



Board of Education Report

File #: Rep-086-24/25, **Version:** 1

Approval of the Renewal Petition for Ednovate - USC Hybrid High College Prep [PUBLIC HEARING] November 19, 2024 Charter Schools Division

Action Proposed:

Approve the renewal petition for Ednovate - USC Hybrid High College Prep (“Charter School”), located in Board District 1 and Region South, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Ednovate - USC Hybrid High College Prep is a 9-12 school currently serving 521 students on a private facility in South Los Angeles at 3939 S. Vermont Avenue, Los Angeles, CA, 90037 in Board District 1 and Region South. Ednovate - USC Hybrid High College Prep was originally approved by the LAUSD Board of Education on December 6, 2011. On December 13, 2016, the charter school was renewed for a five-year term to serve 500 students in grades 9-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ednovate - USC Hybrid High College Prep expires June 30, 2025.

On August 21, 2024, Ednovate - USC Hybrid High College Prep 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 November 19, 2024.

An initial Public Hearing was held on September 10, 2024.

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

Due Diligence:

Current Ednovate - USC Hybrid High College Prep governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A due diligence review of the charter school and its governing organization, school leader, and financial manager, was performed by the Office of the Inspector General.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607 (e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 086, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of the Charter School renewal petition.

Policy Implications:

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5). Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, “[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools,” (Policy, p.3). Based on a comprehensive review and assessment of Charter School’s renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Equity Impact:

Not applicable

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - Ednovate - USC Hybrid High College Prep Data Set

Attachment C - Verified Data Reports

Attachment D - Desegregation Impact Statement

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

[≤https://drive.google.com/drive/folders/1zVxYsxaBD6Q2LqQ2_btR6Mcz6uxtT_-y?usp=drive_link≥](https://drive.google.com/drive/folders/1zVxYsxaBD6Q2LqQ2_btR6Mcz6uxtT_-y?usp=drive_link)

Informatives:

Not applicable

Submitted:

10/22/24

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

___ Approved as to form.

REVIEWED BY:

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 086-24/25
November 19, 2024

School Name:	Ednovate – USC Hybrid High College Prep			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Ednovate, Inc.			
Location Code:	7672			
Type of Site(s):	Private			
Site Address(es):	3939 S. Vermont Avenue, Los Angeles, CA 90037			
Board District(s):	1	Region(s):	South	
Grade Levels Served:	9-12	Current Enrollment:	521	
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	500	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval for a five (5)-year term (2025-2030)			
PROPOSED BENCHMARKS:	None			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Ednovate - USC Hybrid High College Prep ("Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 500 students in grades 9-12 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

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

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

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

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

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

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?

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

III. GENERAL SCHOOL INFORMATION

A. School History

	Ednovate - USC Hybrid High College Prep
Initial Authorization:	On December 6, 2011, Ednovate - USC Hybrid High College Prep was authorized by the LAUSD Board of Education to serve 650 students in grades 9-12.
Most Recent Renewal	<p>The charter was renewed on December 13, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 500 students in grades 9-12.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30,</p>

	Ednovate - USC Hybrid High College Prep
	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 Ednovate - USC Hybrid High College Prep expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	<p>On December 13, 2016, as part of the school's most recent renewal, the LAUSD Board of Education issued the following organizational management benchmarks to Ednovate – USC Hybrid High College Prep:</p> <ol style="list-style-type: none"> 1. USC Hybrid High College Prep and designated Ednovate staff will provide evidence of completion of training in the following areas offered by the Division of Special Education; a) Tier 3 Intervention Program, b) Alternatives to Suspension, c) PBIS Tier 1 Training, d) Service Tracking Training on or before Spring 2017. 2. USC Hybrid High College Prep shall adopt and effectively implement a school suspension plan, aligned with the District's Discipline Foundation Policy; and the School Discipline Policy and School Climate Bill of Rights, which results in a suspension rate of 5% or less. <p>Please see the "Additional Information" section below.</p>
Submission of Renewal Petition Application:	Ednovate – USC Hybrid High College Prep submitted its renewal petition application on August 21, 2024. The 90-day statutory timeline for Board action on the petition runs through November 19, 2024.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ednovate – USC Hybrid High College Prep implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ednovate – USC Hybrid High College Prep participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ednovate - USC Hybrid High College Prep is operated by Ednovate, Inc., a California nonprofit public benefit corporation that also operates five other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Ednovate – USC Hybrid High College Prep has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard; and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable.

