



Board of Education Report

File #: Rep-157-24/25, **Version:** 1

Denial of the Renewal Petition for KIPP Sol Academy [PUBLIC HEARING]

January 14, 2025

Charter Schools Division

Action Proposed:

Adopt the denial of the renewal charter petition for KIPP Sol Academy (“Charter School”), located in Board District 2 and Region East, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy.

Background:

KIPP Sol Academy is a 5-8 school currently serving 461 students on a private facility at 4800 E. Cesar Chavez Avenue, Los Angeles, CA, 90022 in Board District 2 and Region East. KIPP Sol Academy was originally approved by the LAUSD Board of Education on October 4, 2011. On November 15, 2016, the charter school was renewed for a five-year term to serve 485 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 KIPP Sol Academy expires June 30, 2025.

On October 17, 2024, KIPP Sol Academy 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 15, 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 47605 and therefore recommends denial of the renewal petition.

Due Diligence:

Current KIPP Sol Academy 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 KIPP Sol Academy 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 KIPP Sol Academy, 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 authority of the Board.

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 KIPP Sol Academy, Charter School would not be authorized to continue operating as a charter school under the authority of the Board. Charter School's current charter expires on June 30, 2025. 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. 157, 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 KIPP Sol Academy, 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 chosen to remain with a non-LAUSD Special Education Local Planning Area (SELPA) of which it is currently a participating member. Should Charter School subsequently elect to be part of the LAUSD SELPA, any 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 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 - KIPP Sol Academy Data Set

Attachment C - KIPP Sol Academy Verified Data Reports

Attachment D - KIPP Sol Academy RSM Data

Attachment E - Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy.

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

https://drive.google.com/drive/folders/1528IGsX1iKPQEcXZ5vy1Te_yle0PJfDG?usp=sharing

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.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 157-24/25
 January 14, 2025

School Name:	KIPP Sol Academy			BOARD IS REQUIRED TO TAKE ACTION BY: January 15, 2025
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	KIPP SoCal Public Schools			
Location Code:	5189			
Type of Site(s):	Private			
Site Address(es):	4800 E. Cesar Chavez Avenue, Los Angeles, CA 90022			
Board District(s):	2	Region(s):	East	
Grade Levels Served:	5-8	Current Enrollment:	461	
Grade Levels Authorized in Current Charter:	5-8	Approved Enrollment in Current Charter:	485	
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 KIPP Sol Academy (“Charter School”), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 485 students in grades 5-8 in each year of the charter term.

II. RENEWAL REQUIREMENTS

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

Criteria for Charter School Renewal and Grounds for Nonrenewal

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

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

For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy*, 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 KIPP Sol Academy*, 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

	KIPP Sol Academy
Initial Authorization:	On October 4, 2011, KIPP Sol Academy (formerly named KIPP Charter Middle School #5) was authorized by the LAUSD Board of Education to serve 490 students in grades 5-8.
Most Recent Renewal	The charter was renewed on November 15, 2016 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 485 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 KIPP Sol Academy expires June 30, 2025.

	KIPP Sol Academy
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on October 26, 2021, to add and an admissions preference.
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	KIPP Sol Academy submitted its renewal petition application on October 17, 2024. The 90-day statutory timeline for Board action on the petition runs through January 15, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	KIPP Sol Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	KIPP Sol Academy participates in the El Dorado Special Education Local Plan Area (SELPA).

B. Charter School Operator

KIPP Sol Academy is operated by KIPP SoCal Public Schools, a California nonprofit public benefit corporation that also operates 14 other LAUSD-authorized charter schools.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

KIPP Sol Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and 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 only one year of verified data desegregated by grade levels; 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 KIPP Sol Academy* 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.

KIPP Sol Academy Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Low	High	Not available	Very High	Not available	Very Low
2022-2023	Orange	Orange	Orange	Not available	Yellow	Not available	Blue
2023-2024	Orange	Orange	Yellow	Not available	Yellow	Not available	Blue

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

c. English Language Arts Indicator

Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* for more details.

d. Math Indicator

Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* for more details.

e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school’s Status Level of High was higher than the state’s Status Level of Medium. The charter school’s English Learner Progress Rate was higher than the state’s rate. In 2023 on the ELPI, the charter school’s performance color of Orange was higher than the state’s Performance Level of Yellow. The charter school’s English Learner Progress Rate was higher than the state’s rate. In 2024 on the English Learner Progress Indicator (ELPI), the charter school’s Performance Level of Yellow was higher than the state’s Performance Level of Orange. The charter school’s English Learner Progress Rate was higher than the state’s rate.

KIPP Sol Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	High	63.0%	Medium	50.3%	Higher

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

KIPP Sol Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	52.9%	-10.1%	Yellow	48.7%	Higher

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

KIPP Sol Academy - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Yellow	54.3%	1.5%	Orange	45.7%	Higher
Long-Term English Learners	---	Yellow	61.2%	-9.5%	Orange	45.8%	Higher

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 higher than the state for All Students, and higher for three of the four 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 three of four 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 four of five 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 KIPP Sol Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>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	The rating of <i>Developing</i> in 2023-2024 was a result of the school performing lower than the state in the majority of the California School Dashboard indicators.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. VERIFIED DATA

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school’s achieved measurable increases in academic achievement, or strong postsecondary outcomes. (Ed. Code, § 47607.2(b)(3).)

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

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 (“Spring (March 2 - End of Year)”) in Reading and Math. i-

Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list. Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* for more details.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Please see the *Findings of Fact in Support of Denial of the Renewal Charter Petition for KIPP Sol Academy* for more details.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

KIPP Sol Academy’s fiscal condition is 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	\$3,499,193	\$4,502,592	\$6,081,485	\$6,390,543	\$6,298,533
Net Income/Loss	\$130,686	\$1,003,399	\$1,578,893	\$309,058	(\$92,010) *
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	503	514	498	495	483

*Per KIPP SoCal Public Schools, the net loss projected in the Fiscal Year 2023-2024 Unaudited Actuals was primarily due to an unexpected increase in Special Education and substitute teacher costs and tenant improvements for the school facility.

b. 2022-2023 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: Yes
 Lack of a Going Concern: None Reported

KIPP SoCal Public Schools’ 2022-2023 independent audit report identified audit findings regarding noncompliance in the following areas:

- a) Unduplicated Pupil Counts: This issue pertains to KIPP Endeavor College Preparatory Charter, with an estimated questioned cost of \$3,662 as disclosed in the audit report; and
- b) Transitional Kindergarten (TK): Noncompliance was noted across seven KIPP SoCal Public Schools charter schools, six of which are authorized by LAUSD, which does not include KIPP Sol Academy. The total estimated questioned cost for these seven schools was \$254,203.

During the CSD’s 2023-2024 oversight process, KIPP SoCal Public Schools provided the CSD its detailed Corrective Action Plan, outlining steps taken to comply with the California TK requirements. These steps include: updating enrollment, staffing, and recruitment practices, establishing a dedicated

TK classroom that aligns enrollment targets with facility capacity, implementing a monthly process to check TK classroom enrollment and the adult-to-pupil ratio, and revising internal controls to conduct more frequent audits of classroom size and adult-to-pupil ratios in alignment with California Department of Education guidelines. The CSD will continue to monitor the above-mentioned audit findings and the implementation of these measures through ongoing oversight and the review of KIPP SoCal Public Schools’ 2023-2024 independent audit.

c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

KIPP SoCal Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
20	17	\$156,642,619	\$15,064,776	\$82,084,526	\$10,978,286

On February 1, 2024, the KIPP SoCal Public Schools Board of Directors approved the voluntarily surrender of KIPP Generations Academy and KIPP Pueblo Unido charters, effective June 30, 2024, citing issues of long-term fiscal sustainability and under-enrollment.

ATTACHMENT B KIPP Sol Academy

Academic Performance - English Language Arts

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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.

