Board of Education Report

File #: Rep-158-24/25, **Version:** 1

Denial of the Renewal Petition for Los Angeles Leadership Academy [PUBLIC HEARING]
January 14, 2025
Charter Schools Division

Action Proposed:
Adopt the denial of the renewal charter petition for Los Angeles Leadership 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 Los Angeles Leadership Academy. The school is requesting to decrease its current enrollment capacity from 550 students to 490 students.

Background:
Los Angeles Leadership Academy is a 6-12 school currently serving 324 students on two private facilities at 234 E. Avenue 33, Los Angeles, CA, 90031 and 2670 Griffin Avenue, Los Angeles, CA, 90031 in Board District 2 and Region East. Los Angeles Leadership Academy was originally approved by the LAUSD Board of Education on March 12, 2002. On November 15, 2016, the charter school was renewed for a five-year term to serve 550 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Los Angeles Leadership Academy expires June 30, 2025.

On October 16, 2024, Los Angeles Leadership 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 14, 2025.

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

Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605 and 47607.2 and therefore recommends denial of the renewal petition.

Due Diligence:
Current Los Angeles Leadership 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 Los Angeles Leadership 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 Los Angeles Leadership 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 terms of the renewal petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy, Charter School would not be authorized to continue operating as a charter school under the terms of the renewal petition. Charter School's current charter expires on June 30, 2025. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School

would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 158, 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 Los Angeles Leadership 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 selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for

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

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

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 - Los Angeles Leadership Academy Data Set
Attachment C - Los Angeles Leadership Academy RSM Data
Attachment D - Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy

Budget and Petition will be available prior to the board meeting at the following link:
https://drive.google.com/drive/folders/12o0GyIxhgHxgkmSZEe4luiZwnFA3ANDJ?usp=drive_link

Informatives:
Not applicable

Submitted:

12/13/24

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

_____

ALBERTO M. CARVALHO
Superintendent

_____

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

APPROVED & PRESENTED BY:

_____

DEVORA NAVERA REED
General Counsel

____ Approved as to form.

_____

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

_____

NOLBERTO DELGADILLO
Deputy Chief Business Officer, Finance

____ Approved as to budget impact statement.

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 158-24/25
January 14, 2025

School Name:	**Los Angeles Leadership Academy**	**BOARD IS REQUIRED TO TAKE ACTION BY:**
Type of Charter School:	**Start-Up Independent Charter School**	
Charter Operator	**The Los Angeles Leadership Academy**	
Location Code:	**8756**	**January 14, 2025**
Type of Site(s):	**(1) Private** **(2) Private**	
Site Address(es):	**(1) 234 E. Avenue 33, Los Angeles, CA 90031** **(2) 2670 Griffin Avenue, Los Angeles, CA 90031**	
Board District(s):	**2** Region(s):	**East**
Grade Levels Served:	**6-12** Current Enrollment:	**324**
Grade Levels Authorized in Current Charter:	**6-12** Approved Enrollment in Current Charter:	**550 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Renewal**	
CDE PERFORMANCE CATEGORY: (PER CDE'S 2024 CLASSIFICATION)	**Middle Performing**	
STAFF RECOMMENDATION:	**Denial**	
PROPOSED BENCHMARKS:	**Not applicable**	

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Los Angeles Leadership Academy ("LALA"), 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 490 students in grades 6-12 in each year of the charter term. The school is requesting to decrease its current enrollment capacity from 550 students to 490 students to more closely align to decreased enrollment at the charter school.

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.

<u>**Criteria for Charter School Renewal and Grounds for Nonrenewal**</u>

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 Los Angeles Leadership 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 Los Angeles Leadership 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.

<u>**Charter Petition Requirement:**</u>

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. <u>School History</u>

	Los Angeles Leadership Academy
Initial Authorization:	On March 12, 2002, Los Angeles Leadership Academy was authorized by the LAUSD Board of Education to serve 550 students in grades 6-8.

	Los Angeles Leadership Academy
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 550 students in grades 6-12. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Los Angeles Leadership Academy expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	On November 15, 2016, as part of the school's most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Los Angeles Leadership Academy: Los Angles Leadership Academy must meet the following benchmarks during the 2017-2022 charter term in order to address concerns regarding Instructional matters as described below. *INSTRUCTIONAL* LALA will provide a status report to the CSD in six months and twelve months on the following measures. 1) Increase the number of students who successfully complete A-G requirements with C or better as measured by cohort graduation rates. 2) Increase number of students including all significant subgroups meeting/exceeding standards in ELA and Math as measured by CAASPP (SBAC) Assessment. 3) Increase the number of English Learners demonstrating full English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the District Average. *OPERATIONAL* 4) LALA will provide a description to the Charter Schools Division with annual verification of timely submission to CALPADS within 30 days of the reporting window for English Learner reclassification. Please see the "Additional Information" section below.

	Los Angeles Leadership Academy
Submission of Renewal Petition Application:	Los Angeles Leadership Academy submitted its renewal petition application on October 16, 2024. The 90-day statutory timeline for Board action on the petition runs through January 14, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Los Angeles Leadership Academy implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Los Angeles Leadership Academy participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Los Angeles Leadership Academy is operated by The Los Angeles Leadership Academy, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

   a. Summary

   Los Angeles Leadership 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 three years of verified data disaggregated by grade level and student groups. The data demonstrated one year's progress in 2023-2024 for the majority of grade levels and student groups. However, the 2021-2022 and 2022-2023 reports did not demonstrate one year's progress for the majority of grade levels and student groups. It does not appear that the charter school met participation rates in any year for the submitted verified data. Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership 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.

Los Angeles Leadership Academy Dashboard Indicators

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

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

c. English Language Arts Indicator
Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

d. Math Indicator
Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

e. English Learner Progress Indicator
Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

f. College/Career Indicator
Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

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

h. Graduation Indicator [HS only]
In 2022, the charter school's percentage of graduated students was lower than the state for All Students, and for both numerically significant student groups. In 2023 and 2024, the charter school's percentage of graduated students was higher than the state for All Students, and for both numerically significant student groups. Los Angeles Leadership Academy's students must meet A-G requirements with a grade of "C" or better.

i. Suspension Rate Indicator
In 2022, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for three of the four numerically significant student groups. In 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

Los Angeles Leadership Academy's teachers are represented by California Teachers Association.

As part of the school's most recent renewal, the LAUSD Board issued benchmarks. Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

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 Los Angeles Leadership Academy outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

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

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Developing*
2023-2024	*Developing*
Concerns	The rating of *Developing* in 2022-2023 and 2023-2024 resulted from the average of academic indicators due to the school's performance on the CA School Dashboard Indicators.

c. Organizational Management, Programs, and Operations

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

d. Fiscal Operations

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

VI. VERIFIED DATA

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

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

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

Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

VII. FURTHER ANALYSIS FOR MIDDLE PERFORMING CHARTER SCHOOLS

Please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy* for more details.

VIII. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition
Los Angeles Leadership Academy's fiscal condition is positive.

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Net Assets	$5,504,051	$6,849,014	$5,954,904	$5,829,819	$5,012,151
Net Income/Loss	($186,268)[1]	$1,344,963[2]	($894,110)[1]	($125,085)[1]	($817,668)[1]

	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Unaudited Actuals)
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0
Norm Enrollment[3]	492	443	421	390	354

[1]The school attributed the reported net losses for the respective school years primarily to lower-than-expected enrollment. Additionally, during the 2019-2020 and 2021-2022 fiscal years, the school faced increased expenses related to the COVID-19 pandemic, including costs for testing and other associated measures.

[2]Per the school's FY 2020-2021 audited financials, the net income reported for the 2020-2021 school year, in contrast to the net losses incurred for the other school years summarized in the financial table above, was primarily attributable to the forgiveness of the school's $888K loan from the Paycheck Protection Program, which was recognized as revenue.

[3]The school reported 324 Norm Enrollment for Fiscal Year 2024-2025. Los Angeles Leadership Academy proposes to decrease its enrollment capacity to 490 for its renewal charter term. See Section **I. ACTION PROPOSED** above. The CSD will continue to monitor charter school's student enrollment and financial condition as part of its oversight process in the current charter term.