The charter school has attained measurable increases in academic achievement schoolwide and for numerically significant student groups. Please see the attached Ednovate - USC Hybrid High College Prep 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 were 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 Dashboard Performance Levels (colors) based on two years’ data are provided.

Ednovate - USC Hybrid High College Prep 7672 Dashboard Indicators

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

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 both 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.

Ednovate - USC Hybrid High College Prep - 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	24.0	Low	-12.2	Higher
Latino	Met	High	30.7	Low	-38.6	Higher
Socioeconomically Disadvantaged	Met	Medium	27.1	Low	-41.4	Higher

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

Ednovate - USC Hybrid High College Prep - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	39.2	15.2	Orange	-13.6	Higher
Latino	Met	Green	44.7	14.0	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Green	36.5	9.4	Orange	-42.6	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 lower than the state for All Students and higher than the state for both numerically significant student groups. In 2023 in Math, the charter school's DFS was lower than the state for All Students and higher than the state for both numerically significant student groups.

Ednovate - USC Hybrid High College Prep - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-64.8	Low	-51.7	Lower
Latino	Met	Low	-64.7	Low	-83.4	Higher
Socioeconomically Disadvantaged	Met	Low	-62.7	Low	-84.0	Higher

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

Ednovate - USC Hybrid High College Prep - 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	-70.5	-5.7	Orange	-49.1	Lower
Latino	Met	Orange	-67.6	-3.0	Orange	-80.8	Higher
Socioeconomically Disadvantaged	Met	Orange	-68.6	-6.0	Yellow	-80.8	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. 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 lower than the state's rate.

Ednovate - USC Hybrid High College Prep - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	39.6%	Medium	50.3%	Lower

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

Ednovate - USC Hybrid High College Prep - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	45.2%	5.7%	Yellow	48.7%	Lower

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

f. College/Career Indicator

The College/Career Academic Indicator was not reported on the 2022 Dashboard. In 2023, the charter school's Status Level of High for All Students was higher than 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.

Ednovate - USC Hybrid High College Prep - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	High	66.9%	Medium	43.9%	Higher
Latino	Very High	71.7%	Medium	35.5%	Higher
Socioeconomically Disadvantaged	High	66.4%	Medium	35.4%	Higher

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

g. Chronic Absenteeism Indicator

Not applicable

h. Graduation Indicator [HS only]

In 2022 and 2023, the charter school's percentage of graduated students was higher than the state for All Students and for all numerically significant student groups. Ednovate – USC Hybrid High College Prep's students must meet A-G requirements with a grade of "C-" or better.

- 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.
- 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."
- k. Reclassification Rates
As of the writing of this report, reclassification data for 2021-2022 and 2022-2023 have not been published by the state.
- l. Additional Information
As noted above, Charter School was issued two benchmarks as part of its last renewal. Benchmark #1 was met. Ednovate USC Hybrid High College Prep provided evidence that Ednovate staff completed Alternatives to Suspension Training, IEP Writing for Secondary, and Connecting the Dots: IEP with BSP training prior to Spring 2017.

Benchmark #2 was partially met. Ednovate - USC Hybrid High College Prep provided evidence of a tiered disciplinary program that emphasizes Restorative Practices which is aligned with the District's Discipline Foundation Policy and the school's suspension rate. Ednovate – USC Hybrid High College Prep's suspension rate was below 5% in each year of the charter term, except for 2018-2019 (10.6%).

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Ednovate – USC Hybrid High College Prep's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

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

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. VERIFIED DATA

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school's achieved measurable increases in academic achievement, or strong postsecondary outcomes.

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted 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 “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups¹: Latino, English Learner, and Black or African American students. Star 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 State Board of Education 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. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Reading (ELA) reported 144 of 144 (100%) students were assessed in Grade 9, 125 of 125 (100%) students were assessed in Grade 10, 121 of

¹ Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

121 (100%) students were assessed in Grade 11, and 130 of 130 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for grades 9, 10, 11, and 12.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Reading, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met one year’s progress for Grade 9, Grade 10, Grade 11, and Grade 12 in Reading in 2023-2024. This assessment only reports by grade levels.

As seen in the table below, Charter School provided the most recent data for three student groups by grade level. The Latino student group demonstrated one year’s progress in Grade 9, Grade 10, Grade 11, and Grade 12 based on Star’s SGP range set at 50 in 2023-2024. The Black or African American student group did not demonstrate a year’s progress in Grade 12.