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	2	5189	KIPP Sol Academy	All Students	485	-9.4	Low	-12.2	Low	Higher	471	Orange	-21.4	-12	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	0	--	--	63	Very High	--	0	--	--	--	--	Blue	61.8	-1.2	Maintained	--
				Black or African American	0	--	--	-57.7	Low	--	0	--	--	--	--	Orange	-59.6	-2	Maintained	--
				English Learner	127	-51.4	Low	-61.2	Low	Higher	114	Orange	-68.5	-17.1	Declined Significantly	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	--	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	484	-9.3	Low	-38.6	Low	Higher	468	Orange	-20.9	-11.7	Declined	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	407	-16.2	Low	-41.4	Low	Higher	395	Orange	-25.3	-9.1	Declined	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	65	-76.6	Very Low	-97.3	Very Low	Higher	65	Red	-87.7	-11.1	Declined	Red	-96.3	1.8	Maintained	Higher
				Two or More Races	0	--	--	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	0	--	--	21.9	High	--	*	No Color	--	--	No Change Level	Green	20.8	-1.2	Maintained	--

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

ELA Participation Rate By Student Group													
ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022	--	--	--	98%	--	67%	100%	98%	--	98%	99%	--	--
Participation Rate Met 2022	--	--	--	Yes	--	No	Yes	Yes	--	Yes	Yes	--	--
Percent of students tested in 2023	--	--	--	99%	--	100%	100%	99%	--	99%	97%	--	100%
Participation Rate Met 2023	--	--	--	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	Yes

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

KIPP Sol Academy

Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
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
				All Students	485	-65.0	Low	-51.7	Low	Lower	469	Orange	-73.4	-8.3	Declined	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	0	--	--	48.4	Very High	--	0	--	--	--	--	Blue	50.8	2.3	Maintained	--
				Black or African American	0	--	--	-106.9	Very Low	--	0	--	--	--	--	Red	-104.5	2.6	Maintained	--
				English Learner	125	-101.2	Very Low	-92.0	Low	Lower	114	Red	-113.7	-12.5	Declined	Orange	-93.4	-1.4	Maintained	Lower
				Filipino	0	--	--	2.7	High	--	0	--	--	--	--	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	484	-65.1	Low	-83.4	Low	Higher	466	Orange	-73.2	-8.1	Declined	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	407	-71.2	Low	-84.0	Low	Higher	393	Orange	-76.5	-5.3	Declined	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	64	-126.6	Very Low	-130.8	Very Low	Higher	65	Red	-143.6	-17.0	Declined Significantly	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	0	--	--	-13.4	Medium	--	*	No Color	--	--	No Change Level	Yellow	-11.1	2.3	Maintained	--

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

Math Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in Met 2022 *	98%	--	--	--	97%	--	100%	100%	98%	--	98%	97%	--	--
Percent of students tested in Met 2023	Yes	--	--	--	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--
Participation Rate Met 2023	Yes	--	--	--	Yes	--	50%	100%	99%	--	99%	97%	--	100%
Participation Rate Met 2023	Yes	--	--	--	Yes	--	No	Yes	Yes	--	Yes	Yes	--	Yes

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

KIPP Sol Academy

English Learner Progress Indicator (ELPI)

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

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), 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	School to State ELPAC Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change Level	Percentage of English Learners making progress towards English proficiency	State 2023 Performance Level (color)	State 2023 Change	School to State ELPAC Comparison		
E	2	5189	KIPP Sol Academy	English Learner	73	63.0%	High	50.3%	Medium	Higher	87	Orange	52.9%	-10.1%	Declined Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative 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	76	75	98.7%
2023	89	87	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	KIPP Sol Academy
State	61.6%
ELS Who Progressed at Least One ELP Level	47.5%
ELS Who Maintained ELP Level 4	1.4%
ELS Who Maintained ELP Level 1, 2L, 2H, 3L, 3H	2.8%
ELS Who Decreased at Least One ELP Level	17.8%

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	KIPP Sol Academy
State	45.9%
ELS Who Progressed at Least One ELP Level	46.4%
ELS Who Maintained ELP Level 4	5.9%
ELS Who Maintained ELP Level 1, 2L, 2H, 3L, 3H	27.1%
ELS Who Decreased at Least One ELP Level	18.6%

KIPP Sol Academy

Chronic Absenteeism

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

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

Chronic Absenteeism - CA School Dashboard Indicator																				
R G	B D	Locatio n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
				All Students	501	37.9%	Very High	30.0%	Very High	Higher	499	Yellow	29.7%	-8.3%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	0	--	--	11.5%	High	--	0	--	--	--	--	Yellow	10.1%	-1.4	Declined	--
				Black or African American	*	--	No Performance Level	42.9%	Very High	--	0	--	--	--	--	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	80	43.8%	Very High	33.6%	Very High	Higher	91	Orange	29.7%	-14.1%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	0	--	--	16.2%	High	--	0	--	--	--	--	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	499	37.9%	Very High	35.8%	Very High	Higher	495	Yellow	29.5%	-8.4%	Declined Significantly	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	420	37.1%	Very High	37.4%	Very High	Lower	417	Yellow	29.5%	-7.6%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	69	55.1%	Very High	39.6%	Very High	Higher	67	Orange	40.3%	-14.8%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Higher
				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	0	--	--	21.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	18.5%	-3.5	Declined Significantly	--

Data Sources: California School Dashboard Research data files 2023

KIPP Sol Academy

Suspension Rate Indicator

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/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
E	2	5189	KIPP Sol Academy	All Students	506	0.0%	Very Low	3.1%	Medium	Lower	501	Blue	0.2%	0.2%	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	0	--	--	0.9%	Very Low	--	0	--	--	--	--	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	0	--	--	--	--	Red	8.8%	0.9%	Increased	--
				English Learner	81	0.0%	Very Low	3.2%	Medium	Lower	91	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	0	--	--	1.2%	Low	--	0	--	--	--	--	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	504	0.0%	Very Low	3.3%	Medium	Lower	497	Blue	0.2%	0.2%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	424	0.0%	Very Low	4.0%	Medium	Lower	418	Blue	0.2%	0.2%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	71	0.0%	Very Low	5.4%	High	Lower	67	Blue	0.0%	0.0%	Maintained	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	*	No Color	--	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	0	--	--	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

KIPP Sol Academy

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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
E	2	5189	KIPP Sol Academy	488	86.3%	0.0%	0.0%	0.2%	0.4%	19.5%	0.0%	0.6%	1.4%	99.0%	0.4%	0.0%	0.0%	86.7%	12.9%	0.0%	0.4%
			Statewide	5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
			Los Angeles Unified	529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	2	5189	KIPP Sol Academy	494	83.0%	0.0%	0.0%	0.0%	0.0%	18.6%	0.0%	0.2%	0.4%	99.2%	0.8%	0.0%	0.6%	83.4%	12.6%	0.0%	0.2%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

KIPP Sol Academy

RECLASSIFICATION RATES

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA 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
E	2	5189	KIPP Sol Academy	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	--
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Language Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	--
					2022-2023 Reclassification Rate	--	--	

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

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

KIPP Sol Academy

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

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <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
				LTEL 6+ Years	22	10.8%	226,535	11.1%	40	20.3%	211,218	18.1%
				At-Risk 4-5 Years	7	3.4%	144,190	7.1%	14	7.1%	136,190	9.6%
				EL 0-3 Years	1	0.5%	505,487	24.8%	2	1.0%	519,652	26.0%
E	2	5189	KIPP Sol Academy	EL 4+ Years Not At-Risk or LTEL	62	30.5%	236,323	11.6%	39	19.8%	207,773	10.4%
				EL total	92	45.3%	1,112,535	54.5%	95	48.2%	1,074,833	53.8%
				RFEP	111	54.7%	927,723	45.5%	102	51.8%	924,460	46.2%
				Total (Ever)	203	100.0%	2,040,258	100.0%	197	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>

KIPP Sol Academy

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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 %
E	2	5189	KIPP Sol Academy	488	63	12.9%
			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 %
E	2	5189	KIPP Sol Academy	494	62	12.6%
			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
E	2	5189	KIPP Sol Academy	85.7%	14.3%	9	0	0	0	0	0	0	0	8	0	36	10	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
E	2	5189	KIPP Sol Academy	87.1%	12.9%	7	0	0	0	0	1	0	0	10	0	38	6	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
OHI	Other Health Impairment
OI	Orthopedic Impairment
SLD	Specific Learning Disability
SLL	Speech or Language Impairment
TBI	Traumatic Brain Injury
VI	Visual Impairment
MD	Multiple Disabilities

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

KIPP Sol Academy

-KIPP Sol Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-62.3	-40.9	Orange	-13.2	Lower
English Learner	Met	Red	-87.2	-18.7	Orange	-67.6	Lower
Latino	Met	Orange	-62.1	-41.2	Orange	-39.3	Lower
Long-Term English Learner	Met	Red	-105.0	-29.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-68.8	-43.6	Orange	-40.9	Lower
Students with Disabilities	Met	Red	-123.0	-35.3	Red	-95.6	Lower

