



Board of Education Report

File #: Rep-153-24/25, **Version:** 1

Denial of the Renewal Petition for Ivy Bound Academy of Math, Science and Technology Charter Middle [PUBLIC HEARING]

January 14, 2025

Charter Schools Division

Action Proposed:

Adopt the denial of the renewal charter petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle (“Charter School”), located in Board District 3 and Region North, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle. The school is requesting to decrease its current enrollment capacity from 240 to 180 students.

Background:

Ivy Bound Academy of Math, Science, and Technology Charter Middle is a 5-8 school currently serving 86 students on a private facility at 15355 Morrison Street, Sherman Oaks, CA, 91403 in Board District 3 and Region North. Ivy Bound Academy of Math, Science, and Technology Charter Middle was originally approved by the LAUSD Board of Education on June 12, 2007. On January 10, 2017, the charter school was renewed for a five-year term to serve 240 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ivy Bound Academy of Math, Science, and Technology Charter Middle expires June 30, 2025.

On October 16, 2024, Ivy Bound Academy of Math, Science, and Technology Charter Middle submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through January 14, 2025.

An initial Public Hearing was held on December 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 not met the requirements set forth in Education Code sections 47605 and 47607.2 and therefore recommends denial of the renewal petition.

Due Diligence:

Current Ivy Bound Academy of Math, Science, and Technology Charter Middle 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).)

Grounds for Nonrenewal:

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Ivy Bound Academy of Math, Science, and Technology Charter Middle and have assessed that the renewal petition application does not meet the criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle, based on review of the petition and supporting documentation, staff has determined that petitioners are unlikely to successfully implement the program set forth in the petition and that the charter school has not attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school.

Expected Outcomes:

Denial will prevent the Charter School from continuing its operations as a charter school under the terms of the renewal petition.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter

Middle, Charter School would not be authorized to continue operating as a charter school under the terms of the renewal petition. Charter School's current charter expires on June 30, 2025. 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. 153, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition..

“No” - If the Board does not adopt the recommendation of denial of the charter petition and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle, and instead takes specific action to approve the renewal charter petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2025. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State, District Required Language.

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:

The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact. If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District, if applicable.

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

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

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

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in an 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 not met the requirements for charter school approval and therefore recommends denial of the renewal petition.

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 - Ivy Bound Academy of Math, Science, and Technology Charter Middle Data Set
- Attachment C - Ivy Bound Academy of Math, Science, and Technology Charter Middle RSM Data
- Attachment D - Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle

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

https://drive.google.com/drive/folders/1kKHuCupqNDZubzUDa0Hv8fqQYSyZwLD1?usp=drive_link

Informatives:

Not applicable

Submitted:

12/13/24

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.

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 153-24/25
January 14, 2025

School Name:	Ivy Bound Academy of Math, Science, and Technology Charter Middle			BOARD IS REQUIRED TO TAKE ACTION BY: January 14, 2025
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Ivy Bound Academy Charter Schools			
Location Code:	8121			
Type of Site(s):	Private			
Site Address(es):	15355 Morrison Street, Sherman Oaks, CA 91403			
Board District(s):	3	Region(s):	North	
Grade Levels Served:	5-8	Current Enrollment:	86	
Grade Levels Authorized in Current Charter:	5-8	Approved Enrollment in Current Charter:	240 (see proposed change in “Action Proposed” below)	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE’S 2024 CLASSIFICATION)	Middle Performing			
STAFF RECOMMENDATION:	Denial			
PROPOSED BENCHMARKS:	Not applicable			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle (“Ivy Bound” or “Charter School”), located in Board District 3 and Region North, to serve up to 180 students in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 240 to 180 students.

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).)

For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle*, these criteria have been determined 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?

For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle*, these criteria have been determined 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

	Ivy Bound Academy of Math, Science, and Technology Charter Middle
Initial Authorization:	On June 12, 2007, Ivy Bound was authorized by the LAUSD Board of Education to serve 240 students in grades 5-8.

	Ivy Bound Academy of Math, Science, and Technology Charter Middle
Most Recent Renewal	The charter was renewed on January 10, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 240 students in grades 5-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ivy Bound expires June 30, 2025.
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on June 21, 2022, to add an admissions preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Ivy Bound submitted its renewal petition application on October 16, 2024. The 90-day statutory timeline for Board action on the petition runs through January 14, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Ivy Bound implements the LAUSD Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Ivy Bound participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Ivy Bound is operated by Ivy Bound Academy Charter School, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Ivy Bound 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 school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard. The charter school provided one year of verified data; however, the verified data was not clear and convincing. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle* for more details.

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	No Performance Level	Not applicable	Very Low	Not applicable	Very Low
2022-2023	Orange	Orange	No Performance Color	Not applicable	Red	Not applicable	Blue
2023-2024	Red	Orange	No Performance Color	Not applicable	Red	Not applicable	Blue

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

- c. English Language Arts Indicator
 For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle*.
- d. Math Indicator
 For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle*.
- e. English Learner Progress Indicator
 There is no performance level on the ELPI due to the low number of English Learners.

**Ivy Bound Academy of Math, Science, and Technology Charter Middle
 English Learner Progress Indicator - 2021-2022**

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Level	66.7%	Medium	50.3%	Higher

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

**Ivy Bound Academy of Math, Science, and Technology Charter Middle
 English Learner Progress Indicator - 2022-2023**

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	61.5%	-5.1%	Yellow	48.7%	Higher

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle
English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	---	No Performance Color	35.0%	-26.5%	Orange	45.7%	Lower

Data Sources: CA School Dashboard

--- As of the writing of this report, the 2024 Dashboard Participation Rate has not been publicly released

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and for two of three numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school’s rate of chronic absenteeism was higher than the state for All Students, and for all numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022, 2023, and 2024, the charter school’s percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as “Met” in 2023 and 2024.

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022 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 Ivy Bound 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>Proficient</i>
2023-2024	<i>Developing</i>
Concerns	In 2023-2024, the rating of <i>Developing</i> was due to student academic performance in the CA School Dashboard Indicators.