Star Reading 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Reading: Percent of Students that Met SGP Expectation = 50	One Year’s Progress
Grade 9 – Latino	129/129	100%	54.26%	Met
Grade 10 – Latino	115/115	100%	63.47%	Met
Grade 11 – Latino	110/110	100%	72.72%	Met
Grade 12 - Latino	109/109	100%	52.29%	Met
Grade 9 – English Learner	*	*	*	*
Grade 10 – English Learner	*	*	*	*
Grade 11 – English Learner	*	*	*	*
Grade 12 – English Learner	*	*	*	*
Grade 9 – Black or African American	*	*	*	*
Grade 10-Black or African American	*	*	*	*
Grade 11-Black or African American	*	*	*	*
Grade 12-Black or African American	17/17	100%	47.05%	Not Met

Note: An asterisk () indicates that the student group consists of less than 11 students, the minimum size for reporting.

In addition, Ednovate – USC Hybrid High College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

MATH

Charter School provided data for Math from “Star Assessment by Renaissance, Grades K-12” (Star) *Star Growth Report* for 2023-2024 for Grade 9, Grade 10, Grade 11, and Grade 12 and for the following student groups²: Latino, English Learner, and Black or African American students. Star 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 State Board of Education 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. Star reports provide a summary of students tested out of students enrolled by grade level. The *Star Growth Report* provided by Charter School in Math reported 144 of 144 (100%) students were assessed in Grade 9, 125 of 125 (100%) students were assessed in Grade 10, 121 of 121 (100%) students were assessed in Grade 11, and 130 of 130 (100%) students were assessed in Grade 12. Thus, based on the information provided by Charter School, the 2023-2024 assessment data met the 95% of eligible students for grades 9, 10, 11, and 12.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “If the SBE wishes to define “a year’s growth” in normative terms (comparing a student’s growth to academic peers) then SGP would offer the most precise option. The most common range is 35 to 65. Students whose fall to spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time.” For Math, the *Star Growth Report* provided indicates Charter School set the Student Growth Percentile (SGP) with the expectation at 50 to demonstrate one year’s growth with at least 50% of its students achieving the target. Therefore, based on Star’s SGP range, Charter School met a year’s progress for Grade 11 and Grade 12 in Math in 2023-2024. Charter School did not meet a year’s progress for Grade 9 and Grade 10.

As seen in the table below, Charter School provided the most recent data for three student groups by grade level. The Latino student group demonstrated one year’s progress in Grade 11 and Grade 12 based on Star’s SGP range set at 50 in 2023-2024. The Latino student group in Grade 9 and Grade 10 and the Black or African American student group in Grade 12 did not demonstrate a year’s progress.

Star Math 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Math: Percent of Students that Met SGP Expectation = 50	One Year’s Progress
Grade 9 – Latino	129/129	100%	34.88%	Not Met
Grade 10 – Latino	115/115	100%	46.95%	Not Met
Grade 11 – Latino	110/110	100%	65.45%	Met
Grade 12 - Latino	109/109	100%	51.37%	Met
Grade 9 – English Learner	*	*	*	*
Grade 10 – English Learner	*	*	*	*

² Student group names that appear on the report may be different than names on the CA Dashboard and/or data set (e.g., “English Learner” is labeled as “Limited English Proficiency” on the Star Renaissance Growth reports).

Star Math 2023-2024				
Student Groups	Summary Tested Student/ Total Students	Participation Rate	Math: Percent of Students that Met SGP Expectation = 50	One Year's Progress
Grade 11 – English Learner	*	*	*	*
Grade 12 - English Learner	*	*	*	*
Grade 9 – Black or African American	*	*	*	*
Grade 10-Black or African American	*	*	*	*
Grade 11-Black or African American	*	*	*	*
Grade 12-Black or African American	17/17	100%	41.17%	Not Met

Note: An asterisk () indicates that the student group consists of less than 11 students, the minimum size for reporting.

In addition, Ednovate – USC Hybrid High College Prep submitted Star Renaissance Growth Reports for Reading for two prior years. However, these reports did not meet one or more verified data criteria to be considered.