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

KIPP Sol Academy - Math Indicator - 2023-2024

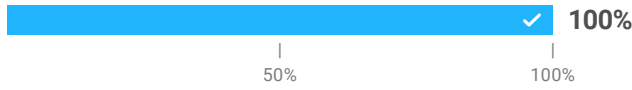
Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-90.8	-17.4	Orange	-47.6	Lower
English Learner	Met	Red	-123.6	-9.9	Orange	-93.4	Lower
Latino	Met	Orange	-91.0	-17.8	Orange	-79.2	Lower
Long-Term English Learner	Met	Red	-142.5	-15.5	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Red	-95.7	-19.2	Orange	-78.2	Lower
Students with Disabilities	Met	Red	-162.2	-18.5	Red	-124.3	Lower

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

School: Kipp Sol Academy
 Subject: Reading
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

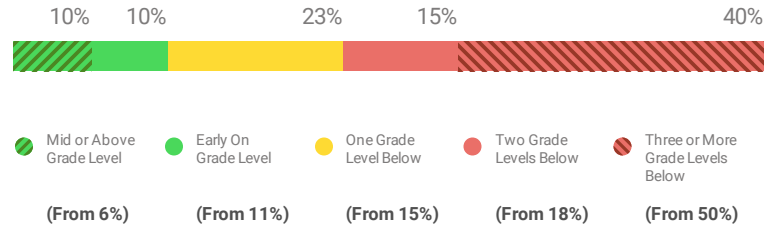
Students Assessed/Total: 471/473

Progress to Annual Typical Growth (Median)

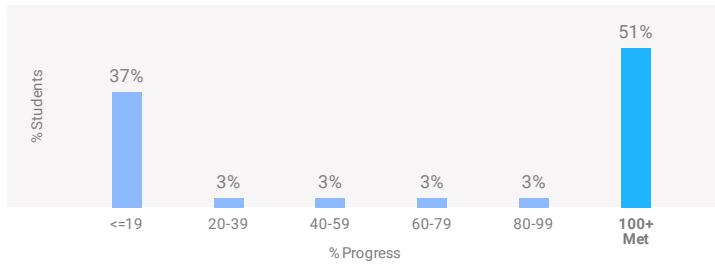


The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

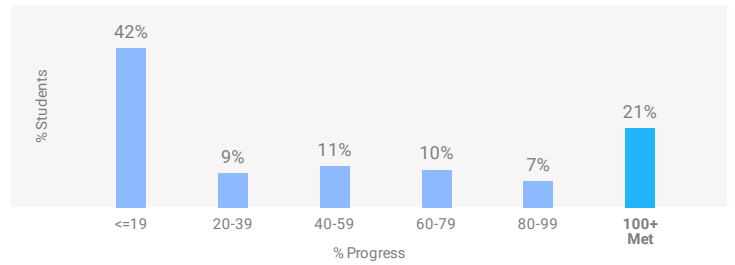
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

English Learner

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	103%	51%	45%	23%	52%	118/118
Grade 5	Yes - English Learner	81%	48%	34%	30%	52%	23/23
Grade 5	No - English Learner	105%	52%	45%	21%	52%	95/95
Grade 6	Overall	60%	45%	25%	19%	43%	120/121
Grade 6	Yes - English Learner	99%	50%	37%	27%	54%	26/26
Grade 6	No - English Learner	29%	44%	11%	17%	40%	94/95

Diagnostic Growth

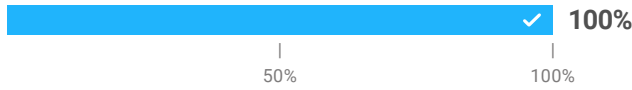
School Kipp Sol Academy
Subject Reading
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	171%	61%	58%	27%	57%	118/119
Grade 7	Yes - English Learner	253%	72%	86%	41%	62%	29/29
Grade 7	No - English Learner	147%	57%	50%	22%	55%	89/90
Grade 8	Overall	33%	45%	12%	16%	41%	115/115
Grade 8	Yes - English Learner	67%	47%	24%	7%	40%	15/15
Grade 8	No - English Learner	25%	45%	9%	17%	41%	100/100

School: Kipp Sol Academy
 Subject: Reading
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

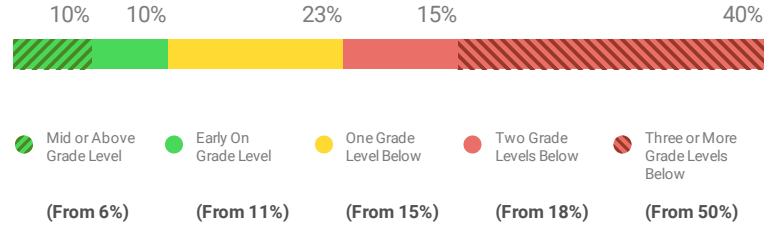
Students Assessed/Total: 471/473

Progress to Annual Typical Growth (Median)



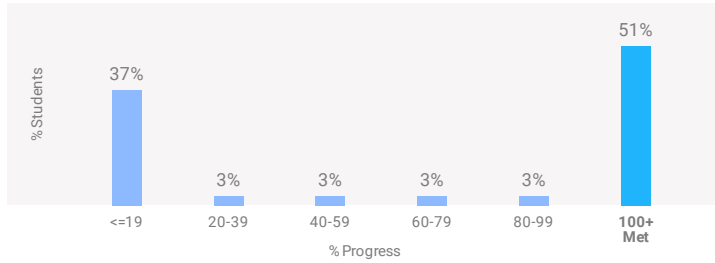
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

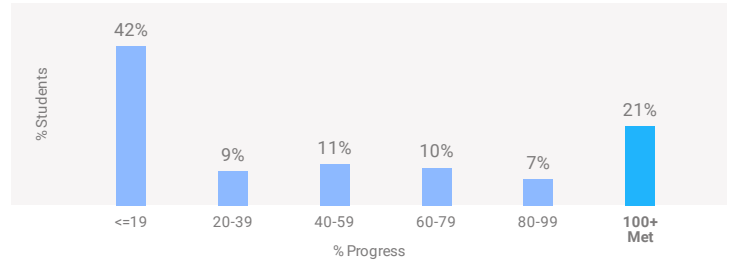


● Mid or Above Grade Level (From 6%)
● Early On Grade Level (From 11%)
● One Grade Level Below (From 15%)
● Two Grade Levels Below (From 18%)
● Three or More Grade Levels Below (From 50%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Hispanic or Latino

Showing 10 of 10

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	103%	51%	45%	23%	52%	118/118
Grade 5	Yes - Hispanic or Latino	105%	51%	45%	23%	52%	116/116
Grade 5	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Grade 6	Overall	60%	45%	25%	19%	43%	120/121
Grade 6	Yes - Hispanic or Latino	53%	45%	20%	18%	43%	119/120
Grade 6	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	1 [Redacted]	[Redacted]

Diagnostic Growth



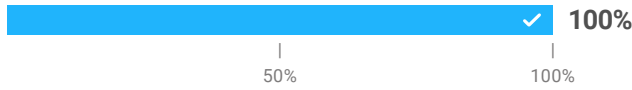
School Kipp Sol Academy
Subject Reading
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	171%	61%	58%	27%	57%	118/119
Grade 7	Yes - Hispanic or Latino	171%	61%	58%	27%	57%	118/119
Grade 8	Overall	33%	45%	12%	16%	41%	115/115
Grade 8	Yes - Hispanic or Latino	33%	45%	12%	16%	41%	115/115

School: Kipp Sol Academy
 Subject: Reading
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

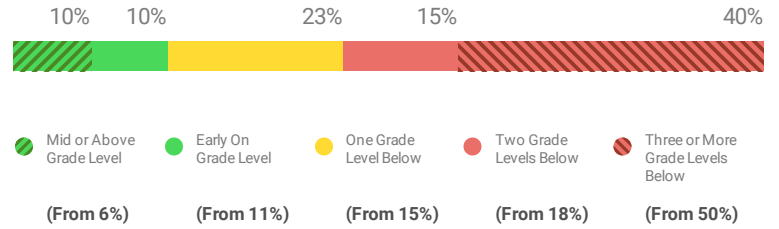
Students Assessed/Total: **471/473**

Progress to Annual Typical Growth (Median)