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. (Ed. Code, § 47607.2(b)(3).)

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education established criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

Charter School provided data from “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* in Reading, Language Usage, and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle*.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle*.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Ivy Bound Academy of Math, Science, and Technology Charter Middle’s fiscal condition has been positive 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	\$1,799,579	\$1,913,404	\$1,916,004	\$3,106,968	\$2,453,074
Net Income/Loss	\$65,244	\$113,825	\$2,600	(\$568,340) ¹	(\$657,348) ²
Transfers In/Out	\$0	\$0	\$0	\$1,759,304 ³	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$3,454
Norm Enrollment ⁴	181	168	161	137	127

¹ According to Ivy Bound Academy of Math, Science, and Technology Charter Middle, the net loss of (\$568,340) in Fiscal Year 2022-2023 was primarily due to the decrease in enrollment and slight increase in staff Full-Time Equivalent (FTE) due to Ivy Bound Academy of Math, Science, & Technology Charter Middle (Sherman Oaks) absorbing some of the staff from the closure of Ivy Bound Academy Math, Science, and Technology Charter Middle 2 (Ivy Bound 2) (Northridge). Additionally, Ivy Bound Academy Charter School Board addressed some deferred maintenance. The net loss can also be attributed to Ivy Bound absorbing approximately \$140,000 net loss incurred by Ivy Bound 2 from the disposal of fixed assets and the rent/lease settlement at Ivy Bound 2.

² The projected net loss of (\$657,348) for Fiscal Year 2023-2024, as reflected in the Unaudited Actuals, was primarily due to decreased enrollment and ongoing efforts to address deferred maintenance. Additionally, Ivy Bound Academy Charter School reported increasing teacher and staff salaries to retain and attract qualified employees.

³ Ivy Bound Academy Charter School initially operated two charter schools, Ivy Bound and Ivy Bound 2. The \$1,759,304 Net Asset “transfer in” for Fiscal Year 2022-2023 reflects the transfer of the remaining net assets from Ivy Bound 2, that was self-closed effective as of June 30, 2022, due to low enrollment.

⁴ Ivy Bound proposes to decrease its enrollment capacity to 180 for its renewal charter term. See Section **I. ACTION PROPOSED** above. Please see additional information under “Other Significant Fiscal Information.”

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

Enrollment at Ivy Bound Academy of Math, Science, and Technology Charter Middle has been steadily declining for the last decade and reported a total enrollment of only 86 students for Fiscal Year 2024-2025. As noted above, the school cited declining enrollment as a contributing factor to the recent reported net losses of (\$568,340) and (\$657,348) for Fiscal Years 2022-2023 and 2023-2024, respectively. Though the school has reported positive net assets over the most current four audited years, its declines in academic performance raise concerns about Charter School's ability to successfully implement the educational program. The low enrollment may lead to potential depletion of Charter School's funds, resulting in negative net assets should the trend continue. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle*.

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Academic Performance - English Language Arts

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS). California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/crm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA 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	State 2023 Status Level	School to State DFS Comparison
				All Students	147	-12.3	Low	-12.2	Low	Lower	124	Orange	-59.8	-47.6	Declined Significantly	Orange	-13.6	-1.4	Maintained	Lower	
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--	
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--	
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--	
				English Learner	23	-57.4	No Performance Level	-61.2	Low	--	19	No Color	-95.6	-38.1	Declined Significantly	Orange	-67.7	-6.5	Declined	--	
				Filipino	*	-	No Performance Level	42.9	High	--	*	No Color	--	--	No Change Level	Green	44	1.1	Maintained	--	
				Foster Youth	0	--	--	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--	
				Homeless Youth	0	--	--	-62.9	Low	--	0	--	--	--	--	Orange	-67.9	-5	Declined	--	
				Latino	39	-41.0	Low	-38.6	Low	Lower	26	No Color	-100.6	-59.6	Declined Significantly	Orange	-40.2	-1.7	Maintained	--	
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-29.1	Low	--	*	No Color	--	--	No Change Level	Orange	-32.5	-3.4	Declined	--	
				Socioeconomically Disadvantaged	73	-25.1	Low	-41.4	Low	Higher	66	Red	-71.7	-46.6	Declined Significantly	Orange	-42.6	-1.2	Maintained	Lower	
				Students with Disabilities	14	-74.1	No Performance Level	-97.3	Very Low	--	11	No Color	-150.7	-72.6	Declined Significantly	Red	-96.3	1.8	Maintained	--	
				Two or More Races	*	-	No Performance Level	25.1	High	--	*	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--	
				White	88	-2.6	Medium	21.9	High	Lower	78	Orange	-40.5	-38	Declined Significantly	Green	20.8	-1.2	Maintained	Lower	

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

ELA Participation Rate By Student Group													
ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022	97%	100%	78%	100%	100%	--	--	95%	100%	95%	93%	100%	99%
Participation Rate Met 2022	Yes	Yes	No	Yes	Yes	--	--	Yes	Yes	Yes	No	Yes	Yes
Percent of students tested in 2023	98%	100%	100%	100%	100%	--	--	94%	100%	97%	91%	100%	99%
Participation Rate Met 2023	Yes	Yes	Yes	Yes	Yes	--	--	No	Yes	Yes	No	Yes	Yes

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

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

Data Sources: California School Dashboard Research data files 2023

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status, DFS) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. A single asterisk (*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students 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.

RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	All Students	147	-37.1	Low	-51.7	Low	Higher	124	Orange	-80.1	-43.0	Declined Significantly	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	23	-85.6	No Performance Level	-92.0	Low	--	19	No Color	-114.3	-28.7	Declined Significantly	Orange	-93.4	-1.4	Maintained	--
				Filipino	*	-	No Performance Level	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	39	-84.1	Low	-83.4	Low	Lower	26	No Color	-96.2	-12.2	Declined	Orange	-80.8	2.6	Maintained	--
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-71.3	Low	--	*	No Color	--	--	No Change Level	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	73	-61.8	Low	-84.0	Low	Higher	66	Orange	-94.3	-32.5	Declined Significantly	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	14	-129.9	No Performance Level	-130.8	Very Low	--	11	No Color	-167.0	-29.8	Declined Significantly	Orange	-127.3	5.5	Increased	--
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--
				White	88	-23.9	Medium	-13.4	Medium	Lower	78	Orange	-74.0	-50.1	Declined Significantly	Yellow	-11.1	2.3	Maintained	Lower

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable 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 Met 2022 *	97%	--	100%	78%	100%	100%	--	--	95%	100%	95%	93%	100%	99%
Participation Rate Met 2023 **	Yes	--	Yes	No	Yes	Yes	--	--	Yes	Yes	Yes	No	Yes	Yes
Percent of students tested in Met 2023	99%	--	100%	100%	100%	100%	--	--	94%	100%	99%	91%	100%	100%
Participation Rate Met 2023	Yes	--	Yes	Yes	Yes	Yes	--	--	No	Yes	Yes	No	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
 ** Whole number rounding is used for the participation rate.
 Data Sources: California School Dashboard Research data files 2023

Ivy Bound Academy of Math, Science, and Technology Charter Middle

English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For 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. ELPAC 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 <https://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.

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	Percentage of English Learners making progress towards English proficiency	School 2023 Performance Level (color)	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 Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change Level	School to State ELPAC Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	English Learner	12	66.7%	Very High	50.3%	Medium	--	13	No Color	61.5%	Declined	Yellow	48.7%	-1.6%	Maintained	--

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternate 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.

Year	ELPAC Participation		
	Number of EL Student Enrolled	Number of EL Students Tested	Participation Rate Met
2022	13	13	100.0%
2023	20	20	100.0%

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternate 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 ELP level, maintained ELP level 4, maintained lower ELP levels (levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELP Level.	School
	Ivy Bound Academy of Math, Science, and Technology Charter Middle
	State
	66.7%
	47.5%
	0.0%
	2.8%
	0%
	31.4%
	18.3%

2023 Student English Language Acquisition Results	
The percentage of current EL students who progressed at least one ELP level, maintained ELP level 4, maintained lower ELP levels (levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELP Level.	School
	Ivy Bound Academy of Math, Science, and Technology Charter Middle
	State
	61.5%
	46.4%
	0.0%
	2.4%
	15.4%
	18.6%

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Chronic Absenteeism

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cmi/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA 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 B G D N	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
			All Students	188	0.0%	Very Low	30.0%	Very High	Lower	148	Red	27.0%	27.0%	Increased	Yellow	24.3%	-5.7	Declined Significantly	Higher
			American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
			Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
			Black or African American	12	0.0%	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	13	0.0%	No Performance Level	33.6%	Very High	--	20	No Color	30.0%	30.0%	Increased	Yellow	26.3%	-7.3	Declined Significantly	--
			Filipino	*	--	No Performance Level	16.2%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--
			Foster Youth	0	--	--	42.1%	Very High	--	0	--	--	--	--	Yellow	33.6%	-8.5	Declined Significantly	--
			Homeless Youth	0	--	--	45.1%	Very High	--	0	--	--	--	--	Yellow	38.7%	-6.4	Declined Significantly	--
			Latino	41	0.0%	Very Low	35.8%	Very High	Lower	32	Red	34.4%	34.4%	Increased	Yellow	28.4%	-7.4	Declined Significantly	Higher
			Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	--
			Socioeconomically Disadvantaged	93	0.0%	Very Low	37.4%	Very High	Lower	84	Red	26.2%	26.2%	Increased	Yellow	29.9%	-7.5	Declined Significantly	Lower
			Students with Disabilities	16	0.0%	No Performance Level	39.6%	Very High	--	13	No Color	46.2%	46.2%	Increased	Yellow	33.1%	-6.5	Declined Significantly	--
			Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
			White	117	0.0%	Very High	21.9%	Very High	Lower	93	Red	25.8%	25.8%	Increased	Yellow	18.5%	-3.5	Declined Significantly	Higher

Data Sources: California School Dashboard Research data files 2023

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Suspension Rate Indicator

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <https://www.cde.ca.gov/ds/lsp/miesenr-dsp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cmi/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA 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 Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	All Students	195	0.0%	Very Low	3.1%	Medium	Lower	156	Blue	0.0%	0.0%	Maintained	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	12	0.0%	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	16	0.0%	No Performance Level	3.2%	Medium	--	20	No Color	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	--
				Filipino	*	--	No Performance Level	1.2%	Low	--	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--
				Foster Youth	0	--	--	12.4%	Very High	--	0	--	--	--	--	Red	13.6%	1.2%	Increased	--
				Homeless Youth	0	--	--	5.5%	High	--	0	--	--	--	--	Orange	6.5%	1.0%	Increased	--
				Latino	44	0.0%	Very Low	3.3%	Medium	Lower	33	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--	*	No Color	--	--	No Change Level	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	94	0.0%	Very Low	4.0%	Medium	Lower	86	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	16	0.0%	No Performance Level	5.4%	High	--	13	No Color	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	--
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	121	0.0%	Very Low	2.6%	Medium	Lower	100	Blue	0.0%	0.0%	Maintained	Yellow	2.9%	0.2%	Maintained	Lower

Data Sources: California School Dashboard Research data files 2023

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	133	74.4%	3.0%	0.0%	1.5%	2.3%	19.5%	0.0%	1.5%	0.0%	40.6%	0.0%	0.0%	3.0%	75.2%	9.0%	1.5%	51.1%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	139	49.6%	4.3%	0.0%	2.9%	5.0%	10.1%	0.7%	0.0%	0.0%	20.1%	0.0%	0.7%	4.3%	49.6%	8.6%	2.9%	63.3%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle

