



Board of Education Report

File #: Rep-094-24/25, **Version:** 1

Approval of the Renewal Petition for Gabriella Charter 2 [PUBLIC HEARING]

November 19, 2024

Charter Schools Division

Action Proposed:

Approve the renewal petition for Gabriella Charter 2 (“Charter School”), with a benchmark in the area of academics, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2025 until June 30, 2030, to serve up to 468 in grades TK-8 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:

Gabriella Charter 2 is a TK-8 school serving 381 students on the campuses of Trinity Street Elementary at 3736 Trinity Street, Los Angeles, CA, 90011 and West Vernon Avenue Elementary at 4312 South Grand Avenue, Los Angeles, CA, 90037, as co-locations through Proposition 39 in Board District 5 and Region East. Gabriella Charter 2 was originally approved by the LAUSD Board of Education on October 18, 2016. 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 Gabriella Charter 2 expires June 30, 2025.

On August 21, 2024, Gabriella Charter 2 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 Gabriella Charter 2 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. 094, 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, 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 - Gabriella Charter 2 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/1efyk0jKMGcBCsXKanAV1FAQHxv-yx9Su?usp=drive_link≥](https://drive.google.com/drive/folders/1efyk0jKMGcBCsXKanAV1FAQHxv-yx9Su?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 094-24/25
November 19, 2024

School Name:	Gabriella Charter 2			BOARD IS REQUIRED TO TAKE ACTION BY: November 19, 2024
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Gabriella Charter Schools			
Location Code:	7552			
Type of Site(s):	(1) Proposition 39 Co-Location (2) Proposition 39 Co-Location			
Site Address(es):	(1) 3736 Trinity Street, Los Angeles, CA 90011 (Trinity Street Elementary) (2) 4312 South Grand Avenue, Los Angeles, CA 90037 (West Vernon Avenue Elementary)			
Board District(s):	5	Region(s):	East	
Grade Levels Served:	TK-8	Current Enrollment:	381	
Grade Levels Authorized in Current Charter:	TK-8	Approved Enrollment in Current Charter:	468	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Approval with a benchmark for a five (5)-year term (2025-2030)			
PROPOSED BENCHMARKS:	<p>The following academic benchmark is proposed for Gabriella Charter 2 for the 2025-2030 charter term:</p> <p>In each year of the charter term, the school shall demonstrate academic growth in Math for Students with Disabilities as reported on the California School Dashboard Math Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS.</p> <p>As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.</p>			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Gabriella Charter 2 (“GC2” or “Charter School”), with a benchmark in the area of academics, located in Board District 5 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 468 in grades TK-8 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

	Gabriella Charter 2
Initial Authorization:	On October 18, 2016, Gabriella Charter 2 was authorized by the LAUSD Board of Education to serve 156 students in grades TK-2 in the first year of operation, 364 students in grades TK-6 by the end of the first charter term, and 468 in grades TK-8 at full implementation in the next charter term. Consistent with Education Code section 47607.4, upon mutual agreement, Gabriella 2 began serving TK through grade 7 beginning in the 2022-2023 school year and TK through grade 8 beginning in the 2023-2024 school year.
Most Recent Renewal	<p>This is the charter school's first consideration for renewal.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Gabriella Charter 2 expires June 30, 2025.</p>
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	GC2 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:	GC2 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	GC2 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Gabriella Charter 2 is operated by Gabriella Charter Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Gabriella Charter 2 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's Distance from Standard (DFS) was lower than the state in English Language Arts (ELA) on the California School Dashboard, with the exception of the English Learner student group in 2022-2023. Although the charter school's DFS in Math was lower than the state for All Students, a majority of the charter school's student groups' performance was higher than their respective state student group averages. However, the charter school provided two years of verified data for All Students and all four student groups demonstrating one year's progress in ELA and Math in each applicable year.

. Please see the attached Gabriella Charter 2 data sets.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels 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.

Gabriella Charter 2 Dashboard Indicators

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

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

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students and lower than the state for all four numerically significant student groups. In 2023 in ELA, the charter school's DFS was lower than the state for All Students and lower than the state for three of four numerically significant student groups.

In order to continue increasing student outcomes in ELA, charter school leaders report implementing differentiated professional development for new and continuing teachers, instructional coaching, and partnership with a literacy consultant.

Gabriella Charter 2 - 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	Low	-51.7	Low	-12.2	Lower
Latino	Met	Low	-52.8	Low	-38.6	Lower
English Learner	Met	Very Low	-74.5	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-52.1	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-122.3	Very Low	-97.3	Lower

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

Gabriella Charter 2 - 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	Yellow	-47.5	4.2	Orange	-13.6	Lower
Latino	Met	Yellow	-47.4	5.4	Orange	-40.2	Lower
English Learner	Met	Yellow	-65.7	8.8	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Yellow	-48.2	4.0	Orange	-42.6	Lower
Students with Disabilities	Met	Orange	-101.5	20.8	Red	-96.3	Lower

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 three of four 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 three of four numerically significant student groups.

As noted above, staff is recommending a benchmark in Math for the Students with Disabilities student group. In order to improve student outcomes in Math for Students with Disabilities (and All Students), charter school leaders report implementing a focus on math vocabulary, small group instruction, and partnership with service providers for curricular support and training.

Gabriella Charter 2 - 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	-71.2	Low	-51.7	Lower
Latino	Met	Low	-72.2	Low	-83.4	Higher
English Learner	Met	Low	-85.8	Low	-92.0	Higher
Socioeconomically Disadvantaged	Met	Low	-71.3	Low	-84.0	Higher

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	Met	Very Low	-135.1	Very Low	-130.8	Lower

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

Gabriella Charter 2 - 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	-76.9	-5.8	Orange	-49.1	Lower
Latino	Met	Orange	-77.4	-5.2	Orange	-80.8	Higher
English Learner	Met	Orange	-85.8	0.1	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-78.1	-6.9	Yellow	-80.8	Higher
Students with Disabilities	Met	Red	-132.3	2.8	Orange	-127.3	Lower

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

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level Very Low was lower than the state's Status Level of Medium. The charter school's English Learner Progress Rate was lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Green was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate.

Gabriella Charter 2 - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Very Low	32.3%	Medium	50.3%	Lower

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

Gabriella Charter 2 - 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	51.0%	18.7%	Yellow	48.7%	Higher

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

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for all five numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of

chronic absenteeism was higher than the state for All Students and for all four numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022 and 2023, the charter school's percentage of students suspended at least once was lower than the state for All Students and for all numerically significant student groups.

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

Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following 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 GC2's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	<i>Developing</i>
2023-2024	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2022-2023 was due to a majority of reported indicators that were rated at a "2" or "1."

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>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 “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups¹: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the 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. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 392 students were assessed in Reading and 395 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 115%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets² to identify

¹ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

² In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and all student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	259	Grades K-5: 75%	114%	Met
English Learner	109	Grades K-5: 75%	112%	Met
Latino	243	Grades K-5: 75%	112%	Met
Socioeconomically Disadvantaged	243	Grades K-5: 75%	114%	Met
Students with Disabilities	24	Grades K-5: 75%	118%	Met

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

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade 6-8	133	Grades 6-8: 45%	121%	Met
English Learner	17	Grades 6-8: 45%	172%	Met
Latino	129	Grades 6-8: 45%	122%	Met
Socioeconomically Disadvantaged	125	Grades 6-8: 45%	122%	Met
Students with Disabilities	18	Grades 6-8: 45%	121%	Met

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready’s prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year’s progress for All Students and for all four of the school’s student groups in Reading in 2022-2023.

MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2022-2023 and 2023-2024 (“Final Diagnostic”) for All Students and for the

following student groups³: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2(c)(2), the 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. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 391 students were assessed in Math and 395 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 95%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets⁴ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for four student groups and four student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

Student Groups	i-Ready Diagnostic Growth Math 2023-2024			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	258	Grades K-5: 80%	95%	Met
English Learner	109	Grades K-5: 80%	96%	Met
Latino	242	Grades K-5: 80%	96%	Met
Socioeconomically Disadvantaged	242	Grades K-5: 80%	96%	Met
Students with Disabilities	24	Grades K-5: 80%	100%	Met

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

³ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

⁴ i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

Student Groups	i-Ready Diagnostic Growth Math 2023-2024			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
All Students Grade 6-8	133	Grades 6-8: 60%	83%	Met
English Learner	16	Grades 6-8: 60%	114%	Met
Latino	129	Grades 6-8: 60%	83%	Met
Socioeconomically Disadvantaged	126	Grades 6-8: 60%	83%	Met
Students with Disabilities	18	Grades 6-8: 60%	117%	Met

Charter School also submitted verified data using i-Ready for the 2022-2023 school year. Based on i-Ready's prior Typical Growth target of 50% of the students making 100% Typical Growth, Charter School met the one year's progress for All Students and for all four of the school's student groups in Math in 2022-2023.

Based on the review and consideration of verified data, Gabriella Charter 2 included two years of data, including schoolwide and student group reports (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for both ELA and Math. In 2022-2023 and 2023-2024, Gabriella Charter 2 appears to have met 95 percent participation rate for schoolwide and all student groups.

VII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Gabriella Charter 2'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	\$631,074	\$1,189,226	\$1,656,739	\$1,896,562	\$2,019,078
Net Income/Loss	\$210,898	\$558,152	\$467,513	\$239,823	\$122,516
Transfers In/Out	\$19,144	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment*	237	290	330	376	393

* According to Gabriella Charter 2, Charter School plans to increase enrollment through various means, for example, increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

- 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.