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

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

The Los Angeles Leadership Academy					
Source: Independent Audit Report for the Year Ending June 30, 2023					
# of Charter Schools		**Including related parties and charter schools**		**Excluding related parties and charter schools**	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	$11,011,436	(83,351)*	$9,865	$0

*The Los Angeles Leadership Academy, the charter operator, reported a net loss of ($83,351) for Fiscal Year 2022-2023. This amount reflects a net loss of ($125,085) from Los Angeles Leadership Academy (as explained in the Financial Highlights section above) offset by the net income of $41,734 from Los Angeles Leadership Primary Academy, another charter school operated by The Los Angeles Leadership Academy.

Enrollment at Los Angeles Leadership Academy has been steadily declining for the last decade. As noted above, the school attributed declining enrollment as a contributing factor to the reported net losses of ($186,268), ($894,110), ($125,085), and ($817,668) for Fiscal Years 2019-2020 and 2021-2022 through 2023-2024, respectively. For more information, please refer to the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Los Angeles Leadership Academy*.

Los Angeles Leadership 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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
				All Students	259	-46.9	Low	-12.2	Low	Lower	222	Orange	-51.5	-4.6	Declined	Orange	-13.6	-1.4	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	93	-73.7	Very Low	-61.2	Low	Lower	92	Red	-77.9	-4.3	Declined	Orange	-67.7	-6.5	Declined	Lower
				Filipino	0	--	-	42.9	High	--	0	--	--	--	--	Green	44	1.1	Maintained	--
E	2	8756	Los Angeles Leadership Academy	Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	-	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	246	-47.2	Low	-38.6	Low	Lower	217	Orange	-50.8	-3.6	Declined	Orange	-40.2	-1.7	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	-	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	232	-48.0	Low	-41.4	Low	Lower	202	Orange	-49.2	-1.2	Maintained	Orange	-42.6	-1.2	Maintained	Lower
				Students with Disabilities	35	-118.2	Very Low	-97.3	Very Low	Lower	27	No Color	-108.6	9.5	Increased	Red	-96.3	1.8	Maintained	Lower
				Two or More Races	0	--	-	25.1	High	--	0	--	--	--	--	Green	24.3	-0.8	Maintained	--
				White	*	-	No Performance Level	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 Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

ELA Participation Rate By Student Group

	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	96%	100%	100%	100%	95%	--	100%	--	96%	--	97%	97%	--	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	98%	--	100%	0%	99%	--	100%	50%	99%	--	98%	100%	--	100%
Participation Rate Met 2023	Yes	--	Yes	No	Yes	--	Yes	No	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

Los Angeles Leadership Academy

Academic Performance - Math

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

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	258	-123.9	Very Low	-51.7	Low	Lower	221	Orange	-117.4	6.5	Increased	Orange	-49.1	2.6	Maintained	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	*	No Color	--	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	93	-147.2	Very Low	-92.0	Low	Lower	92	Red	-146.1	2.2	Maintained	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	0	--	--	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	245	-124.2	Very Low	-83.4	Low	Lower	216	Orange	-116.8	7.5	Increased	Orange	-80.8	2.6	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	230	-123.1	Very Low	-84.0	Low	Lower	201	Orange	-117.6	5.6	Increased	Yellow	-80.8	3.2	Increased	Lower
				Students with Disabilities	34	-180.7	Very Low	-130.8	Very Low	Lower	27	No Color	-166.0	14.6	Increased	Orange	-127.3	5.5	Increased	Lower
				Two or More Races	0	--	--	-9.9	Medium	--	0	--	--	--	--	Yellow	-7.4	2.5	Maintained	--
				White	*	-	No Performance Level	-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 2022 **	96%	100%	100%	100%	94%	--	100%	--	96%	--	96%	95%	--	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	No	--	Yes	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2023	98%	--	100%	0%	99%	--	100%	50%	98%	--	98%	100%	--	100%
Participation Rate Met 2023	Yes	--	Yes	No	Yes	--	Yes	No	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

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

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

English Learner Progress Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School		Student Group	2022 School				2022 State				2023 School						2023 State			

| | | | | | | Number of EL Students with a Performance Level in Both the Current and Prior Year | Percentage of English Learners making progress towards English proficiency | Status Level | | Percentage of English Learners making progress towards English proficiency | Status Level | | School to State ELPI Comparison | Number of EL Students with a Performance Level in Both the Current and Prior Year | School 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | | School 2023 Change | School 2023 Change Level | State 2023 Performance Level (color) | Percentage of English Learners making progress towards English proficiency | State 2023 Change | State 2023 Change Level | School to State ELPI Comparison |
| E | 2 | 8756 | Los Angeles Leadership Academy | English Learner | English Learner | 96 | 64.6% | High | | 50.3% | Medium | | Higher | 77 | Blue | 71.4% | | 6.8% | Increased | Yellow | 48.7% | -1.6% | Maintained | Higher |

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

ELPAC Participation

Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	108	104	96.3%	Yes
2023	88	81	92.0%	No

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

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

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School	
Los Angeles Leadership Academy	**State**
ELs Who Progressed at Least One ELPI Level	63.5%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2H, 2L, 3L, 3H	16.7%	31.4%
ELs Who Decreased at Least One ELPI Level	18.8%	18.3%

2023 Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

School	
Los Angeles Leadership Academy	**State**
ELs Who Progressed at Least One ELPI Level	68.9%	46.4%
ELs Who Maintained ELPI Level 4	5.4%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	16.2%	32.7%
ELs Who Decreased at Least One ELPI Level	9.5%	18.6%

Los Angeles Leadership Academy

Academic Performance - College / Career

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

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

College / Career Academic Indicator - CA School Dashboard Indicator

RG	BD	Loc Code	School	Student Group	Number of Students with Scores	School 2023 percentage of prepared students	School 2023 Status Level	State 2023 percentage of prepared students	State 2023 Status Level	School to State CCI Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	56	23.2%	Low	43.9%	Medium	Lower
				American Indian or Alaska Native	0	--	--	26.5%	Low	--
				Asian	*	--	No Status Level	75.8%	Very High	--
				Black or African American	0	--	--	25.1%	Low	--
				English Learner	*	--	No Status Level	15.3%	Low	--
				Filipino	0	--	--	65.2%	High	--
				Foster Youth	0	--	--	11.6%	Low	--
				Homeless Youth	*	--	No Status Level	20.4%	Low	--
				Latino	51	25.5%	Low	35.5%	Medium	Lower
				Native Hawaiian or Pacific Islander	0	--	--	33.1%	Low	--
				Socioeconomically Disadvantaged	56	23.2%	Low	35.4%	Medium	Lower
				Students with Disabilities	*	--	No Status Level	12.3%	Low	--
				Two or More Races	0	--	--	52.9%	Medium	--
				White	*	--	No Status Level	53.2%	Medium	--

Data Sources: California School Dashboard Research data files 2023.

Los Angeles Leadership 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. 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/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator

RGB2E	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
	8756	Los Angeles Leadership Academy	All Students	223	39.5%	Very High	30.0%	Very High	Higher	195	Orange	36.9%	-2.5%	Declined	Yellow	24.3%	-5.7	Declined Significantly	Higher
			American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
			Asian	*	--	No Performance Level	11.5%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	10.1%	-1.4	Declined	--
			Black or African American	*	--	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
			English Learner	66	40.9%	Very High	33.6%	Very High	Higher	55	Red	43.6%	2.7%	Increased	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	0	--	--	45.1%	Very High	--	0	--	--	--	--	Yellow	38.7%	-6.4	Declined Significantly	--
			Latino	215	39.5%	Very High	35.8%	Very High	Higher	188	Orange	36.7%	-2.8%	Declined	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	197	40.6%	Very High	37.4%	Very High	Higher	175	Orange	37.7%	-2.9%	Declined	Yellow	29.9%	-7.5	Declined Significantly	Higher
			Students with Disabilities	33	42.4%	Very High	39.6%	Very High	Higher	26	No Color	30.8%	-11.7%	Declined	Yellow	33.1%	-6.5	Declined Significantly	--
			Two or More Races	*	--	No Performance Level	25.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	21.6%	-3.5	Declined Significantly	--
			White	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

Los Angeles Leadership 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/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.