RECLASSIFICATION RATES

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA 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 RFEF Comparison
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	--
					2021-2022 Reclassification Rate	--	--	--
				2022-2023*	2021-2022 Number of English Language Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	--
					2022-2023 Reclassification Rate	--	--	--

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

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle

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

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEF). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California 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 what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	English Learners	2022-2023			2023-2024				
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	LTEL 6+ Years	4	8.2%	226,535	11.1%	7	9.1%	211,218	18.1%
				At-Risk 4-5 Years	3	6.1%	144,190	7.1%	1	1.3%	136,190	9.6%
				EL 0-3 Years	3	6.1%	505,487	24.8%	9	11.7%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	4	8.2%	236,323	11.6%	9	11.7%	207,773	10.4%
				EL total	14	28.6%	1,112,535	54.5%	26	33.8%	1,074,833	53.8%
				RFEP	35	71.4%	927,723	45.5%	51	66.2%	924,460	46.2%
				Total (Ever)	49	100.0%	2,040,258	100.0%	77	100.0%	1,999,293	100.0%

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle

Students with Disabilities Report

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

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	133	12	9.0%
			Statewide	5,837,690	795,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	139	12	8.6%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLL*	# TBI	# VI
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	66.7%	33.3%	2	0	0	1	0	1	0	0	1	0	5	2	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*	# SLL*	# TBI	# VI
N	3	8121	Ivy Bound Academy of Math, Science, and Technology Charter Middle	66.7%	33.3%	3	0	0	0	0	1	0	0	2	0	5	1	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
DB	Deaf-Blindness
DEAF	Deafness
ED	Emotional Disturbance
EMD	Established Medical Disability
HOH	Hard of Hearing
ID	Intellectual Disability
	Other Health Impairment
	Orthopedic Impairment
	Specific Learning Disability
	Speech or Language Impairment
	Traumatic Brain Injury
	Visual Impairment
	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).

Ivy Bound Academy of Math Science & Technology

Ivy Bound Academy of Math Science & Technology - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-91.4	-31.5	Orange	-13.2	Lower
English Learner	Met	No Color	-118.4	-22.8	Orange	-67.6	Lower
Latino	Met	No Color	-115.6	-14.9	Orange	-39.3	Lower
Socioeconomically Disadvantaged	Met	Red	-99.7	-28.0	Orange	-40.9	Lower
White	Met	Red	-73.6	-33.1	Green	19.2	Lower

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

Ivy Bound Academy of Math Science & Technology - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-94.3	-14.2	Orange	-47.6	Lower
English Learner	Met	No Color	-114.4	-0.1	Orange	-93.4	Lower
Latino	Met	No Color	-114.7	-18.4	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	Red	-108.2	-13.8	Orange	-78.2	Lower
White	Met	Orange	-79.8	-5.8	Yellow	-10.3	Lower

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

ATTACHMENT C

Ivy Bound Academy of Math, Science, and Technology Charter Middle
Resident Schools Data Set

Academic Performance Medians- English Language Arts

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2021-2022 English Language Arts
(Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	147	Low	-12.3	3,963	Low	-54.6	Higher
Latino	39	Low	-41.0	2,588	Low	-62.8	Higher
White	88	Medium	-2.6	938	Low	-13.3	Higher
Socioeconomically Disadvantaged	73	Low	-25.1	3,204	Low	-58.2	Higher

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2022-2023 English Language Arts
(Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	124	Orange	-59.8	3,929	Orange	-56.4	Lower
White	78	Orange	-40.5	923	Green	-4.2	Lower
Socioeconomically Disadvantaged	66	Red	-71.7	2,950	Orange	-60.6	Lower

Data Sources: California School 2023 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2023-2024 English Language Arts
(Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	111	Red	-91.4	3,711	Orange	-50.2	Lower
Latino	43	No Performance Color	-115.6	2,450	Orange	-60.0	Lower
White	59	Red	-73.6	814	Green	8.4	Lower
English Learner	42	No Performance Color	-118.4	1,194	Orange	-104.1	Lower
Socioeconomically Disadvantaged	84	Red	-99.7	3,074	Orange	-55.2	Lower

Data Sources: California School 2024 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

**Ivy Bound Academy of Math, Science, and Technology Charter Middle
Resident Schools Data Set**

Academic Performance Medians- Math

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	147	Low	-37.1	3,964	Very Low	-105.6	Higher
Latino	39	Low	-84.1	2,588	Very Low	-115.8	Higher
White	88	Medium	-23.9	937	Low	-75.9	Higher
Socioeconomically Disadvantaged	73	Low	-61.8	3,203	Very Low	-109.4	Higher

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	124	Orange	-80.1	3,915	Orange	-102.1	Higher
White	78	Orange	-74.0	921	Orange	-51.3	Lower
Socioeconomically Disadvantaged	66	Orange	-94.3	2,944	Orange	-105.7	Higher

Data Sources: California School 2023 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	117	Orange	-94.3	3,761	Orange	-98.0	Higher
Latino	43	No Performance Color	-114.7	2,466	Orange	-109.8	Lower
White	65	Orange	-79.8	846	Yellow	-32.1	Lower
English Learner	48	No Performance Color	-114.4	1,253	Orange	-142.8	Higher
Socioeconomically Disadvantaged	89	Red	-108.2	3,123	Orange	-103.6	Lower

Data Sources: California School 2024 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

**Ivy Bound Academy of Math, Science, and Technology Charter Middle
Resident Schools Data Set**

CAASPP Comparison

Ivy Bound Academy of Math, Science, and Technology English Language Arts/Literacy						
Student Group	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison
All Students	29.1	30.2	Lower	19.3	33.4	Lower
Socioeconomically Disadvantaged	22.4	29.0	Lower	16.9	31.9	Lower
White	33.3	50.0	Lower	26.6	57.1	Lower
Latino	*	*	*	11.1	30.0	Lower
English Learner	*	*	*	4.8	5.0	Lower

Data Source: caaspp-elpac.org
*Student groups not numerically significant in 2022-2023

