710	258,710	258,710	451,239	451,239	451,239	451,239	451,239	3,837,200	402,187	12%
8012 Education Protection Account	47,700	53,382	=			9,998	· -		9,998			20,042	· -		13,346	53,382	5,682	12%
8019 Local Control Funding Formula - Prior Year	-	-														-		
8096 In Lieu of Property Taxes	899,016	1,020,330	45,862	91,723	61,149	61,149	61,149	61,149	61,149	192,334	96,167	96,167	96,167	96,167	=	1,020,330	121,314	13%
8098 In Lieu of Property Taxes, Prior Year		-																
Total 8011-8098 · Local Control Funding Formula Sources	4,381,730	4,910,913	45,862	235,451	204,877	329,856	319,859	319,859	329,856	451,044	547,406	567,447	547,406	547,406	464,584	4,910,913	529,183	12%
8100-8299 · Federal Revenue																		
8181 Special Education - Federal (IDEA)	58,025	68,094	3,061	6,121	4,081	4,081	4,081	4,081	4,081	12,836	6,418	6,418	6,418	6,418	-	68,094	10,069	17%
8221 Child Nutrition - Federal	187,355	210,648						21,065	21,065	21,065	21,065	21,065	21,065	21,065	63,195	210,648	23,293	12%
8223 CACFP Supper	-	-						-	-	-	-	-	-	-	-	-	-	
8291 Title I	80,880	162,595	-	-	-	40,649	-	-	40,649	-	-	40,649	-	-	40,649	162,595	81,715	101%
8292 Title II	6,834	16,841	-	-	-	4,210	-	-	4,210	-	-	4,210	-	-	4,210	16,841	10,007	146%
8294 Title III	-	13,256	-	-	-	-	-	-	3,314	-	-	3,314	-	-	6,628	13,256	13,256	100%
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	-	-		=	=	-	-	=	=	-	-	-	-	=	<u> </u>	-	=	
Total 8100-8299 · Other Federal Income	343,094	481,435	3,061	6,121	4,081	51,440	4,081	25,146	75,819	33,901	27,483	78,156	27,483	27,483	117,182	481,435	138,341	40%
8300-8599 · Other State Revenue																		
8520 Child Nutrition - State	61,417	77,759						7,776	7,776	7,776	7,776	7,776	7,776	7,776	23,328	77,759	16,342	27%
8550 Mandate Block Grant	12,246	11,829	-	-	-	-	-	11,829	-	-	-	-	-	-	-	11,829	(417)	-3%
8560 Lottery Revenue	62,027	76,106	-	-	-	-	-	-	13,312	-	-	13,312	=	-	49,483	76,106	14,079	23%
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8591 SB740	-	300,218							112,451			56,226			131,542	300,218	300,218	100%
8592 State Mental Health	19,299	21,598	-	1,080	1,080	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	21,598	2,299	12%
8593 After School Education & Safety	-	-	=	-	=	-	-	=	-	-	-	-	-	-	=	-	=	
8594 Supplemental Categorical Block Grant	-	-														-		
8595 Expanded Learning Opportunity Program	-	-	=	-	=	-	-	-	-	-	-	-	-	-	-	-	=	
8596 Prop 28 Arts & Music	42,004	39,265	=	1,963	1,963	3,534	3,534	3,534	3,534	3,534	3,534	3,534	3,534	3,534	3,534	39,265	(2,739)	-7%
8599 State Revenue - Other	125,852	114,332	97,755	=	=	=	=	=	=	=	=	16,577	=	=	=	114,332	(11,520)	-9%
Total 8300-8599 · Other State Income	322,846	641,108	97,755	3,043	3,043	5,478	5,478	25,083	139,016	13,254	13,254	99,368	13,254	13,254	209,830	641,108	318,262	99%
8600-8799 · Other Local Revenue																		
8631 Sale of Equipment & Supplies	-	-													-	-	=	
8634 Food Service Sales	-	-	=	Ē	Ē	=	=	=	=	-	=	-	≘	=	Ē	-	=	
8650 Leases & Rentals	-	-													Ē	-	=	
8660 Interest & Dividend Income	-	-													Ē	-	=	
8662 Net Increase (Decrease) in Fair Value of Investments	-	-													Ē	-	=	
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8692 Grants	-	300,000	300,000	-	-	-	-	-	-	-	-	-	-	-	-	300,000	300,000	100%

Actuals as of 11/30/2024

COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES

2026-27 Cash Flow Forecast

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P-2 P-1 P-1 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 State 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 District Schedule: FORECAST 2026-27 2026-27 **Budget Variance** Jul-26 - Jun-27 Budget Trend Better / (Worse) % Better / (Worse) 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 8694 In Kind Donations 8695 Contributions & Events 22,854 1,904 1,904 1,904 1,904 1,904 1,904 1,904 1,904 1,904 1,904 1,904 1,904 22,854 1,752 21,102 8696 Other Fundraising 7.034 7.618 635 635 635 635 635 635 635 635 635 635 635 635 7,618 584 8% 16 627 16 627 1 341 11,117 4 169 8697 F-Rate 16 627 8698 SELPA Grants 22,138 23,975 15,678 7,312 985 23,975 1,838 8% 8699 All Other Local Revenue 8792 Transfers of Apportionments - Special Education 229,938 240,008 10,788 21,576 14,384 14,384 14,384 14,384 14,384 45,242 22,621 22,621 22,621 22,621 240,008 10.070 4% Total 8600-8799 · Other Income-Local 296.838 611.082 313.327 24.115 18.264 16.923 16.923 16.923 32.601 47.781 25.160 36.277 32.473 30.314 611.082 314.244 106% **Prior Year Adjustments** 8999 Other Prior Year Adjustment **Total Prior Year Adjustments** 6.644.537 TOTAL INCOME 5.344.507 460.004 268.730 230.265 403,697 346,341 387,011 577.293 545.980 613.302 781.248 620.615 618.456 791.596 6.644.537 1.300.030 24% Expense 1000 · Certificated Salaries 1110 Teachers' Salaries 1,229,137 1,151,741 104,704 104,704 104,704 104,704 104,704 104,704 104,704 104,704 104,704 104,704 104,704 1,151,741 77,396 -6% 1120 Teachers' Hourly 1170 Teachers' Salaries - Substitute 37.959 37.959 3.451 3.451 3.451 3.451 3.451 3.451 3.451 3.451 3.451 3.451 3.451 37.959 1175 Teachers' Salaries - Stipend/Extra Duty 44,770 38,405 3,491 3,491 3,491 3,491 3,491 3,491 3,491 3,491 3,491 3,491 3,491 38,405 6,365 -14% 1211 Certificated Pupil Support - Librarians 6,929 6.929 6,929 112 1213 Certificated Pupil Support - Guidance & Counseling 76,332 76,220 6.929 6,929 6,929 6,929 6,929 6,929 6,929 6,929 76,220 0% 1215 Certificated Pupil Support - Psychologist 1299 Certificated Pupil Support - Other 1300 Certificated Supervisors' & Administrators' Salaries 346,172 346,172 28,848 28,848 28,848 28,848 28,848 28,848 28,848 28,848 28,848 28,848 28,848 28,848 346,172 1900 Other Certificated Salaries 1 650 496 Total 1000 · Certificated Salaries 1.734.369 147.423 147.423 147.423 147.423 1.650.496 83.873 28.848 147.423 147.423 147.423 147.423 147.423 147.423 147.423 -5% 2000 · Classified Salaries 2111 Instructional Aide & Other Salaries 305,178 396,005 30,295 43,279 45,443 32,459 21,640 41,115 41,115 41,115 34,623 45,443 19,476 396,005 (90,827) 30% 2121 After School Staff Salaries 2131 Classified Teacher Salaries 2200 Classified Support Salaries 161,574 13,465 13,465 13,465 13,465 13,465 13,465 13,465 13,465 13,465 13,465 13,465 13,465 161,574 (161,574) 100% 9,456 8,983 8,983 2300 Classified Supervisors' & Administrators' Salaries 256,426 86,520 6,619 9,929 7,092 4,728 8,983 7,565 9,929 4,255 86,520 169,906 -66% 2400 Classified Office Staff Salaries 231,396 89,981 6,884 9,834 10,326 7,375 4,917 9,342 9,342 9,342 7,867 10,326 4,425 89,981 141,416 -61% 2900 Other Classified Salaries 58.920 -7% Total 2000 · Classified Salaries 793.000 734.080 13.465 57.263 76.033 79.162 60.391 44.749 72.905 72.905 72.905 63.520 79.162 41.621 734.080 Total 1000-2000 · Salaries 2,527,369 2,384,576 42,312 204,685 223,456 226,584 207,814 192,172 220,328 220,328 220,328 210,942 226,584 189,043 2,384,576 142,793 -6% 3000 · Employee Benefits 3111 STRS - State Teachers Retirement System 3212 PERS - Public Employee Retirement System 3213 PARS - Public Agency Retirement System 3311 OASDI - Social Security 156,697 147,844 2,623 12,690 13,854 14,048 12,884 11,915 13,660 13,660 13,660 13,078 14,048 11,721 147,844 8,853 -6% 3331 MFD - Medicare 36,647 34.576 614 2,968 3.240 3,285 3.013 2,786 3,195 3,195 3,195 3.059 3,285 2.741 34,576 2.070 -6% 262 202 266 081 22,173 22,173 22,173 22,173 22,173 22,173 22,173 22,173 22,173 (3,879) 22.173 22.173 22.173 266 081 1% 3401 H&W - Health & Welfare 3501 SUI - State Unemployment Insurance 1,264 1,192 21 102 112 113 104 96 110 110 110 105 113 1,192 71 -6% 95 3601 Workers' Compensation Insurance 30,727 34,928 8,732 2,911 2,911 2,911 2,911 2,911 2,911 2,911 2,911 2,911 34,928 (4,202) 14% 3751 OPEB, Active Employees 3901 Other Retirement Benefits 56.866 53 653 952 4 605 5.028 5.098 4 676 4.324 4.957 4.957 4 957 4.746 5.098 4.253 53.653 3.213 -6% 3902 Other Benefits 538,275 45,450 46,073 Total 3000 · Employee Benefits 544,402 35,116 47,318 47,629 45,762 44,205 47,007 47,007 47,007 44,719 40,983 538,275 6,127 -1% Total 1000-3000 · Salaries & Benefits 3,071,771 2,922,851 77,428 250,136 270,774 274,214 253,575 236,377 267,334 267,334 267.334 257,015 271,303 230,026 2,922,851 148,920 -5% 4000 · Supplies 24,747 26,932 8,977 8,977 8,977 26,932 (2,184)9% 4111 Core Curricula Materials 4,073 4,073 4,073 (1,998) 4211 Books & Other Reference Materials 10,220 12,219 12,219 20% 4311 Student Materials 36,308 32,681 2,723 2,723 2,723 2,723 2,723 2,723 2,723 2,723 2,723 2,723 2,723 2,723 32,681 3,627 -10%

2026-27 Cash Flow Forecast

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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
	2026-27	2026-27														FORECAST	Budget '	/ariance
	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	Jul-26 - Jun-27	Better / (Worse)	% Better / (Worse)
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	10,364	(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	,	101,000	,	,	,	,	,		,	,	,	,	,		,	,	(,,	
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	- 10,7.1.	_	_	-	-	-	_	-	-		-	_	-	-		_	,	
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	10,525	-	-	-	-	-	-	-	-	-	-	-	-		- 10,520	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)	- 1,	,	_,	-,	_,	_,	-,	_,	-,	-,	_,	-,	_,	-,		,	,	****
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	-	
. ,	,	,																

COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES 2026-27 Cash Flow Forecast

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)

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COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES 2027-28 Cash Flow Forecast

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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