Gabriella Charter Schools					
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)
2	2	\$6,655,930	\$327,571	\$0	\$0

ATTACHMENT B

Gabriella Charter 2

Academic Performance - English Language Arts

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

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

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	5	7552	Gabriella Charter 2	All Students	172	-51.7	Low	-12.2	Low	Lower	217	Yellow	-47.5	4.2	Increased	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	86	-74.5	Very Low	-61.2	Low	Lower	92	Yellow	-65.7	8.8	Increased	Orange	-67.7	-6.5	Declined	Higher
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	163	-52.8	Low	-38.6	Low	Lower	213	Yellow	-47.4	5.4	Increased	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	164	-52.1	Low	-41.4	Low	Lower	211	Yellow	-48.2	4	Increased	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	32	-122.3	Very Low	-97.3	Very Low	Lower	36	Orange	-101.5	20.8	Increased Significantly	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	0	--	--	--	--	Green	20.8	-1.2	Maintained	--

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

	ELA Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 *	98%	--	--	100%	100%	--	100%	100%	98%	--	98%	97%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	98%	--	--	100%	98%	--	100%	100%	98%	--	99%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

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

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

Data Sources: California School Dashboard Research data files 2023

Gabriella Charter 2

Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	5	7552	Gabriella Charter 2	All Students	172	-71.2	Low	-51.7	Low	Lower	219	Orange	-76.9	-5.8	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	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	86	-85.8	Low	-92.0	Low	Higher	93	Orange	-85.8	0.1	Maintained	Orange	-93.4	-1.4	Maintained	Higher
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	163	-72.2	Low	-83.4	Low	Higher	215	Orange	-77.4	-5.2	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	164	-71.3	Low	-84.0	Low	Higher	213	Orange	-78.1	-6.9	Declined	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	32	-135.1	Very Low	-130.8	Very Low	Lower	36	Red	-132.3	2.8	Maintained	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	0	--	--	--	--	Yellow	-11.1	2.3	Maintained	--

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

	Math Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	98%	--	--	100%	100%	--	100%	100%	98%	--	98%	97%	--	--
Participation Rate Met 2022 *	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	100%	--	--	100%	99%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2023	Yes	--	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

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

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

Data Sources: California School Dashboard Research data files 2023

Gabriella Charter 2

English Learner Progress Indicator (ELPI)

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

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

English Learner Progress Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School				2023 State					
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
E	5	7552	Gabriella Charter 2	English Learner	93	32.3%	Very Low	50.3%	Medium	Lower	102	Green	51.0%	18.7%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

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

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	125	125	100.0%	Yes
2023	133	133	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		
Gabriella Charter 2		State
ELs Who Progressed at Least One ELPI Level	32.3%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	39.8%	31.4%
ELs Who Decreased at Least One ELPI Level	28.0%	18.3%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Gabriella Charter 2		State
ELs Who Progressed at Least One ELPI Level	51.0%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	32.4%	32.7%
ELs Who Decreased at Least One ELPI Level	16.7%	18.6%

Gabriella Charter 2

Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																				
R G	B D	Locatio n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
E	5	7552	Gabriella Charter 2	All Students	343	40.5%	Very High	30.0%	Very High	Higher	389	Yellow	37.3%	-3.2%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	141	35.5%	Very High	33.6%	Very High	Higher	146	Orange	28.8%	-6.7%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	290	40.3%	Very High	35.8%	Very High	Higher	369	Yellow	35.5%	-4.8%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	322	41.3%	Very High	37.4%	Very High	Higher	375	Yellow	37.1%	-4.2%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	55	47.3%	Very High	39.6%	Very High	Higher	63	Orange	41.3%	-6.0%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	38	34.2%	Very High	25.1%	Very High	Higher	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
				White	*	--	No Performance Level	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

Gabriella Charter 2

Suspension Rate Indicator

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																				
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
E	5	7552	Gabriella Charter 2	All Students	349	0.0%	Very Low	3.1%	Medium	Lower	400	Green	0.5%	0.5%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	141	0.0%	Very Low	3.2%	Medium	Lower	150	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	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	294	0.0%	Very Low	3.3%	Medium	Lower	378	Green	0.5%	0.5%	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	324	0.0%	Very Low	4.0%	Medium	Lower	385	Green	0.5%	0.5%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	56	0.0%	Very Low	5.4%	High	Lower	63	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	39	0.0%	Very Low	2.9%	Medium	Lower	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Gabriella Charter 2

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group																					
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
E	5	7552	Gabriella Charter 2	398	98.7%	0.0%	0.0%	0.0%	2.5%	34.7%	0.0%	0.3%	6.8%	94.7%	0.0%	0.0%	0.8%	98.7%	14.1%	0.3%	1.8%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	5	7552	Gabriella Charter 2	374	96.5%	0.0%	0.0%	0.0%	1.3%	37.4%	0.0%	1.3%	1.3%	86.1%	0.0%	0.0%	10.2%	96.3%	14.7%	0.0%	2.4%
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>

Gabriella Charter 2

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
E	5	7552	Gabriella Charter 2	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>

Gabriella Charter 2

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

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

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
E	5	7552	Gabriella Charter 2	LTEL 6+ Years	6	2.9%	226,535	11.1%	10	4.7%	211,218	18.1%
				At-Risk 4-5 Years	30	14.7%	144,190	7.1%	24	11.2%	136,190	9.6%
				EL 0-3 Years	84	41.2%	505,487	24.8%	81	37.7%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	20	9.8%	236,323	11.6%	23	10.7%	207,773	10.4%
				EL total	140	68.6%	1,112,535	54.5%	138	64.2%	1,074,833	53.8%
				RFEP	64	31.4%	927,723	45.5%	77	35.8%	924,460	46.2%
				Total (Ever)	204	100.0%	2,040,258	100.0%	215	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>

Gabriella Charter 2

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/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 %
E	5	7552	Gabriella Charter 2	398	56	14.1%
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 %
E	5	7552	Gabriella Charter 2	374	55	14.7%
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
E	5	7552	Gabriella Charter 2	85.5%	14.5%	7	0	0	1	0	0	0	0	8	0	24	15	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	5	7552	Gabriella Charter 2	92.7%	7.3%	4	0	0	0	0	0	0	0	8	0	23	20	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

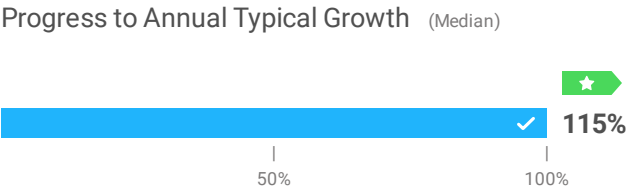
Key

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

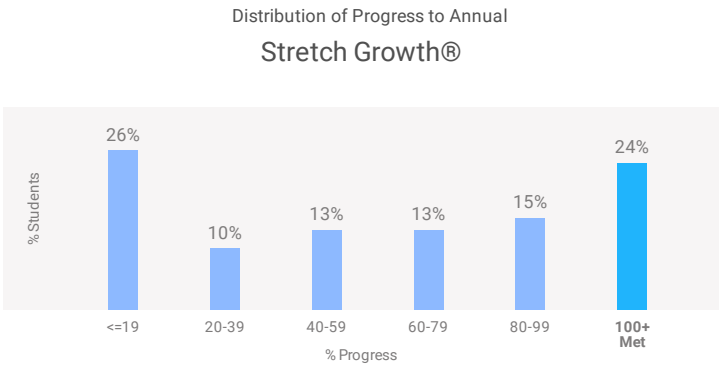
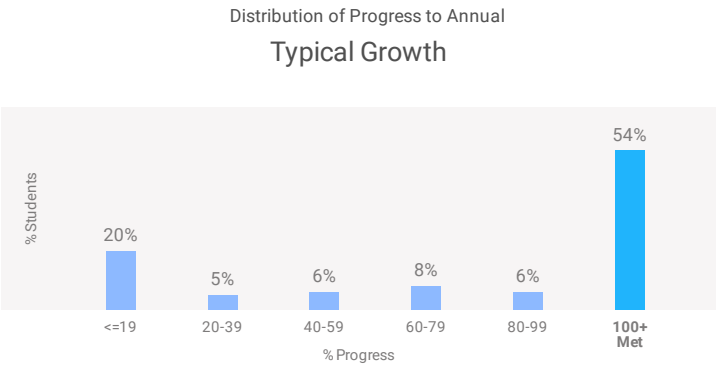
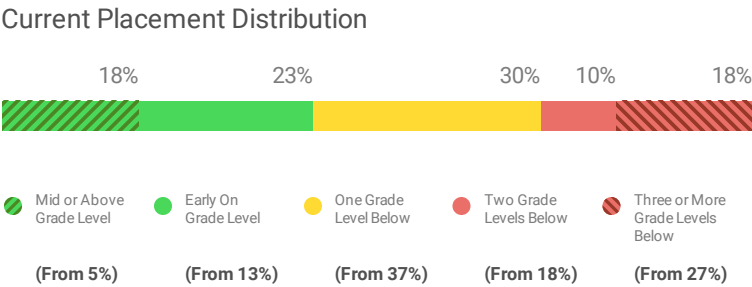
Data Source: CALPADS 8.1 FALL 1 Certified Report This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).