Ivy Bound Academy of Math, Science, and Technology Mathematics						
Student Group	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison
All Students	21.4	18.2	Higher	16.0	19.0	Lower
Socioeconomically Disadvantaged	19.2	17.5	Higher	13.8	18.2	Lower
White	21.1	36.2	Lower	21.4	45.5	Lower
Latino	*	*	*	8.9	15.5	Lower
English Learner	*	*	*	11.1	3.0	Higher

Data Source: caaspp-elpac.org
*Student groups not numerically significant in 2022-2023

ATTACHMENT D

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE
RENEWAL CHARTER PETITION FOR
IVY BOUND ACADEMY OF MATH, SCIENCE, AND TECHNOLOGY
CHARTER MIDDLE
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT
January 14, 2025

I. INTRODUCTION

On October 16, 2024, Ivy Bound Academy of Math, Science, and Technology Charter Middle (also referred to herein as, “Ivy Bound,” “Charter School,” or “Petitioners”) submitted a renewal petition application to the Los Angeles Unified School District (“LAUSD” or “District”) seeking to serve up to 180 students in grades 5-8 for a five-year term July 1, 2025 to June 30, 2030. (*See* Exhibit 1, Ivy Bound Renewal Petition.) Charter School currently operates on a private site located at 15355 Morrison Street, Sherman Oaks, CA 91403, which is served by Board District 3 and Region North.

In accordance with the Charter Schools Act (Ed. Code, § 47600 *et seq.*) and the adopted *LAUSD Policy and Procedures for Charter Schools* (“LAUSD policy” or “District policy”), LAUSD’s Board of Education (“Board”) has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days the LAUSD Board must hold a public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the public hearing at which the Board will either grant or deny the charter, the petitioners have equivalent time and procedures to present evidence and testimony to respond to District staff recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

Based on a comprehensive review of the renewal petition application and the record of performance of Ivy Bound, as described in greater detail below, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607 and 47607.2 and therefore recommends denial of the renewal petition.

II. STANDARD OF REVIEW FOR RENEWAL PETITIONS

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

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations

As part of its analysis, the LAUSD Board of Education is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.¹

Criterion 2:

The LAUSD 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" performing. The state will publish an annual list of charter schools and their performance classification.

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

¹ See LAUSD policy pp. 28-29.

performance. “Measurements of academic performance” refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school’s performance on the California School Dashboard.

Middle Performing Charter Schools

For all charter schools that do not meet the High performing or Low performing criteria, the LAUSD Board shall consider the charter school under Middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

- (1) The schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- (2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- (3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
 - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data² and identified an approved list of valid and reliable assessments.³ Staff’s review of Charter School’s submitted materials will be based on verified data sources and related information adopted by the State Board of Education. (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The LAUSD Board may deny a renewal petition of a Middle performing charter school pursuant to section 47607.2(b) upon making each of the following written factual findings:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

² “Verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, § 47607.2(c)(2).)

³ <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

- (2) The closure of the charter school is in the best interest of the pupils; and
- (3) The decision provided greater weight to the performance on the measurements of academic performance.

When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g., reclassification rates, Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the CAASPP as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students' addresses as reported in CALPADS. For schools within an LAUSD "Zone of Choice," all the schools that the students could have potentially attended will be used to calculate a Resident Schools Median (RSM).

A Middle performing charter school may be renewed for a period of five years. (Ed. Code, § 47607.2(a)(7).)⁴

Criterion 3:

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

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the high, middle, or low performing criteria, upon a finding that either:

- (1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:
 - (a) Substantial fiscal factors, or
 - (b) Substantial governance factors.

Pursuant to the District policy, substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities related costs, Prop. 39 over-allocated space reimbursements, etc.). Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

- (2) The charter school is not serving the pupils who wish to attend.

⁴ Id., pp. 35-37.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)⁵

III. FINDINGS OF FACT IN SUPPORT OF DENIAL

Based on a comprehensive review of the Ivy Bound renewal petition application and Charter School's record of academic performance, District staff recommends that the LAUSD Board deny the renewal petition and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Ivy Bound Math, Science, and Technology Charter Middle* based on the following ground(s):

- Charter School is demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code § 47605(c)(2).) (Criterion 1)
- As a Middle performing charter school, Ivy Bound fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code § 47607.2(b).) (Criterion 2)

A. As a Middle performing charter school, Ivy Bound fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code § 47607.2(b).) (Criterion 2)

Charter School has been identified by the California Department of Education (CDE) as a Middle performing charter school.⁶ As outlined in the findings of fact in this Report, and the attached Exhibits, which are hereby incorporated into this finding by this reference, for the two applicable measurements of academic performance – English Language Arts (ELA) and Math, Charter School demonstrated performance levels for All Students and for all numerically significant student groups that are lower than the state average, with the exception of the Socioeconomically Disadvantaged student group in 2021-2022 in ELA, and in Math, All Students and the Socioeconomically Disadvantaged student group in 2021-2022.

While giving greater weight to Charter School's performance on the measurements of academic performance, the District staff finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School, and that closure of Charter School is in the best interest of pupils.

As set forth in below, consistent with Education Code section 47607.2(b), the District finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to students of the charter school; the closure of Charter School is in the best

⁵ Id., pp. 37-38.

⁶ The list of charter schools and their respective performance categories, as determined by the criteria outlined in AB 1505, published by CDE's Charter Schools Division is available at <https://www.cde.ca.gov/sp/ch/cspperformcategory.asp>.

interest of the pupils; and the decision provides greater weight to the performance on the measurements of academic performance.

1. Academic Performance Analysis

Based on the comprehensive review of the renewal petition, and Charter School’s record of academic performance as outlined below, District staff has determined that even though Charter School has been designated by the state as Middle performing, the school did not attain measurable increases in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard (ELA and Math). The charter school provided one year of verified data desegregated by grade levels; however, the verified data was not clear and convincing. (See Exhibit 2, Ivy Bound DFS Data Set).