Suspension Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	451	3.3%	Medium	3.1%	Medium	Higher	418	Blue	1.0%	-2.4%	Declined Significantly	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--	*	No Color	--	--	No Change Level	Orange	7.4%	1.0%	Increased	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--	*	No Color	--	--	No Change Level	Green	1.1%	0.2%	Maintained	--
				Black or African American	*	--	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	117	4.3%	Medium	3.2%	Medium	Higher	98	Blue	1.0%	-3.3%	Declined	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	431	3.5%	Medium	3.3%	Medium	Higher	393	Blue	1.0%	-2.5%	Declined Significantly	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	397	3.3%	Medium	4.0%	Medium	Lower	375	Blue	0.8%	-2.5%	Declined Significantly	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	68	5.9%	High	5.4%	High	Higher	54	Green	1.9%	-4.0%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--	12	No Color	0.0%	--	No Change Level	Orange	3.3%	0.4%	Increased	--
				White	*	--	No Performance Level	2.6%	Medium	--	*	No Color	--	--	No Change Level	Yellow	2.9%	0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2023

Los Angeles Leadership Academy

Graduation Rate Indicator

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

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

Graduation Rate Indicator - CA School Dashboard Indicator

RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of graduated students	School 2022 Status Level	State 2022 Percentage of graduated students	State 2022 Status Level	School to State Graduated Students Comparison	Number of Students	School 2023 Performance Level (color)	School 2023 Percentage of graduated students	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Percentage of graduated students	State 2023 Change	State 2023 Change Level	School to State Graduated Students Comparison
E	2	8756	Los Angeles Leadership Academy	All Students	51	70.6%	Low	87.4%	Medium	Lower	58	Green	87.9%	17.3%	Increased Significantly	Orange	86.4%	1.0%	Declined	Higher
				American Indian or Alaska Native	0	--	--	79.6%	Low	--	*	No Color	--	--	No Change Level	Orange	79.6%	-0.1%	Maintained	--
				Asian	*	--	No Performance Level	95.2%	Very High	--	*	No Color	--	--	No Change Level	Green	94.5%	-0.7%	Maintained	--
				Black or African American	0	--	--	79.5%	Low	--	0	--	--	--	--	Orange	78.5%	1.0%	Declined	--
				English Learner	16	56.3%	No Performance Level	73.3%	Low	--	11	No Color	81.8%	25.6%	Increased Significantly	Orange	73.5%	0.2%	Maintained	--
				Filipino	0	--	--	95.5%	Very High	--	0	--	--	--	--	Green	94.7%	-0.8%	Maintained	--
				Foster Youth	*	--	No Performance Level	64.1%	Very Low	--	0	--	--	--	--	Red	63.2%	-0.8%	Maintained	--
				Homeless Youth	0	--	--	74.4%	Low	--	*	No Color	--	--	No Change Level	Orange	73.7%	-0.7%	Maintained	--
				Latino	49	69.4%	Low	85.3%	Medium	Lower	53	Green	88.7%	19.3%	Increased Significantly	Orange	84.2%	1.0%	Declined	Higher
				Native Hawaiian or Pacific Islander	0	--	--	85.2%	Medium	--	0	--	--	--	--	Yellow	84.6%	-0.7%	Maintained	--
				Socioeconomically Disadvantaged	51	70.6%	Low	85.1%	Medium	Lower	58	Green	87.9%	17.3%	Increased Significantly	Orange	83.7%	1.4%	Declined	Higher
				Students with Disabilities	14	64.3%	Very Low	75.2%	Low	--	*	No Color	--	--	No Change Level	Orange	72.7%	2.5%	Declined	--
				Two or More Races	0	--	--	89.6%	Medium	--	0	--	--	--	--	Orange	88.6%	1.0%	Declined	--
				White	0	--	--	90.8%	High	--	*	No Color	--	--	No Change Level	Orange	89.8%	1.0%	Declined	--

Data Sources: California School Dashboard Research data files 2023

Los Angeles Leadership 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/ta/ac/cm/.   Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Enrollment by Ethnicity and Student Group

RG	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	2	8756	Los Angeles Leadership Academy	349	92.0%	2.9%	0.6%	1.1%	0.0%	22.1%	0.0%	0.3%	5.4%	94.6%	0.0%	0.0%	2.3%	94.0%	12.9%	0.0%	1.4%
			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	8756	Los Angeles Leadership Academy	387	85.5%	2.6%	0.8%	1.3%	0.3%	23.0%	0.0%	0.8%	0.5%	94.1%	0.0%	0.0%	2.6%	90.2%	14.2%	0.0%	1.0%
			Statewide	5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
			Los Angeles Unified	538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

Los Angeles Leadership Academy

RECLASSIFICATION RATES

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

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

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
E	2	8756	Los Angeles Leadership 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 Langauge Learners	--	--	
					2022-2023 Number of Students Reclassified	--	--	--
					2022-2023 Reclassification Rate	--	--	

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

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

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

Los Angeles Leadership 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/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

RG	BD	Loc Code	School	English Learners	2022-2023 School Enrollment	2022-2023 School Percent	2022-2023 State Enrollment	2022-2023 State Percent	2023-2024 School Enrollment	2023-2024 School Percent
E	2	8756	Los Angeles Leadership Academy	LTEL 6+ Years	28	10.6%	226,535	11.1%	32	14.0%
				At-Risk 4-5 Years	4	1.5%	144,190	7.1%	4	1.8%
				EL 0-3 Years	9	3.4%	505,487	24.8%	10	4.4%
				EL 4+ Years Not At-Risk or LTEL	48	18.2%	236,323	11.6%	31	13.6%
				EL total	89	33.7%	1,112,535	54.5%	77	33.8%
				RFEP	175	66.3%	927,723	45.5%	151	66.2%
				Total (Ever)	264	100.0%	2,040,258	100.0%	228	100.0%

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

Office of Data and Accountability

Report created on: 9/05/2024

Los Angeles Leadership 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/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/.   Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2023-2024 Special Education Enrollment

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	8756	Los Angeles Leadership Academy	349	45	12.9%
			Statewide	5,837,690	799,980	13.7%
			Los Angeles Unified	529,902	79,906	14.8%

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
E	2	8756	Los Angeles Leadership Academy	387	55	14.2%
			Statewide	5,852,544	765,169	13.1%
			Los Angeles Unified	538,295	75,935	14.1%

2023-2024 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	8756	Los Angeles Leadership Academy	88.9%	11.1%	4	0	0	1	0	0	0	0	13	0	26	1	0	0
			Los Angeles Unified	66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

2022-2023 Special Education Enrollment

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	8756	Los Angeles Leadership Academy	87.3%	12.7%	5	0	0	2	0	0	0	0	9	0	36	3	0	0
			Los Angeles Unified	68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key

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

Los Angeles Leadership Academy

Los Angeles Leadership 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**	**Yellow**	**-45.9**	**5.6**	**Orange**	**-13.2**	**Lower**
English Learner	Met	Orange	-74.1	3.8	Orange	-67.6	Lower
Latino	Met	Yellow	-45.1	5.7	Orange	-39.3	Lower
Socioeconomically Disadvantaged	Met	Yellow	-45.2	4.0	Orange	-40.9	Lower

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

Los Angeles Leadership 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**	**-110.4**	**7.0**	**Orange**	**-47.6**	**Lower**
English Learner	Met	Orange	-135.3	10.8	Orange	-93.4	Lower
Latino	Met	Orange	-109.7	7.1	Orange	-79.2	Lower
Socioeconomically Disadvantaged	Met	Orange	-109.1	8.5	Orange	-78.2	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- English Language Arts

Los Angeles Leadership 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 (DFS)
All Students	259	Low	-46.9	2,128	Medium	-14.0	Lower
Latino	246	Low	-47.2	1,743	Low	-24.7	Lower
English Learner	93	Very Low	-73.7	437	Very Low	-109.1	Higher
Socioeconomically Disadvantaged	232	Low	-48.0	1,961	Medium	-18.1	Lower
Students with Disabilities	35	Very Low	-118.2	369	Very Low	-116.5	Lower