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-2 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1 State Schedule: District Schedule:

	2027-28	2027-28														FORECAST	Budget V	ariance
	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)	6 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	300	340														340	40	13%
Unduplicated Count of Low Income, EL, Foster Youth	285	327														327	42	15%
ADA	270.00	316.20														316.20	46	
ADA Rate																		
Income																		
8011-8098 · Local Control Funding Formula Sources																		
8011 Local Control Funding Formula	4,051,628	4,737,081	-	199,933	199,933	359,879	359,879	359,879	364,683	359,879	506,603	506,603	506,603	506,603	506,603	4,737,081	685,453	17%
8012 Education Protection Account	54,000	63,240	-	-	-	13,346	-	-	13,346	-	-	20,739	-	=	15,810	63,240	9,240	17%
8019 Local Control Funding Formula - Prior Year	4 047 754	4 200 754	64 220	122 140	04.636	04.636	04.636	04.636	04.636	205.654	102.027	102.027	102.027	102 027	=	4 200 754	-	400/
8096 In Lieu of Property Taxes 8098 In Lieu of Property Taxes, Prior Year	1,017,754	1,208,754	61,220	122,440	81,626	81,626	81,626	81,626	81,626	205,654	102,827	102,827	102,827	102,827	-	1,208,754	190,999	19%
Total 8011-8098 · Local Control Funding Formula Sources	5,123,382	6,009,075	61,220	322,372	281,559	454,851	441,505	441,505	459,655	565,533	609,430	630,169	609,430	609,430	522,413	6,009,075	885,692	17%
8100-8299 · Federal Revenue	3,123,302	0,003,073	01,220	322,372	201,333	434,031	441,303	441,303	433,033	303,333	003,430	030,103	005,430	005,430	322,413	0,003,073	003,032	1770
8181 Special Education - Federal (IDEA)	65,688	80,669	4,086	8,171	5,448	5,448	5,448	5,448	5,448	13,725	6,862	6,862	6,862	6,862	-	80,669	14,981	23%
8221 Child Nutrition - Federal	212,100	249,549	4,080	0,171	3,446	3,446	3,446	24,955	24,955	24,955	24,955	24,955	24,955	24,955	74,865	249,549	37,449	18%
8223 CACFP Supper		2.3,3.3						- 1,555	- 1,555		- 1,555		- 1,555		- 1,005	2.3,3.3	3,,	10/0
8291 Title I	80.880	217,045	-	_	_	54,261	-	_	54,261	_	-	54,261	-	_	54,261	217,045	136,165	168%
8292 Title II	6,834	22,481	-	_	_	5,620	-	_	5,620	_	-	5,620	-	_	5,620	22,481	15,647	229%
8294 Title III	11,307	13,256	-	_	_	-	-	-	3,314	_	-	3,314	-	-	6,628	13,256	1,949	17%
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	386,809	593,000	4,086	8,171	5,448	67,829	5,448	30,402	96,098	38,680	31,817	97,513	31,817	31,817	143,874	593,000	206,190	53%
8300-8599 · Other State Revenue																		
8520 Child Nutrition - State	69,528	92,118						9,212	9,212	9,212	9,212	9,212	9,212	9,212	27,636	92,118	22,590	32%
8550 Mandate Block Grant	14,576	16,312	-	-	-	-	-	16,312	-	-	-	-	-	-	-	16,312	1,736	12%
8560 Lottery Revenue	70,219	90,161	-	-	-	-	-	-	15,770	-	-	15,770	-	-	58,621	90,161	19,941	28%
8587 State Grant Pass-Through	-	-	=	=	-	-	-	=	-	-	-	-	-	=	=	-	-	
8591 SB740	-	367,328							155,034			77,517			134,777	367,328	367,328	100%
8592 State Mental Health	21,848	25,587	-	1,279	1,279	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	2,303	25,587	3,739	17%
8593 After School Education & Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8594 Supplemental Categorical Block Grant	-	-														-		
8595 Expanded Learning Opportunity Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8596 Prop 28 Arts & Music	48,396	52,414	=	2,621	2,621	4,717	4,717	4,717	4,717	4,717	4,717	4,717	4,717	4,717	4,717	52,414	4,018	8%
8599 State Revenue - Other	5,269	-		÷	-	-	-	÷	-	-	-	-	-	÷	<u> </u>	-	(5,269)	-100%
Total 8300-8599 · Other State Income	229,836	643,920	-	3,900	3,900	7,020	7,020	32,544	187,036	16,232	16,232	109,519	16,232	16,232	228,053	643,920	414,084	180%
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	-	-	=	=	=	=	=	Ē	=	-	=	=	=	=	-	-	=	
8692 Grants	-	=	-	-	=	-	-	-	-	-	-	-	-	-	=	-	=	

Actuals as of 11/30/2024

COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES

2027-28 Cash Flow Forecast

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P-2 P-2 P-1 P-1 P-1 P-2 P-2 P-2 P-2 P-2 P-2 P-1 State 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 District Schedule: FORECAST 2027-28 2027-28 **Budget Variance** Budget Trend Jul-27 - Jun-28 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 Better / (Worse) % Better / (Worse) 8694 In Kind Donations 27 967 2 331 2 331 2 331 2 331 2 331 2 331 2 331 2 331 2 331 2 331 27 967 13% 8695 Contributions & Events 24 677 2 331 2 331 3 290 8696 Other Fundraising 8,226 9,322 777 777 777 777 777 777 777 777 777 777 777 777 9,322 1,097 13% 8697 E-Rate 17,175 17,175 1,385 11,484 4,306 17,175 8698 SELPA Grants 25,061 28,403 18,574 8,663 1,166 28,403 3,342 13% 8699 All Other Local Revenue 8792 Transfers of Apportionments - Special Education 260,307 284,330 14,400 28,801 19,201 19,201 19,201 19,201 19,201 48,375 24,188 24,188 24,188 24,188 284,330 24,023 9% Total 8600-8799 · Other Income-Local 335,447 367,198 17,508 31,908 23,693 22,308 22,308 22,308 40,882 51,483 32,768 27,295 38,779 35,958 367,198 31,752 9% **Prior Year Adjustments** 8999 Other Prior Year Adjustment **Total Prior Year Adjustments** TOTAL INCOME 6,075,475 7,613,193 82,813 366,352 314,600 552,008 476,281 526,760 783,671 671,927 684,775 875,980 693,438 690,247 894,341 7,613,193 1,537,718 25% 1000 · Certificated Salaries 1110 Teachers' Salaries 1.387.293 126.118 1.387.293 10% 1.266.011 126.118 126.118 126.118 126.118 126.118 126.118 126.118 126.118 126.118 126.118 (121.282) 1120 Teachers' Hourly 1170 Teachers' Salaries - Substitute 39,098 39,098 3,554 3,554 3,554 3,554 3,554 3,554 3,554 3,554 3,554 3,554 3,554 39,098 1175 Teachers' Salaries - Stipend/Extra Duty 46,113 39,557 3,596 3,596 3,596 3,596 3,596 3,596 3,596 3,596 3,596 3,596 3,596 39,557 6,556 -14% 1211 Certificated Punil Support - Librarians 1213 Certificated Pupil Support - Guidance & Counseling 78.622 78.507 7,137 7.137 7.137 7,137 7.137 7,137 7,137 7.137 7.137 7.137 7.137 78.507 115 0% 1215 Certificated Pupil Support - Psychologist 1299 Certificated Pupil Support - Other 356 557 29,713 29,713 29,713 356 557 1300 Certificated Supervisors' & Administrators' Salaries 356 557 29.713 29 713 29 713 29.713 29.713 29.713 29.713 29.713 29 713 1900 Other Certificated Salaries Total 1000 · Certificated Salaries 1,786,400 1,901,011 29,713 170,118 170,118 170,118 170,118 170,118 170,118 170,118 170,118 170,118 170,118 170,118 1,901,011 (114,611) 6% 2000 · Classified Salaries 2111 Instructional Aide & Other Salaries 314,333 499,405 38.206 54.580 57.309 40.935 27,290 51.851 51.851 51,851 43.664 57.309 24,561 499,405 (185,072) 59% 2121 After School Staff Salaries 2131 Classified Teacher Salaries 2200 Classified Support Salaries 166,422 13,868 13,868 13,868 13,868 13,868 13,868 13,868 13,868 13,868 13,868 13,868 13,868 166,422 (166,422) 100% 2300 Classified Supervisors' & Administrators' Salaries 264.119 89.116 6.818 9.739 10.226 7.305 4.870 9.252 9.252 9.252 7.792 10.226 4.383 89.116 175.003 -66% 2400 Classified Office Staff Salaries 238.338 92.680 7.090 10.129 10.635 7.597 5.064 9.623 9.623 9.623 8.103 10.635 4.558 92.680 145.658 -61% 2900 Other Classified Salaries Total 2000 · Classified Salaries 816,790 847,623 13,868 65,982 88,317 92,039 69,705 51,093 84,594 84,594 84,594 73,427 92,039 47,370 847,623 (30,832) 4% Total 1000-2000 · Salaries 2,603,190 2.748.633 43.582 236,100 258,435 262,157 239,823 221,211 254,712 254,712 254.712 243,545 262,157 217,488 2,748,633 (145,443) 6% 3000 · Employee Benefits 3111 STRS - State Teachers Retirement System 3212 PERS - Public Employee Retirement System 3213 PARS - Public Agency Retirement System 170 415 2 702 14.638 16 023 14 869 13 715 15 792 15 792 16 254 13 484 170 415 (9.017) 6% 3311 OASDI - Social Security 161 398 16 254 15 792 15 100 3,423 3,747 3,693 3,693 3,801 3,154 6% 3331 MFD - Medicare 37.746 39.855 632 3.801 3.477 3.693 3.531 39.855 (2.109) 3.208 3401 H&W - Health & Welfare 283,178 320,754 26,730 26,730 26,730 26,730 26,730 26,730 26,730 26,730 26,730 26,730 26,730 26,730 320,754 (37,576) 13% 3501 SUI - State Unemployment Insurance 1,302 1,374 22 118 129 131 120 111 127 127 127 122 131 109 1,374 (73) 6% 3601 Workers' Compensation Insurance 32,914 41.872 10.468 3.489 3.489 3.489 3.489 3.489 3.489 3.489 3.489 3.489 41.872 (8,957) 27% 3751 OPFB. Active Employees 4,977 3901 Other Retirement Benefits 58,572 61,844 981 5,312 5,815 5,899 5,396 5,731 5,731 5,731 5,480 5,899 4,893 61,844 (3,272)6% 3902 Other Benefits (61 005) Total 3000 · Employee Benefits 575.110 636.115 41.534 53.711 55.933 56 303 54 081 52 229 55.563 55.563 55 563 54.452 52 814 48 370 636.115 11% Total 1000-3000 · Salaries & Benefits 3.384.748 314.368 318.460 293.904 273,440 310.275 310.275 310.275 297.997 314.971 265.858 3.384.748 (206,448) 6% 3.178.300 85.115 289.811 4000 · Supplies 4111 Core Curricula Materials 28,940 32,958 10,986 10,986 10,986 32,958 (4,018)14% 4211 Books & Other Reference Materials 11,952 13.808 4,603 4.603 4.603 13.808 (1,856)16% 4311 Student Materials 42,460 39.994 3.333 3.333 3.333 3.333 3.333 3.333 3.333 3.333 3.333 3.333 3.333 3.333 39.994 2.466 -6%

2027-28 Cash Flow Forecast

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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 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