Charter School’s academic performance reflects the following:

a. California School Dashboard English Language Arts Academic Indicator

For the past three years, Charter School’s Distance from Standard (DFS) in ELA has been lower than the state for All Students, and for all numerically significant student groups, except for the Socioeconomically Disadvantaged student group in 2022. Additionally, Charter School has demonstrated declines in DFS change levels for All Students, and all numerically significant student groups⁷ over the last two years, 2022-2023 and 2023-2024. (See Exhibit 2, Ivy Bound DFS Data Set).

Ivy Bound Academy of Math, Science, and Technology Charter Middle 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	-12.3	Low	-12.2	Lower
Latino	Met	Low	-41.0	Low	-38.6	Lower
White	Met	Medium	-2.6	High	21.9	Lower
Socioeconomically Disadvantaged	Met	Low	-25.1	Low	-41.4	Higher

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-59.8	-47.6	Orange	-13.6	Lower
White	Met	Orange	-40.5	-38.0	Green	20.8	Lower

⁷ The Latino and English Learner student groups were not numerically significant in 2023.

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Red	-71.7	-46.6	Orange	-42.6	Lower

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-91.4	-31.5	Orange	-13.2	Lower
Latino	Met	No Performance Color	-115.6	-14.9	Orange	-39.3	Lower
White	Met	Red	-73.6	-33.1	Green	19.2	Lower
English Learner	Met	No Performance Color	-118.4	-22.8	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Red	-99.7	-28.0	Orange	-40.9	Lower

Data Sources: CA School Dashboard

b. California School Dashboard Math Academic Indicator

In 2022-2023, Charter School's DFS in Math was higher than the state for All Students, and for one of two numerically significant student groups. However, in the most recent two years, Charter School's DFS in Math was lower than the state for All Students, and for all numerically significant student groups. Additionally, Charter School has demonstrated declines in Math DFS change levels for All Students, and for all numerically significant student groups⁸ over the last two years, 2022-2023 and 2023-2024. (See Exhibit 2, Ivy Bound DFS Data Set).

Ivy Bound Academy of Math, Science, and Technology Charter Middle 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	-37.1	Low	-51.7	Higher
Latino	Met	Low	-84.1	Low	-83.4	Lower
White	Met	Medium	-23.9	Medium	-13.4	Lower

⁸ The Latino and English Learner student groups were not numerically significant in 2023.

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Low	-61.8	Low	-84.0	Higher

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle 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	-80.1	-43.0	Orange	-49.1	Lower
White	Met	Orange	-74.0	-50.1	Yellow	-11.1	Lower
Socioeconomically Disadvantaged	Met	Orange	-94.3	-32.5	Yellow	-80.8	Lower

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

Ivy Bound Academy of Math, Science, and Technology Charter Middle Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-94.3	-14.2	Orange	-47.6	Lower
Latino	Met	No Performance Color	-114.7	-18.4	Orange	-79.2	Lower
White	Met	Orange	-79.8	-5.8	Yellow	-10.3	Lower
English Learner	Met	No Performance Color	-114.4	-0.1	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Red	-108.2	-13.8	Orange	-78.2	Lower

Data Sources: CA School Dashboard

2. Charter School's Verified Data Does Not Provide Clear and Convincing Evidence of Measurable Increases in Academic Achievement.

In addition to considering the schoolwide performance and performance of numerically significant student groups of pupils served by Charter School on both the state and local indicators on the California School Dashboard, and providing greater weight to the performance on measurements of academic performance on the Dashboard as part of the renewal consideration, the District must also consider clear and convincing evidence, *demonstrated by verified data*, showing that Charter

School achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

Charter School submitted one year (2023-2024) of Northwest Evaluation Association (NWEA) for verified data, specifically, Measures of Academic Progress (MAP) assessment *Student Growth Summary Report* in Reading, Language Usage, and Math. NWEA is an adopted academic progress indicator approved by the State Board of Education to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per the California State Board of Education’s May 2023 Agenda Item #02, publisher guidance states, “A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.” ([may23item02.docx](#))

To be eligible for inclusion as verified data, consistent with Education Code section 47607.2(c)(2), a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Reports* provided by Charter School do not provide a participation rate on the reports, however, it does include the total number of “growth events”⁹ on the reports. In 2023-2024, Charter School had a Norm Enrollment of 127 students and the NWEA Reading, NWEA Language Usage, and the NWEA Math report had 101 (79.5%) growth events each. Thus, the 2023-2024 assessment data does not appear to include at least 95 percent of eligible students. (See Exhibit 3, Ivy Bound Verified Data).

Charter School provided only one year of data from NWEA *Student Growth Summary Reports* for 2023-2024 (Fall 2023 – Spring 2024) in Reading, Language Usage, and Math for grade levels and for the following student groups by grade level: Latino, White, and Socioeconomically Disadvantaged. NWEA is an adopted academic progress indicator approved by the State Board of Education to be on the verified data list.

Reading

As seen in the table below, Charter School did not meet one year’s progress for any of the grade levels or the student groups.

MAP Growth Reading 2023-2024				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year’s Progress
Grade 5	11	-0.2 to 0.2	-2.43	Not Met
Latino	*	-0.2 to 0.2	*	*
White	*	-0.2 to 0.2	*	*

⁹ Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

MAP Growth Reading 2023-2024				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Grade 6	25	-0.2 to 0.2	-1.25	Not Met
Latino	14	-0.2 to 0.2	-0.86	Not Met
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	21	-0.2 to 0.2	-1.13	Not Met
Grade 7	33	-0.2 to 0.2	-2.15	Not Met
Latino	*	-0.2 to 0.2	*	*
White	21	-0.2 to 0.2	-2.95	Not Met
Socioeconomically Disadvantaged	23	-0.2 to 0.2	-0.68	Not Met
Grade 8	32	-0.2 to 0.2	-1.90	Not Met
Latino	13	-0.2 to 0.2	-1.75	Not Met
White	16	-0.2 to 0.2	-2.01	Not Met
Socioeconomically Disadvantaged	21	-0.2 to 0.2	-3.18	Not Met

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

Language Usage

As seen in the table below, the Charter School did not meet one year's progress for the majority of student groups and grade levels. However, Charter School demonstrated the following:

- o Grade 7 met one year's progress as well as the White and Socioeconomically Disadvantaged student groups in grade 7.