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

Los Angeles Leadership 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	222	Orange	-51.5	2,053	Orange	-30.1	Lower
Latino	217	Orange	-50.8	1,702	Orange	-35.5	Lower
English Learner	92	Red	-77.9	386	Orange	-103.8	Higher
Socioeconomically Disadvantaged	202	Orange	-49.2	1,758	Orange	-34.4	Lower

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

Los Angeles Leadership 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	208	Yellow	-45.9	1,958	Green	-4.7	Lower
Latino	201	Yellow	-45.1	1,626	Green	-10.4	Lower
English Learner	84	Orange	-74.1	429	Orange	-83.3	Higher
Socioeconomically Disadvantaged	195	Yellow	-45.2	1,750	Green	-8.7	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- Math

Los Angeles Leadership 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	**258**	**Very Low**	**-123.9**	**2,121**	**Low**	**-70.7**	**Lower**
Latino	245	Very Low	-124.2	1,738	Low	-99.6	Lower
English Learner	93	Very Low	-147.2	435	Very Low	-145.8	Lower
Socioeconomically Disadvantaged	230	Very Low	-123.1	1,954	Low	-76.5	Lower
Students with Disabilities	34	Very Low	-180.7	369	Very Low	-159.4	Lower

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

Los Angeles Leadership 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	**221**	**Orange**	**-117.4**	**2,047**	**Yellow**	**-71.6**	**Lower**
Latino	216	Orange	-116.8	1,696	Orange	-88.4	Lower
English Learner	92	Red	-146.1	384	Orange	-140.4	Lower
Socioeconomically Disadvantaged	201	Orange	-117.6	1,752	Orange	-78.4	Lower

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

Los Angeles Leadership 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	**209**	**Orange**	**-110.4**	**1,952**	**Yellow**	**-58.4**	**Lower**
Latino	202	Orange	-109.7	1,618	Orange	-77.8	Lower
English Learner	85	Orange	-135.3	440	Orange	-117.3	Lower
Socioeconomically Disadvantaged	196	Orange	-109.1	1,746	Yellow	-66.7	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- English Learner Progress Indicator

Los Angeles Leadership 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	96	**High**	64.6%	441	**High**	53.0%	**Higher**

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

Los Angeles Leadership 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	77	**Blue**	71.4%	416	**Orange**	47.4%	**Higher**

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

Los Angeles Leadership 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	68	**Red**	22.1%	354	**Green**	53.3%	**Lower**
Long-Term English Learner	42	Red	26.2%	216	Green	60.6%	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- College/Career Indicator

Los Angeles Leadership Academy 2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of Students with Scores**	**Charter Percentage of Prepared Students**	**Charter Status Level**	**Resident Schools Number of Students with Scores**	**Resident Schools Median Percentage of Prepared Students**	**Resident Schools Median Status Level**	**Charter to Resident Schools Median Comparison**
All Students	**56**	**23.2%**	**Low**	**891**	**54.4%**	**Medium**	**Lower**
Latino	51	25.5%	Low	776	54%	Medium	Lower
Socioeconomically Disadvantaged	56	23.2%	Low	841	53.1%	Medium	Lower

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

Los Angeles Leadership Academy 2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	**Number of students**	**Charter Performance Level (color)**	**Charter Change Level**	**Resident Number of students**	**Resident Schools Median Color**	**Resident Median Percentage of prepared students**	**Charter to Resident Schools Median Comparison**
All Students	**46**	**Yellow**	**Increased**	**578**	**Green**	**57.8%**	**Lower**
Latino	45	Green	Increased	509	Yellow	55.4%	Lower
Socioeconomically Disadvantaged	46	Yellow	Increased	568	Green	57.5%	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

Academic Performance Medians- Graduation Rate

Los Angeles Leadership Academy 2022-2023 Graduation Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of graduated students	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of graduated students	Charter to Resident Schools Median Comparison
All Students	**58**	**Green**	**87.9%**	**607**	**Blue**	**93.2%**	**Lower**
Latino	53	Green	88.7%	513	Blue	93.1%	Lower
Socioeconomically Disadvantaged	58	Green	87.9%	583	Green	93.1%	Lower

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

Los Angeles Leadership Academy 2023-2024 Graduation Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of graduated students	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of graduated students	Charter to Resident Schools Median Comparison
All Students	**49**	**Yellow**	**87.8%**	**582**	**Green**	**93.7%**	**Lower**
Latino	47	Orange	87.2%	512	Green	94.4%	Lower
Socioeconomically Disadvantaged	49	Yellow	87.8%	572	Green	93.6%	Lower

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

Los Angeles Leadership Academy
Resident Schools Data Set

CAASPP Comparison

Los Angeles Leadership 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	**27.2**	**41.7**	**Lower**	**33.0**	**51.6**	**Lower**
Socioeconomically Disadvantaged	29.6	40.5	Lower	33.5	50.2	Lower
Latino	27.9	39.2	Lower	33.3	49.9	Lower
English Learner	10.0	0.0	Higher	9.6	4.6	Higher

Los Angeles Leadership 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	**7.1**	**28.6**	**Lower**	**13.2**	**31.7**	**Lower**
Socioeconomically Disadvantaged	7.4	26.5	Lower	14.2	29.2	Lower
Latino	7.2	23.1	Lower	13.7	26.2	Lower
English Learner	0.0	3.8	Lower	3.9	1.9	Higher

ATTACHMENT D

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE
RENEWAL CHARTER PETITION FOR
LOS ANGELES LEADERSHIP ACADEMY
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT
January 14, 2025

I. INTRODUCTION

On October 16, 2024, Los Angeles Leadership Academy (also referred to herein as, "LALA," "Charter School," or "Petitioners") submitted a renewal petition application to the Los Angeles Unified School District ("LAUSD" or "District") seeking to serve up to 490 students in grades 6-12 for a five-year term July 1, 2025 to June 30, 2030. (*See* Exhibit 1, Los Angeles Leadership Academy Renewal Petition). Charter School currently operates at 2670 Griffin Ave. and 234 East Avenue 33, Los Angeles, CA 90031, which are 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 LALA, 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

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[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 data[2] 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;

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[2] "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, § 47607.2(c)(2).)
[3] https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

(2)   The closure of the charter school is in the best interest of the pupils; and

(3)   The decision provided greater weight to the performance on the measurements of academic performance.

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

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

Criterion 3:

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

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

    (1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:

        (a) Substantial fiscal factors, or
        (b) Substantial governance factors.

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

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

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[4] See LAUSD policy, pp. 35-37.

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

III.   FINDINGS OF FACT IN SUPPORT OF DENIAL

Based on a comprehensive review of the LALA 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 Los Angeles Leadership Academy* based on the following ground(s):

- As a Middle Performing charter school, Los Angeles Leadership 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 § 476052(c)(2)) (Criterion 1)

A.   As a Middle performing charter school, Los Angeles Leadership 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 four applicable measurements of academic performance – English Language Arts (ELA) and Math, English Learner Progress Indicator (ELPI), and College/Career Indicator (CCI), Charter School demonstrated performance levels for All Students, and for all numerically significant student groups that are lower than the state average in 2022, 2023, and 2024 for ELA and Math; and in 2023 and 2024 for CCI; and in 2024 for ELPI. Additionally, in ELA, Charter School demonstrated declining performance in 2023, and although demonstrated an increase in 2024 for All Students and all numerically significant student groups, were still below the state. In Math, Charter School demonstrated an increase in performance in 2023 and 2024 for All Students and all numerically significant student groups, however, were still below the state. In ELPI, Charter School was higher than the state in 2022 and 2023, however, in 2024 the Charter School performed lower than the state and declined by 49.4%. The CCI was not reported on the 2021-2022 Dashboard. The Charter School performed lower than the state for the 2022-2023 and the 2023-2024 school years. Although the charter school scored lower than the state in 2023-2024, the charter school demonstrated an 11.6% increase.

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

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[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/csperformcategory.asp.

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 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.