District Schedul	e:		P-2	P-2	P-2	P-2	P-2	P-2	P-2	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)
4351 Office Supplies	15,000	23,129	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927	1,927		23,129	(8,129)	54%
4371 Custodial Supplies	1,449	2,346	196	196	196	196	196	196	196	196	196	196	196	196		2,346	(897)	62%
4390 Other Supplies	80,416	96,677	12,252	12,252	12,252	6,658	6,658	6,658	6,658	6,658	6,658	6,658	6,658	6,658	=	96,677	(16,261)	20%
4411 Non Capitalized Equipment	23,502	38,051	12,684	12,684	12,684	=	-	=	-	-	=	-	=	=		38,051	(14,549)	62%
4711 Nutrition Program Food & Supplies	232,305	277,349			21,218	30,311	31,827	22,734	15,156	28,796	28,796	28,796	24,249	31,827	13,640	277,349	(45,044)	19%
4713 CACFP Supper Food & Supplies	-	-	-	=	Ξ	=	-	=	-	-	=	-	=	=	=	-	-	
Total 4000 · Supplies	436,025	524,313	45,980	45,980	67,198	42,425	43,941	34,847	27,270	40,910	40,910	40,910	36,363	43,941	13,640	524,313	(88,288)	20%
5000 · Operating Services																		
5211 Travel & Conferences	2,413	2,413	201	201	201	201	201	201	201	201	201	201	201	201		2,413	-	
5311 Dues & Memberships	11,070	11,553	963	963	963	963	963	963	963	963	963	963	963	963		11,553	(484)	4%
5451 General Insurance	63,720	38,014	9,503	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168	3,168	-	-		38,014	25,706	-40%
5511 Utilities	-	106,482	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873		106,482	(106,482)	100%
5619 Other Facility Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
5621 Equipment Lease	15,760	17,934	1,495	1,495	1,495	1,495	1,495	1,495	1,495	1,495	1,495	1,495	1,495	1,495		17,934	(2,175)	14%
5631 Vendor Repairs	1,567	2,537	211	211	211	211	211	211	211	211	211	211	211	211		2,537	(970)	62%
5812 Field Trips & Pupil Transportation	285,628	190,588	-	17,326	17,326	17,326	17,326	17,326	17,326	17,326	17,326	17,326	17,326	17,326		190,588	95,040	-33%
5821 Legal	34,783	-	-	-	-	-	-	-	-	-	-	-	-	-		-	34,783	-100%
5823 Audit	16,063	12,629	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052		12,629	3,434	-21%
5831 Advertisement & Recruitment	49,656	-	-	-	-	-	-	-	-	-	-	-	-	-		-	49,656	-100%
5841 Contracted Substitute Teachers	9,166	10,419	868	868	868	868	868	868	868	868	868	868	868	868		10,419	(1,253)	14%
5842 Special Education Services	427,021	524,863	43,739	43,739	43,739	43,739	43,739	43,739	43,739	43,739	43,739	43,739	43,739	43,739		524,863	(97,842)	23%
5844 After School Services	-	-	-	-	-	-	-	=	-	-	-	-	-	-		-	-	
5849 Other Student Instructional Services	16,451	26,636	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220	2,220		26,636	(10,184)	62%
5852 PD Consultants & Tuition	45,735	18,316	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526	1,526		18,316	27,419	-60%
5854 Nursing & Medical (Non-IEP)	-	-	-	-	-	-	-	=	-	-	-	-	-	-		-	-	
5859 All Other Consultants & Services	276,348	20,455	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705	1,705		20,455	255,893	-93%
5861 Non Instructional Software	40,003	45,530	3,794	3,794	3,794	3,794	3,794	3,794	3,794	3,794	3,794	3,794	3,794	3,794		45,530	(5,528)	14%
5865 Fundraising Cost	3,134	5,073	423	423	423	423	423	423	423	423	423	423	423	423		5,073	(1,940)	62%
5871 District Oversight Fees	51,234	60,091	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008	5,008		60,091	(8,857)	17%
5872 Special Education Fees (SELPA)	65,199	73,000	-	-	5,840	5,840	5,840	5,840	5,840	14,600	7,300	7,300	7,300	7,300	-	73,000	(7,801)	12%
5881 Intra-Agency Fees	-	1,141,979	12,422	54,953	47,190	82,801	71,442	79,014	117,551	100,789	102,716	131,397	104,016	103,537	134,151	1,141,979	(1,141,979)	100%
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	
5899 All Other Expenses	6,197	6,197	516	516	516	516	516	516	516	516	516	516	516	516		6,197	-	
5911 Office Phone	13,030	13,030	1,086	1,086	1,086	1,086	1,086	1,086	1,086	1,086	1,086	1,086	1,086	1,086		13,030	-	
5913 Mobile Phone	-	-	-	-	-	-	-	-	-	-	-	-	=	=		-	-	
5921 Internet	19,084	19,084	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590		19,084	-	
5923 Website Hosting	274	274	23	23	23	23	23	23	23	23	23	23	23	23		274	=	
5931 Postage & Shipping	3,134	5,073	423	423	423	423	423	423	423	423	423	423	423	423		5,073	(1,940)	62%
5999 Other Communications	3,554	3,554	296	296	296	296	296	296	296	296	296	296	296	296		3,554	=	
Total 5000 · Operating Services	1,790,319	3,131,723	162,604	216,125	214,203	249,814	238,455	246,026	284,563	276,562	271,189	299,870	269,320	268,842	134,151	3,131,723	(1,341,404)	75%
6000 · Capital Outlay																		
6901 Depreciation Expense	(1,531)	2,253	292	292	191	191	161	161	161	161	161	161	161	161		2,253	(3,784)	-247%
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	=	-	-	-	-	-	-		-	-	
6912 Amortization Expense - Other	-	-	-	=	-	-	-	=	-	-	-	-	-	=		-	=	
6999 Capital Outlay	(4.534)	2,253	292	292	191	191	161	161	161	161	161	161	161	161		2.252	(2.704)	-247%
Total 6000 · Capital Outlay	(1,531)	2,253	292	292	191	191	161	101	101	161	101	101	101	101	-	2,253	(3,784)	-24/%
<b>7000 · Other Outgo</b> 7438 Interest Expense				_	_	_	_	_				_		_			_	
Total 7000 · Other Outgo	-	-		-		-	<u> </u>	-	<u> </u>	-	-	-	-	-			-	
TOTAL EXPENSE	5,403,114	7,043,038	293,991	552,208	595,958	610,890	576,460	554,475	622,269	627,907	622,534	638,937	620,816	578,802	147,791	7,043,038	(1,639,924)	30%
I O IAL LAFLINGL	3,403,114	7,043,038	233,331	332,200	393,930	010,630	370,400	334,473	022,203	321,301	J22,JJ4	030,337	020,010	370,002	147,731	7,043,038	(1,033,924)	30/6
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)	-15%
	0,2,301	370,133	(,-//)	(103,030)	(201,330)	(30,002)	(100,173)	(21,113)	101,402	44,020	02,240	237,043	, 2,022	111,770	740,330	3,0,133	(102,200)	13/0

COLLEGIATE CHARTER HIGH SCHOOL OF LOS ANGELES 2027-28 Cash Flow Forecast

**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)

Prepared by ExED. For use by ExED and ExED clients only. © 2024 ExED Actuals as of 11/30/2024 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 P-1 State Schedule: P-2 P-2 P-2 P-2 P-2 P-2 P-1 P-1 P-1 District Schedule: P-2 P-1 P-1 2027-28 2027-28 FORECAST **Budget Variance** Budget Trend Jul-27 - Jun-28 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 Better / (Worse) % Better / (Worse) 670,830 572,408 Operating Income Operating Income, Excluding Non-cash Lease Expenses 670,830 572,408 EBITDA 670,830 572,408 586,529 442,717 693,918 343,602 222,999 448,371 812,232 881,351 1,039,250 586,529 (412,856) **Beginning Cash Balance** 999,385 586,529 404,997 207,001 356,985 392,482 **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 (527) 527 Change in Deferred Revenue 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



# Los Angeles Unified School District

# 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 ( <a href="http://charterschools.lausd.net">http://charterschools.lausd.net</a> ) 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 Engish 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 Districtauthorized 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 EducationPolicies 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.)

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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  $\S 47605(c)(5)(E)$ .)

#### **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 rquire 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 Schooldesignated 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 oncampus 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 dettraermined 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 Chater 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  $\S$  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 <u>initial</u> 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 §§ 47605.6)

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 schoosite.

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  $\S$  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

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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.

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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,

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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

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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:

- <u>Use</u>: 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.
- <u>Furnishings and Equipment</u>: 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.
- <u>Leasing</u>: 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.

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- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
  - (i) <u>Pro Rata Share</u>: 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) <u>Taxes</u>; <u>Assessments</u>: 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) <u>Co-Location</u>: 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 <u>not</u> 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.

<u>Pest Management</u>: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

<u>Asbestos Management</u>: 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, certificatesof 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.

650

#### **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).)

FY 2022-23

24

21

88%

(162)

#### Attachment E-Collegiate Charter High School of Los Angeles Schools Within the Community List with Enrollment Data Schools Within Community

No.	ссс	LOCN	SITE NAME	ADDRESS	СІТУ	ZIP CODE	ТҮРЕ	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 2. 1342 W ADAMS BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90007	CSI	1. 6-12 2. 6-12	1. 5 2. 1	1. S 2. S	Manual Arts/Vermont Square CoS     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		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		9-12	5	F	South Los Angeles CoS	2,031	1,756	(275)	-14%
27	1852701	8527	School for Soc Just	322 S LUCAS AVE	LOS ANGELES	90017		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		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		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		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		9-12	5	w	Koreatown/Pico-Union CoS	1,234	1,093	(141)	-11%
1						1			_	i.	TOTAL	25.420		(3.332)	-13%

<sup>\*</sup> 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

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)

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

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

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No.	ссс	LOCN	SITE NAME	2023-24 CAPACITY	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2024-25 CAPACITY	2024-25 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) 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.

on the Los Angeles Trade Technical College Campus.		
	FY 2023-24	FY 2024-25
Total Count of District and Charter Schools Within the Community	30	30
(A) Count Under-Enrolled	24	21
(B) Count Under-Enrolled by 34.83 students or more	20	20
% of (B) of (A) Average Students of (B)	83% (213)	95% (187)
3-Year Average Enrollment Realization Rate (District & Charter Schools)		85%
3-Year Average Enrollment Realization Rate (District Schools Only)		83%
3-Year Average Enrollment Realization Ratio Within the Community (Charters Schools only)		89%
3-Year Average % of Total Student		
Enrollment Attending District Schools Within the Proposed or Existing Community		64%
3-Year Average % of Total Student Enrollment Attending Charter Schools		36%
Enrollment Attending Charter SCHOOLS		

No.	ссс	LOCN	SITE NAME	ADDRESS	СІТУ	ZIP CODE	ТҮРЕ	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
											TOTAL	16,819

No.	ссс	LOCN	SITE NAME	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2023-24 CAPACITY	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2024-25 CAPACITY	2024-25 NORM DAY ENROLLMENT	Over-(Under-) 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	(/
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.	ссс	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	СІТУ	ZIP CODE	ТҮРЕ	CONFIG	BD	PHYSICAL REGION	COS AFFILIATION	2022-23 (Enrollment Roll- Out Plan Per Petition)	2022-23 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under- ) 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	csı	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 2. 1342 W ADAMS BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90007	CSI	1. 6-12 2. 6-12	1. 5 2. 1	1. S 2. S	Manual Arts/Vermont Square CoS     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%
			·								TOTAL	8,601	7,756	(845)	-10%

No.	ccc	LOCN	SITE NAME	2023-24 (Enrollment Roll-Out Plan Per Petition)	2023-24 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over- (Under-) Enrollment	2024-25 (Enrollment Roll- Out Plan Per Petition)	2024-25 NORM DAY ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under- ) 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%

## 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 <u>CSD website</u> 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)

GE	NERAL INFORMATION
Name of Charter School	Collegiate Charter High School of Los Angeles
Current location (street address, city, and zip code)	725 South Indiana Street Los Angeles, California 90023 (Co-Located at Robert Louis Stevenson Middle School)
Current LAUSD Community of Schools	Boyle Heights Community of Schools
Current LAUSD Board District	Board District 2 (Dr. Rocio Rivas)
Current LAUSD Region (formerly Local District)	East
Current Grade Levels Authorized to Serve per Approved Charter	9-12
Current Enrollment Capacity Authorized per Approved Charter  (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	420 students
Indicate Requested Material Revision	<ul> <li>□ Expansion to one or more additional sites outside the community as defined by LAUSD Policy and Procedures for Charter Schools</li> <li>X Change in location/address outside the community as defined by LAUSD Policy and Procedures for Charter Schools</li> <li>□ Expansion of additional grade levels served</li> </ul>

### SECTION 1: IDENTIFICATION of the COMMUNITY for the PROPOSED MATERIAL REVISION

#### **NARRATIVE**

a. In the space below, identify and describe the **community in which the proposed additional site or new site (for a move) will be located**, or the proposed expansion of additional grade levels served will occur.