MAP Growth Language Usage 2023-2024				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Language Usage: Conditional Growth Index (CGI)	One Year's Progress
Grade 5	11	-0.2 to 0.2	-0.68	Not Met
Latino	*	-0.2 to 0.2	*	*
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Grade 6	25	-0.2 to 0.2	-1.17	Not Met
Latino	14	-0.2 to 0.2	-2.47	Not Met
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	21	-0.2 to 0.2	-2.22	Not Met
Grade 7	33	-0.2 to 0.2	0.30	Met

MAP Growth Language Usage 2023-2024				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Language Usage: Conditional Growth Index (CGI)	One Year's Progress
Latino	*	-0.2 to 0.2	*	*
White	21	-0.2 to 0.2	1.88	Met
Socioeconomically Disadvantaged	23	-0.2 to 0.2	1.32	Met
Grade 8	32	-0.2 to 0.2	-2.07	Not Met
Latino	13	-0.2 to 0.2	-1.50	Not Met
White	16	-0.2 to 0.2	-1.58	Not Met
Socioeconomically Disadvantaged	21	-0.2 to 0.2	-3.76	Not Met

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

Math

As seen in the table below, Charter School demonstrated mixed results. Charter School demonstrated the following:

- Grades 5 and grade 8 did not meet one year's progress, but grade 6 and grade 7 met one year's progress.
- The Latino student group in grade 6 met one year's progress, and the Socioeconomically Disadvantaged student group met one year's progress in grades 6 and 7.
- The Socioeconomically Disadvantaged student group did not meet one year's progress in grade 8.
- The White student group did not meet one year's progress in grades 7 and 8.

MAP Growth Math 2023-2024				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Grade 5	11	-0.2 to 0.2	-0.83	Not Met
Latino	*	-0.2 to 0.2	*	*
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	*	-0.2 to 0.2	*	*
Grade 6	26	-0.2 to 0.2	1.71	Met
Latino	15	-0.2 to 0.2	1.76	Met
White	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	22	-0.2 to 0.2	1.28	Met
Grade 7	33	-0.2 to 0.2	0.24	Met
Latino	*	-0.2 to 0.2	*	*
White	21	-0.2 to 0.2	-0.63	Not Met

MAP Growth Math 2023-2024				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Socioeconomically Disadvantaged	20	-0.2 to 0.2	0.87	Met
Grade 8	32	-0.2 to 0.2	-0.96	Not Met
Latino	*	-0.2 to 0.2	*	*
White	16	-0.2 to 0.2	-1.83	Not Met
Socioeconomically Disadvantaged	13	-0.2 to 0.2	-0.22	Not Met

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

As described above, Charter School provided only one year of verified data. In Reading and Language Usage the majority of grade levels and student groups did not meet one year's progress. In Math, the data indicated mixed results. Additionally, the assessment data does not appear to include at least 95 percent of eligible students. Therefore, considering the limited data provided, as well as the noted results, Charter School did not provide clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

3. Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school.

Based on the information/findings established above and as evidenced by the tables/data provided herein, and supporting exhibits attached to this Report, District staff recommends denial of Ivy Bound's renewal petition on the grounds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School.

4. Closure of Charter School is in the best interest of pupils.

The District weighed various factors in determining whether closure of Charter School is in the best interests of students. Here, having considered Charter School's schoolwide performance and performance of its numerically significant student groups on the Dashboard, while providing greater weight to performance on measurements of academic performance, and considered the lack of clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, defined as one year's progress for each year of the school, the District has also considered the performance of Resident Schools where students may otherwise attend, and determined that non-renewal and closure of Charter School is in the best interest of its students.

The District's consideration included a comparison to Resident Schools' performance on the measurements of academic performance, including California School Dashboard data and CAASPP. (See Exhibit 4, Ivy Bound RSM Data Set).

a. Resident Schools Median CA School Dashboard Indicator Student Group Comparison Analysis

English Language Arts RSM

As reflected in the table below, Ivy Bound was higher than the RSM for All Students, and all numerically significant student groups in 2022. However, both 2023 and 2024, Charter School was lower than the RSM for All Students, and for the numerically significant student groups in ELA (the Latino and English Learner student groups were not numerically significant in 2023).

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	147	Low	-12.3	3,963	Low	-54.6	Higher
Latino	39	Low	-41.0	2,588	Low	-62.8	Higher
White	88	Medium	-2.6	938	Low	-13.3	Higher
Socioeconomically Disadvantaged	73	Low	-25.1	3,204	Low	-58.2	Higher

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	124	Orange	-59.8	3,929	Orange	-56.4	Lower
White	78	Orange	-40.5	923	Green	-4.2	Lower
Socioeconomically Disadvantaged	66	Red	-71.7	2,950	Orange	-60.6	Lower

Data Sources: California School 2023 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	111	Red	-91.4	3,711	Orange	-50.2	Lower

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
Latino	43	No Performance Color	-115.6	2,450	Orange	-60.0	Lower
White	59	Red	-73.6	814	Green	8.4	Lower
English Learner	42	No Performance Color	-118.4	1,194	Orange	-104.1	Lower
Socioeconomically Disadvantaged	84	Red	-99.7	3,074	Orange	-55.2	Lower

Data Sources: California School 2024 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Math RSM

As reflected in the table below, in 2022, Ivy Bound was higher than the RSM for All Students, and all numerically significant student groups. However, in 2023, Charter School was higher than the RSM for All Students, and for one of two numerically significant student groups. In 2024, Charter School was lower than the RSM for three of four numerically significant student groups (the Latino and English Learner student groups were not numerically significant in 2023), but higher than the RSM for All Students, and the English Learner student group.