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, Math, ELPI, and CCI). The Charter school provided three years of verified data desegregated by grade levels and student groups; however, the verified data was not clear and convincing. (*See* Exhibit 2, Los Angeles Leadership Academy DFS Data Set).

Charter School's academic performance reflects the following:

a. **California School Dashboard English Language Arts Academic Indicator**
In 2022, 2023, and 2024, Charter School's Distance from Standard (DFS) in ELA was lower than the state for All Students, and for all numerically significant student groups. Notwithstanding the increases in 2024, the charter school still remains lower than the state. (*See* Exhibit 2, Los Angeles Leadership Academy DFS Data Set).

Los Angeles Leadership 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**	**-46.9**	**Low**	**-12.2**	**Lower**
Latino	Met	Low	-47.2	Low	-38.6	Lower
English Learner	Met	Very Low	-73.7	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-48.0	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-118.2	Very Low	-97.3	Lower

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

Los Angeles Leadership 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**	**-51.5**	**-4.6**	**Orange**	**-13.6**	**Lower**
Latino	Met	Orange	-50.8	-3.6	Orange	-40.2	Lower
English Learner	Met	Red	-77.9	-4.3	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Orange	-49.2	-1.2	Orange	-42.6	Lower

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

Los Angeles Leadership 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	---	**Yellow**	**-45.9**	**5.6**	**Orange**	**-13.2**	**Lower**
Latino	---	Yellow	-45.1	5.7	Orange	-39.3	Lower
English Learner	---	Orange	-74.1	3.8	Orange	-67.6	Lower
Socioeconomically Disadvantaged	---	Yellow	-45.2	4.0	Orange	-40.9	Lower

--- no participation rate Data Sources: CA School Dashboard Research

b. **California School Dashboard Math Academic Indicator**
In 2022, 2023, and 2024, Charter School's DFS in Math was lower than the state for All Students, and for all numerically significant student groups. Although, Charter School has demonstrated increases in 2023 and 2024, the charter school remains lower than the state.

Los Angeles Leadership 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**	**Very Low**	**-123.9**	**Low**	**-51.7**	**Lower**
Latino	Met	Very Low	-124.2	Low	-83.4	Lower
English Learner	Not Met	Very Low	-147.2	Low	-92.0	Lower

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

Los Angeles Leadership 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**	**-117.4**	**6.5**	**Orange**	**-49.1**	**Lower**
Latino	Met	Orange	-116.8	7.5	Orange	-80.8	Lower
English Learner	Met	Red	-146.1	2.2	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-117.6	5.6	Yellow	-80.8	Lower

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

Los Angeles Leadership 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	---	**Orange**	**-110.4**	7.0	**Orange**	**-47.6**	**Lower**
Latino	---	Orange	-109.7	7.1	Orange	-79.2	Lower
English Learner	--	Orange	-135.3	10.8	Orange	-93.4	Lower
Socioeconomically Disadvantaged	---	Orange	-109.1	8.5	Orange	-78.2	Lower

--- no participation rate Data Sources: CA School Dashboard Research

c. **California School Dashboard English Learner Progress Indicator**

In 2022, on the ELPI, the charter school's Status Level of High was higher than the state's Status Level of Medium. In 2023 on the ELPI, the charter school's performance color of Blue was higher than the state's color of Yellow. The charter school's English Learner Progress rate was higher than the state's rate in 2023. However, in 2024 on the ELPI, the charter school's performance color of Red was lower than the state's color of Orange. The charter school's English Learner Progress rate was lower than the state's rate in 2024.

Los Angeles Leadership 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	64.6%	Medium	50.3%	Higher

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

Los Angeles Leadership 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	Not Met	Blue	71.4%	6.8%	Yellow	48.7%	Higher

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

Los Angeles Leadership 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	---	Red	22.1%	-49.4%	Orange	45.7%	Lower
Long-Term English Learners	---	Red	26.2%	-46.7%	Orange	45.8%	Lower

--- no participation rate Data Sources: CA School Dashboard Research

> **d. California School Dashboard College/Career Indicator (CCI)**
> The College/ Career Academic Indicator was not reported on the 2022 California School Dashboard. In 2023 and 2024, the charter school's Status Level of Low for All Students was lower than the state's Status Level of Medium. The charter school's percentage of students prepared was lower than the state for both numerically significant student groups.

Los Angeles Leadership Academy - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Low**	**23.2%**	**Medium**	**43.9%**	**Lower**
Latino	Low	25.5%	Medium	35.5%	Lower
Socioeconomically Disadvantaged	Low	23.2%	Medium	35.4%	Lower

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

Los Angeles Leadership Academy - College/Career Indicator - 2023-2024

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
All Students	**Low**	**34.8%**	**Medium**	**45.3%**	**Lower**
Latino	Low	35.6%	Medium	37.4%	Lower
Socioeconomically Disadvantaged	Low	34.8%	Medium	37.4%	Lower

Data Sources: CA School Dashboard

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

In addition to considering the schoolwide performance and performance of numerically significant student groups of pupils served by Charter School on both the state and local indicators on the California School Dashboard, and providing greater weight to the performance on measurements of academic performance on the Dashboard as part of the renewal consideration, the District must also consider clear and convincing evidence, *demonstrated by verified data*, showing that Charter School achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

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

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

To be eligible for inclusion as verified data, consistent with Education Code section 47607.2 (c)(2), a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Reports* provided by Charter School does not provide a participation rate on the report, however, it does include the total number of "growth events[7]" on the reports. In 2021-2022, Charter School had a Norm Enrollment of 421 students and the NWEA Reading had 338 growth events (80.28%), NWEA Language Usage had 339 growth events (80.52%), and the NWEA Math report had 332 growth events (78.85%). Thus, the 2021-2022 assessment data does <u>not</u> appear to include at least 95 percent of eligible students. In 2022-2023, Charter School had a Norm Enrollment of 390 students and the NWEA Reading

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

had 281 growth events (72.05%), NWEA Language Usage had 265 growth events (67.94%), and the NWEA Math report had 321 growth events (82.30%). Thus, the 2022-2023 assessment data does <u>not</u> appear to include at least 95 percent of eligible students. In 2023-2024, Charter School had a Norm Enrollment of 354 students and the NWEA Reading had 305 growth events (86.15%), NWEA Language Usage had 290 growth events (81.92%), and the NWEA Math report had 311 growth events (87.85%). Thus, the 2023-2024 assessment data does <u>not</u> appear to include at least 95 percent of eligible students. (*see* Exhibit 3*, Los Angeles Leadership Academy Verified Data*).

The Charter School provided three years of data from NWEA *Student Growth Summary Reports* for 2020-2021, 2022-2023 and 2023-2024 for Reading, Language Usage, and Math for grade levels and for the following student groups by grade level: Latino, English Learner, Socioeconomically Disadvantaged and Students with Disabilities.

As seen in the tables below, the majority of grade levels and applicable student groups demonstrated one-year's growth in all of the subject areas (Reading, Language Usage, and Math) in only one year (2023-2024). The reports submitted for 2020-2021 and 2022-2023 did not show that the majority of grade levels and applicable student groups demonstrated one-year's growth in all of the subject areas (Reading, Language Usage, and Math).