Based on the review and consideration of verified data, Ednovate – USC Hybrid High College Prep included one year of data including grade levels 9, 10, 11, and 12 and student group reports for Latino, English Learner, and Black or African American students in both ELA and Math. In 2023-2024, Ednovate – USC Hybrid High College Prep met the 95 percent participation rate for grades 9, 10, 11, and 12. Ednovate – USC Hybrid High College Prep did not submit a report for the Socioeconomically Disadvantaged student group.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ednovate – USC Hybrid High College Prep's fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	\$4,294,315	\$6,097,761	\$7,058,955	\$8,057,275	\$9,863,507
Net Income/Loss	\$486,511	\$1,803,446	\$961,194	\$998,320	\$1,806,232
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Norm Enrollment*	508	551	546	523	533

*The Norm Enrollment reported by Ednovate – USC Hybrid High College Prep for Fiscal Year 2024-2025 is 521. CSD staff will continue to monitor Charter School’s enrollment in accordance with established procedures and will take appropriate actions to ensure Charter School’s alignment with the approved capacity.

- b. 2022-2023 Independent Audit Report
 Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Lack of a Going Concern: None Reported

- c. Other Significant Fiscal Information
 The financial condition of the charter operator is summarized in the table below.

Ednovate, Inc.					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
7	6	\$25,965,459	\$3,353,473	\$8,067,795	\$109,884

ATTACHMENT B

Ednovate - USC Hybrid High College Prep

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	127	24.0	Medium	-12.2	Low	Higher	130	Blue	39.2	15.2	Increased Significantly	Orange	-13.6	-1.4	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	18	-39.8	No Performance Level	-57.7	Low	--	16	No Color	-3.9	39	Increased Significantly	Orange	-59.6	-2	Maintained	--
				English Learner	19	-55.5	No Performance Level	-61.2	Low	--	21	No Color	-62.8	-4.3	Declined	Orange	-67.7	-6.5	Declined	--
				Filipino	*	-	No Performance Level	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--
				Latino	107	30.7	High	-38.6	Low	Higher	113	Green	44.7	14	Increased	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	100	27.1	Medium	-41.4	Low	Higher	115	Green	36.5	9.4	Increased	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	20	-100.6	No Performance Level	-97.3	Very Low	--	16	No Color	-56.0	53	Increased Significantly	Red	-96.3	1.8	Maintained	--
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

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

	ELA Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 *	96%	--	--	94%	90%	100%	100%	--	96%	--	96%	81%	--	100%
Participation Rate Met 2022 *	Yes	--	--	No	No	Yes	Yes	--	Yes	--	Yes	No	--	Yes
Percent of students tested in 2023	99%	--	100%	100%	100%	--	--	--	99%	--	99%	100%	--	--
Participation Rate Met 2023	Yes	--	Yes	Yes	Yes	--	--	--	Yes	--	Yes	Yes	--	--

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

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

Ednovate - USC Hybrid High College Prep

Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	129	-64.8	Low	-51.7	Low	Lower	131	Orange	-70.5	-5.7	Declined	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	*	No Color	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	18	-77.6	No Performance Level	-106.9	Very Low	--	16	No Color	-99.5	-16.3	Declined Significantly	Red	-104.5	2.6	Maintained	--
				English Learner	20	-138.8	No Performance Level	-92.0	Low	--	21	No Color	-163.3	-24.6	Declined Significantly	Orange	-93.4	-1.4	Maintained	--
				Filipino	*	-	No Performance Level	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	109	-64.7	Low	-83.4	Low	Higher	114	Orange	-67.6	-3.0	Declined	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	103	-62.7	Low	-84.0	Low	Higher	116	Orange	-68.6	-6.0	Declined	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	20	-148.7	No Performance Level	-130.8	Very Low	--	16	No Color	-163.2	-9.4	Declined	Orange	-127.3	5.5	Increased	--
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

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

Math Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	98%	--	--	94%	100%	100%	100%	--	98%	--	99%	90%	--	100%
Participation Rate Met 2022 *	Yes	--	--	No	Yes	Yes	Yes	--	Yes	--	Yes	No	--	Yes
Percent of students tested in 2023	100%	--	100%	100%	100%	--	--	--	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	Yes	Yes	Yes	--	--	--	Yes	--	Yes	Yes	--	--

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

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2023

Ednovate - USC Hybrid High College Prep

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

English Learner Progress Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School				2023 State					
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
S	1	7672	Ednovate - USC Hybrid High College Prep	English Learner	48	39.6%	Low	50.3%	Medium	Lower	42	Green	45.2%	5.7%	Increased	Yellow	48.7%	-1.6%	Maintained	Lower