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	147	Low	-37.1	3,964	Very Low	-105.6	Higher
Latino	39	Low	-84.1	2,588	Very Low	-115.8	Higher
White	88	Medium	-23.9	937	Low	-75.9	Higher
Socioeconomically Disadvantaged	73	Low	-61.8	3,203	Very Low	-109.4	Higher

Data Sources: California School 2022 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	124	Orange	-80.1	3,915	Orange	-102.1	Higher

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
White	78	Orange	-74.0	921	Orange	-51.3	Lower
Socioeconomically Disadvantaged	66	Orange	-94.3	2,944	Orange	-105.7	Higher

Data Sources: California School 2023 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

Ivy Bound Academy of Math, Science, and Technology Charter Middle 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	117	Orange	-94.3	3,761	Orange	-98.0	Higher
Latino	43	No Performance Color	-114.7	2,466	Orange	-109.8	Lower
White	65	Orange	-79.8	846	Yellow	-32.1	Lower
English Learner	48	No Performance Color	-114.4	1,253	Orange	-142.8	Higher
Socioeconomically Disadvantaged	89	Red	-108.2	3,123	Orange	-103.6	Lower

Data Sources: California School 2024 Dashboard Research data files. 2023-2024 Resident Schools used for comparison.

b. CAASPP Standards Exceeded and Standards Met Comparison Analysis

English Language Arts RSM

In 2023 and 2024, the CAASPP Standards Exceeded and Standard Met Data for Ivy Bound shows that Charter School performed lower than the RSM for All Students and all numerically significant student groups in ELA.

Ivy Bound Academy of Math, Science, and Technology English Language Arts/Literacy						
Student Group	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison
All Students	29.1	30.2	Lower	19.3	33.4	Lower
Socioeconomically Disadvantaged	22.4	29.0	Lower	16.9	31.9	Lower

Ivy Bound Academy of Math, Science, and Technology English Language Arts/Literacy						
Student Group	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison
White	33.3	50.0	Lower	26.6	57.1	Lower
Latino	*	*	*	11.1	30.0	Lower
English Learner	*	*	*	4.8	5.0	Lower

Data Source: caaspp-elpac.org

*Student groups not numerically significant in 2022-2023

Math RSM

In 2023, the CAASPP Standard Exceeded and Standard Met Data for Ivy Bound shows that Charter School performed higher than the RSM for All Students and the Socioeconomically Disadvantaged student group. Charter School performed lower than the RSM for the White student group in 2023. In 2024, Charter School performed lower than the RSM for All Students and for all numerically significant student groups, with the exception of the English Learner student group.

Ivy Bound Academy of Math, Science, and Technology Mathematics						
Student Group	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison
All Students	21.4	18.2	Higher	16.0	19.0	Lower
Socioeconomically Disadvantaged	19.2	17.5	Higher	13.8	18.2	Lower
White	21.1	36.2	Lower	21.4	45.5	Lower
Latino	*	*	*	8.9	15.5	Lower
English Learner	*	*	*	11.1	3.0	Higher

Data Source: caaspp-elpac.org

*Student groups not numerically significant in 2022-2023

c. LTEL RSM Analysis

The Long-term English Learner student group was not numerically significant in ELA, Math, and ELPI.

B. Ivy Bound is demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code § 47605(c)(2).) (Criterion 1)

a. Student Achievement and Educational Performance

Based on the record of performance for All Students and the school's numerically significant student groups, as presented above, and also as noted in the Annual Performance-Based Oversight Visit Report under Areas Noted for Further Growth and/or Improvement in 2022-2023 and 2023-2024, Charter School performance in ELA and Math has been lower than the state average for All Students, and all of the numerically significant student groups for the past two years. Charter School's actions did not yield academic outcomes at a level equal to or higher than the state averages. In addition, the charter school has demonstrated decreases for All Students and all numerically significant student groups for two consecutive years. Overall, in light of the demonstrated student academic performance being lower than the state for All Students, and all of the numerically significant student groups for the last two academic years, as well as the school's lack of clear and convincing verified data results, the school is demonstrably unlikely to successfully implement the program.

b. Low Student Enrollment

In addition to the academic data concerns noted above, Charter School is significantly underenrolled. Charter School has shown steadily declining enrollment for each year of the current term (and for several years prior). Although Charter School has maintained positive net assets and met all the financial ratios above the District-recommended levels over the most current four audited years, District staff noted concerns regarding Ivy Bound's declining student enrollment in the 2023-2024 Annual Performance-Based Oversight Visit Report, which recorded an enrollment of 127 students. In response, Charter School stated that they have increased outreach and recruitment efforts, and expanded marketing initiatives within the surrounding community. However, Charter School reported a total enrollment of only 86 students for Fiscal Year 2024-2025, reflecting a cumulative enrollment decline over 62% since Fiscal Year 2014-2015. Ivy Bound's low and continued declining student enrollment, and Charter School's declines in academic performance, raise concerns about Charter School's ability to successfully implement the educational program. The low enrollment may lead to potential depletion of Charter School's funds, resulting in negative net assets should the trend continue.

IV. RECOMMENDATION

Based on the foregoing, staff recommends that the LAUSD Board of Education deny the renewal petition of Ivy Bound. The recommendation for denial is based on findings that Charter School does not meet the criteria for renewal as a Middle performing charter school based on failure to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of

Charter School, and as demonstrated by Charter School's failure to make sufficient academic progress, the petitioners are demonstrably unlikely to successfully implement the educational program set forth in the renewal petition.

In order to deny the renewal petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the renewal petition. (Ed. Code § 47605, subd. (c); Ed. Code, §47607.2, subd. (b)(6).) Should the LAUSD Board decide to deny Charter School's renewal petition, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ivy Bound Academy of Math, Science, and Technology Charter Middle* as the Board's written findings of fact in support of the denial.

Exhibits available for perusal at the following link:

<https://drive.google.com/drive/folders/1y2UWMcxj2Gm5yWYp6sjMYOcXba85EJWb?usp=sharing>