School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 392/395



The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

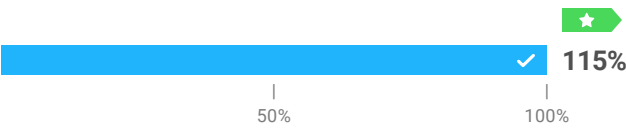


Choose to Show Results By						
School						
Showing 2 of 2						
School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	 114%	54%	 67%	25%	60%	259/260
GCS2-Gabriella Charter Middle School	 121%	55%	 44%	21%	50%	133/135

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

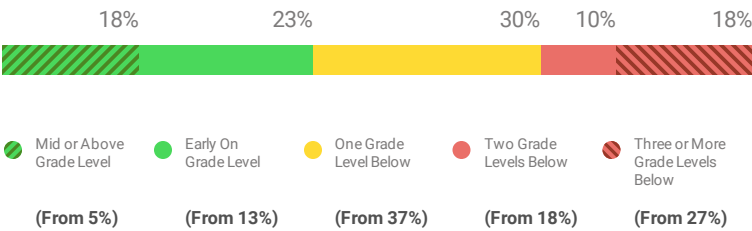
Students Assessed/Total: 392/395

Progress to Annual Typical Growth (Median)

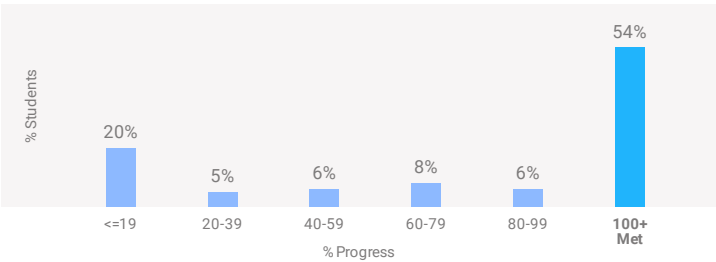


The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

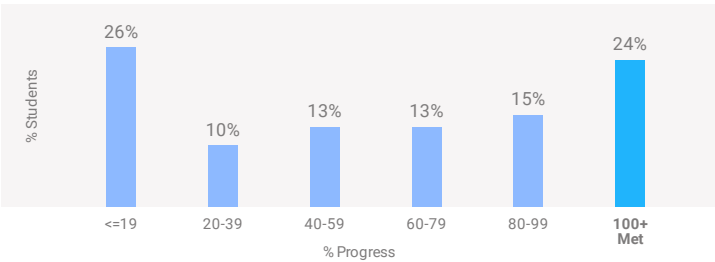
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		English Learner					
		Showing 6 of 6					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	114%	54%	67%	25%	60%	259/260
GCS2-Gabriella Charter Elem School 2	Yes - English Learner	112%	51%	61%	27%	56%	109/110
GCS2-Gabriella Charter Elem School 2	No - English Learner	117%	56%	70%	24%	63%	150/150

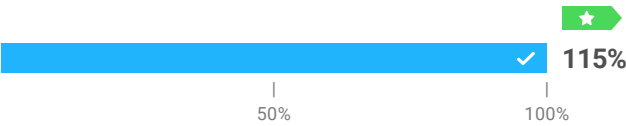
School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	<div><div></div></div> ✓ 121%	55%	<div><div></div></div> 44%	21%	50%	133/135
GCS2-Gabriella Charter Middle School	Yes - English Learner	<div><div></div></div> ✓ 172%	71%	<div><div></div></div> 62%	24%	59%	17/17
GCS2-Gabriella Charter Middle School	No - English Learner	<div><div></div></div> ✓ 109%	53%	<div><div></div></div> 39%	21%	48%	116/118

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

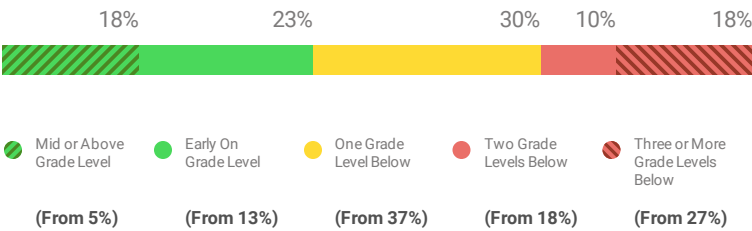
Students Assessed/Total: 392/395

Progress to Annual Typical Growth (Median)

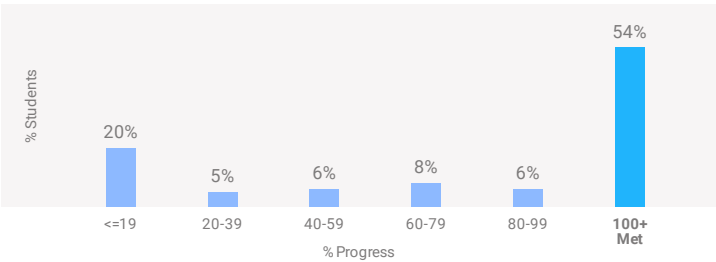


The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

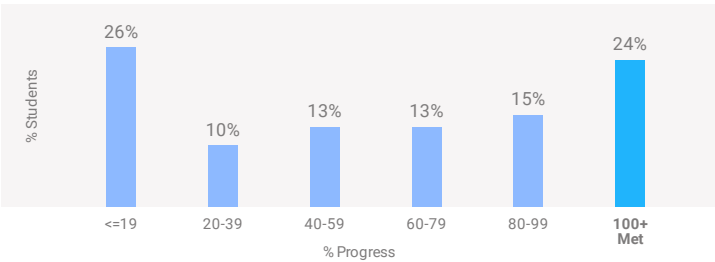
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Hispanic or Latino					
		Showing 7 of 7					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	114%	54%	67%	25%	60%	259/260
GCS2-Gabriella Charter Elem School 2	Yes - Hispanic or Latino	112%	54%	67%	25%	59%	243/244
GCS2-Gabriella Charter Elem School 2	No - Hispanic or Latino	115%	57%	86%	14%	71%	7/7

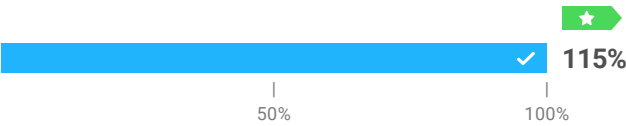
School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Not Reported	<div><div></div></div> ✓ 143%	56%	<div><div></div></div> 78%	33%	89%	9/9
GCS2-Gabriella Charter Middle School	Overall	<div><div></div></div> ✓ 121%	55%	<div><div></div></div> 44%	21%	50%	133/135
GCS2-Gabriella Charter Middle School	Yes - Hispanic or Latino	<div><div></div></div> ✓ 122%	56%	<div><div></div></div> 45%	21%	50%	129/131
GCS2-Gabriella Charter Middle School	No - Hispanic or Latino	<div><div></div></div> 46%	25%	<div><div></div></div> 15%	25%	25%	4/4

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

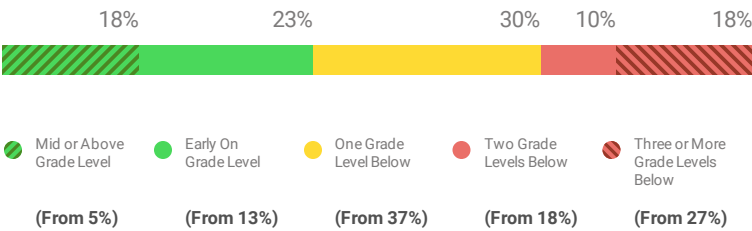
Students Assessed/Total: 392/395

Progress to Annual Typical Growth (Median)

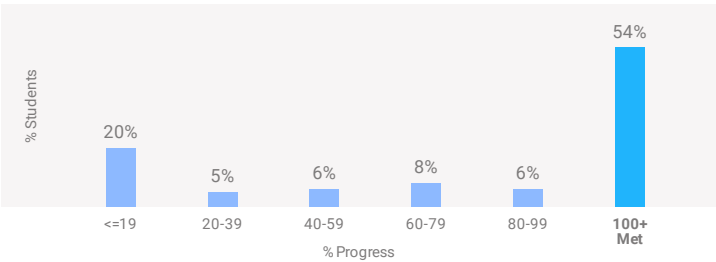


The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

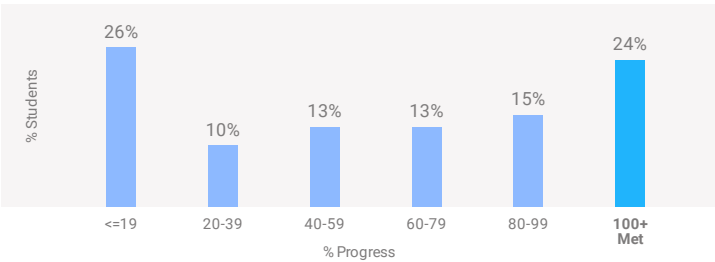
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Economically Disadvantaged					
		Showing 6 of 6					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	<div><div></div></div> 114%	54%	<div><div></div></div> 67%	25%	60%	259/260
GCS2-Gabriella Charter Elem School 2	Yes - Economically Disadvantaged	<div><div></div></div> 114%	54%	<div><div></div></div> 68%	26%	60%	243/244
GCS2-Gabriella Charter Elem School 2	Not Reported	<div><div></div></div> 98%	50%	<div><div></div></div> 52%	13%	69%	16/16