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

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	50	49	98.0%	Yes
2023	44	44	100.0%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Ednovate - USC Hybrid High College Prep		State
ELs Who Progressed at Least One ELPI Level	35.4%	47.5%
ELs Who Maintained ELPI Level 4	4.2%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	39.6%	31.4%
ELs Who Decreased at Least One ELPI Level	20.8%	18.3%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Ednovate - USC Hybrid High College Prep		State
ELs Who Progressed at Least One ELPI Level	45.2%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	38.1%	32.7%
ELs Who Decreased at Least One ELPI Level	16.7%	18.6%

Ednovate - USC Hybrid High College Prep

Academic Performance - College / Career

Graduates who meet specific College/Career Indicator (CCI) "prepared" criteria are include in the calculations of the CCI rate. For the 2023 Dashboard, the CCI will report the most current year data or "Status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

College / Career Academic Indicator - CA School Dashboard Indicator										
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
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	133	66.9%	High	43.9%	Medium	Higher
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	0	--	--	75.8%	Very High	--
				Black or African American	17	35.3%	Medium	25.1%	Low	--
				English Learner	15	33.3%	Low	15.3%	Low	--
				Filipino	*	--	No Status Level	65.2%	High	--
				Foster Youth	*	--	No Status Level	11.6%	Low	--
				Homeless Youth	*	--	No Status Level	20.4%	Low	--
				Latino	113	71.7%	Very High	35.5%	Medium	Higher
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	125	66.4%	High	35.4%	Medium	Higher
				Students with Disabilities	20	20.0%	Low	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

Ednovate - USC Hybrid High College Prep

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	555	0.9%	Low	3.1%	Medium	Lower	530	Yellow	1.5%	0.6%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	64	1.6%	Medium	7.9%	High	Lower	58	Yellow	1.7%	0.2%	Maintained	Red	8.8%	0.9%	Increased	Lower
				English Learner	52	0.0%	Very Low	3.2%	Medium	Lower	46	Orange	2.2%	2.2%	Increased	Orange	3.7%	0.5%	Increased	Lower
				Filipino	*	--	No Performance Level	1.2%	Low	--	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	478	0.8%	Low	3.3%	Medium	Lower	464	Yellow	1.5%	0.7%	Increased	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	461	1.1%	Low	4.0%	Medium	Lower	477	Green	1.3%	0.2%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	70	1.4%	Low	5.4%	High	Lower	76	Green	1.3%	-0.1%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	0	--	--	--	--	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

Ednovate - USC Hybrid High College Prep

Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2023 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2023) as well as students from the prior cohort (Class of 2022) who graduated in their fifth year of high school in 2022-23. Current and prior year data is compared to see whether a school made improvement (i.e., had a higher rate of graduation in 2023 than it did in 2022) or experienced a decline. Results will fall into one of five levels, ranging from "Increased Significantly" to "Declined Significantly." Combining current year data and its comparison with prior year data, will give a performance level (color). A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Graduation Rate Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison	Number of Students	School 2023 Performance Level (color)	School 2023 Percentage of graduated students	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Percentage of graduated students	State 2023 Change	State 2023 Change Level	School to State Graduated Students Comparison
S	1	7672	Ednovate - USC Hybrid High College Prep	All Students	136	96.3%	Very High	87.4%	Medium	Higher	136	Blue	96.3%	0.0%	Maintained	Orange	86.4%	1.0%	Declined	Higher
				American Indian or Alaska Native	0	--	--	79.6%	Low	--	0	--	--	--	--	Orange	79.6%	-0.1%	Maintained	--
				Asian	*	--	No Performance Level	95.2%	Very High	--	0	--	--	--	--	Green	94.5%	-0.7%	Maintained	--
				Black or African American	17	88.2%	No Performance Level	79.5%	Low	--	18	No Color	94.4%	6.2%	Increased Significantly	Orange	78.5%	1.0%	Declined	--
				English Learner	12	100.0%	No Performance Level	73.3%	Low	--	15	No Color	93.3%	-6.7%	Declined Significantly	Orange	73.5%	0.2%	Maintained	--
				Filipino	*	--	No Performance Level	95.5%	Very High	--	*	No Color	--	--	No Change Level	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	0	--	--	64.1%	Very Low	--	*	No Color	--	--	No Change Level	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	*	--	No Performance Level	74.4%	Low	--	*	No Color	--	--	No Change Level	Orange	73.7%	-0.7%	Maintained	--
				Latino	114	97.4%	Very High	85.3%	Medium	Higher	115	Blue	96.5%	-0.8%	Maintained	Orange	84.2%	1.0%	Declined	Higher
				Native Hawaiian or Pacific Islander	0	--	--	85.2%	Medium	--	0	--	--	--	--	Yellow	84.6%	-0.7%	Maintained	--
				Socioeconomically Disadvantaged	132	96.2%	Very High	85.1%	Medium	Higher	128	Blue	96.1%	-0.1%	Maintained	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	22	86.4%	Medium	75.2%	Low	--	22	No Color	100.0%	13.6%	Increased Significantly	Orange	72.7%	2.5%	Declined	--
				Two or More Races	*	--	No Performance Level	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	*	--	No Performance Level	90.8%	High	--	*	No Color	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