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.

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.

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."

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.

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.

The following list of schools in the community have been provided by the LAUSD's Office of

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. Los Angeles, 90023	Boyle Heights CoS	2501 W. 7 <sup>th</sup> Street 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	1.1 How L.A. became the most overcrowded place in the U.S. - Los Angeles Times.pdf	1.1 How L.A. became the most overcrowded place in the U.S Los Angeles Times.pdf	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	Collegiate Charter High School of LA Schools Within Community List	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	1.3a Pico-Union, Los Angeles - Wikipedia.pdf	Wikipedia article with statistics about Pico-Union.
1.3b	1.3b Westlake, Los Angeles - Wikipedia.pdf	1.3b Westlake, Los Angeles - Wikipedia.pdf	Wikipedia article with statistics about Westlake / MacArthur Park.
1.4	1.4 MacArthur-Park- Neighborhood-C ouncil-Map	1.4 MacArthur Park Neighborhood Council Map	Neighborhood Council map of MacArthur Park / Westlake neighborhood
1.5	1.5 Pico-Union-Neig hborhood-Coun cil-Map	1.5 Pico-Union-Neighborhood-Co uncil-Map	Neighborhood Council map of Pico-Union neighborhood
1.6	1.6 standard_report 2022_BOYLE_ HTS_mail	1.6 standard_report2022_BOYLE _HTS_mail	Demographics of Boyle Heights

SECTION 2: FACILITIES PLAN	
COMPLETE THIS SECTION FOR ADDITIONAL SITE(S) OUTSIDE THE COMMUNITY OR CHANGE IN LOCATION OUTSIDE THE COMMUNITY (MOVE) REQUESTS.	
FOR REQUESTS TO SERVE ADDITIONAL GRADE LEVELS, PROCEED TO SECTION 3: COMMUNITY ENGAGEMENT	
Anticipated Timeline to Operate (i.e., provide public education to students) on the Proposed Additional Site or New Location	July 1, 2025
Proposed Location (street address, city, and zip code)	2501 West 7th Street Los Angeles, CA 90057
LAUSD Community of Schools of the Proposed Location	MacArthur Park CoS
LAUSD Board District of the Proposed Location	Board District 2 (Dr. Rocio Rivas)
LAUSD Region of the Proposed Location	East
Current Enrollment Capacity Authorized per Approved Charter  (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	420 students
Request to Change Currently Authorized Enrollment Capacity	X No ☐ Yes If "Yes", indicate proposed Enrollment Capacity:
NARRATIVE	
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.	

#### **FACILITIES PLAN**:

#### Collegiate Charter High School of Los Angeles to Move to 2501 West 7th Street

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

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, <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.

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 Augilar. 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	2501 W. 7th Street Certificate of Occupancy	Certificate of Occupancy for 2501 West 7th Street, Los Angeles, California 90057	
2.2	2.2 2501 W 7th Steet Plan App Confirmation.pdf	Los Angeles City Planning Commission ePlanLA application for 2501 W. 7th Street	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)?	X Yes
If the charter school checked "Yes," please proceed to the next que If the charter school checked "No," please skip to the "DISTRIC table below.	
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?	

If the charter school checked "Yes," please complete the remainder of the table below for each potential private site.

If the charter school checked "No," please skip to the "DISTRICT SCHOOL SITE (Prop. 39)" table below.

If the charter school has identified more than two potential private sites, please copy and re-number the table below, as needed, for each additional site.

#### **Potential Private Site #1**

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.

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 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.

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 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.

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 and Safety	- Department of Building
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)?  *Please refer to "Charter Schools Facilities Requirements" on p. 71 of the LAUSD Policy and Procedures for Charter Schools for applicable requirements.	□ Yes <b>X</b> No

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)** ☐ Yes Does the charter school intend to submit a request for use of District facilities pursuant to Education Code § 47614 (Prop. 39) for this proposed X No additional site or change of location (for a move)? 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
  - o 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
- o Alliance Dr. Olga Mohan HS
- Alliance GRM Academy High
- o Alliance Tajima High
- Ambassador School of Global Leadership
- o Animo Jackie Robinson
- Belmont High
- o Camino Nuevo HS 2
- o Central City Value
- Contreras School of Bus & Tourism
- Cortines School of VPA
- Early College Academy
- o Ednovate Brio College Prep
- o 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
- o Camino Nuevo HS 2
- Central City Value
- Ednovate Brio Col Prep
- LA Acad of Arts and Enterprise
- Larchmont Charter
- o 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
  - o 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
- o Assemblymember Mark Gonzalez
- o Los Angeles County Supervisor Hilda Solis
- Los Angeles County Supervisor Holly Mitchell

#### [Evidence Table Citation 3.17a and 3.17b]

#### 6. <u>LAUSD Region(s) and Community of Schools Leadership</u>:

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 (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	Link to survey	Link to survey questions shared with Equitas families	
3.1b	3.1bEquitas TK-12_ Family Survey	Responses	Link survey responses from Equitas families	
3.2a	3.2a Questions for Cafecito with the CEO_Preguntas para el Cafecito con la CEO	Link to survey	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	Responses	Questions from families during Cafecito at Equitas	
3.3	3.3 Equitas TK-12 _Fall 2024_FAMILY LETTER	10/21/24 - Initial Communication to Equitas Academy Families	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	10/21/24 - Initial Communication to	On 10/21/24, Collegiate, in collaboration with Equitas, sent a	

	T		T
	Letter	Collegiate Families	family survey to all current families
3.5a	3.5a 24-25 EQ4 Cafecito with the CEO	Flyer	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	Presentation	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	Flyer	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	Presentation	Cafecito with the CEO to answer families questions about Collegiate on 10/23/24
3.7a	3.7a Collegiate Parent Meeting Flyer.pdf	Flyer	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	Presentation	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	Flyer	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	<u>Presentation</u>	All Equitas Families Cafecito with the CEO (virtual) on 10/30/24
3.9a	3.9a 11_21_24 Flyer.png	Flyer	Equitas Presentation for Collegiate Families on 11/21/24
3.9b	3.9b Parent_Family Deck for Equitas TK-12_2024-2025. pdf	<u>Presentation</u>	Equitas Presentation for Collegiate Families on 11/21/24

3.10	3.10 0111 Family Meet & Greet Flyer (1).pdf	Save the Date	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	Collegiate Email - TK - 12 Steering Committee Application	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	ParentSquare Message - TK12 Steering Committee Application	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	Community Engagement and Communication with Existing Public Schools	Joint (Collegiate and Equitas) Email communication and engagement with 31 existing public schools within the community as defined in the LAUSD Policy and Procedures for Charter Schools, 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	Community Engagement and Communication with Existing Public Schools (Sent by Collegiate only)	Email follow up (Collegiate only) with 31 existing public schools within the community as defined in the LAUSD Policy and Procedures for Charter Schools, 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	Community Engagement and Communication with Neighborhood Councils	Joint (Collegiate and Equitas) Email communication and engagement with the Pico-Union Neighborhood Council and MacArthur Park Neighborhood Council.
3.14b	3.14b Community	Community	Email follow up (Collegiate only)

	Engagement and Communication with Neighborhood Councils (Sent by Collegiate only).pdf	Engagement and Communication with Neighborhood Councils (Sent by Collegiate only)	with the Pico-Union Neighborhood Council and MacArthur Park Neighborhood Council.
3.15a	3.15a Community Engagement and Communication with Community-Based Organizations.pdf	Community Engagement and Communication with Community-Based Organizations (Sent by Equitas and Collegiate)	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	Community Engagement and Communication with Community-Based Organizations (Sent by Collegiate only)	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	Email Summary of Los Angeles City Councilmember Eunisses Hernandez visit to Equitas to LAUSD Superintendent Carvalho	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	Community Engagement and Communication with Elected Officials (Sent by Equitas and Collegiate)	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	Community Engagement and Communication with Elected Officials (Sent by Collegiate only)	Email follow up (Collegiate only) with various elected officials.
3.18a	3.18a Community	Community	Joint (Collegiate and Equitas)

	Engagement and Communication with LAUSD Leaders.pdf	Engagement and Communication with LAUSD Leaders (Sent by Equitas and Collegiate)	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	Community Engagement and Communication with LAUSD Leaders (Sent by Collegiate only)	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 (Include applicable charter citation(s))	Please provide responses to all six questions below for each program
Program 1	Program 1 (Responses)
Name: High Dosage Tutoring  Brief description: Collegiate offers 30 minutes of daily tutoring <i>during</i> the school day Monday through Thursday, implemented by the teachers.	1. Which student groups does/will the program serve? How many students currently/will participate?  Tutoring is available to all students on on opt-in basis and is mandatory for any students who are at risk of not passing one or more course(s).

#### Applicable charter citation(s):

- Page 38

Virtually every student takes advantage of the program at least once over the course of the year.

2. How is the program currently or proposed to be implemented? Describe the activities and/or services related to the program.

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.

3. What is the educational goal(s) of the program?

The goal is to ensure that all scholars are passing all of their courses and on-track for graduation and college acceptance.

4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?

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

#### support. 5. What are the measurable expected outcomes of the program? 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. 6. How and when is the program monitored/proposed to be monitored? 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. Effectiveness of the tutoring program is monitored by each teacher's instructional coach through the coaching process. Name of Program and brief description Please provide responses to all six questions below for each program (Include applicable charter citation(s)) Program 2 Program 2 (Responses) Name: Extended Time 1. Which student groups does/will the program serve? How many students currently/will participate? All students, including all sub-groups. Brief description: Collegiate has an extended school day and Currently all 147 students participate: extended school year, resulting in over 3,500 at full capacity, 420 students will extra instructional minutes over the course of participate. the year - equivalent to roughly two extra weeks of instruction beyond the state 2. How is the program currently or proposed to be implemented? Describe the requirements. activities and/or services related to the Applicable charter citation(s): program. Pages 38-39 The extended school year is Pages 75-77 implemented through additional school days added to our instructional calendar (for the 2024-25 school year it is three days above the state requirement). The extended school day is

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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.

3. What is the educational goal(s) of the program?

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.

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.

4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?

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.

5. What are the measurable expected outcomes of the program? 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.

6. How and when is the program monitored/proposed to be monitored?

While the instructional calendar and bell schedule need no monitoring, per se, 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.

### Name of Program and brief description (Include applicable charter citation(s))

### Please provide responses to all six questions below for each program

#### **Program 3**

## Name: Culture of High Expectations

Brief description:
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.

Applicable charter citation(s):

- Pages 39-40
- Page 71

#### Program 3 (Responses)

1. Which student groups does/will the program serve? How many students currently/will participate?

All students, including all sub-groups. Currently all 147 students participate; at full capacity, 420 students will participate.