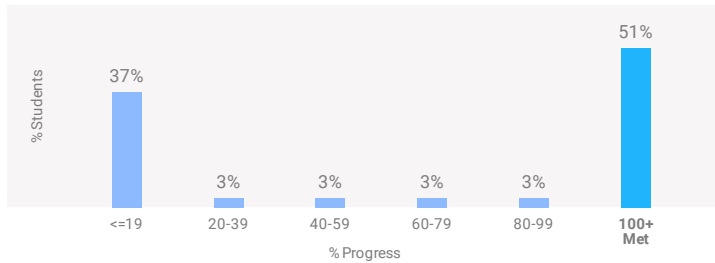


The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

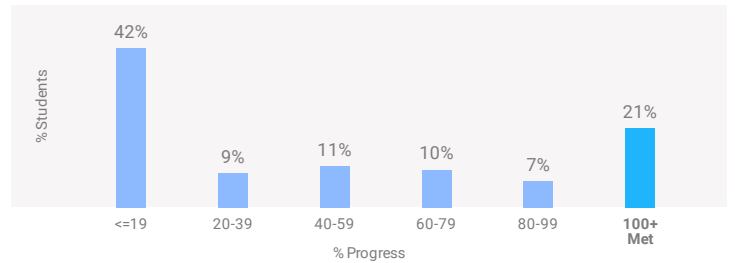
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Economically Disadvantaged

Showing 16 of 16

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	103%	51%	45%	23%	52%	118/118
Grade 5	Yes - Economically Disadvantaged	105%	52%	45%	23%	54%	101/101
Grade 5	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Grade 5	Not Reported	57%	40%	22%	20%	33%	15/15
Grade 6	Overall	60%	45%	25%	19%	43%	120/121
Grade 6	Yes - Economically Disadvantaged	43%	43%	16%	18%	42%	100/101

Diagnostic Growth



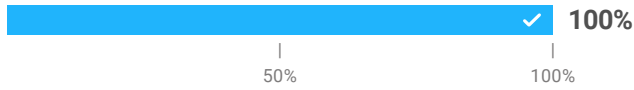
School: Kipp Sol Academy
 Subject: Reading
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[Redacted]						
Grade 6	Not Reported	100%	53%	36%	27%	47%	15/15
Grade 7	Overall	171%	61%	58%	27%	57%	118/119
Grade 7	Yes - Economically Disadvantaged	173%	61%	58%	29%	54%	100/101
Grade 7	[Redacted]						
Grade 7	[Redacted]						
Grade 8	Overall	33%	45%	12%	16%	41%	115/115
Grade 8	Yes - Economically Disadvantaged	12%	42%	4%	11%	37%	102/102
Grade 8	[Redacted]						
Grade 8	[Redacted]						

School Kipp Sol Academy
Subject Reading
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

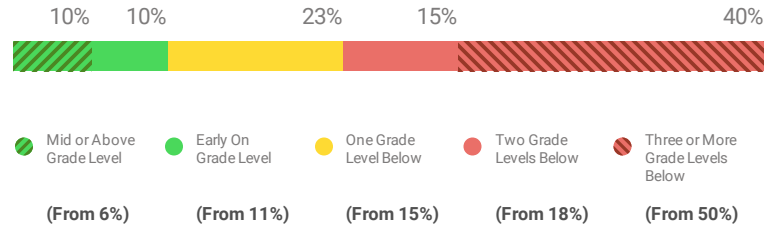
Students Assessed/Total: **471/473**

Progress to Annual Typical Growth (Median)



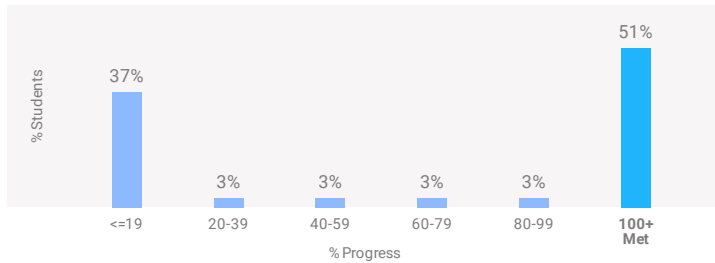
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

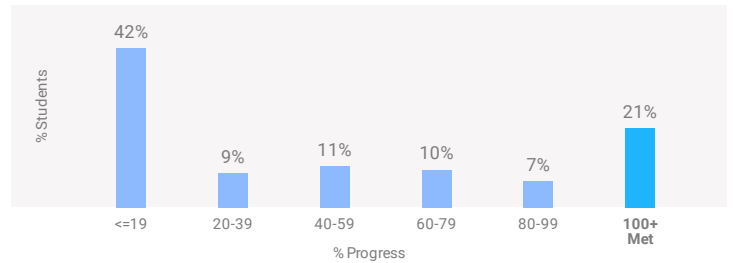


● Mid or Above Grade Level (From 6%)
● Early On Grade Level (From 11%)
● One Grade Level Below (From 15%)
● Two Grade Levels Below (From 18%)
● Three or More Grade Levels Below (From 50%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Special Education

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	103%	51%	45%	23%	52%	118/118
Grade 5	Yes - Special Education	179%	68%	76%	41%	64%	22/22
Grade 5	No - Special Education	85%	47%	36%	19%	49%	96/96
Grade 6	Overall	60%	45%	25%	19%	43%	120/121
Grade 6	Yes - Special Education	42%	47%	16%	29%	41%	17/17
Grade 6	No - Special Education	67%	45%	29%	17%	44%	103/104

Diagnostic Growth

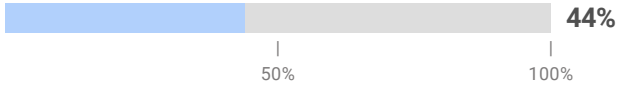
School Kipp Sol Academy
Subject Reading
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	171%	61%	58%	27%	57%	118/119
Grade 7	Yes - Special Education	191%	75%	69%	31%	63%	16/16
Grade 7	No - Special Education	171%	59%	56%	26%	56%	102/103
Grade 8	Overall	33%	45%	12%	16%	41%	115/115
Grade 8	Yes - Special Education	67%	36%	24%	18%	55%	11/11
Grade 8	No - Special Education	14%	46%	5%	15%	39%	104/104

School: Kipp Sol Academy
 Subject: Math
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

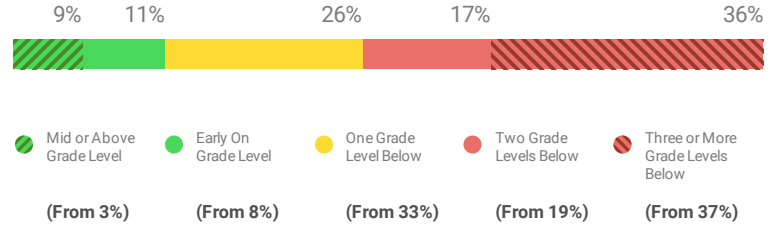
Students Assessed/Total: **470/473**

Progress to Annual Typical Growth (Median)

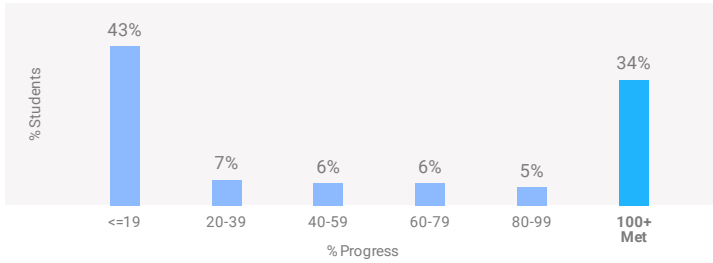


The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

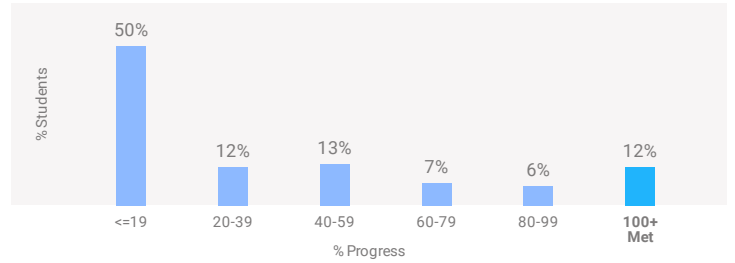
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

English Learner

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	22%	21%	13%	6%	32%	117/118
Grade 5	Yes - English Learner	0%	17%	0%	0%	22%	23/23
Grade 5	No - English Learner	25%	22%	14%	7%	35%	94/95
Grade 6	Overall	80%	44%	36%	16%	47%	120/121
Grade 6	Yes - English Learner	90%	46%	39%	12%	46%	26/26
Grade 6	No - English Learner	79%	44%	35%	17%	47%	94/95