Ednovate - USC Hybrid High College Prep

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	1	7672	Ednovate - USC Hybrid High College Prep	527	84.6%	0.0%	0.4%	0.4%	7.0%	8.5%	0.2%	0.4%	0.9%	91.7%	0.0%	0.0%	0.2%	87.1%	10.6%	0.2%	0.0%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	1	7672	Ednovate - USC Hybrid High College Prep	520	83.5%	0.0%	0.2%	0.4%	10.4%	8.8%	0.4%	0.8%	0.2%	88.3%	0.0%	0.0%	0.0%	88.5%	12.9%	0.0%	0.4%
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/filesenr.asp>

Ednovate - USC Hybrid High College Prep

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
S	1	7672	Ednovate - USC Hybrid High College Prep	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Language Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: *Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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

Ednovate - USC Hybrid High College Prep

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

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

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
S	1	7672	Ednovate - USC Hybrid High College Prep	LTEL 6+ Years	34	10.6%	226,535	11.1%	27	8.1%	211,218	18.1%
				At-Risk 4-5 Years	1	0.3%	144,190	7.1%	2	0.6%	136,190	9.6%
				EL 0-3 Years	1	0.3%	505,487	24.8%	2	0.6%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	10	3.1%	236,323	11.6%	14	4.2%	207,773	10.4%
				EL total	46	14.4%	1,112,535	54.5%	45	13.5%	1,074,833	53.8%
				RFEP	274	85.6%	927,723	45.5%	288	86.5%	924,460	46.2%
				Total (Ever)	320	100.0%	2,040,258	100.0%	333	100.0%	1,999,293	100.0%

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

Ednovate - USC Hybrid High College Prep

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	1	7672	Ednovate - USC Hybrid High College Prep	527	56	10.6%
Statewide				5,837,690	799,980	13.7%
Los Angeles Unified				529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
S	1	7672	Ednovate - USC Hybrid High College Prep	520	66	12.7%
Statewide				5,852,544	765,169	13.1%
Los Angeles Unified				538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	1	7672	Ednovate - USC Hybrid High College Prep	82.1%	17.9%	7	0	0	0	0	1	0	0	10	1	34	2	1	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	1	7672	Ednovate - USC Hybrid High College Prep	80.3%	21.2%	10	0	1	0	0	1	0	0	10	0	42	1	1	1
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key

AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

School	Classes	Demographics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	All Demographics	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

ZPD: Zone of Proximal Development [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

EST. ORF: Estimated Oral Reading Fluency [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

IRL: Instructional Reading Level [🔗](#)

Star Reading

Summary (144 of 144 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
77	56	Pretest	1078	6.6	23	34.1	6.4	-
		Posttest	1092	7.2	23	34.5	7.1	-
		Change	14	0.6	0	0.4	0.7	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

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EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (125 of 125 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
82	62	Pretest	1074	6.4	18	30.6	6.2	-
		Posttest	1091	7.1	22	33.8	7.1	-
		Change	17	0.7	4	3.3	0.9	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
^b The test was completed in a long period of time.

Score

Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (121 of 121 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
86	70	Pretest	1098	7.4	24	35.1	7.3	-
		Posttest	1118	8.4	30	38.9	8.3	-
		Change	20	1.0	6	3.8	1.0	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
^b The test was completed in a long period of time.