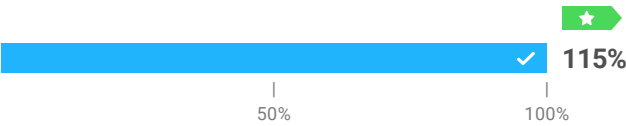
School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	<div><div></div></div> 121%	55%	<div><div></div></div> 44%	21%	50%	133/135
GCS2-Gabriella Charter Middle School	Yes - Economically Disadvantaged	<div><div></div></div> 122%	56%	<div><div></div></div> 45%	22%	51%	125/126
GCS2-Gabriella Charter Middle School	Not Reported	<div><div></div></div> 86%	38%	<div><div></div></div> 31%	13%	25%	8/9

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

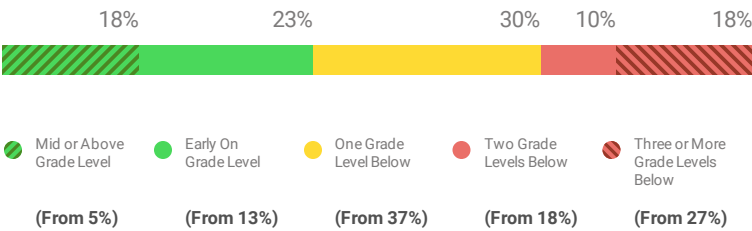
Students Assessed/Total: 392/395

Progress to Annual Typical Growth (Median)



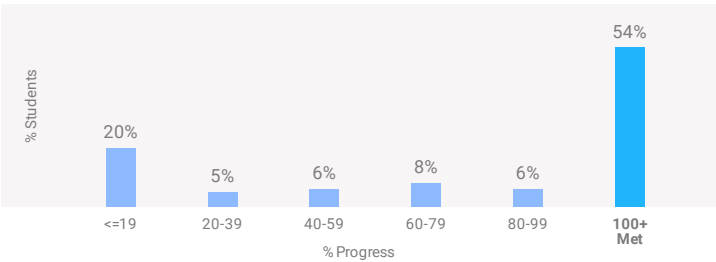
The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

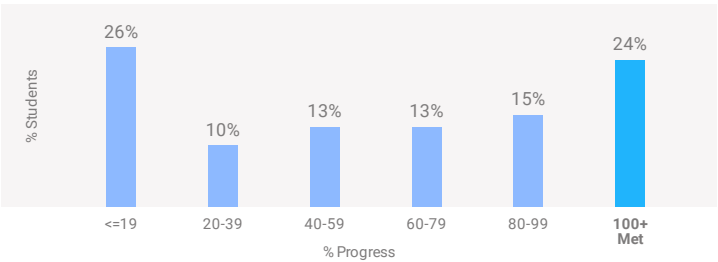


Mid or Above Grade Level (From 5%) Early On Grade Level (From 13%) One Grade Level Below (From 37%) Two Grade Levels Below (From 18%) Three or More Grade Levels Below (From 27%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Special Education					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
School	All	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	114%	54%	67%	25%	60%	259/260
GCS2-Gabriella Charter Elem School 2	Yes - Special Education	75%	42%	38%	25%	46%	24/24
GCS2-Gabriella Charter Elem School 2	Not Reported	118%	55%	68%	25%	62%	235/236

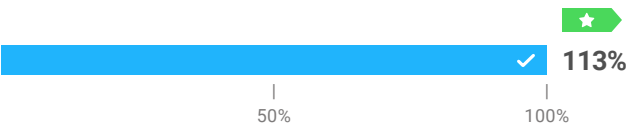
School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	<div><div></div></div> ✓ 121%	55%	<div><div></div></div> 44%	21%	50%	133/135
GCS2-Gabriella Charter Middle School	Yes - Special Education	<div><div></div></div> ✓ 109%	50%	<div><div></div></div> 38%	17%	39%	18/18
GCS2-Gabriella Charter Middle School	Not Reported	<div><div></div></div> ✓ 121%	56%	<div><div></div></div> 44%	22%	51%	115/117

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

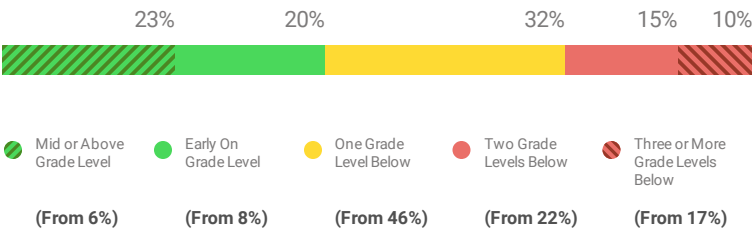
Students Assessed/Total: 368/373

Progress to Annual Typical Growth (Median)

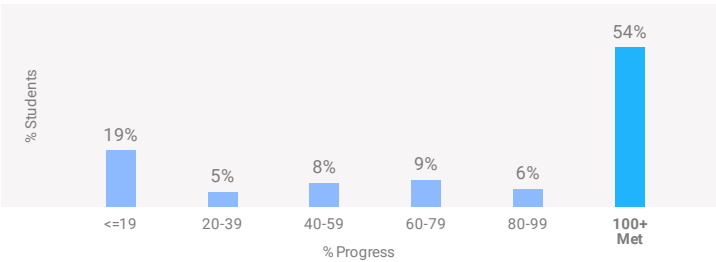


The median percent progress towards Typical Growth for this school is 113%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

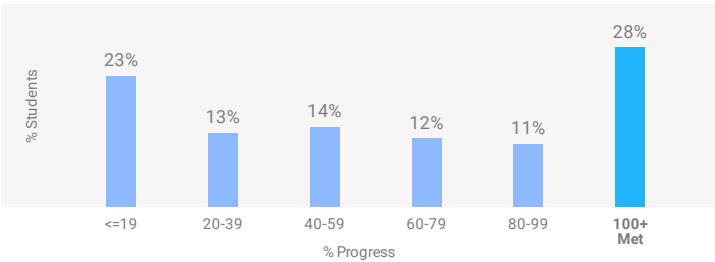
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

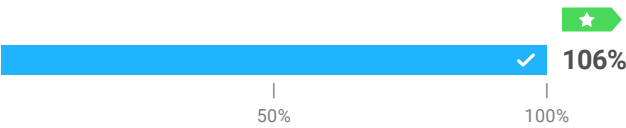
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	109%	53%	66%	29%	61%	288/290
GCS2-Gabriella Charter Middle School	119%	56%	44%	23%	50%	80/83

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

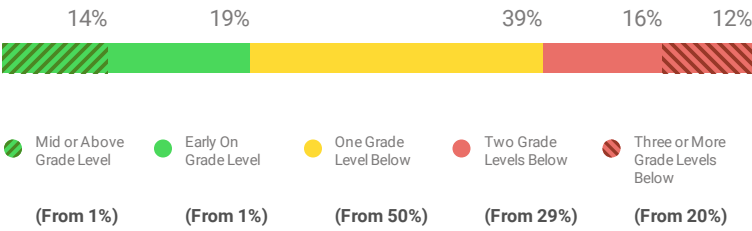
Students Assessed/Total: 123/127

Progress to Annual Typical Growth (Median)