Diagnostic Growth



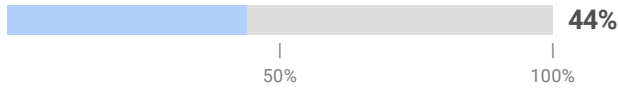
School Kipp Sol Academy
Subject Math
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	17%	29%	9%	8%	30%	118/119
Grade 7	Yes - English Learner	0%	24%	0%	7%	28%	29/29
Grade 7	No - English Learner	23%	30%	12%	9%	30%	89/90
Grade 8	Overall	56%	41%	23%	17%	41%	115/115
Grade 8	Yes - English Learner	33%	27%	14%	13%	27%	15/15
Grade 8	No - English Learner	59%	43%	25%	17%	43%	100/100

School: Kipp Sol Academy
 Subject: Math
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

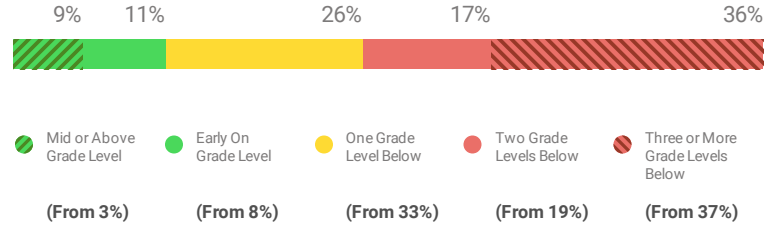
Students Assessed/Total: **470/473**

Progress to Annual Typical Growth (Median)



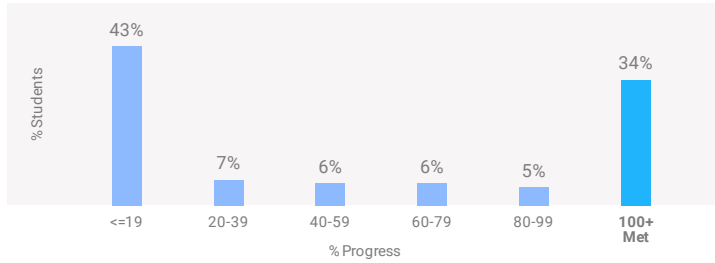
The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

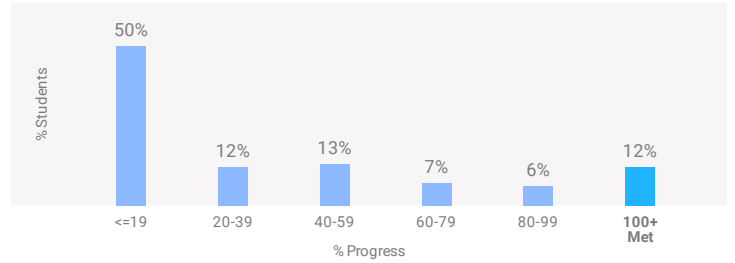


● Mid or Above Grade Level (From 3%)
● Early On Grade Level (From 8%)
● One Grade Level Below (From 33%)
● Two Grade Levels Below (From 19%)
● Three or More Grade Levels Below (From 37%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Hispanic or Latino

Showing 10 of 10

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	22%	21%	13%	6%	32%	117/118
Grade 5	Yes - Hispanic or Latino	22%	21%	13%	6%	32%	115/116
Grade 5	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
Grade 6	Overall	80%	44%	36%	16%	47%	120/121
Grade 6	Yes - Hispanic or Latino	80%	45%	37%	16%	47%	119/120
Grade 6	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

Diagnostic Growth



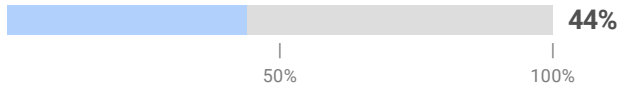
School Kipp Sol Academy
Subject Math
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	17%	29%	9%	8%	30%	118/119
Grade 7	Yes - Hispanic or Latino	17%	29%	9%	8%	30%	118/119
Grade 8	Overall	56%	41%	23%	17%	41%	115/115
Grade 8	Yes - Hispanic or Latino	56%	41%	23%	17%	41%	115/115

School: Kipp Sol Academy
 Subject: Math
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

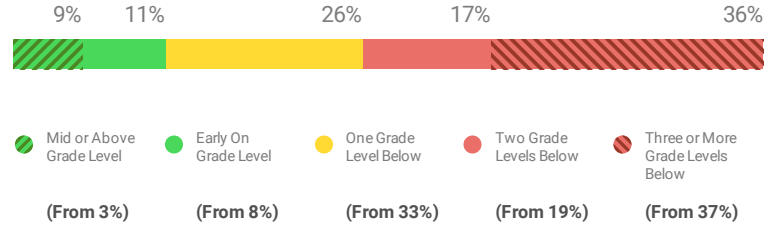
Students Assessed/Total: **470/473**

Progress to Annual Typical Growth (Median)

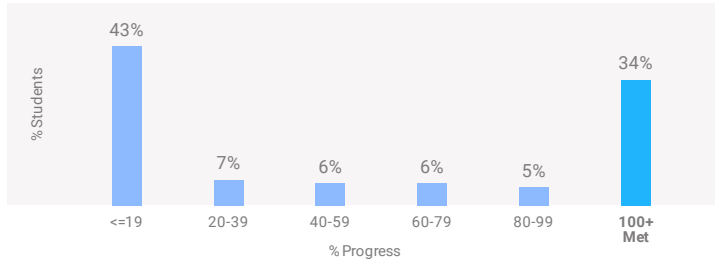


The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

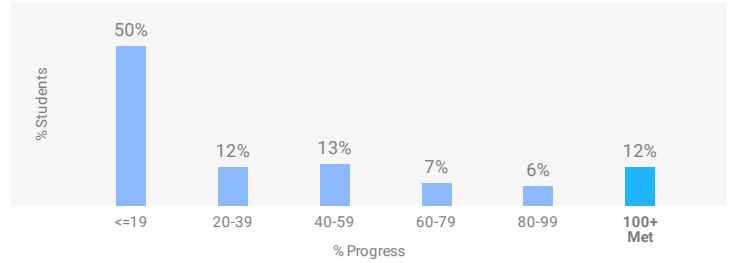
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Economically Disadvantaged

Showing 16 of 16

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	22%	21%	13%	6%	32%	117/118
Grade 5	Yes - Economically Disadvantaged	13%	18%	7%	5%	28%	100/101
Grade 5							
Grade 5	Not Reported	79%	40%	55%	13%	60%	15/15
Grade 6	Overall	80%	44%	36%	16%	47%	120/121
Grade 6	Yes - Economically Disadvantaged	80%	44%	36%	15%	46%	100/101

Diagnostic Growth



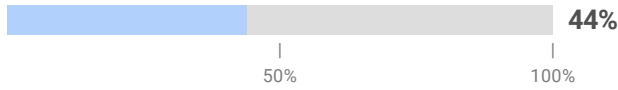
School: Kipp Sol Academy
 Subject: Math
 Academic Year: 2023 - 2024
 Comparison Diagnostic: Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	[REDACTED]						
Grade 6	Not Reported	100%	53%	43%	27%	53%	15/15
Grade 7	Overall	17%	29%	9%	8%	30%	118/119
Grade 7	Yes - Economically Disadvantaged	15%	30%	7%	9%	30%	100/101
Grade 7	[REDACTED]						
Grade 7	[REDACTED]						
Grade 8	Overall	56%	41%	23%	17%	41%	115/115
Grade 8	Yes - Economically Disadvantaged	44%	39%	18%	15%	40%	102/102
Grade 8	[REDACTED]						
Grade 8	[REDACTED]	100%		100%			

School Kipp Sol Academy
Subject Math
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

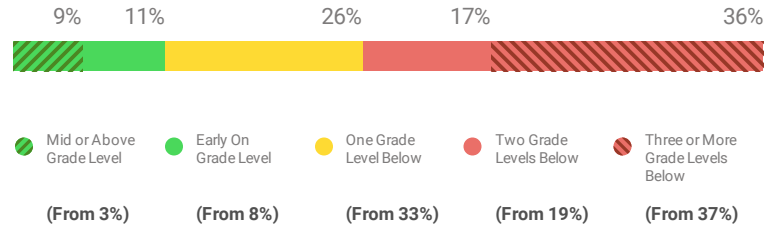
Students Assessed/Total: **470/473**

Progress to Annual Typical Growth (Median)