 How is the program currently or proposed to be implemented? Describe the activities and/or services related to the program.

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.

- 3. What is the educational goal(s) of the program?
  - The goal is to have 100% of our graduates accepted into a 4-year college.
- 4. How are the educational goal(s) of the program aligned to identified academic need(s) in the community?

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.

- 5. What are the measurable expected outcomes of the program?

  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.
- 6. How and when is the program monitored/proposed to be monitored?
   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.
- 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.

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

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	Equitas Alumni Top Enrollment Schools 2023-24	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	Alliance Ted Tajima High School	Charter petition analyzed for potential duplicative programs and enrollment capacity.	
4.3b	4.3b USC Prep Blue 0000 Petition New Term 2017-2022	Ednovate Brio College Prep	Charter petition analyzed for potential duplicative programs and enrollment capacity.	
4.3c	4.3c VALUEPRE P 7593 Petition Renewal Term 2020-2025	University Prep Value High School	Charter petition analyzed for potential duplicative programs and enrollment capacity.	
4.3d	4.3d	Alliance Dr. Olga	Charter petition analyzed for potential	

	ALLOLGA 8823 Petition Renewal Term 2019-2024	Mohan High School	duplicative programs and enrollment capacity.
4.3e	4.3e VALCENT 8719 Petition Renewal Term 2018-2023	Central City Value High School	Charter petition analyzed for potential duplicative programs and enrollment capacity.
4.3f	4.3f MTHSCIPR EP 7674 Petition Renewal Term 2017-2022	Math and Science College Prep	Charter petition analyzed for potential duplicative programs and enrollment capacity.
4.4	4.4 DataQuest Reports for 2023-24 Enrollment by Grade.pdf	4.4 DataQuest Reports for 2023-24 Enrollment by Grade.pdf	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 +71 Alliance Tajima	-117 LA Acad. of Arts & Enterprise -103 Belmont HS
Math (DFS)	-100	+30 GALA +25 Larchmont Charter	-195 New Village Girls Acad. -176 Belmont HS
EL Progress	38%	75% Alliance GRM 55% Alliance Tajima	12% Belmont HS 19% LA Global Studies
College/Career	56%	100% Early College Acad. 95% GALA	11% New Village Girls Acad. 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	<b>–</b> 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]

EVIDENCE TABLE (Add additional rows as needed)			
Citation	File Name	Link (optional)	Description of Evidence
5.1a(23)	Collegiate Charter High School_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330131821/2023	Report from the 2023 CA School Dashboard for Collegiate Charter High School
5.1a(24)	Collegiate Charter High School_CA Dashboard 2024	https://www.caschooldashboard.org/ reports/19647330131821/2024	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	https://www.caschooldashboard.org/ reports/19647330117721/2023	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	https://www.caschooldashboard.org/ reports/19647330117721/2024	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	https://www.caschooldashboard.org/ reports/19647330111500/2023	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	https://www.caschooldashboard.org/ reports/19647330111500/2024	Report from the 2024 CA School Dashboard for

	2024		
			Alliance Dr. Olga Mohan High
5.1d(23)	Alliance Gertz-Ressler Richard Merkin 6-12 Complex_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330106864/2023	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	https://www.caschooldashboard.org/ reports/19647330106864/2024	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	https://www.caschooldashboard.org/ reports/19647330123141/2023	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	https://www.caschooldashboard.org/ reports/19647330123141/2024	Report from the 2024 CA School Dashboard for Alliance Ted K. Tajima High
5.1f(23)	Ambassador School of Global Leadership	https://www.caschooldashboard.org/ reports/19647330121095/2023	Report from the 2023 CA School Dashboard for Ambassador School of Global Leadership
5.1f(24)	Ambassador School of Global Leadership	https://www.caschooldashboard.org/ reports/19647330121095/2024	Report from the 2024 CA School Dashboard for Ambassador School of Global Leadership
5.1g(23)	Animo Jackie Robinson	https://www.caschooldashboard.org/ reports/19647330111583/2023	Report from the 2023 CA School Dashboard for Animo Jackie Robinson
5.1g(24)	Animo Jackie Robinson	https://www.caschooldashboard.org/ reports/19647330111583/2024	Report from the 2024 CA School Dashboard for Animo Jackie Robinson
5.1h(23)	Belmont Senior High_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647331930924/2023	Report from the 2023 CA School Dashboard for Belmont Senior High School
5.1h(24)	Belmont Senior High_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647331930924/2024	Report from the 2024 CA School Dashboard for Belmont Senior High School

5.1i(23)	Camino Nuevo High 2 (Dalzell Lance)_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330127910/2023	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	https://www.caschooldashboard.org/ reports/19647330127910/2024	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	https://www.caschooldashboard.org/ reports/19647330100800/2023	Report from the 2023 CA School Dashboard for Central City Value
5.1j(24)	Central City Value_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330100800/2024	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	https://www.caschooldashboard.org/ reports/19647330112029/2023	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	https://www.caschooldashboard.org/ reports/19647330112029/2024	Report from the 2024 CA School Dashboard for Miguel Contreras Learning Complex - School of Business & Tourism
5.11(23)	Ramon C Cortines School of Visual & Performing Arts_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330119727/2023	Report from the 2023 CA School Dashboard for Ramon C. Cortines School of Visual & Performing Arts
5.11(24)	Ramon C Cortines School of Visual & Performing Arts_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330119727/2024	Report from the 2024 CA School Dashboard for Ramon C. Cortines School of Visual & Performing Arts
5.1m(23 )	Early College Academy_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330127803/2023	Report from the 2023 CA School Dashboard for Early College Academy
5.1m(24 )	Early College Academy_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330127803/2024	Report from the 2024 CA School Dashboard for Early College Academy

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Ednovate - Brio College Prep_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330135723/2023	Report from the 2023 CA School Dashboard for Ednovate - Brio College Prep
Ednovate - Brio College Prep_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330135723/2024	Report from the 2024 CA School Dashboard for Ednovate - Brio College Prep
Foshay Learning Center	https://www.caschooldashboard.org/ reports/19647336061451/2023	Report from the 2023 CA School Dashboard for Foshay Learning Center
Foshay Learning Center	https://www.caschooldashboard.org/ reports/19647336061451/2024	Report from the 2024 CA School Dashboard for Foshay Learning Center
GALA (Girls Academic Leadership Academy)	https://www.caschooldashboard.org/ reports/19647330133603/2023	Report from the 2023 CA School Dashboard for GALA
GALA (Girls Academic Leadership Academy)	https://www.caschooldashboard.org/ reports/19647330133603/2024	Report from the 2024 CA School Dashboard for GALA
Los Angeles Academy of Arts and Enterprise Charter (LAAAE)_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330110304/2023	Report from the 2023 CA School Dashboard for Los Angeles Academy of Arts and Enterprise Charter
Los Angeles Academy of Arts and Enterprise Charter (LAAAE)_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330110304/2024	Report from the 2024 CA School Dashboard for Los Angeles Academy of Arts and Enterprise Charter
Miguel Contreras Learning Complex - LA School of Global Studies_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330112870/2023	Report from the 2023 CA School Dashboard for Miguel Contreras Learning Complex - School of Global Studies
Miguel Contreras Learning Complex - LA School of Global Studies_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330112870/2024	Report from the 2024 CA School Dashboard for Miguel Contreras Learning Complex - School of Global Studies
LA High School for the Arts	https://www.caschooldashboard.org/ reports/19647330117747/2024	Report from the 2023 CA School Dashboard for LA High School for the Arts
	Prep_CA Dashboard 2023 and 2024  Ednovate - Brio College Prep_CA Dashboard 2023 and 2024  Foshay Learning Center  GALA (Girls Academic Leadership Academy)  GALA (Girls Academic Leadership Academy)  Los Angeles Academy of Arts and Enterprise Charter (LAAAE)_CA Dashboard 2023 and 2024  Los Angeles Academy of Arts and Enterprise Charter (LAAAE)_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - LA School of Global Studies_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - LA School of Global Studies_CA Dashboard 2023 and 2024  LA High School for the	Prep_CA Dashboard 2023 and 2024  Ednovate - Brio College Prep_CA Dashboard 2023 and 2024  Foshay Learning Center https://www.caschooldashboard.org/reports/19647330135723/2024  Foshay Learning Center https://www.caschooldashboard.org/reports/19647336061451/2023  Foshay Learning Center https://www.caschooldashboard.org/reports/19647336061451/2023  Foshay Learning Center https://www.caschooldashboard.org/reports/19647330133603/2024  GALA (Girls Academic Leadership Academy) https://www.caschooldashboard.org/reports/19647330133603/2023  GALA (Girls Academic Leadership Academy) https://www.caschooldashboard.org/reports/19647330133603/2024  Los Angeles Academy of Arts and Enterprise Charter (LAAAE)_CA Dashboard 2023 and 2024  Los Angeles Academy of Arts and Enterprise Charter (LAAAE)_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - LA School of Global Studies_CA Dashboard 2024  Miguel Contreras Learning Complex - LA School of Global Studies_CA Dashboard 2024  Miguel Contreras Learning Complex - LA School of Global Studies_CA Dashboard 2023 and 2024  Altips://www.caschooldashboard.org/reports/19647330112870/2023  https://www.caschooldashboard.org/reports/19647330112870/2024  https://www.caschooldashboard.org/reports/19647330112870/2024

LA High School for the Arts	https://www.caschooldashboard.org/ reports/19647330117747/2023	Report from the 2024 CA School Dashboard for LA High School for the Arts
Larchmont Charter - Lafayette Park (K-12)_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330108928/2023	Report from the 2023 CA School Dashboard for Larchmont Charter (K-12)
Larchmont Charter - Lafayette Park (K-12)_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330108928/2024	Report from the 2024 CA School Dashboard for Larchmont Charter (K-12)
Los Angeles High School	https://www.caschooldashboard.org/ reports/19647331935352/2023	Report from the 2023 CA School Dashboard for Los Angeles High School
Los Angeles High School	https://www.caschooldashboard.org/ reports/19647331935352/2024	Report from the 2024 CA School Dashboard for Los Angeles High School
Math and Science College Prep	https://www.caschooldashboard.org/ reports/19647330126136/2023	Report from the 2023 CA School Dashboard for Math and Science College Prep
Math and Science College Prep	https://www.caschooldashboard.org/ reports/19647330126136/2024	Report from the 2024 CA School Dashboard for Math and Science College Prep
New Designs Charter_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330102541/2023	Report from the 2023 CA School Dashboard for New Designs Charter
New Designs Charter_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330102541/2024	Report from the 2024 CA School Dashboard for New Designs Charter
New Open World Academy	https://www.caschooldashboard.org/ reports/19647330119685/2023	Report from the 2023 CA School Dashboard for New Open World Academy
New Open World Academy	https://www.caschooldashboard.org/ reports/19647330119685/2024	Report from the 2024 CA School Dashboard for New Open World Academy
New Village Girls Academy_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/reports/19647330111484/2023	Report from the 2023 CA School Dashboard for New Village Girls Academy
	Larchmont Charter - Lafayette Park (K-12)_CA Dashboard 2023 and 2024 Larchmont Charter - Lafayette Park (K-12)_CA Dashboard 2023 and 2024 Los Angeles High School  Los Angeles High School  Math and Science College Prep  Math and Science College Prep  New Designs Charter_CA Dashboard 2023 and 2024  New Designs Charter_CA Dashboard 2023 and 2024  New Open World Academy  Open World	Arts reports/19647330117747/2023  Larchmont Charter - Lafayette Park (K-12)_CA Dashboard 2023 and 2024  Larchmont Charter - Lafayette Park (K-12)_CA Dashboard 2023 and 2024  Larchmont Charter - Lafayette Park (K-12)_CA Dashboard 2023 and 2024  Los Angeles High School https://www.caschooldashboard.org/reports/19647330108928/2024  Los Angeles High School https://www.caschooldashboard.org/reports/19647331935352/2023  Los Angeles High School https://www.caschooldashboard.org/reports/19647331935352/2024  Math and Science College Prep https://www.caschooldashboard.org/reports/19647330126136/2023  Math and Science College Prep https://www.caschooldashboard.org/reports/19647330126136/2024  New Designs Charter_CA Dashboard 2023 and 2024  New Designs Charter_CA Dashboard 2023 and 2024  New Open World Academy https://www.caschooldashboard.org/reports/196473301102541/2024  New Open World Academy https://www.caschooldashboard.org/reports/19647330119685/2023  New Open World Academy https://www.caschooldashboard.org/reports/19647330119685/2024  New Village Girls Academy_CA Dashboard 2023 and 2023 and 2024  New Village Girls Academy_CA Dashboard 2023 and 2023 and 2024