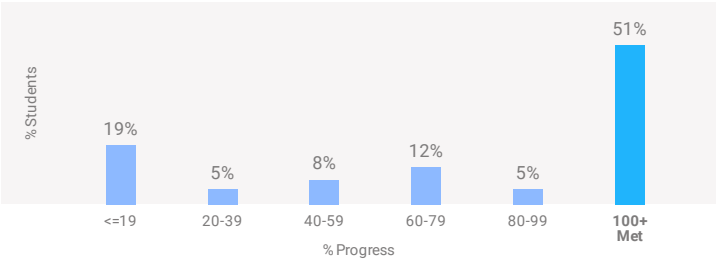


The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

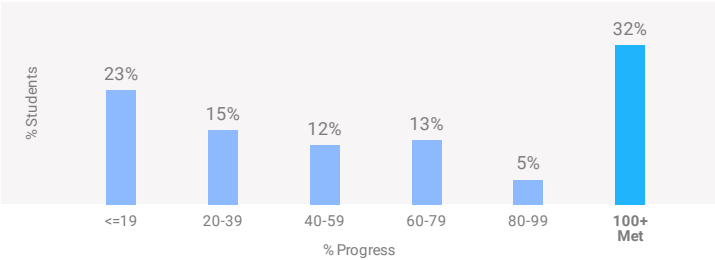
Current Placement Distribution



Distribution of Progress to Annual Typical Growth




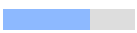


Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

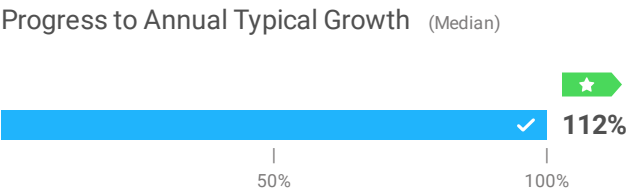
School

Showing 2 of 2

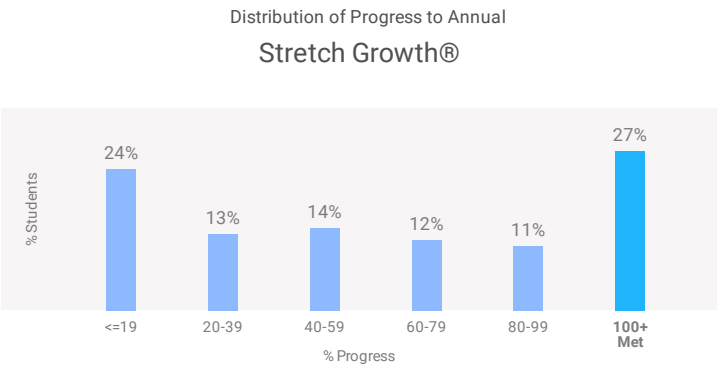
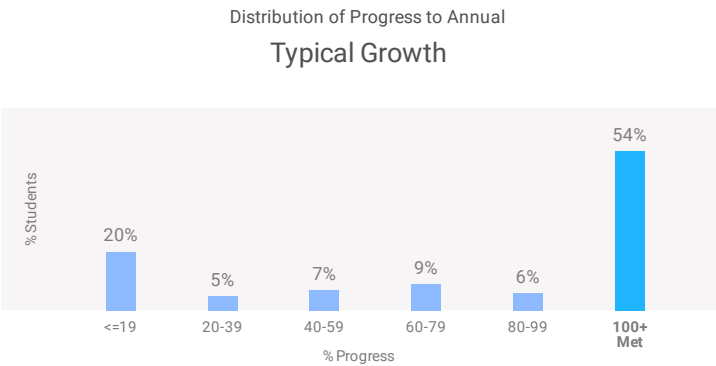
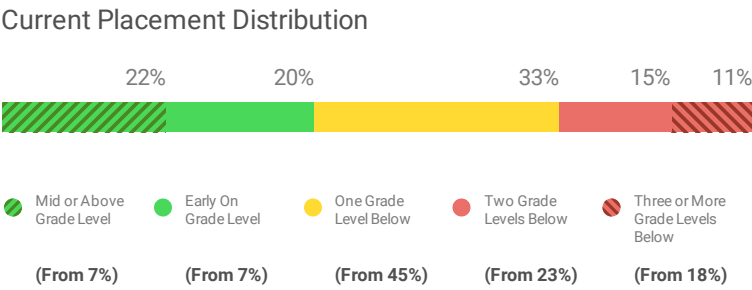
School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	 114%	52%	 66%	34%	58%	111/113
GCS2-Gabriella Charter Middle School	 49%	42%	 18%	8%	50%	12/14





School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	EOY Diagnostic

Students Assessed/Total: 323/327



The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

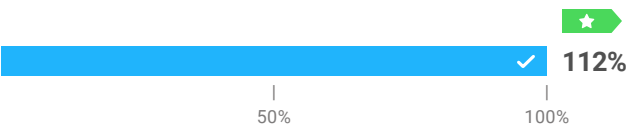


Choose to Show Results By						
School						
						Showing 2 of 2
School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	 108%	53%	 65%	28%	61%	251/252
GCS2-Gabriella Charter Middle School	 123%	58%	 46%	24%	51%	72/75

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

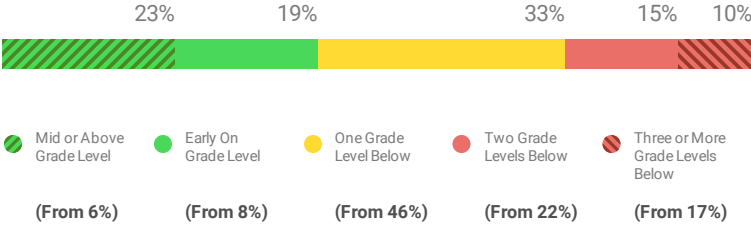
Students Assessed/Total: 355/359

Progress to Annual Typical Growth (Median)

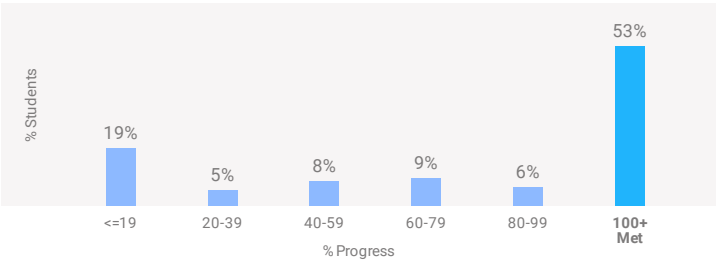


The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

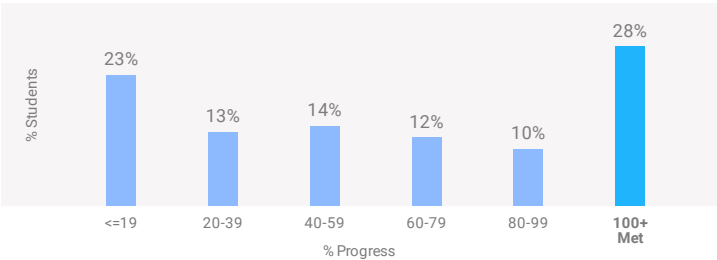
Current Placement Distribution



Distribution of Progress to Annual Typical Growth







Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

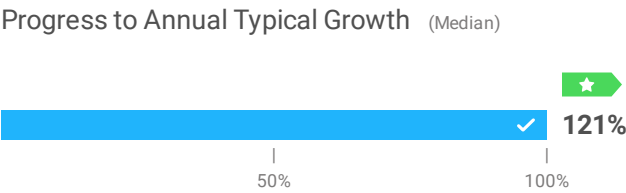
School

Showing 2 of 2

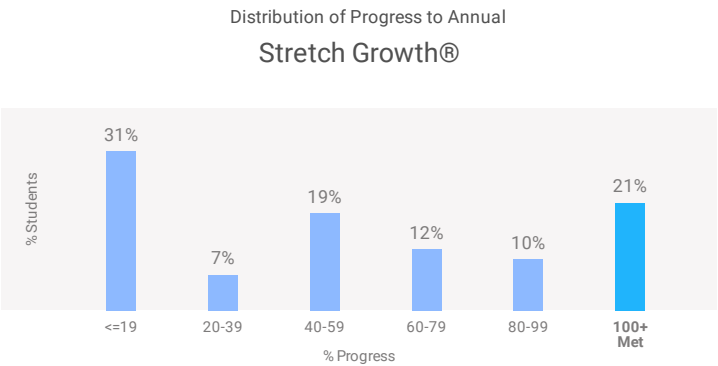
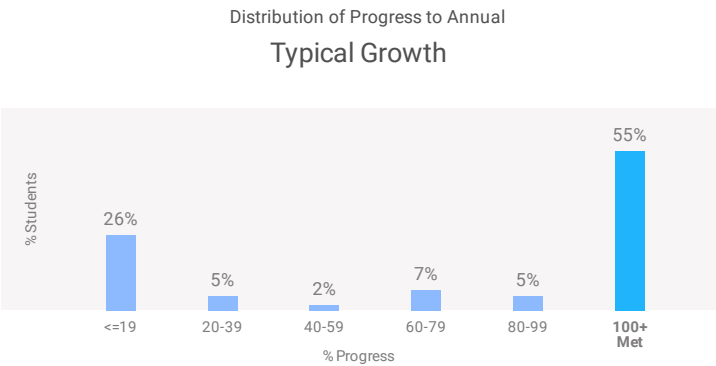
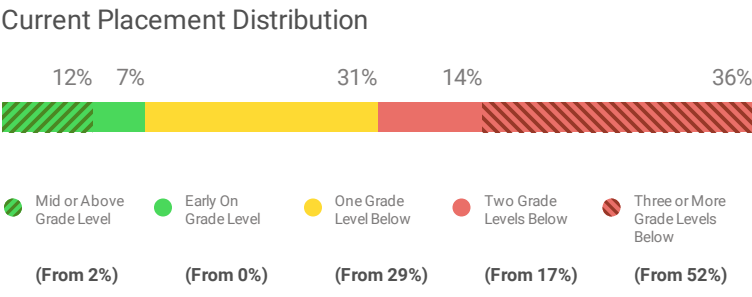
School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	 108%	52%	 65%	30%	60%	278/280
GCS2-Gabriella Charter Middle School	 121%	57%	 46%	23%	51%	77/79

School Group	GCS 2
School	All Schools
Subject	Reading
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 42/43



The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

School

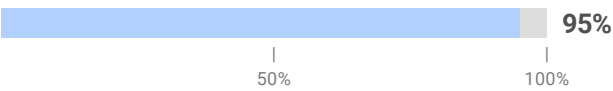
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	<div><div></div></div> 83%	42%	<div><div></div></div> 48%	23%	46%	26/27
GCS2-Gabriella Charter Middle School	<div><div></div></div> 133%	75%	<div><div></div></div> 48%	19%	63%	16/16

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

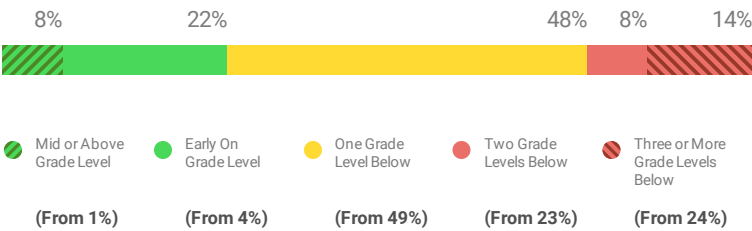
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)