MAP Growth Reading 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	*	0	*	*
Latino	*	0	*	*
English Learner	*	0	*	*
Socioeconomically Disadvantaged	*	0	*	*
Students with Disabilities	*	0	*	*
Grade 7	58	0	-1.93	**Not Met**
Latino	58	0	-1.93	**Not Met**
English Learner	11	0	-2.38	**Not Met**
Socioeconomically Disadvantaged	47	0	-1.35	**Not Met**
Students with Disabilities	*	0	*	*
Grade 8	119	0	-0.26	**Not Met**
Latino	113	0	-0.36	**Not Met**
English Learner	15	0	-0.02	**Not Met**
Socioeconomically Disadvantaged	43	0	-2.04	**Not Met**
Students with Disabilities	*	0	*	*
Grade 9	39	0	-0.58	**Not Met**
Latino	38	0	-0.49	**Not Met**
English Learner	*	0	*	*

MAP Growth Reading 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Socioeconomically Disadvantaged	**31**	**0**	**0.09**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 10	**41**	**0**	**-1.32**	**Not Met**
Latino	**40**	**0**	**-1.62**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**39**	**0**	**-1.51**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 11	**49**	**0**	**-0.88**	**Not Met**
Latino	**46**	**0**	**-0.70**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**45**	**0**	**-0.51**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 12	**30**	**0**	**-3.05**	**Not Met**
Latino	**28**	**0**	**-3.24**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**16**	**0**	**-5.18**	*
Students with Disabilities	*	**0**	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Language Usage 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	*	**0**	*	*
Latino	*	**0**	*	*
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**Not available**	**0**	**Not available**	**Not available**
Students with Disabilities	**Not available**	**0**	**Not available**	**Not available**
Grade 7	**60**	**0**	**-0.24**	**Not Met**
Latino	**59**	**0**	**-0.17**	**Not Met**
English Learner	**Not available**	**0**	**Not available**	**Not available**
Socioeconomically Disadvantaged	**Not available**	**0**	**Not available**	**Not available**

MAP Growth Language Usage 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Students with Disabilities	**Not available**	**0**	**Not available**	**Not available**
Grade 8	**115**	**0**	**-0.01**	**Not Met**
Latino	**109**	**0**	**-0.08**	**Not Met**
English Learner	**Not available**	**0**	**Not available**	**Not available**
Socioeconomically Disadvantaged	**Not available**	**0**	**Not available**	**Not available**
Students with Disabilities	**Not available**	**0**	**Not available**	**Not available**
Grade 9	**39**	**0**	**-0.44**	**Not Met**
Latino	**38**	**0**	**-0.58**	**Not Met**
English Learner	*****	**0**	*****	*****
Socioeconomically Disadvantaged	**31**	**0**	**0.95**	**Met**
Students with Disabilities	*****	**0**	*****	*****
Grade 10	**42**	**0**	**1.09**	**Met**
Latino	**41**	**0**	**1.02**	**Met**
English Learner	*****	**0**	*****	*****
Socioeconomically Disadvantaged	**40**	**0**	**1.45**	**Met**
Students with Disabilities	*****	**0**	*****	*****
Grade 11	**51**	**0**	**-1.36**	**Not Met**
Latino	**48**	**0**	**-1.30**	**Not Met**
English Learner	*****	**0**	*****	*****
Socioeconomically Disadvantaged	**47**	**0**	**-1.01**	**Not Met**
Students with Disabilities	*****	**0**	*****	*****
Grade 12	**29**	**0**	**Not available**	**Not available**
Latino	**27**	**0**	**Not available**	**Not available**
English Learner	*****	**0**	**Not available**	**Not available**
Socioeconomically Disadvantaged	**13**	**0**	**Not available**	**Not available**
Students with Disabilities	*****	**0**	**Not available**	**Not available**

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Math 2021-2022				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	*	**0**	*	*
Latino	*	**0**	*	*
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	*	**0**	*	*
Students with Disabilities	*	**0**	*	*
Grade 7	**56**	**0**	**0.83**	**Met**
Latino	**55**	**0**	**0.88**	**Met**
English Learner	**13**	**0**	**0.41**	**Met**
Socioeconomically Disadvantaged	**45**	**0**	**0.89**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 8	**115**	**0**	**1.48**	**Met**
Latino	**111**	**0**	**1.48**	**Met**
English Learner	**13**	**0**	**2.14**	**Met**
Socioeconomically Disadvantaged	**40**	**0**	**0.48**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 9	**37**	**0**	**1.24**	**Met**
Latino	**36**	**0**	**1.29**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**29**	**0**	**1.60**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 10	**42**	**0**	**0.06**	**Met**
Latino	**41**	**0**	**-0.09**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**40**	**0**	**0.21**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 11	**50**	**0**	**-0.88**	**Not Met**
Latino	**46**	**0**	**-1.03**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**46**	**0**	**-0.33**	**Not Met**
Students with Disabilities	*	**0**	*	*
Grade 12	**29**	**0**	**0.87**	**Not Met**
Latino	**27**	**0**	**0.70**	**Met**

MAP Growth Math 2021-2022				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
English Learner	*	0	*	*
Socioeconomically Disadvantaged	14	0	1.10	Met
Students with Disabilities	*	0	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Reading 2022-2023				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Grade 6	**32**	**0**	**-1.97**	**Not Met**
Latino	29	0	-1.65	Not Met
English Learner	*	0	*	*
Socioeconomically Disadvantaged	30	0	-1.97	Not Met
Students with Disabilities	*	0	*	*
Grade 7	**56**	**0**	**-4.81**	**Not Met**
Latino	55	0	-4.91	Not Met
English Learner	12	0	-5.36	Not Met
Socioeconomically Disadvantaged	52	0	-4.64	Not Met
Students with Disabilities	*	0	*	*
Grade 8	**56**	**0**	**-0.21**	**Not Met**
Latino	56	0	-0.21	Not Met
English Learner	23	0	0.74	Met
Socioeconomically Disadvantaged	50	0	-0.01	Not Met
Students with Disabilities	13	0	-0.15	Not Met
Grade 9	**34**	**0**	**0.20**	**Met**
Latino	28	0	0.60	Met
English Learner	*	0	*	*
Socioeconomically Disadvantaged	31	0	0.11	Met
Students with Disabilities	*	0	*	*
Grade 10	**43**	**0**	**-1.22**	**Not Met**
Latino	40	0	-1.00	Not Met
English Learner	*	0	*	*

MAP Growth Reading 2022-2023				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Socioeconomically Disadvantaged	34	0	-0.15	Not Met
Students with Disabilities	*	0	*	*
Grade 11	**42**	**0**	**0.28**	**Met**
Latino	41	0	0.61	Met
English Learner	*	0	*	*
Socioeconomically Disadvantaged	40	0	0.28	Met
Students with Disabilities	*	0	*	*
Grade 12	**49**	**0**	**-0.56**	**Not Met**
Latino	46	0	-0.37	Not Met
English Learner	*	0	*	*
Socioeconomically Disadvantaged	45	0	0.47	Met
Students with Disabilities	*	0	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Language Usage 2022-2023				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Language Usage: Conditional Growth Index (CGI)	One Year's Progress
Grade 6	46	0	-2.52	Not Met
Latino	43	0	-2.45	Not Met
English Learner	*	0	*	*
Socioeconomically Disadvantaged	39	0	-2.19	Not Met
Students with Disabilities	*	0	*	*
Grade 7	56	0	-4.68	Not Met
Latino	55	0	-4.61	Not Met
English Learner	12	0	-5.24	Not Met
Socioeconomically Disadvantaged	52	0	-4.04	Not Met
Students with Disabilities	*	0	*	*
Grade 8	61	0	1.59	Met
Latino	61	0	1.59	Met
English Learner	24	0	0.88	Met
Socioeconomically Disadvantaged	55	0	1.41	Met

MAP Growth Language Usage 2022-2023				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Students with Disabilities	**14**	**0**	**-1.18**	**Not Met**
Grade 9	**14**	**0**	**2.01**	**Met**
Latino	**11**	**0**	**1.49**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**12**	**0**	**2.27**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 10	**41**	**0**	**2.09**	**Met**
Latino	**38**	**0**	**2.55**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**33**	**0**	**2.75**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 11	**40**	**0**	**0.71**	**Met**
Latino	**39**	**0**	**0.82**	**Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**39**	**0**	**0.82**	**Met**
Students with Disabilities	*	**0**	*	*
Grade 12	**48**	**0**	**Not available**	**Not available**
Latino	**45**	**0**	**Not available**	**Not available**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**44**	**0**	**Not available**	**Not available**
Students with Disabilities	*	**0**	*	*

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

MAP Growth Math 2022-2023				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**43**	**0**	**-2.03**	**Not Met**
Latino	**39**	**0**	**-1.86**	**Not Met**
English Learner	*	**0**	*	*
Socioeconomically Disadvantaged	**37**	**0**	**-1.51**	**Not Met**
Students with Disabilities	*	**0**	**-1.19**	*
Grade 7	**56**	**0**	**-1.75**	**Not Met**