New Village Girls Academy_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330111484/2024	Report from the 2024 CA School Dashboard for New Village Girls Academy
Edward R Roybal Learning Center_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330117051/2023	Report from the 2023 CA School Dashboard for Edward R. Roybal Learning Center
Edward R Roybal Learning Center_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330117051/2024	Report from the 2024 CA School Dashboard for Edward R. Roybal Learning Center
Santee Ed Complex	https://www.caschooldashboard.org/ reports/19647330109447/2023	Report from the 2023 CA School Dashboard for Santee Ed Complex
Santee Ed Complex	https://www.caschooldashboard.org/ reports/19647330109447/2024	Report from the 2024 CA School Dashboard for Santee
Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330127795/2023	Report from the 2023 CA School Dashboard for Miguel Contreras Learning Complex - School of Social Justice
Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330127795/2024	Report from the 2024 CA School Dashboard for Miguel Contreras Learning Complex - School of Social Justice
School for the Visual Arts & Humanities	https://www.caschooldashboard.org/ reports/19647330117762/2023	Report from the 2023 CA School Dashboard for School for the Visual Arts & Humanities
School for the Visual Arts & Humanities	https://www.caschooldashboard.org/ reports/19647330117762/2024	Report from the 2024 CA School Dashboard for School for the Visual Arts & Humanities
UCLA Community School (K-12)	https://www.caschooldashboard.org/ reports/19647330119693/2023	Report from the 2023 CA School Dashboard for UCLA Community School
UCLA Community School (K-12)	https://www.caschooldashboard.org/ reports/19647330119693/2024	Report from the 2024 CA School Dashboard for UCLA Community School
	Academy_CA Dashboard 2023 and 2024  Edward R Roybal Learning Center_CA Dashboard 2023 and 2024  Edward R Roybal Learning Center_CA Dashboard 2023 and 2024  Santee Ed Complex  Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024  School for the Visual Arts & Humanities  UCLA Community School (K-12)	Academy_CA Dashboard 2023 and 2024  Edward R Roybal Learning Center_CA Dashboard 2023 and 2024  Edward R Roybal Learning Center_CA Dashboard 2023 and 2024  Edward R Roybal Learning Center_CA Dashboard 2023 and 2024  Edward R Roybal Learning Center_CA Dashboard 2023 and 2024  Santee Ed Complex  https://www.caschooldashboard.org/ reports/19647330117051/2024  Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024  Miguel Contreras Learning Complex - School of Social Justice_CA Dashboard 2023 and 2024  Mittps://www.caschooldashboard.org/ reports/19647330127795/2024  https://www.caschooldashboard.org/ reports/19647330117762/2023  School for the Visual Arts & Humanities  https://www.caschooldashboard.org/ reports/19647330117762/2024  UCLA Community School (K-12)  https://www.caschooldashboard.org/ reports/19647330119693/2023

5.1ae(2 3)	University Preparatory Value High_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330132027/2023	Report from the 2023 CA School Dashboard for University Preparatory Value High School
5.1ae(2 4)	University Preparatory Value High_CA Dashboard 2023 and 2024	https://www.caschooldashboard.org/ reports/19647330132027/2024	Report from the 2024 CA School Dashboard for University Preparatory Value High School
5.1af(23 )	West Adams Prep High	https://www.caschooldashboard.org/ reports/19647330114850/2023	Report from the 2023 CA School Dashboard for West Adams Prep High
5.1af(24 )	West Adams Prep High	https://www.caschooldashboard.org/ reports/19647330114850/2024	Report from the 2024 CA School Dashboard for West Adams Prep High
5.2	US News & World Report: Best High Schools	https://www.usnews.com/education/best-high-schools/california/districts/collegiate -charter-high-of-los-angeles-district/colle giate-charter-high-of-los-angeles-20100  4	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	https://caaspp-elpac.ets.org/caaspp/Das hViewReportSB?ps=true&lstTestYear=2 024&lstTestType=B&lstGroup=1&lstSub Group=1&lstGrade=13&lstSchoolType= A&lstCounty=19&lstDistrict=64733-0131 821&lstSchool=0131821	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.  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 Performa		School Demographics						
	ELA	Math	ELPI	CCI	SED	EL	SWD			
Performance Level	Color	Color	Progress Level	Color						
Status	(+/-) DFS Points above or below standard	(+/-) DFS Points above or below standard	% making progress	% prepared						

			A			Scho	ol De	mogra	phics						
		E	LA	Ma	Math		.PI	C	CI	SED		ELL		SV	VD
	SITE NAME	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Cor	dian for nmunity of lools	-15	-11	-107	-100	46%	38%	50%	56%	96%	95%	20%	18%	13%	13%
vs (	nk for Collegiate Community of cools	15	19	14	13	9	18	13	29	24	18	8	7	1	1
	legiate Charter h School	No Color -12 DFS	No Color -26 DFS	No Color -99 DFS	No Color - 97 DFS	Green 50%	Red 33%	Medium 52%	Orange 37%	93%	94%	31%	33%	25%	26%
1	Academic Leadership Community	Red -56 DFS	Yellow -38 DFS	Orange -141 DFS	Orange -123 DFS	Red 12.5%	Yellow 29%	Medium 41%	Orange 39%	99%	96%	30%	24%	12%	12%
2	Alliance Dr. Olga Mohan HS	Yellow +15.6 DFS	Blue +42 DFS	Green -54.6 DFS	Yellow -59 DFS	Blue 69%	Orange 47%	High 58%	Green 66%	98%	97%	16%	15%	15%	14%
3	Alliance GRM Academy High (6-12)	Orange - 15 DFS	Yellow -5 DFS	Yellow -78 DFS	Yellow -66 DFS	Green 68%	Blue 75%	High 59%	Green 64%	95%	95%	13%	11%	11%	12%
4	Alliance Tajima High	Green +71 DFS	Green +71 DFS	Yellow -66 DFS	Green -52 DFS	Blue 84.2%	Orange 55%	High 70%	Blue 75%	98%	97%	13%	7%	12%	10%
5	Ambassador School of Global Leadership (6-12)	Yellow -54 DFS	Red -77 DFS	Red -138 DFS	Orange -110 DFS	Red 45%	Orange 38%	Medium 36%	Green 58%	96%	95%	31%	29%	17%	17%
6	Animo Jackie Robinson	Green +9 DFS	Yellow +3 DFS	Yellow -88 DFS	Red -118 DFS	Orange 48%	Orange 39%	Medium 46%	Yellow 46%	97%	96%	15%	14%	15%	16%
7	Belmont High	Red -79 DFS	Red -103 DFS	Red -164 DFS	Red -176 DFS	Red 13.2%	Red 12%	Medium 35%	Orange 30%	98%	94%	52%	53%	9%	11%
8	Camino Nuevo HS 2	Blue +48 DFS	Yellow +30 DFS	Yellow -68 DFS	Orange -80 DFS	Green 48%	Red 33%	Medium 49%	Green 59%	97%	99%	17%	18%	16%	15%
9	Central City Value	Blue +37 DFS	Yellow +28 DFS	Yellow -66 DFS	Green -56 DFS	Orange 36%	Red 33%	Low 39%	Green 48%	88%	87%	21%	18%	15%	16%

	Contreras	Green													
10	School of Bus & Tourism	+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 +20 DFS	Orange -1 DFS	Red -124 DFS	Yellow -110 DFS	Yellow 58%	Red 42%	High 63%	Green 65%	97%	97%	20%	15%	14%	14%
29	UCLA Community School (K-12)	Yellow -36 DFS	Orange -46 DFS	Yellow -94 DFS	Orange -93 DFS	Green 49%	Orange 42%	Medium 53%	Green 63%	95%	96%	34%	34%	15%	17%
30	University Prep Value High	Orange -21 DFS	Blue +34 DFS	Yellow -61 DFS	Yellow -100 DFS	Red 29%	Green 53%	Medium 54%	Orange 39%	85%	95%	16%	16%	14%	14%
31	West Adams Prep High	Orange -57 DFS	Orange -50 DFS	Orange -160 DFS	Orange -157 DFS	Orange 40%	Red 32%	Low 31%	Green 47%	98%	98%	29%	25%	14%	16%

Source: CA School Dashboard

#### (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.

<sup>\*</sup> Schools highlighted in yellow are ones at which at least 1.5% of Equitas alumni were attending in 2023-24.

### [Evidence Table Citation 6.2]

	EVIDENCE TABLE (Add additional rows as needed)									
Citation	File Name	Link (optional)	Description of Evidence							
6.1	Nov 2023 Board slides	Nov 2023 Board slides	Board slides summarizing Equitas family feedback demonstrating interest in a high school.							
6.2	Equitas 2025-26	<u>Equitas 2025-26</u>	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**



### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

#### **Board of Education Report**

File #: Rep-331-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Special Education & Specialized Programs

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).).

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

File #: Rep-331-24/25, Version: 1

In Control: Special Education & Specialized Programs

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.

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File #: Rep-331-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Special Education & Specialized Programs

#### **Equity Impact:**

Component	Score	Score Rationale
Recognition	3	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.
Resource Prioritization	3	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.
Results	3	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.
TOTAL	9	

#### **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

Agenda Date: 5/13/2025

File #: Rep-331-24/25, Version: 1

RESPECTFULLY SUBMITTED,

In Control: Special Education & Specialized Programs

#### APPROVED BY:

ALBERTO M. CARVALHO

Superintendent

PEDRO SALCIDO

Deputy Superintendent Operations

APPROVED BY:

KARLA V. ESTRADA

Deputy Superintendent Instruction

✓ Approved as to form.

APPROVED BY:

ANTHONY AGUILAR

Chief

Special Education & Specialized Programs

APPROVED & PRESENTED BY:

MITA MALHOTRA, MD

Chief Medical Director

Medical Services Division

APPROVED & PRESENTED BY:

JOSE SOTO

Executive Director

Division of Special Education

REVIEWED BY:

NOLBERTO DELGADILLO

Deputy Chief Financial Officer

- Furthern

✓ Approved as to budget impact statement.

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

#### ATTACHMENT A

#### Anticipated NPS/A Master Contracts for Special Education Supports and Services\*

- 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)

<sup>\*</sup>Additional contractors may be included in the final list for ratification, as necessary.

#### ATTACHMENT A

#### Anticipated NPS/A Master Contracts for Special Education Supports and Services\*

- 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)

<sup>\*</sup>Additional contractors may be included in the final list for ratification, as necessary.

#### **ATTACHMENT A**

#### Anticipated NPS/A Master Contracts for Special Education Supports and Services\*

- 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)

<sup>\*</sup>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\***

- 1. RCM Health Care Services (NPA)
- 2. Soliant Health Inc. (NPA)

<sup>\*</sup>Additional contractors may be included in the final list for ratification, as necessary.