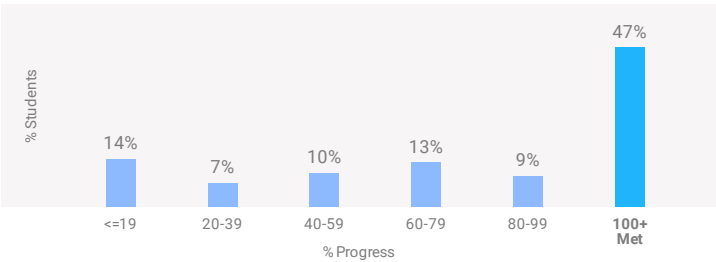


The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

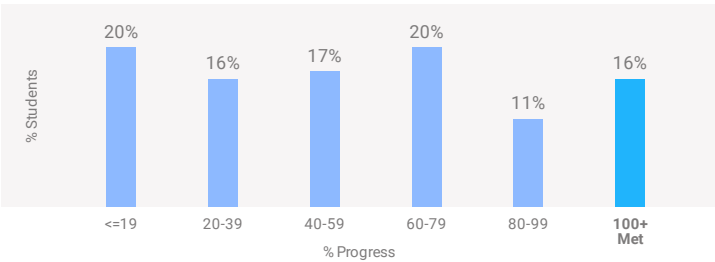
Current Placement Distribution



Distribution of Progress to Annual Typical Growth






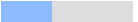
Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

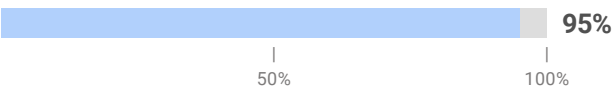
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	 95%	46%	 63%	15%	60%	258/260
GCS2-Gabriella Charter Middle School	 83%	50%	 39%	18%	55%	133/135

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

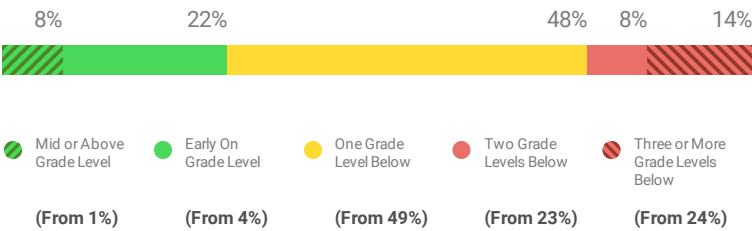
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)

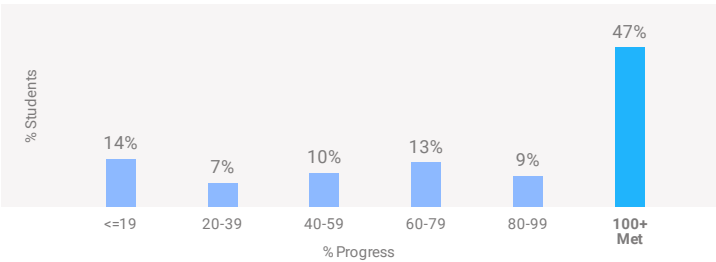


The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

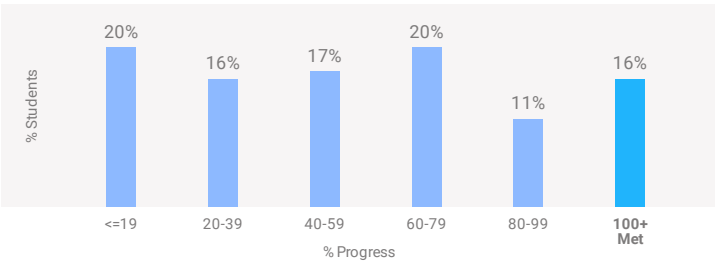
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		English Learner					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
School	All	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	95%	46%	63%	15%	60%	258/260
GCS2-Gabriella Charter Elem School 2	Yes - English Learner	96%	47%	65%	17%	62%	109/110
GCS2-Gabriella Charter Elem School 2	No - English Learner	93%	46%	62%	13%	59%	149/150

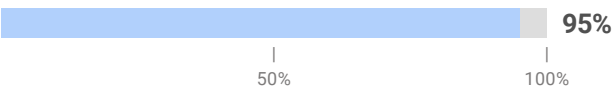
School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	<div><div></div></div> 83%	50%	<div><div></div></div> 39%	18%	55%	133/135
GCS2-Gabriella Charter Middle School	Yes - English Learner	<div><div></div></div> 114%	56%	<div><div></div></div> 47%	25%	69%	16/17
GCS2-Gabriella Charter Middle School	No - English Learner	<div><div></div></div> 83%	49%	<div><div></div></div> 39%	17%	53%	117/118

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

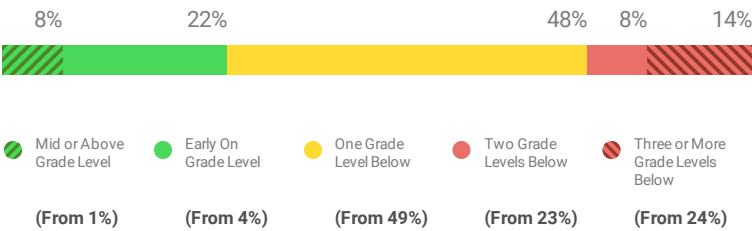
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)

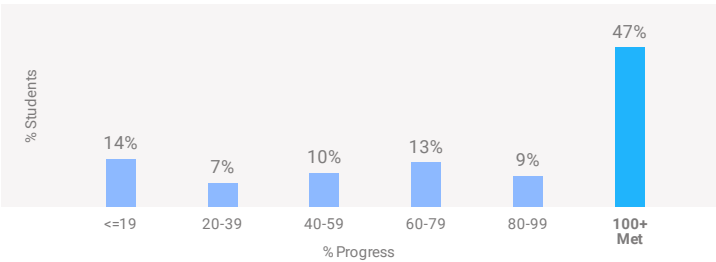


The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

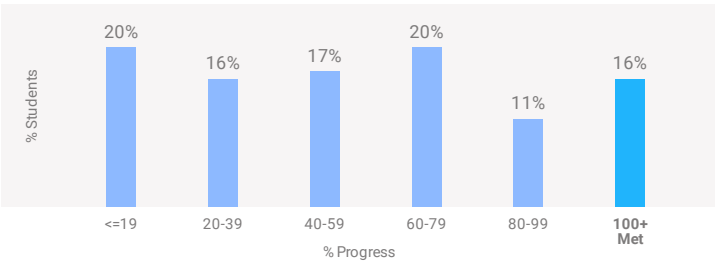
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Hispanic or Latino					
		Showing 7 of 7					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	95%	46%	63%	15%	60%	258/260
GCS2-Gabriella Charter Elem School 2	Yes - Hispanic or Latino	96%	47%	64%	16%	60%	242/244
GCS2-Gabriella Charter Elem School 2	No - Hispanic or Latino	85%	29%	57%	0%	57%	7/7

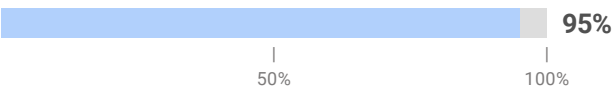
School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Not Reported	<div><div></div></div> 79%	44%	<div><div></div></div> 48%	11%	67%	9/9
GCS2-Gabriella Charter Middle School	Overall	<div><div></div></div> 83%	50%	<div><div></div></div> 39%	18%	55%	133/135
GCS2-Gabriella Charter Middle School	Yes - Hispanic or Latino	<div><div></div></div> 83%	49%	<div><div></div></div> 39%	17%	54%	129/131
GCS2-Gabriella Charter Middle School	No - Hispanic or Latino	<div><div></div></div> 236%	75%	<div><div></div></div> 114%	50%	75%	4/4

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

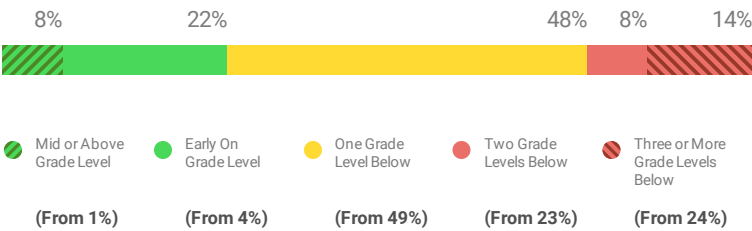
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)

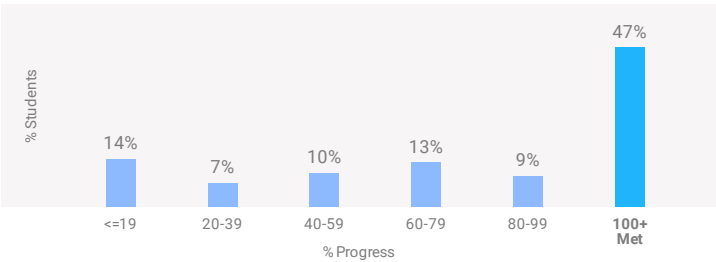


The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

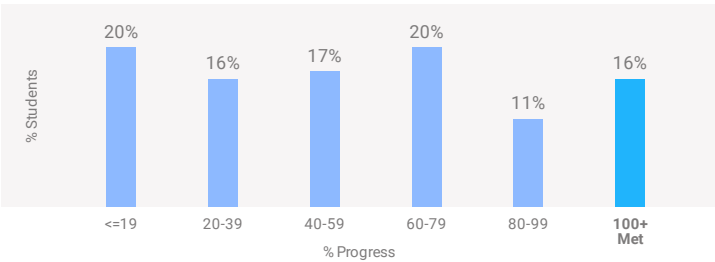
Current Placement Distribution

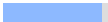
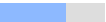
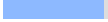
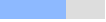
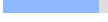
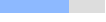


Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Economically Disadvantaged					
		Showing 6 of 6					
School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	 95%	46%	 63%	15%	60%	258/260
GCS2-Gabriella Charter Elem School 2	Yes - Economically Disadvantaged	 96%	46%	 63%	15%	61%	242/244
GCS2-Gabriella Charter Elem School 2	Not Reported	 91%	44%	 66%	19%	56%	16/16

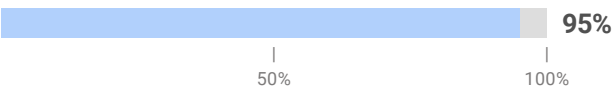
School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	<div><div></div></div> 83%	50%	<div><div></div></div> 39%	18%	55%	133/135
GCS2-Gabriella Charter Middle School	Yes - Economically Disadvantaged	<div><div></div></div> 83%	49%	<div><div></div></div> 39%	18%	54%	126/126
GCS2-Gabriella Charter Middle School	Not Reported	<div><div></div></div> 121%	57%	<div><div></div></div> 48%	14%	71%	7/9

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

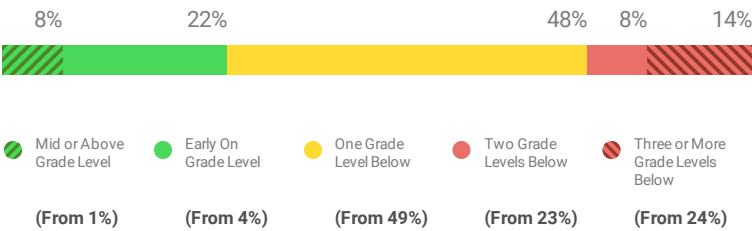
Students Assessed/Total: 391/395

Progress to Annual Typical Growth (Median)

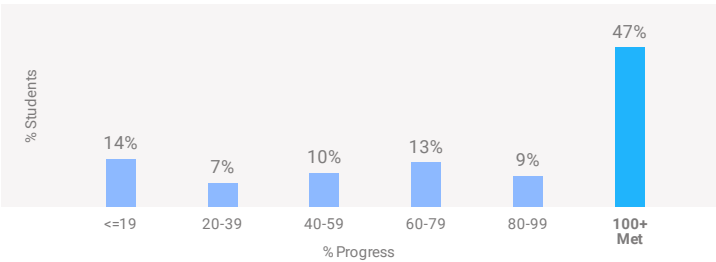


The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

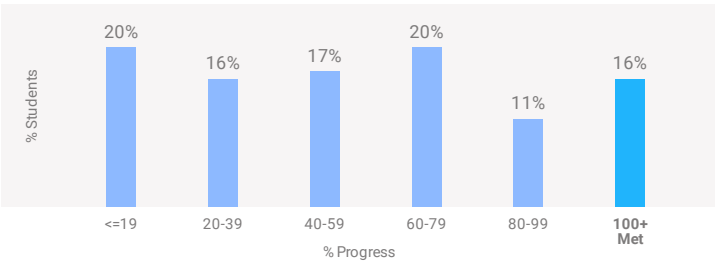
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By		Secondary Demographic to Show Results By					
School		Special Education					
		Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
School	All	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	Overall	95%	46%	63%	15%	60%	258/260
GCS2-Gabriella Charter Elem School 2	Yes - Special Education	100%	50%	61%	13%	58%	24/24
GCS2-Gabriella Charter Elem School 2	Not Reported	95%	46%	64%	15%	61%	234/236

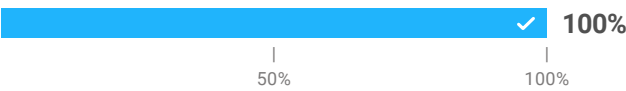
School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2023 - 2024
Comparison Diagnostic	Final Diagnostic

School	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Middle School	Overall	<div><div></div></div> 83%	50%	<div><div></div></div> 39%	18%	55%	133/135
GCS2-Gabriella Charter Middle School	Yes - Special Education	<div><div></div></div> 117%	56%	<div><div></div></div> 45%	28%	56%	18/18
GCS2-Gabriella Charter Middle School	Not Reported	<div><div></div></div> 83%	49%	<div><div></div></div> 39%	17%	55%	115/117

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Comparison Diagnostic	Final Diagnostic

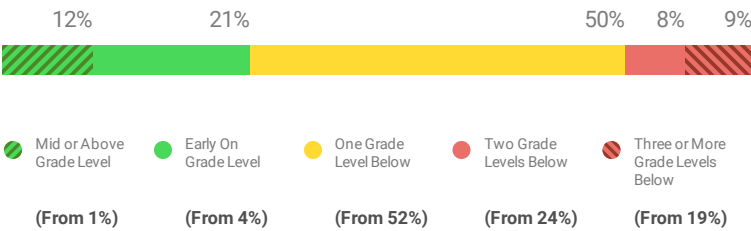
Students Assessed/Total: 369/373

Progress to Annual Typical Growth (Median)



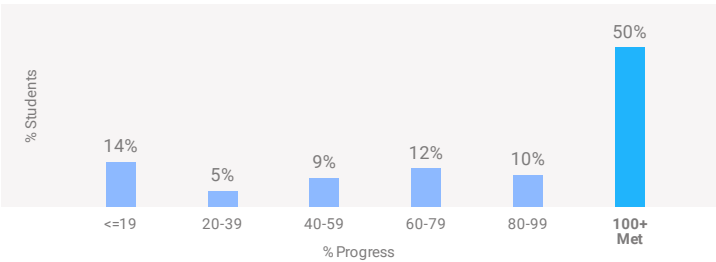
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

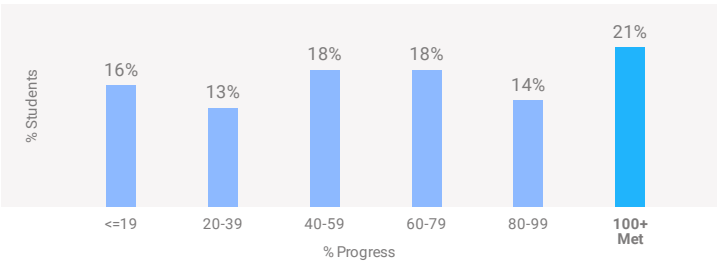


Mid or Above Grade Level (From 1%)
Early On Grade Level (From 4%)
One Grade Level Below (From 52%)
Two Grade Levels Below (From 24%)
Three or More Grade Levels Below (From 19%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

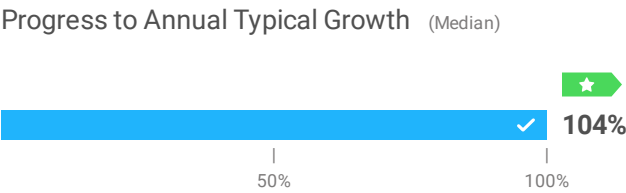
School

Showing 2 of 2

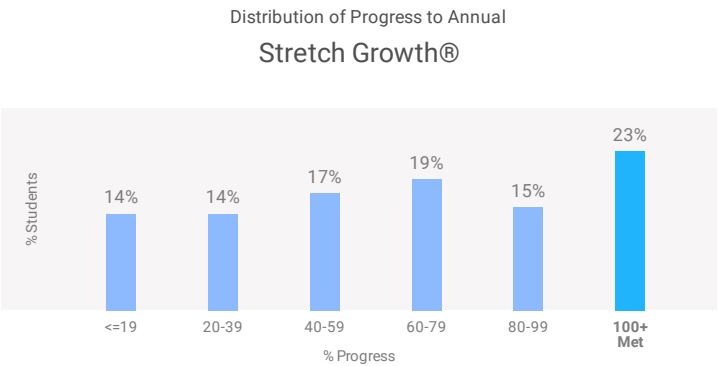
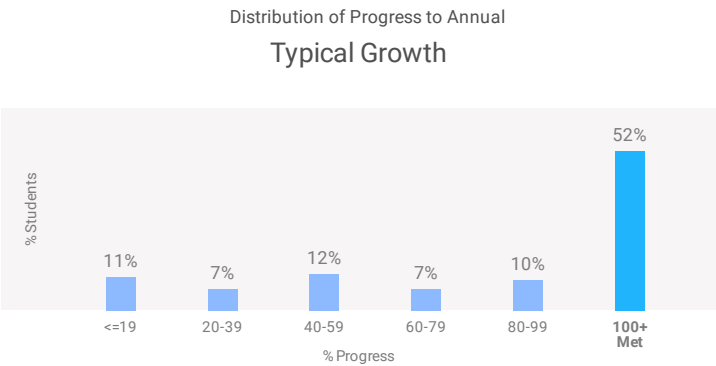
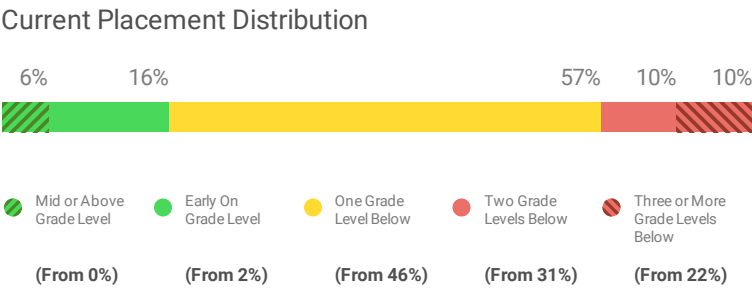
School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	97%	48%	64%	22%	63%	288/290
GCS2-Gabriella Charter Middle School	117%	57%	57%	17%	56%	81/83