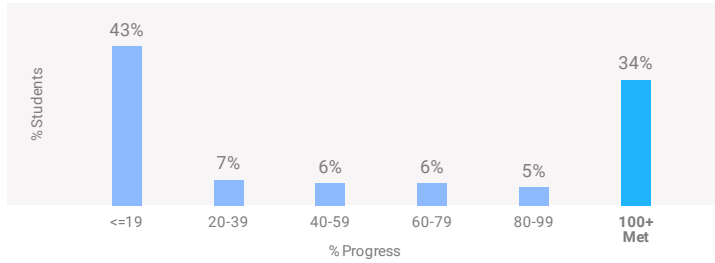


The median percent progress towards Typical Growth for this school is 44%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

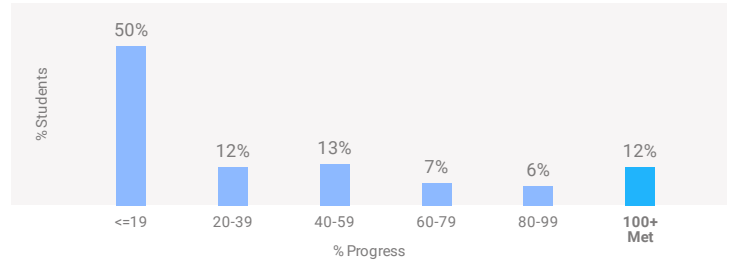
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Secondary Demographic to Show Results By

Special Education

Showing 12 of 12

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	Overall	22%	21%	13%	6%	32%	117/118
Grade 5	Yes - Special Education	35%	23%	18%	14%	36%	22/22
Grade 5	No - Special Education	22%	21%	11%	4%	32%	95/96
Grade 6	Overall	80%	44%	36%	16%	47%	120/121
Grade 6	Yes - Special Education	71%	35%	33%	12%	41%	17/17
Grade 6	No - Special Education	80%	46%	40%	17%	48%	103/104

Diagnostic Growth

School Kipp Sol Academy
Subject Math
Academic Year 2023 - 2024
Comparison Diagnostic Spring (March 2 - End of Year)

Grade	All	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
		Progress (Median)	% Met	Progress (Median)	% Met		
Grade 7	Overall	17%	29%	9%	8%	30%	118/119
Grade 7	Yes - Special Education	61%	31%	24%	13%	31%	16/16
Grade 7	No - Special Education	15%	28%	7%	8%	29%	102/103
Grade 8	Overall	56%	41%	23%	17%	41%	115/115
Grade 8	Yes - Special Education	60%	45%	26%	18%	45%	11/11
Grade 8	No - Special Education	53%	40%	23%	16%	40%	104/104

ATTACHMENT D
KIPP Sol Academy
Resident Schools Data Set

Academic Performance Medians- English Language Arts

KIPP Sol Academy 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
All Students	485	Low	-9.4	5,034	Low	-39.7	Higher
Latino	484	Low	-9.3	4,893	Low	-40.1	Higher
English Learner	127	Low	-51.4	1,479	Very Low	-78.2	Higher
Socioeconomically Disadvantaged	407	Low	-16.2	4,782	Low	-40.4	Higher
Students with Disabilities	65	Very Low	-76.6	789	Very Low	-118.3	Higher

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

KIPP Sol Academy 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	471	Orange	-21.4	5,132	Orange	-43.4	Higher
Latino	468	Orange	-20.9	4,953	Orange	-43.5	Higher
English Learner	114	Orange	-68.5	1,500	Red	-93.7	Higher
Socioeconomically Disadvantaged	395	Orange	-25.3	4,887	Orange	-45.8	Higher
Students with Disabilities	65	Red	-87.7	890	Red	-110.9	Higher

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

KIPP Sol Academy 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	470	Orange	-62.3	4,922	Yellow	-34.8	Lower
Latino	467	Orange	-62.1	4,771	Yellow	-35.9	Lower
English Learner	129	Red	-87.2	1,616	Yellow	-67.6	Lower
Long Term English Learner	50	Red	-105.0	322	Orange	-113.0	Higher
Socioeconomically Disadvantaged	406	Orange	-68.8	4,549	Yellow	-35.7	Lower
Students with Disabilities	64	Red	-123.0	912	Orange	-106.4	Lower

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

KIPP Sol Academy Resident Schools Data Set

Academic Performance Medians- Math

KIPP Sol Academy 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	485	Low	-65.0	5,006	Low	-71.5	Higher
Latino	484	Low	-65.1	4,867	Low	-71.0	Higher
English Learner	125	Very Low	-101.2	1,470	Very Low	-109.8	Higher
Socioeconomically Disadvantaged	407	Low	-71.2	4,757	Low	-72.7	Higher
Students with Disabilities	64	Very Low	-126.6	784	Very Low	-164.4	Higher

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

KIPP Sol Academy 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	469	Orange	-73.4	5,122	Yellow	-71.6	Lower
Latino	466	Orange	-73.2	4,942	Yellow	-71.7	Lower
English Learner	114	Red	-113.7	1,501	Orange	-109.6	Lower
Socioeconomically Disadvantaged	393	Orange	-76.5	4,876	Yellow	-74.7	Lower
Students with Disabilities	65	Red	-143.6	887	Orange	-149.0	Higher

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

KIPP Sol Academy 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	471	Orange	-90.8	4,949	Yellow	-56.1	Lower
Latino	468	Orange	-91.0	4,800	Yellow	-57.0	Lower
English Learner	129	Red	-123.6	1,638	Yellow	-76.0	Lower
Long Term English Learner	50	Red	-142.5	323	Red	-170.4	Higher
Socioeconomically Disadvantaged	407	Red	-95.7	4,576	Yellow	-57.8	Lower

KIPP Sol Academy Resident Schools Data Set

KIPP Sol Academy 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)
Students with Disabilities	64	Red	-162.2	910	Orange	-136.9	Lower

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

Academic Performance Medians- English Learner Progress Indicator

KIPP Sol Academy 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Status Level	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Status Level	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	73	High	63%	1,141	Medium	54.7%	Higher

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

KIPP Sol Academy 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	87	Orange	52.9%	1,210	Orange	48.9%	Higher

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

KIPP Sol Academy 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	92	Yellow	54.3%	1,143	Green	48.5%	Higher
Long Term English Learner	49	Yellow	61.2%	332	Green	54.8%	Higher

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

**KIPP Sol Academy
Resident Schools Data Set**

KIPP Sol Academy 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	40.0	35.1	Higher	24.2	37.8	Lower
Socioeconomically Disadvantaged	38.1	34.3	Higher	21.5	37.8	Lower
Latino	40.3	34.9	Higher	24.4	37.3	Lower
Students with Disabilities	9.8	7.6	Higher	5.0	7.9	Lower
English learner	8.1	2.6	Higher	4.4	8.5	Lower

KIPP Sol Academy 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	22.3	21.5	Higher	17.3	30.6	Lower
Socioeconomically Disadvantaged	21.8	20.8	Higher	15.9	30.9	Lower
Latino	22.3	21.6	Higher	17.2	30.4	Lower
Students with Disabilities	6.6	4.9	Higher	1.7	6.7	Lower
English learner	7.0	2.4	Higher	0.00	8.6	Lower

ATTACHMENT E
FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE
RENEWAL CHARTER PETITION FOR
KIPP SOL ACADEMY
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT
January 14, 2025

I. INTRODUCTION

On October 16, 2024, KIPP Sol Academy (also referred to herein as, “KIPP Sol,” “Charter School,” or “Petitioners”) submitted a renewal petition application to the Los Angeles Unified School District (“LAUSD” or “District”) seeking to serve up to 485 students in grades 5-8 for a five-year term July 1, 2025 to June 30, 2030. (See Exhibit 1, KIPP Sol Academy Renewal Petition). Charter School currently operates on a private site located at 4800 E. Cesar Chavez Avenue, Los Angeles, CA 90022 which is served by Board District 2 and Region East.

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 KIPP Sol, 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) The closure of the charter school is in the best interest of the pupils; and

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>

- (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.

⁴ Id., pp. 35-37.

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

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 KIPP Sol 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 KIPP Sol Academy* based on the following ground(s):

- As a Middle performing charter school, KIPP Sol Academy 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)
- Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition (Ed. Code § 47605(c)(2)) (Criterion 1)

A. As a Middle performing charter school, KIPP Sol Academy 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 declining performance levels that resulted in All Students, and the majority of the numerically significant student groups that are lower than the state average in 2023-2024.

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

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/csp/performcategory.asp>.