**Return to Order of Business** 

## **TAB 24**



### Los Angeles Unified School District

#### **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)	Total
		(03/03/2025 to 04/07/2025)	(Year-to-date)
1.	Classified	3,208	99,986
2.	Certificated	1,443	92,954
3.	Unclassified	<u>171</u>	<u>13,093</u>
	TOT	TAL 4,822	206,033

#### **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

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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

<sup>\*</sup>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:

Agency	Agreement Number
Associated Administrators of Los Angeles (AALA)	HR 25/26-001
California Teachers Assocation (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

File #: Rep-305-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: HR Personnel Commission Routine Personnel Actions

#### **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

Agenda Date: 5/13/2025

File #: Rep-305-24/25, Version: 1

In Control: HR Personnel Commission Routine Personnel Actions

APPROVED & PRESENTED BY:

RESPECTFULLY SUBMITTED:

ALBERTO M. CARVALHO

Superintendent

FRANCISCO J. SERRATO Chief Human Resources Officer

Human Resources Division

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED BY:

KRISTEN K. MURPHY

Associate Superintendent Talent & Labor Relations

REVIEWED BY:

NOLBERTO DELGADILLO Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

CERTIFIED BY:

DAVID GRECO

Personnel Director

rowers (c.) Lugarilli

#### 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	ТО	LOCATION
		CLASS/LOCATION	CLASS	
COMMEN	NTS:			

### **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.

I				I Employe						
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	I	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)		11	2		<u> </u>			2		
Campus Aide (Male/Restricted)			2					2		
Campus Aide (Restricted)			19					19		
Campus Aide (Restricted)		1	19					1		
Community Representative C and (Restricted)		<u>'</u>	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-					1			1		
Signing Instructional Aide I & (Restricted)			15					15		
IT Infrastructure Project Network Engineer			10		1			1		
IT Solutions Architect		1						1		
IT Support Technician	1	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 Grand Req / Return Temp Classification Prov Restr Subs Temp **Perm** Retiree 1GXX Total Locksmith 1 1 Maintenance Worker 1 1 2 Office Technician 6 8 Operating Systems Administrator 1 Out-of-School Program Supervisor 13 13 and (Restricted) Out-of-School Program Worker and 47 47 (Restricted) Police Officer 4 4 School Facilities Attendant 1 1 2 (Restricted) School Supervision Aide and 13 2 15 (Restricted) Senior Financial Manager 1 1 Senior Food Service Training 1 1 Specialist Senior Legal Secretary 1 1 2 3 Senior Office Technician 1 **Special Education Assistant** 58 58 Special Education Trainee 66 66 Student Integration Helper & 1 1 (Restricted) Telecommunications Services 1 1 Representative Toolkeeper 1 1 **New Hire Total** 66 64 264 62 456 REASSIGNMENT 1 **Accounting Analyst** 1 Administrative Analyst 1 1 1 Administrative Staff Aide 1 Area Bus Supervisor 1 1 Area Electrical Supervisor 1 1 Area Food Services Supervisor 1 1 2 Area Operations Supervisor 1 1 4 Area Plumbing Supervisor 2 2 2 2 Assignment Technician Assistant Logistics Supervisor 1 1 Assistant Plant Manager I 6 1 1 8 Assistant Projects Manager 1 1 Associate IT Electronics Communication Technician 5 5 Associate Project Engineer II 1 6 5 Branch Human Resources Manager 1 1 **Broadcast Systems Operator** 1 1 2 22 **Building and Grounds Worker** 14 6

#### Hire Data of All Classified Employees From March 3, 2025 to April 7, 2025 By New Hire, Reassignment, and Rehire Reg / Return Temp Grand Classification Prov Restr Subs Temp Perm Retiree 1GXX Total Campus Aide (Female/Restricted) Campus Aide (Restricted) Carpenter Central Shops Supervisor Community Representative D and (Restricted) Continuation School Office Manager **Contract Administration Analyst** CTEIG-Linked Learning Coordinator **Deputy Budget Director** Director of Budget Services and Financial Planning Division Human Resources Administrator II Early Education Center Aide I & (Restricted) Early Education Center Attendant Early Education Center Office Manager **Environmental Safety Officer** Facilities Cost Analyst Financial Aide Financial Analyst **Food Production Assistant** Food Service Manager I Food Service Manager II Food Service Manager IV Food Service Manager V Food Service Manager VI Food Service Manager VII Food Service Training Specialist Food Service Worker Food Service Worker II (Driving) Food Services Cost Analyst Forensic and Support Services Manager, Inspector General's Office Gardener Head Stock Clerk **Health Care Assistant** Heavy Bus Driver Human Resources Specialist I

### Hire Data of All Classified Employees

## From March 3, 2025 to April 7, 2025 By New Hire, Reassignment, and Rebire

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	11						2	
Office Technician		6		1	5		1	13	
		1		<u> </u>	1		<u> </u>	2	
Out-of-School Program Coordinator Out-of-School Program Supervisor		I			I	10			
and (Restricted) Out-of-School Program Worker and						10		10	
(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		
Reassignment Total	53	474	40	1	248	15	133	964		
		RE	HIRE					,		
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 / Perm Restr Return Retiree Subs Temp Grand Total									
Payroll Specialist I		1						1	
Plant Manager II		1						1	
Police Officer		1						1	
School Supervision Aide and (Restricted)			3			1		4	
Special Education Assistant		4			12			16	
Special Education Trainee					19			19	
Misc. (Hiring Hall)							1	1	
Rehire Total		25	15		63	3	1	107	
GRAND TOTAL	53	565	119	1	575	80	134	1527	

#### **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					
Pupil Services and Attendance Counselors					
Secondary School Counselors	1				
Elementary Teacher	8				
School Nurse	28				
School Rec Therapist Specialist	1				
Secondary Teacher	5				
Special Education Teacher					
Speech & Language Pathologist					
Teacher, Spec Ed, Resource Specialist Program					
Teacher, Adult Ed, Day-to-Day Substitute					
Teacher, Elementary, Day-to-Day Substitute					
Teacher, K-12 Adapted PE					
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**



### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

#### **Board of Education Report**

File #: Rep-306-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Human Resources

#### **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.

File #: Rep-306-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Human Resources

#### **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 as to form.

APPROVED BY:

Associate Superintendent
Talent & Labor Relations

REVIEWED BY:

NOLBERTO DELGADILLO Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

## Teachers with Provisional Intern Permits

No.	Name	School	Region	BD	Subject	Effective
	Carlos Fonseca-				Mild/Moderate Support Needs	
1	Cisneros	59th St Elementary	South	1	and Extensive Support Needs	3/10/2025
		Bradley Global Awareness				
2	Austin Lee	Magnet	South	1	Multiple Subject	3/7/2025
		Huntington Park Steam				
3	Jasmine Harris	Magnet	East	5	English (No theatre)	2/27/2025
					Mild/Moderate Support Needs	
4	Mabel Lopez Munoz	San Gabriel Elementary	East	5	and Extensive Support Needs	3/3/2025
			_		Mild/Moderate Support Needs	
5	LaVandoyle Davis	107th St Elementary	South	7	and Extensive Support Needs	3/19/2025

# **TAB 26**





### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

#### **Board of Education Report**

**File #:** Rep-309-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

In Control: Business & Finance Division

#### **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

Hopewell Fund/Rare Impact Donor:

Donation: \$50,000.00

For use at: Eagle Rock Jr/Sr High School

To provide funding to support the literary, scientific and educational purpose of Eagle Rock Purpose:

High School consistent with LAUSD policies.

Date: 3/7/2025

Playa Vista Educational Group Donor:

\$80,000.00 Donation:

Playa Vista Elementary School For use at:

To provide funding for two Teacher Assistants positions. Purpose:

Date: 3/10/2025

Donor: Kentwood Education Fund

Donation: \$31,732.00

For use at: Kentwood Elementary School

To provide funding for two Campus Aide positions during Budget Development 2025-2026. Purpose:

3/20/2025 Date:

Friends of West Hollywood Elementary Donor:

Donation: \$99,464.00

For use at: West Hollywood Elementary School

To provide funding for two Teacher Assistants positions. Purpose:

In Control: Business & Finance Division

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.

760

**File #:** Rep-309-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

**In Control:** Business & Finance Division

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

\$50,000.00 Donation:

For use at: Manual Arts High School Student Body

To provide scholarships to graduating seniors at Manual Arts High School. Purpose:

Date: 2/24/2025 Julia M. Wood Donor: Donation: \$100,000.00

For use at: Verdugo Hills High School Student Body

To provide funding to support deserving students in their educational pursuits. Purpose:

3/12/2025 Date:

Janis Paige Gilbert Living Trust Donor:

\$75,000.00 Donation:

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.

In Control: Business & Finance Division

#### **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 <a href="https://docs.google.com/spreadsheets/d/1-">https://docs.google.com/spreadsheets/d/1-</a>

ZQZymrfvMiGZyDphvcFfBQsR3ts-PSg/edit?

usp=sharing&ouid=104708282858013920207&rtpof=true&sd=true>.

#### **Submitted:**

04/10/25

Agenda Date: 5/13/2025

File #: Rep-309-24/25, Version: 1

RESPECTFULLY SUBMITTED,

In Control: Business & Finance Division

#### APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO

Superintendent

PEDRO SALCIDO

Deputy Superintendent

Office of the Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED

General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

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** 

## 27

# **TAB 27**



### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

#### **Board of Education Report**

File #: Rep-330-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Business & Finance Division

#### **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

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

File #: Rep-330-24/25, Version: 1

In Control: Business & Finance Division

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.

In Control: Business & Finance Division

#### **Equity Impact:**

Component	Score	Score Rationale
Recognition	1	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).
Resource Prioritization	2	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.
Results	2	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.
TOTAL	5	

#### **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 (<u>Board Report No. 431-04/05</u>)
 <a href="https://drive.google.com/file/d/1FEmAMez0C5sNZzSeRZza7A5HV92ofYr3/view?usp=sharing">https://drive.google.com/file/d/1FEmAMez0C5sNZzSeRZza7A5HV92ofYr3/view?usp=sharing</a>

In Control: Business & Finance Division

• Confirm and Clarify Use of Developer Fee Proceeds, Adopted December 8, 2020 (Board Report No. 187-20/21) <a href="https://drive.google.com/file/d/16wAY3j5Nv9c-Bo\_wz2hiBD0LPKdZCwje/view?usp=sharing">https://drive.google.com/file/d/16wAY3j5Nv9c-Bo\_wz2hiBD0LPKdZCwje/view?usp=sharing</a>

• Developer Fee Policy Updated, Adopted April 9, 2024 (<u>Board Report No. 240-23/24</u> <a href="https://drive.google.com/file/d/1JNL">https://drive.google.com/file/d/1JNL</a> u F2sQOcTP1Ks8O4x5G16hYE6LC3/view?usp=sharing>)

#### **Informatives:**

None.

#### **Submitted:**

05/09/25

Agenda Date: 5/13/2025

File #: Rep-330-24/25, Version: 1

RESPECTFULLY SUBMITTED,

In Control: Business & Finance Division

#### APPROVED & PRESENTED BY:

1

ALBERTO M. CARVALHO Superintendent 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.