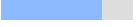
School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
English Learner	Yes - English Learner
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 124/127



The median percent progress towards Typical Growth for this school is 104%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

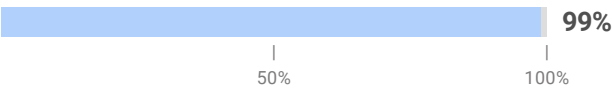


Choose to Show Results By						
School						
						Showing 2 of 2
School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	 97%	49%	 65%	24%	56%	111/113
GCS2-Gabriella Charter Middle School	 173%	77%	 76%	8%	69%	13/14

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Hispanic or Latino	Yes - Hispanic or Latino
Comparison Diagnostic	EOY Diagnostic

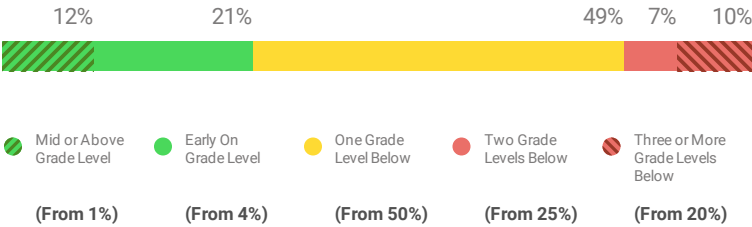
Students Assessed/Total: 324/327

Progress to Annual Typical Growth (Median)

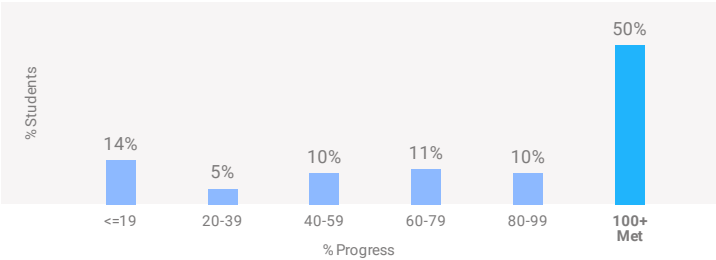


The median percent progress towards Typical Growth for this school is 99%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

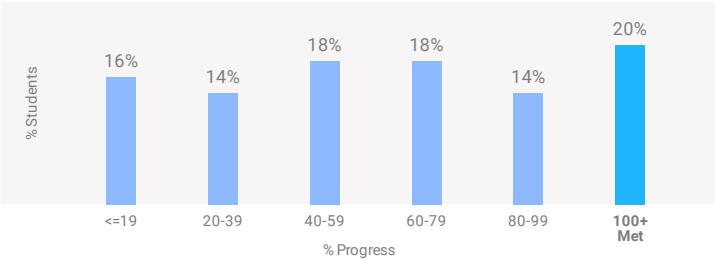
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

School

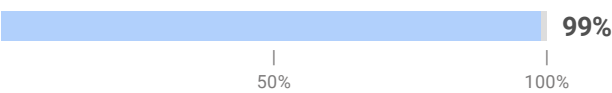
Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	97%	48%	61%	21%	65%	251/252
GCS2-Gabriella Charter Middle School	117%	56%	55%	16%	56%	73/75

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Economically Disadvantaged	Yes - Economically Disadvantaged
Comparison Diagnostic	Final Diagnostic

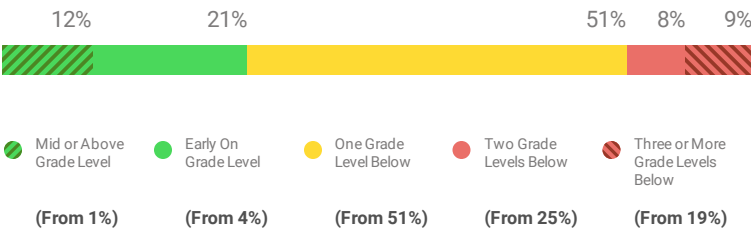
Students Assessed/Total: 356/359

Progress to Annual Typical Growth (Median)

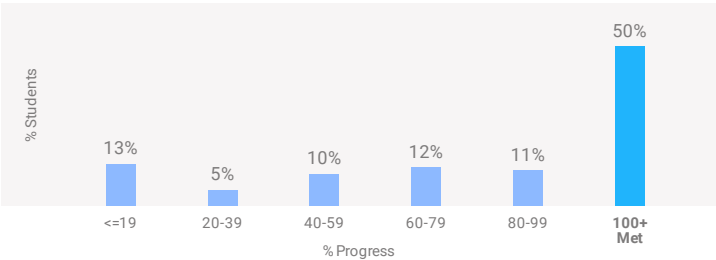


The median percent progress towards Typical Growth for this school is 99%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

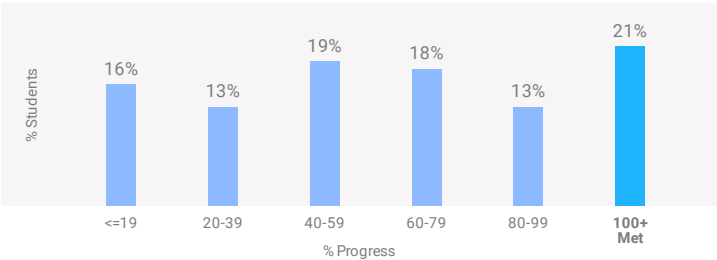
Current Placement Distribution







Distribution of Progress to Annual Typical Growth



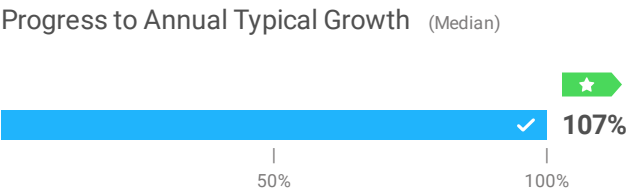
Distribution of Progress to Annual Stretch Growth®



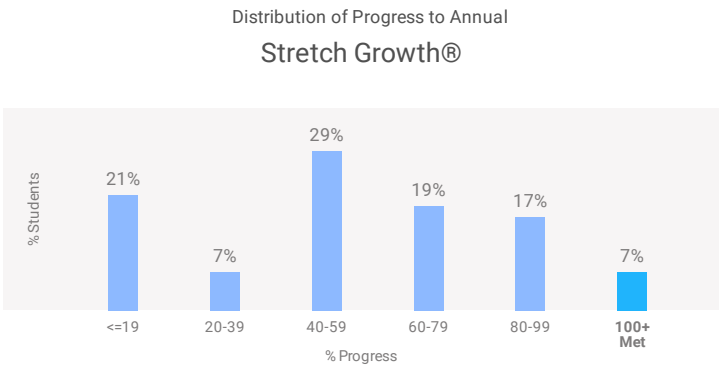
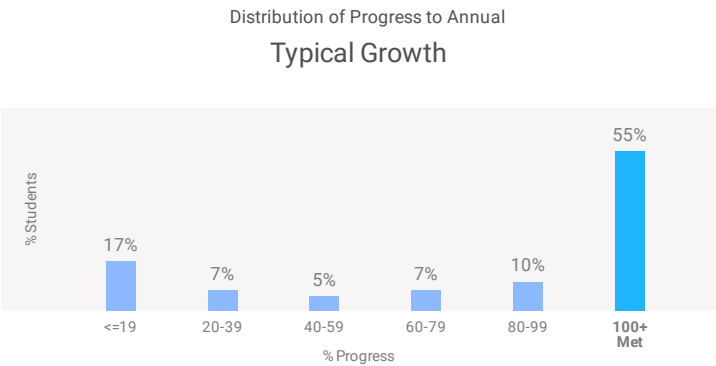
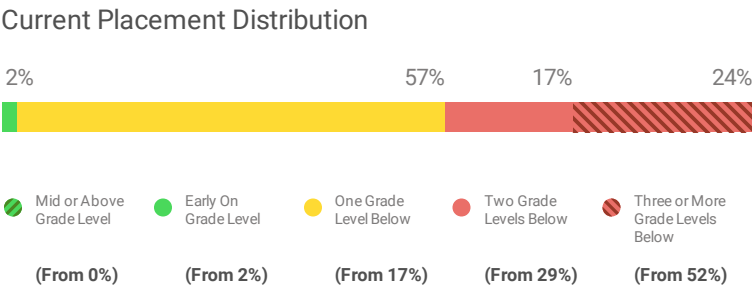
Choose to Show Results By						
School					Showing 2 of 2	
School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	 97%	48%	 62%	22%	63%	278/280
GCS2-Gabriella Charter Middle School	 117%	56%	 56%	17%	55%	78/79

School Group	GCS 2
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Special Education	Yes - Special Education
Comparison Diagnostic	Final Diagnostic

Students Assessed/Total: 42/43



The median percent progress towards Typical Growth for this school is 107%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.



Choose to Show Results By

School

Showing 2 of 2

School	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
GCS2-Gabriella Charter Elem School 2	<div><div></div>107%</div>	54%	<div><div></div>59%</div>	4%	58%	26/27
GCS2-Gabriella Charter Middle School	<div><div></div>107%</div>	56%	<div><div></div>48%</div>	13%	63%	16/16