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, KIPP Sol Academy DFS Data Set).

Charter School’s academic performance reflects the following:

a. California School Dashboard English Language Arts Academic Indicator

In 2022, Charter School’s Distance from Standard (DFS) was higher than the state for All Students, and all numerically significant student groups. For the past two years, Charter School’s DFS in ELA has declined and has been lower than the state for All Students, and higher than the state in three of the four numerically significant student groups in 2023 and lower than the state for four of the five numerically significant student groups in 2024. Additionally, Charter School has demonstrated declines in DFS change levels for All Students, and all numerically significant student groups over the last two years, 2022-2023 and 2023-2024. (See Exhibit 2, KIPP Sol Academy DFS Data Set).

KIPP Sol Academy - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-9.4	Low	-12.2	Higher
Latino	Met	Low	-9.3	Low	-38.6	Higher
English Learner	Met	Low	-51.4	Low	-61.2	Higher
Socioeconomically Disadvantaged	Met	Low	-16.2	Low	-41.4	Higher
Students with Disabilities	Met	Very Low	-76.6	Very Low	-97.3	Higher

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

KIPP Sol Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-21.4	-12.0	Orange	-13.6	Lower
Latino	Met	Orange	-20.9	-11.7	Orange	-40.2	Higher
English Learner	Met	Orange	-68.5	-17.1	Orange	-67.7	Lower
Socioeconomically	Met	Orange	-25.3	-9.1	Orange	-42.6	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Disadvantaged		Orange			Orange		
Students with Disabilities	Met	Red	-87.7	-11.1	Red	-96.3	Higher

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

KIPP Sol Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-62.3	-40.9	Orange	-13.2	Lower
English Learner	Met	Red	-87.2	-18.7	Orange	-67.6	Lower
Latino	Met	Orange	-62.1	-41.2	Orange	-39.3	Lower
Long-Term English Learner	Met	Red	-105.0	-29.6	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Orange	-68.8	-43.6	Orange	-40.9	Lower
Students with Disabilities	Met	Red	-123.0	-35.3	Red	-95.6	Lower

Data Sources: CA School Dashboard

b. California School Dashboard Math Academic Indicator

For the past three years, Charter School’s DFS in Math has been lower than the state for All Students in 2022, 2023, and 2024. In 2022, three of four Charter School's numerically significant student groups were higher than the state. In 2023, two of four Charter School’s numerically significant student groups were higher than the state. In 2024, one of five Charter School’s numerically significant student groups was higher than the state. Additionally, Charter School has demonstrated declines in Math DFS change levels for All Students, and all numerically significant student groups over the last two years, 2022-2023 and 2023-2024.

KIPP Sol Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-65.0	Low	-51.7	Lower
Latino	Met	Low	-65.1	Low	-83.4	Higher
English Learner	Met	Very Low	-101.2	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Low	-71.2	Low	-84.0	Higher

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	Met	Very Low	-126.6	Very Low	-130.8	Higher

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

KIPP Sol Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-73.4	-8.3	Orange	-49.1	Lower
Latino	Met	Orange	-73.2	-8.1	Orange	-80.8	Higher
English Learner	Met	Red	-113.7	-12.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-76.5	-5.3	Yellow	-80.8	Higher
Students with Disabilities	Met	Red	-143.6	-17.0	Orange	-127.3	Lower

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

KIPP Sol Academy - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-90.8	-17.4	Orange	-47.6	Lower
English Learner	Met	Red	-123.6	-9.9	Orange	-93.4	Lower
Latino	Met	Orange	-91.0	-17.8	Orange	-79.2	Lower
Long-Term English Learner	Met	Red	-142.5	-15.5	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Red	-95.7	-19.2	Orange	-78.2	Lower
Students with Disabilities	Met	Red	-162.2	-18.5	Red	-124.3	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.

Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets⁷ to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth.” (See Exhibit 3, Curriculum Associates Guidance Brief June 2023).

To be eligible for inclusion as verified data, consistent with Education Code section 47607(c)(2), a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 471 students were assessed in Reading and 473 students were enrolled in i-Ready. Charter School also reported 470 students were assessed in Math and 473 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024 assessment data appears to include at least 95% of eligible students. (See Exhibit 4, KIPP Sol Academy Verified Data).

Charter School provided only one year of data from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 (“Spring (March 2 - End of Year)”) in Reading and Math, for grade levels and for the following student groups⁸ by grade level: English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

English Language Arts

As seen in the table below, the Charter School met one year’s progress for the majority of student groups and grade levels. However, Charter School also demonstrated the following:

- Grade 8 did not meet one year’s progress.
- The Socioeconomically Disadvantaged student group did not meet one year’s progress in grades 6 and 8.
- The Students with Disabilities student group did not meet one year’s progress in grade 6.
- The Latino student group did not meet one year’s progress in grade 8.

⁷ In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8, and in Math 80% in Grades K-5 and 60% in Grades 6-8.

⁸ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

i-Ready Diagnostic Growth Reading 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Reading: Progress to Annual Typical Growth (Median)	One Year's Progress
Grade 5	118	Grades K-5: 75%	103%	Met
English Learner	23	Grades K-5: 75%	81%	Met
Latino	116	Grades K-5: 75%	105%	Met
Socioeconomically Disadvantaged	101	Grades K-5: 75%	105%	Met
Students with Disabilities	22	Grades K-5: 75%	179%	Met
Grade 6	120	Grades 6-8: 45%	60%	Met
English Learner	26	Grades 6-8: 45%	99%	Met
Latino	119	Grades 6-8: 45%	53%	Met
Socioeconomically Disadvantaged	100	Grades 6-8: 45%	43%	Not Met
Students with Disabilities	17	Grades 6-8: 45%	42%	Not Met
Grade 7	118	Grades 6-8: 45%	171%	Met
English Learner	29	Grades 6-8: 45%	253%	Met
Latino	118	Grades 6-8: 45%	171%	Met
Socioeconomically Disadvantaged	100	Grades 6-8: 45%	173%	Met
Students with Disabilities	16	Grades 6-8: 45%	191%	Met
Grade 8	115	Grades 6-8: 45%	33%	Not Met
English Learner	15	Grades 6-8: 45%	67%	Met
Latino	115	Grades 6-8: 45%	33%	Not Met
Socioeconomically Disadvantaged	102	Grades 6-8: 45%	12%	Not Met
Students with Disabilities	11	Grades 6-8: 45%	67%	Met

Math

As seen in the table below, Charter School did not meet one year's progress for the majority of student groups and grade levels, except for grade 6 and for the Students with Disabilities student group in grades 7 and 8.

- The English Learner student group did not meet one year's progress in grades 5, 7, and 8.
- The Latino student group did not meet one year's progress in grades 5, 7, and 8.
- The Socioeconomically Disadvantaged student group did not meet one year's progress grades 5, 7, and 8.
- The Students with Disabilities student group did not meet one year's progress in grade 5.

i-Ready Diagnostic Growth Math 2023-2024				
Student Groups	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year's Progress
Grade 5	117	Grades K-5: 80%	22%	Not Met
English Learner	23	Grades K-5: 80%	0%	Not Met
Latino	115	Grades K-5: 80%	22%	Not Met
Socioeconomically Disadvantaged	100	Grades K-5: 80%	13%	Not Met
Students with Disabilities	22	Grades K-5: 80%	35%	Not Met

i-Ready Diagnostic Growth Math 2023-2024				
Grade 6	120	Grades 6-8: 60%	71%	Met
English Learner	26	Grades 6-8: 60%	90%	Met
Latino	119	Grades 6-8: 60%	80%	Met
Socioeconomically Disadvantaged	100	Grades 6-8: 60%	80%	Met
Students with Disabilities	17	Grades 6-8: 60%	71%	Met
Grade 7	118	Grades 6-8: 60%	17%	Not Met
English Learner	29	Grades 6-8: 60%	0%	Not Met
Latino	118	Grades 6-8: 60%	17%	Not Met
Socioeconomically Disadvantaged	100	Grades 6-8: 60%	15%	Not Met
Students with Disabilities	16	Grades 6-8: 60%	61%	Met
Grade 8	115	Grades 6-8: 60%	56%	Not Met
English Learner	15	Grades 6-8: 60%	33%	Not Met
Latino	115	Grades 6-8: 60%	56%	Not Met
Socioeconomically Disadvantaged	102	Grades 6-8: 60%	44%	Not Met
Students with Disabilities	11	Grades 6-8: 60%	60%	Met

As described above, Charter School provided only one year of verified data. The data indicated that the majority of grade levels and student groups met one year's progress in ELA. However, the data also indicated that the majority of grade levels and student groups did not meet one year's progress in Math. 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. (See Exhibit 4, KIPP Sol Academy Verified Data).