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## IMPACT FEE POLICY

## 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, <u>except</u> 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 section17624)
  - 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**





### Los Angeles Unified School District

#### **Board of Education Report**

File #: Rep-308-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Business & Finance Division

#### 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.

**In Control:** Business & Finance Division

2. Approved requests to reissue expired warrants that were not cashed within the prescribed period, totaling \$ 137.55.

Warrant No.	Date	Payee	Amount
2470588	07/10/2020	<b>Edward Waters</b>	\$ 101.01
8273439	09/12/2008	<b>Edward Waters</b>	\$ 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

Agenda Date: 5/13/2025

File #: Rep-308-24/25, Version: 1

RESPECTFULLY SUBMITTED,

In Control: Business & Finance Division

#### APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO

Superintendent

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 DELGADIELO Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

**Return to Order of Business** 

## **TAB 29**



### Los Angeles Unified School District

#### **Board of Education Report**

File #: Res-066-24/25, Version: 2 Agenda Date: 5/13/2025

In Control: Board of Education

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;

<u>Resolved</u> 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;

<u>Resolved</u> 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;

In Control: Board of Education

Resolved further, That the Community Schools Steering Committee Professional Development Subcommittee be provided an opportunity to give meaningful input on the implementation of Boardapproved 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.

**Return to Order of Business** 

## **TAB 30**

#### 333 South Beaudry Ave, Los Angeles, CA 90017

## Los Angeles Unified School District



#### **Board of Education Report**

File #: Res-068-24/25, Version: 2 Agenda Date: 5/13/2025

In Control: Board of Education

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

In Control: Board of Education

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

In Control: Board of Education

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,

<u>Resolved</u>, 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.

<u>Resolved</u> further, That the Los Angeles Unified School District, consistent with and subject to <u>Equal Employment Opportunity</u> (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

In Control: Board of Education

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 employeeparents;
  - 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

In Control: Board of Education

 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, <u>lactation visits at home or District Wellness Centers</u>, 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.

# **TAB 31**





### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

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

### **Board of Education Report**

**File #:** Sup Res -007-24/25, **Version:** 1

In Control: Board of Education

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

333 South Beaudry Ave, Los Angeles, CA 90017

### **Board of Education Report**

**File #:** ROC-011-24/25, **Version:** 1

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

In Control: Board of Education

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":

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.

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; 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.

 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.

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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 Sasoones, 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> .	Received From	Type of Damage	<u>Claimant</u>	Date of Damage
38.	Jessica Behmanesh 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 Rains Lucia Stern St. Phalle & Silver, PC	Damages	Cristabel Lemus	10-29-24
42.	Thomas O'Neil O'Neil & Matusek, LLP	Damages	Dimna Barajas	10-29-24
43.	Philip Kaufler Law Offices of Philip Kaufler	Damages	Dolgormaa Batbaatar	10-16-24
44.	V&A Law Firm	Damages	Faniel Jesus Davila Hernandez	08-29-24
45.	Caleb Blumenshine Downtown LA Law Group	Damages	Fernando Dolores	10-14-24
46.	Daniel C. Leib Glotzer & Leib, LLP	Damages	Franco Cumarat	12-02-24
47.	Guillermo F. Barrantes Stalwart Law Group, APC	Damages	Galilea Urquieta	Approx. between 10-31-24 & 11-08-24
48.	George Navajas	Damages	George Navajas	02-14-25
49.	Muammar Reed Reed Law P.C.	Damages	Hailey Mondragon (Guardian Valerie Valencia)	02-18-25

50.	Muammar Reed Reed Law PC	Damages	Hailey Mondragon (Guardian: Valerie Valencia)	<b>812</b> 02-18-25
51.	Tamra M. Smith & Andrew C. Deng Egality Law LLP	Damages	Henry Zahid	Ongoing starting 06-10-24
52.	David McPherson Watt, Tieder, Hoffar & Fitzgerald, L.L.P.	Damages	Hensel Phelps Construction, Inc.	Ongoing as parties attempt to resolve contract change order disputes
53.	Trygstad, Schwab & Trygstad	Damages	Ila M. Press	See attached Supplemental Statement
54.	Benjamin Dishchyan 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 Group	Damages	Kamorie Garner	09-30-24
58.	Karla Medina	Damages	Karla P. Medina	04-02-25
59.	Kevin M. McDonough & Robyn J. Mallon Morey & Upton, LLP	Damages	Kimberly Corado GAL Milvia Enrique Ortiz	On or about 10-05-24
60.	Tia Lopez	Damages	Malaun Lewis	10-07-24
61.	Caleb Blumenshine Downtown LA Law Group	Damages	Maraya Mora	10-01-24
62.	Maria Durán	Damages	Maria Durán	02-11-25

63.	John A. Kawai Trial Lawyers for Justice	Damages	Maribel Gonzalez Alanix on behalf of minor daughter Vianette Aurora Palacios	10-28-24
64.	Osmundo Arguello JLG Lawyers	Damages	Michael Onie Bowen Jr.	05-31-24
65.	Caleb Blumenshine Downtown LA Law Group	Damages	Michaella Raval	10-16-24
66.	Crystal Vernon	Damages	My'yah Colbert	01-07-25
67.	Angie Alvarez Downtown LA Law Group	Damages	Mya Miller	10-02-24
68.	Sheryl Abbey	Damages	Noel Abbey	03-17-25
69.	Rafi Samuel Avedian Noravian Law Firm	Damages	Oscar Mendoza	10-26-24
70.	Alon Aliav Avalon Law Firm	Damages	Reece Hobson	10-02-24
71.	Reed W. Fraga	Damages	Reed Fraga	03-17-25
72.	California Accident Firm, APC	Damages	Rosa Prado Nunez	02-21-25
73.	Angie Alvarez Downtown LA Law Group	Damages	Russel Viehmeyer	10-21-24
74.	Stephen M. Dolan	Damages	Stephen M. Dolan & Christina Climaco	11-14-24
75.	Valerie Morales	Damages	Susana Reyes	11-19-24

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76.	Devin A. Cutting The Cutting Law Firm	Damages	Taiki Heins	03-03-25	
77.	Eileen De Klerk, president	Damages	The Promenade Owners Association	11-18-24	
78.	Young Bae Bae Park & Nazdjanova, PLC	Damages	The Promenade Owners Association	11-18-24	
79.	Rukia Takuba	Damages	Tiara Habimana	01-25-25	
80.	Susana Reyes	Damages	Valerie Morales GAL Susana Reyes	11-19-24	
81.	V. James DeSimone V. James DeSimone Law	Damages	William Robinson, 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

Company

88. Amy Gonzalez

Toggle Insurance

02-19-25

08-20-24

Blanca Calderon

Damage Recovery

Vehicle Damages

Vehicle Damages

89.	Daniel Brenneman	Vehicle Damages	Daniel Brenneman	03-27-25	815
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 Guldijan   Fasel Accident Attorneys	Vehicle Damages	Lucas Jimenez	03-17-25	
100.	Lucia Mescina	Vehicle Damages	Lucia Mescina	03-17-25	
101.	Erica Chavez Trauma Law	Vehicle Damages	Martha Amorocho	03-04-25	

102.	Chris Valencia Mercury Insurance	Vehicle Damages	Mercury Insurance as Subrogee to Julie Boyance	02-20-25	816
103.	Merzhik Mirkhanyan	Vehicle Damages	Merzhik Mirkhanyan	03-20-25	
104.	Michelle Brait	Vehicle Damages	Michelle Brait	03-13-25	
105.	Sam Ryan Heidari 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 Subro Claims, Inc	Vehicle Damages	Theodore Khodaverdia	02-06-25	
112.	William Chase The Hertz Corporation	Vehicle Damages	The Hertz Corporation	01-30-25	
113.	Valerie Carbajal	Vehicle Damages	Valerie Carbajal	04-25-25	
114.	Kayla Oswald 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 Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Textbooks and Instructional Materials	0	0	0
<b>Facility Conditions</b>	19	12	7
Teacher Vacancy or Misassignment	9	9	0
Totals	28	21	7 *

#### State Preschool Health and Safety:

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
<b>Facility Conditions</b>	0	0	0
Visual Supervision	0	0	0
Totals	0	0	0

SUBMITTED BY: Binh Nguyen

TITLE: Director, Office of Student Civil Rights, Office of the General Counsel

<sup>\*</sup> 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							
<b>Board Member</b>	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
		Loc	al District				
<b>Local District</b>	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
			oject 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**





### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

### **Board of Education Report**

File #: Min-007-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Board of Education

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

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 Nonviolence365";

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

<u>Resolved</u>, 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;

<u>Resolved</u> 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

<u>Resolved</u>, 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;

<u>Resolved</u> 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;

<u>Resolved</u> 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;

<u>Resolved</u> 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;

<u>Resolved</u> 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

<u>Resolved</u>, 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:

<u>Tab 24: Board of Education Report No. 282-23/24, Approval of the Proposed Material Revision for Alliance College-Ready Middle Academy 4</u>

- Eva Flores Koops, Principal of Alliance College-Ready Middle Academy 4
- Judi Nava, Student grandmother
- Amalia Rodrigues, Parent

<u>Tab 23: Board Of Education Report No. 282-23/24, Approval of the Proposed Material Revision for Alliance Judy Ivie Burton Technology Academy High</u>

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.

<u>Tab 38: Board of Education Report No. 112-24/25, Request for Board Authority to Pursue a</u> 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.

• <u>Tab 11: Board of Education Report No. 282-23/24, Approval of Routine Personnel</u> 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

Emmanuel Nwalozie, Student LA Fires/Lawrence Middle School Incident

Ms. Jordan, Educator Lawrence Middle School Incident

Monica Arazola, Parent School Violence

Maria Daisy Ortiz, Community Request for increased Translation Units at Schools

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 Eufragio, 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:

MR. SCOTT SCHMERELSON MR. MICHAEL MCLEAN
PRESIDENT 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

Paid planning/prep days for teachers Paid planning/prep days for teachers

Rebecca Husaini, Muslim Public Sever ties with the ADL and remove them from schools and

curriculum

Declining enrollment

Support for school police

Sever ties with the ADL and remove them from schools and

curriculum

Support for school police

Sever ties with the ADL and remove them from schools and

curriculum

Marie Germaine, ULTA

**Affairs Council** 

Monica Arrazola, Parent

Isabel Gonzalez, Parent

Marcy Winograd, CODEPINK

Jennifer Anderson, Teacher

Juan Mangandi, Community Member

David Klein, Jewish Voice for Peace

Sever ties with the ADL and remove them from schools and curriculum

Sever ties with the ADL and remove them from schools and curriculum

School safety & support for school police

Budget transparency

Sever ties with the ADL and remove them from schools and

Later in the meeting, Erlinda Morita, Parent, spoke on Tab 1, Student Discipline Matters.

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curriculum

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**

- 3 -

The meeting was adjourned at 1:04 p.m.

#### APPROVED BY THE BOARD:

SCOTT SCHMERELSON MICHAEL MCLEAN

PRESIDENT

EXECUTIVE OFFICER OF THE BOARD

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Bd. of Ed. (CS) Meeting

## **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:**

SCOTT M. SCHMERELSON PRESIDENT MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

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**Return to Order of Business** 

## **TAB 34**





### Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

#### **Board of Education Report**

**File #:** 070-24/25, **Version:** 1 **Agenda Date:** 5/13/2025

In Control: Board of Education

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

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**

## Los Angeles Unified School District

333 South Beaudry Ave, Los Angeles, CA 90017

#### **Board of Education Report**

File #: Res-076-24/25, Version: 1

Agenda Date: 5/13/2025

In Control: Board of Education

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 <a href="https://www.thelatrust.org/articles/mental-health-is-a-key-concern-as-students-return-to-class">https://www.thelatrust.org/articles/mental-health-is-a-key-concern-as-students-return-to-class</a>;

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

File #: Res-076-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Board of Education

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 inperson 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**

Los Angeles, CA 90017

### 333 South Beaudry Ave,

### Los Angeles Unified School District



#### **Board of Education Report**

File #: Res-077-24/25. Version: 1 **Agenda Date:** 5/13/2025

In Control: Board of Education

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 File #: Res-077-24/25, Version: 1 Agenda Date: 5/13/2025

In Control: Board of Education

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.