MAP Growth Math 2022-2023				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Latino	**55**	**0**	**-1.75**	**Not Met**
English Learner	**12**	**0**	**-3.24**	**Not Met**
Socioeconomically Disadvantaged	**52**	**0**	**-1.57**	**Not Met**
Students with Disabilities	*****	**0**	*****	*****
Grade 8	**55**	**0**	**0.66**	**Met**
Latino	**55**	**0**	**0.66**	**Met**
English Learner	**22**	**0**	**0.84**	**Met**
Socioeconomically Disadvantaged	**48**	**0**	**0.62**	**Met**
Students with Disabilities	**14**	**0**	**0.22**	**Met**
Grade 9	**33**	**0**	**-1.17**	**Not Met**
Latino	**27**	**0**	**-0.11**	**Not Met**
English Learner	*****	**0**	*****	*****
Socioeconomically Disadvantaged	**30**	**0**	**-1.12**	**Not Met**
Students with Disabilities	*****	**0**	*****	*****
Grade 10	**41**	**0**	**1.08**	**Met**
Latino	**39**	**0**	**1.17**	**Met**
English Learner	*****	**0**	*****	*****
Socioeconomically Disadvantaged	**33**	**0**	**1.72**	**Met**
Students with Disabilities	*****	**0**	*****	*****
Grade 11	**43**	**0**	**0.56**	**Met**
Latino	**42**	**0**	**0.75**	**Met**
English Learner	*****	**0**	*****	*****
Socioeconomically Disadvantaged	**41**	**0**	**0.42**	**Met**
Students with Disabilities	*****	**0**	*****	*****
Grade 12	**50**	**0**	**5.50**	**Met**
Latino	**46**	**0**	**6.07**	**Met**
English Learner	*****	**0**	*****	*****
Socioeconomically Disadvantaged	**46**	**0**	**5.58**	**Met**
Students with Disabilities	*****	**0**	*****	*****

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MAP Growth Reading 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**51**	**-0.2 to 0.2**	**-0.76**	**Not met**
Latino	**50**	**-0.2 to 0.2**	**-0.77**	**Not met**
English Learner	**21**	**-0.2 to 0.2**	**0.69**	**Met**
Socioeconomically Disadvantaged	**48**	**-0.2 to 0.2**	**-1.10**	**Not met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 7	**48**	**-0.2 to 0.2**	**-3.12**	**Not met**
Latino	**45**	**-0.2 to 0.2**	**-3.05**	**Not met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**44**	**-0.2 to 0.2**	**-3.35**	**No met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 8	**57**	**-0.2 to 0.2**	**0.76**	**Met**
Latino	**56**	**-0.2 to 0.2**	**0.92**	**Met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**52**	**-0.2 to 0.2**	**1.74**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 9	**37**	**-0.2 to 0.2**	**0.21**	**Met**
Latino	**36**	**-0.2 to 0.2**	**0.21**	**Met**
English Learner	**12**	**-0.2 to 0.2**	**0.38**	**Met**
Socioeconomically Disadvantaged	**35**	**-0.2 to 0.2**	**0.20**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 10	**35**	**-0.2 to 0.2**	**1.19**	**Met**
Latino	**29**	**-0.2 to 0.2**	**1.56**	**Met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**33**	**-0.2 to 0.2**	**1.25**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 11	**37**	**-0.2 to 0.2**	**4.13**	**Met**
Latino	**36**	**-0.2 to 0.2**	**4.08**	**Met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**35**	**-0.2 to 0.2**	**4.08**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 12	**40**	**-0.2 to 0.2**	**0.71**	**Met**
Latino	**39**	**-0.2 to 0.2**	**0.47**	**Met**

MAP Growth Reading 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Reading: Conditional Growth Index (CGI)**	**One Year's Progress**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**40**	**-0.2 to 0.2**	**0.71**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Language Usage 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	**42**	**-0.2 to 0.2**	**1.35**	**Met**
Latino	**40**	**-0.2 to 0.2**	**1.71**	**Met**
English Learner	**18**	**-0.2 to 0.2**	**2.26**	**Met**
Socioeconomically Disadvantaged	**41**	**-0.2 to 0.2**	**0.84**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 7	**43**	**-0.2 to 0.2**	**-0.08**	**Met**
Latino	**40**	**-0.2 to 0.2**	**0.07**	**Met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**39**	**-0.2 to 0.2**	**-0.39**	**No Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 8	**55**	**-0.2 to 0.2**	**0.98**	**Met**
Latino	**54**	**-0.2 to 0.2**	**1.12**	**Met**
English Learner	**11**	**-0.2 to 0.2**	**1.25**	**Met**
Socioeconomically Disadvantaged	**52**	**-0.2 to 0.2**	**1.12**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 9	**36**	**-0.2 to 0.2**	**-0.12**	**Met**
Latino	**35**	**-0.2 to 0.2**	**-0.40**	**No Met**
English Learner	**12**	**-0.2 to 0.2**	**-0.59**	**No Met**
Socioeconomically Disadvantaged	**34**	**-0.2 to 0.2**	**-0.56**	**No Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 10	**36**	**-0.2 to 0.2**	**0.70**	**Met**
Latino	**30**	**-0.2 to 0.2**	**-0.40**	**No Met**
English Learner	*	**-0.2 to 0.2**	*	*

MAP Growth Language Usage 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Language Usage: Conditional Growth Index (CGI)**	**One Year's Progress**
Socioeconomically Disadvantaged	34	-0.2 to 0.2	0.63	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 11	37	-0.2 to 0.2	3.42	Met
Latino	35	-0.2 to 0.2	3.48	Met
English Learner	3	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	35	-0.2 to 0.2	3.48	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 12	41	-0.2 to 0.2	Not available	Not available
Latino	40	-0.2 to 0.2	Not available	Not available
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	41	-0.2 to 0.2	Not available	Not available
Students with Disabilities	*	-0.2 to 0.2	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

MAP Growth Math 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Grade 6	56	-0.2 to 0.2	3.67	Met
Latino	53	-0.2 to 0.2	3.68	Met
English Learner	21	-0.2 to 0.2	6.41	Met
Socioeconomically Disadvantaged	53	-0.2 to 0.2	3.43	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 7	44	-0.2 to 0.2	0.70	Met
Latino	41	-0.2 to 0.2	0.76	Met
English Learner	7	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	42	-0.2 to 0.2	0.55	Met
Students with Disabilities	*	-0.2 to 0.2	*	*
Grade 8	58	-0.2 to 0.2	2.06	Met
Latino	57	-0.2 to 0.2	2.06	Met
English Learner	11	-0.2 to 0.2	3.03	Met
Socioeconomically Disadvantaged	53	-0.2 to 0.2	2.19	Met

MAP Growth Math 2023-2024				
Student Groups	**Total Number of Growth Events**	**Map Growth CGI Range**	**Math: Conditional Growth Index (CGI)**	**One Year's Progress**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 9	**38**	**-0.2 to 0.2**	**1.89**	**Met**
Latino	**37**	**-0.2 to 0.2**	**1.79**	**Met**
English Learner	**12**	**-0.2 to 0.2**	**1.88**	**Met**
Socioeconomically Disadvantaged	**36**	**-0.2 to 0.2**	**2.00**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 10	**35**	**-0.2 to 0.2**	**4.19**	**Met**
Latino	**29**	**-0.2 to 0.2**	**3.52**	**Met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**33**	**-0.2 to 0.2**	**4.14**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 11	**39**	**-0.2 to 0.2**	**5.11**	**Met**
Latino	**37**	**-0.2 to 0.2**	**3.98**	**Met**
English Learner	**3**	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**37**	**-0.2 to 0.2**	**4.49**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*
Grade 12	**41**	**-0.2 to 0.2**	**4.36**	**Met**
Latino	**40**	**-0.2 to 0.2**	**3.78**	**Met**
English Learner	*	**-0.2 to 0.2**	*	*
Socioeconomically Disadvantaged	**41**	**-0.2 to 0.2**	**4.36**	**Met**
Students with Disabilities	*	**-0.2 to 0.2**	*	*

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting. "Not available" indicates that the information was not provided or not included in the reports submitted by the charter school.