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 KIPP Sol'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. Following consideration of 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 conducted a further analysis and 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 California Assessment of Student Performance and Progress (CAASPP). (See Exhibit 5, KIPP Sol Academy RSM Data Set).

a. Resident School Medians CA School Dashboard Indicator Student Group Comparison Analysis

English Language Arts RSM

As reflected in the table below, in 2022 and 2023, KIPP Sol Academy was higher than the RSM for All Students, and all numerically significant student groups. However, in 2024, KIPP Sol Academy was lower than the RSM for All Students, and for four of the five numerically significant student groups in ELA.

KIPP Sol Academy 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic 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
All Students	485	Low	-9.4	5,034	Low	-39.7	Higher
Latino	484	Low	-9.3	4,893	Low	-40.1	Higher
English Learner	127	Low	-51.4	1,479	Very Low	-78.2	Higher
Socioeconomically Disadvantaged	407	Low	-16.2	4,782	Low	-40.4	Higher
Students with Disabilities	65	Very Low	-76.6	789	Very Low	-118.3	Higher

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

KIPP Sol Academy 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic 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	471	Orange	-21.4	5,132	Orange	-43.4	Higher
Latino	468	Orange	-20.9	4,953	Orange	-43.5	Higher
English Learner	114	Orange	-68.5	1,500	Red	-93.7	Higher
Socioeconomically Disadvantaged	395	Orange	-25.3	4,887	Orange	-45.8	Higher
Students with Disabilities	65	Red	-87.7	890	Red	-110.9	Higher

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

KIPP Sol Academy 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	470	Orange	-62.3	4,922	Yellow	-34.8	Lower
Latino	467	Orange	-62.1	4,771	Yellow	-35.9	Lower
English Learner	129	Red	-87.2	1,616	Yellow	-67.6	Lower
Long-Term English Learner	50	Red	-105.0	322	Orange	-113.0	Higher
Socioeconomically Disadvantaged	406	Orange	-68.8	4,549	Yellow	-35.7	Lower
Students with Disabilities	64	Red	-123.0	912	Orange	-106.4	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, KIPP Sol Academy was higher than the RSM for All Students, and all numerically significant student groups. However, in 2023, KIPP Sol Academy was lower than the RSM for All Students, and for three of the four numerically significant student groups in Math. In 2024, KIPP Sol Academy was lower than the RSM for All Students, and for four of the five numerically significant student groups.

KIPP Sol Academy 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA

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	485	Low	-65.0	5,006	Low	-71.5	Higher
Latino	484	Low	-65.1	4,867	Low	-71.0	Higher
English Learner	125	Very Low	-101.2	1,470	Very Low	-109.8	Higher
Socioeconomically Disadvantaged	407	Low	-71.2	4,757	Low	-72.7	Higher
Students with Disabilities	64	Very Low	-126.6	784	Very Low	-164.4	Higher

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

KIPP Sol Academy 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA							
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	469	Orange	-73.4	5,122	Yellow	-71.6	Lower
Latino	466	Orange	-73.2	4,942	Yellow	-71.7	Lower
English Learner	114	Red	-113.7	1,501	Orange	-109.6	Lower
Socioeconomically Disadvantaged	393	Orange	-76.5	4,876	Yellow	-74.7	Lower
Students with Disabilities	65	Red	-143.6	887	Orange	-149.0	Higher

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

KIPP Sol Academy 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	471	Orange	-90.8	4,949	Yellow	-56.1	Lower
Latino	468	Orange	-91.0	4,800	Yellow	-57.0	Lower
English Learner	129	Red	-123.6	1,638	Yellow	-76.0	Lower
Long-Term English Learner	50	Red	-142.5	323	Red	-170.4	Higher
Socioeconomically Disadvantaged	407	Red	-95.7	4,576	Yellow	-57.8	Lower
Students with Disabilities	64	Red	-162.2	910	Orange	-136.9	Lower

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

ELPI RSM

As reflected in the table below, in 2022, 2023, and 2024, KIPP Sol Academy was higher than the RSM for the English Learner student group. In 2024, KIPP Sol Academy was higher than the RSM for the Long-Term English Learner student group.

Academic Performance Medians- English Learner Progress Indicator

KIPP Sol Academy 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Status Level	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Status Level	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	73	High	63.0%	1,141	Medium	54.7%	Higher

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

KIPP Sol Academy 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	87	Orange	52.9%	1,210	Orange	48.9%	Higher

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

KIPP Sol Academy 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator

Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	92	Yellow	54.3%	1,143	Green	48.5%	Higher
Long-Term English Learner	49	Yellow	61.2%	332	Green	54.8%	Higher

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

b. CAASPP Standards Exceeded and Standard Met Comparison Analysis

English Language Arts RSM

In 2023, the review of the CAASPP Standard Exceeded and Standard Met Data for RSM, KIPP Sol Academy performed higher than the RSM for All Students, and numerically significant student groups in ELA. However, in 2024, CAASPP Standard Exceeded and Standard Met Data for RSM indicates that KIPP Sol Academy performed lower than the RSM for All Students, and for all numerically significant student groups in ELA.

KIPP Sol Academy 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	40.0	35.1	Higher	24.2	37.8	Lower
Socioeconomically Disadvantaged	38.1	34.3	Higher	21.5	37.8	Lower
Latino	40.3	34.9	Higher	24.4	37.3	Lower
Students with Disabilities	9.8	7.6	Higher	5.0	7.9	Lower
English Learner	8.1	2.6	Higher	4.4	8.5	Lower

Data Source: caaspp-elpac.org

Math RSM

In 2023, the review of the CAASPP Standard Exceeded and Standard Met Data for RSM, KIPP Sol Academy performed higher than the RSM for All Students, and numerically significant student groups in Math. However, in 2024, CAASPP Standard Exceeded and Standard Met Data for RSM indicates that KIPP Sol Academy performed lower than the RSM for All Students, and for all numerically significant student groups in Math.

KIPP Sol Academy 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	22.3	21.5	Higher	17.3	30.6	Lower
Socioeconomically Disadvantaged	21.8	20.8	Higher	15.9	30.9	Lower
Latino	22.3	21.6	Higher	17.2	30.4	Lower
Students with Disabilities	6.6	4.9	Higher	1.7	6.7	Lower

KIPP Sol Academy 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
English Learner	7.0	2.4	Higher	0.0	8.6	Lower

Data Source: caaspp-elpac.org

c. LTEL RSM Analysis

KIPP Sol Academy 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	92	Yellow	54.3%	1,143	Green	48.5%	Higher
Long-Term English Learner	49	Yellow	61.2%	332	Green	54.8%	Higher

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

As seen in the tables above in ELA, Math and ELPI, the Long-Term English Learner student group performed higher than the RSM.

B. Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition (Ed. Code, § 47605(c)(2)), as indicated by the following findings:

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 (see below), Charter School experienced continued declines in ELA and Math, and the charter school’s actions did not yield higher academic outcomes for All Students, and the majority of numerically significant student groups. The lack of demonstrated improvement in student performance, leads the CSD to determine that the school is demonstrably unlikely to successfully implement the program.

b. Leadership Staffing Turnover

Over the past six years, there has been inconsistency and frequent transition in the school's leadership (specifically in the "School Leader" position). The leadership changes were as follows:

- 2017-2018: School Leader One (in position for one year)
- 2018-2020: School Leader Two (in position for two years)
- 2020-2021: School Leader Three (in position for one year)
- 2021-present: Current School Leader (in position for two years to present)

It is important to note that KIPP SoCal provided, in its renewal application documents, information that included an explanation that Charter School's low performance on the 2023 Dashboard was in part due to, "post-pandemic teacher and leader staffing challenges." KIPP SoCal further reports that, "During the 2022-2023 school year, every member of Sol's leadership team was new to their role, and more than 50% of classroom positions were either vacant or held by teachers in their first year of teaching."

The turnover raises concerns that the instability has impacted the school's academic progress, therefore leading the CSD to determine the charter school is unlikely to successfully implement the program.

IV. RECOMMENDATION

Based on the foregoing, staff recommends that the LAUSD Board of Education deny the renewal petition of KIPP Sol Academy. 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 meet 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 KIPP Sol Academy* 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/1s9II1HytCYo86-48tQIgJ-QiMDJfmzbu?usp=drive_link