Score

Definitions

- SGP: Student Growth Percentile [↗](#)
- ZPD: Zone of Proximal Development [↗](#)
- GE: Grade Equivalent [↗](#)
- NCE: Normal Curve Equivalent [↗](#)
- EST. ORF: Estimated Oral Reading Fluency [↗](#)
- SS: Scaled Score [↗](#)
- PR: Percentile Rank [↗](#)
- IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (130 of 130 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
68	52	Pretest	1114	8.2	28	37.5	8.1	-
		Posttest	1115	8.2	27	37.3	8.1	-
		Change	1	0.0	-1	-0.2	0.0	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Latinx	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Z one of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (129 of 129 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
70	56	Pretest	1078	6.6	22	34	6.4	-
		Posttest	1092	7.2	23	34.4	7.1	-
		Change	14	0.6	1	0.5	0.7	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

- SGP: Student Growth Percentile [↗](#)
- ZPD: Zone of Proximal Development [↗](#)
- GE: Grade Equivalent [↗](#)
- NCE: Normal Curve Equivalent [↗](#)
- EST. ORF: Estimated Oral Reading Fluency [↗](#)
- SS: Scaled Score [↗](#)
- PR: Percentile Rank [↗](#)
- IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (115 of 115 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
73	61	Pretest	1075	6.4	18	30.5	6.3	-
		Posttest	1090	7.1	22	33.7	7.0	-
		Change	15	0.7	4	3.1	0.7	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (110 of 110 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
80	71	Pretest	1098	7.4	24	35.1	7.3	-
		Posttest	1119	8.4	30	39	8.3	-
		Change	21	1.0	6	3.9	1.0	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
^b The test was completed in a long period of time.

Score Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Zone of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (109 of 109 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
57	51	Pretest	1113	8.1	27	37.1	8.0	-
		Posttest	1113	8.1	26	36.7	8.1	-
		Change	0	0.0	-1	-0.4	0.1	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
^b The test was completed in a long period of time.

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Black or African American	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [↗](#)

ZPD: Z one of Proximal Development [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

EST. ORF: Estimated Oral Reading Fluency [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

IRL: Instructional Reading Level [↗](#)

Star Reading

Summary

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

- SGP: Student Growth Percentile ⓘ
- ZPD: Zone of Proximal Development ⓘ
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- EST. ORF: Estimated Oral Reading Fluency ⓘ
- SS: Scaled Score ⓘ
- PR: Percentile Rank ⓘ
- IRL: Instructional Reading Level ⓘ

Star Reading

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
█	█	██████	████	████	████	████	████	█
		██████	████	████	████	████	████	█
		██████	████	████	█	████	████	█

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

- SGP: Student Growth Percentile [↗](#)
- ZPD: Zone of Proximal Development [↗](#)
- GE: Grade Equivalent [↗](#)
- NCE: Normal Curve Equivalent [↗](#)
- EST. ORF: Estimated Oral Reading Fluency [↗](#)
- SS: Scaled Score [↗](#)
- PR: Percentile Rank [↗](#)
- IRL: Instructional Reading Level [↗](#)

Star Reading

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

- SGP: Student Growth Percentile [↗](#)
- ZPD: Zone of Proximal Development [↗](#)
- GE: Grade Equivalent [↗](#)
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- EST. ORF: Estimated Oral Reading Fluency [↗](#)
- SS: Scaled Score [↗](#)
- PR: Percentile Rank [↗](#)
- IRL: Instructional Reading Level [↗](#)

Star Reading

Summary (17 of 17 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
8	49	Pretest	1112	8.1	28	37.6	8.0	-
		Posttest	1111	8.0	27	37	8.0	-
		Change	-1	0	-1	-0.6	0.0	-

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
^b The test was completed in a long period of time.

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Limited English Proficiency (LEP)	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile ⓘ

ZPD: Z one of Proximal Development ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

EST. ORF: Estimated Oral Reading Fluency ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

IRL: Instructional Reading Level ⓘ

Star Reading

Summary (██████████)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████	██████████	██████████
		██████████	██████████	██████████	██████████	██████████	██████████	██████████

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

^b The test was completed in a long period of time.

Score

Definitions

- SGP: Student Growth Percentile [↗](#)
- ZPD: Zone of Proximal Development [↗](#)
- GE: Grade Equivalent [↗](#)
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- EST. ORF: Estimated Oral Reading Fluency [↗](#)
- SS: Scaled Score [↗](#)
- PR: Percentile Rank [↗](#)
- IRL: Instructional Reading Level [↗](#)

Star Reading

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

Score

Definitions

- SGP: Student Growth Percentile [↗](#)
- ZPD: Zone of Proximal Development [↗](#)
- GE: Grade Equivalent [↗](#)
- NCE: Normal Curve Equivalent [↗](#)
- EST. ORF: Estimated Oral Reading Fluency [↗](#)
- SS: Scaled Score [↗](#)
- PR: Percentile Rank [↗](#)
- IRL: Instructional Reading Level [↗](#)

Star Reading

Summary

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							

^a Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.
^b The test was completed in a long period of time.

Score Definitions
SGP: Student Growth Percentile [↗](#)
EST. ORF: Estimated Oral Reading Fluency [↗](#)

ZPD: Zone of Proximal Development [↗](#)
SS: Scaled Score [↗](#)

GE: Grade Equivalent [↗](#)
PR: Percentile Rank [↗](#)

NCE: Normal Curve Equivalent [↗](#)
IRL: Instructional Reading Level [↗](#)

Star Reading

Summary [redacted]

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE	Avg. IRL	Avg. Est. ORF ^a
Met Expectations	Median							
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-3 for Star Early Literacy and grades 1-4 for Star Reading.

School	Classes	Demographics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	All Demographics	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

Star Math

Summary (144 of 144 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
51	37	Pretest	1073	6.7	35	41.9
		Posttest	1080	7.0	31	39.4
		Change	7	0.3	-4	-2.5

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary (125 of 125 Students)

SGP (<i>Expectation = 50</i>)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
59	48	Pretest	1079	6.9	38	43.6
		Posttest	1092	7.6	36	42.6
		Change	13	0.7	-2	-1

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary (121 of 121 Students)

SGP (<i>Expectation = 50</i>)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
77	63	Pretest	1091	7.5	36	42.4
		Posttest	1112	9.2	43	46.1
		Change	21	1.7	7	3.7

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary (130 of 130 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
67	51	Pretest	1106	8.6	40	44.5
		Posttest	1105	8.5	36	42.5
		Change	-1	0	-4	-2

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Latinx	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile [🔗](#)

GE: Grade Equivalent [🔗](#)

NCE: Normal Curve Equivalent [🔗](#)

SS: Scaled Score [🔗](#)

PR: Percentile Rank [🔗](#)

Star Math

Summary (129 of 129 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
45	34	Pretest	1075	6.8	36	42.5
		Posttest	1081	7.0	31	39.6
		Change	6	0.2	-5	-2.9

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary (115 of 115 Students)

SGP (<i>Expectation = 50</i>)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
54	48	Pretest	1078	6.9	38	43.5
		Posttest	1092	7.6	36	42.6
		Change	14	0.7	-2	-0.9

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary (110 of 110 Students)

SGP (<i>Expectation = 50</i>)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
72	63	Pretest	1091	7.5	36	42.5
		Posttest	1113	9.3	43	46.3
		Change	22	1.8	7	3.8

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary (109 of 109 Students)

SGP (<i>Expectation = 50</i>)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
56	51	Pretest	1109	8.9	41	45.4
		Posttest	1107	8.7	37	43
		Change	-2	0	-4	-2.4

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Black or African American	Star Unified Scale	State

Grade

9

Score

Definitions

SGP: Student Growth Percentile ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

Star Math

Summary

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
█	█	█	█	█	█	█
		█	█	█	█	█
		█	█	█	█	█

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary ([redacted])

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary ([redacted])

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary (17 of 17 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
7	42	Pretest	1083	7.1	29	38.5
		Posttest	1082	7.1	26	36.7
		Change	-1	0.0	-3	-1.7

School	Classes	Any Characteristics	Scale	Benchmark Type
Ednovate - Usc Hybrid High	146 Classes	Limited English Proficiency (LEP)	Star Unified Scale	State

Grade

9

Score Definitions

SGP: Student Growth Percentile ⓘ

GE: Grade Equivalent ⓘ

NCE: Normal Curve Equivalent ⓘ

SS: Scaled Score ⓘ

PR: Percentile Rank ⓘ

Star Math

Summary ()

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary [redacted]

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
█	█	█	█	█	█	█
		█	█	█	█	█
		█	█	█	█	█

Score
Definitions

SGP: Student Growth Percentile [↗](#) **GE:** Grade Equivalent [↗](#) **NCE:** Normal Curve Equivalent [↗](#) **SS:** Scaled Score [↗](#)
PR: Percentile Rank [↗](#)

Star Math

Summary ([redacted])

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
█	█	█	█	█	█	█
		█	█	█	█	█
		█	█	█	█	█

Score
Definitions

SGP: Student Growth Percentile [↗](#)

GE: Grade Equivalent [↗](#)

NCE: Normal Curve Equivalent [↗](#)

SS: Scaled Score [↗](#)

PR: Percentile Rank [↗](#)

Star Math

Summary

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
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		<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
		<div></div>	<div></div>	<div></div>	<div></div>	<div></div>