As described above, the majority of grade levels and applicable student groups demonstrated one year's progress in only one year (2023-2024). Additionally, the assessment data does not appear to include at least 95 percent of eligible students. Therefore, considering the participation rates, 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.

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 LALA'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.

3. 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 4, Los Angeles Leadership Academy RSM Data Set.)

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

English Language Arts RSM

As reflected in the tables below, in 2022, 2023, and 2024 Los Angeles Leadership Academy performed lower than the RSM for All Students in ELA. In 2022, Charter School's DFS was lower than the RSM for three of the four numerically significant student groups; in 2023 and 2024, Charter School was lower for two of the three numerically significant student groups.

Los Angeles Leadership 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 (DFS)
All Students	259	Low	-46.9	2,128	Medium	-14.0	Lower
Latino	246	Low	-47.2	1,743	Low	-24.7	Lower

Los Angeles Leadership 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 (DFS)
English Learner	93	Very Low	-73.7	437	Very Low	-109.1	Higher
Socioeconomically Disadvantaged	232	Low	-48.0	1,961	Medium	-18.1	Lower
Students with Disabilities	35	Very Low	-118.2	369	Very Low	-116.5	Lower

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

Los Angeles Leadership 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	222	Orange	-51.5	2,053	Orange	-30.1	Lower
Latino	217	Orange	-50.8	1,702	Orange	-35.5	Lower
English Learner	92	Red	-77.9	386	Orange	-103.8	Higher
Socioeconomically Disadvantaged	202	Orange	-49.2	1,758	Orange	-34.4	Lower

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

Los Angeles Leadership 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	208	Yellow	-45.9	1,958	Green	-4.7	Lower
Latino	201	Yellow	-45.1	1,626	Green	-10.4	Lower
English Learner	84	Orange	-74.1	429	Orange	-83.3	Higher
Socioeconomically Disadvantaged	195	Yellow	-45.2	1,750	Green	-8.7	Lower

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

Math RSM

As reflected in the tables below, in 2022, 2023, and 2024 Charter School performed lower than the RSM for All Students, and all numerically significant student groups.

	Los Angeles Leadership 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	**258**	**Very Low**	**-123.9**	**2,121**	**Low**	**-70.7**	**Lower**
Latino	245	Very Low	-124.2	1,738	Low	-99.6	Lower
English Learner	93	Very Low	-147.2	435	Very Low	-145.8	Lower
Socioeconomically Disadvantaged	230	Very Low	-123.1	1,954	Low	-76.5	Lower
Students with Disabilities	34	Very Low	-180.7	369	Very Low	-159.4	Lower

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

	Los Angeles Leadership 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	**221**	**Orange**	**-117.4**	**2,047**	**Yellow**	**-71.6**	**Lower**
Latino	216	Orange	-116.8	1,696	Orange	-88.4	Lower
English Learner	92	Red	-146.1	384	Orange	-140.4	Lower
Socioeconomically Disadvantaged	201	Orange	-117.6	1,752	Orange	-78.4	Lower

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

	Los Angeles Leadership 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	**209**	**Orange**	**-110.4**	**1,952**	**Yellow**	**-58.4**	**Lower**
Latino	202	Orange	-109.7	1,618	Orange	-77.8	Lower
English Learner	85	Orange	-135.3	440	Orange	-117.3	Lower

Los Angeles Leadership 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)
Socioeconomically Disadvantaged	196	Orange	-109.1	1,746	Yellow	-66.7	Lower

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

English Learner Progress Indicator (ELPI) RSM

As reflected in the tables below, in 2022, on the ELPI, the charter school's English Learner Progress Rate was higher than the RSM rate. In 2023 the charter school's English Learner Progress Rate was higher than the RSM rate. However, in 2024 the charter school's English Learner Progress Rate was lower than the RSM rate for the English Learner and the Long-Term English Learner student groups.

Los Angeles Leadership 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	96	High	64.6%	441	High	53.0%	Higher

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

Los Angeles Leadership 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	77	Blue	71.4%	416	Orange	47.4%	Higher

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

Los Angeles Leadership 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	68	Red	22.1%	354	Green	53.3%	Lower

Los Angeles Leadership 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
Long-Term English Learner	42	Red	26.2%	216	Green	60.6%	Lower

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

Long-Term English Learner (LTEL) RSM

As seen in the table above, the Long-Term English Learner student group performed below the RSM on the ELPI indicator. The Long-Term English Learner student group was not numerically significant on the ELA and Math indicators for the charter school in 2023-2024.

College/Career Indicator (CCI) RSM

The College/Career Academic Indicator was not reported on the 2022 Dashboard. As reflected in the tables below, in 2023 and 2024, Charter School's CCI was lower than RSM for All Students, and both numerically significant student groups.

Los Angeles Leadership Academy 2022-2023 College / Career Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Percentage of Prepared Students	Charter Status Level	Resident Schools Number of Students with Scores	Resident Schools Median Percentage of Prepared Students	Resident Schools Median Status Level	Charter to Resident Schools Median Comparison
All Students	**56**	**23.2%**	**Low**	**891**	**54.4%**	**Medium**	**Lower**
Latino	51	25.5%	Low	776	54%	Medium	Lower
Socioeconomically Disadvantaged	56	23.2%	Low	841	53.1%	Medium	Lower

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

Los Angeles Leadership Academy 2023-2024 College / Career Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of students	Charter Performance Level (color)	Charter Change Level	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of prepared students	Charter to Resident Schools Median Comparison
All Students	**46**	**Yellow**	**Increased**	**578**	**Green**	**57.8%**	**Lower**
Latino	45	Green	Increased	509	Yellow	55.4%	Lower
Socioeconomically Disadvantaged	46	Yellow	Increased	568	Green	57.5%	Lower

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

a. CAASPP Standards Exceeded and Standard Met Comparison Analysis

English Language Arts RSM

In 2023 and 2024, the review of the CAASPP Standard Exceeded and Standard Met Data for RSM indicates that Los Angeles Leadership Academy performed lower than the RSM for All Students, and for two of the three numerically significant student groups in ELA.

Los Angeles Leadership 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	**27.2**	**41.7**	**Lower**	**33.0**	**51.6**	**Lower**
Socioeconomically Disadvantaged	29.6	40.5	Lower	33.5	50.2	Lower
Latino	27.9	39.2	Lower	33.3	49.9	Lower
English Learner	10.0	0.0	Higher	9.6	4.6	Higher

Math RSM

In 2023, the review of the CAASPP Standard Exceeded and Standard Met Data for RSM, indicates that Los Angeles Leadership Academy performed lower than the RSM for All Students and all three numerically significant student groups in Math. In 2024, CAASPP Standard Exceeded and Standard Met Data for RSM indicates that Los Angeles Leadership Academy performed lower than the RSM for All Students, and for two of the three numerically significant student groups.

Los Angeles Leadership 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	**7.1**	**28.6**	**Lower**	**13.2**	**31.7**	**Lower**
Socioeconomically Disadvantaged	7.4	26.5	Lower	14.2	29.2	Lower
Latino	7.2	23.1	Lower	13.7	26.2	Lower

Los Angeles Leadership 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	0.0	3.8	Lower	3.9	1.9	Higher

Graduation Rate RSM

As reflected in the tables below, in 2023 and 2024, Charter School's Graduation Rate was lower than RSM for All Students, and for both numerically significant student groups.

Los Angeles Leadership Academy 2022-2023 Graduation Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of graduated students	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of graduated students	Charter to Resident Schools Median Comparison
All Students	58	Green	87.9%	607	Blue	93.2%	Lower
Latino	53	Green	88.7%	513	Blue	93.1%	Lower
Socioeconomically Disadvantaged	58	Green	87.9%	583	Green	93.1%	Lower

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

Los Angeles Leadership Academy 2023-2024 Graduation Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of students	Charter Performance Level (color)	Charter Percentage of graduated students	Resident Number of students	Resident Schools Median Color	Resident Median Percentage of graduated students	Charter to Resident Schools Median Comparison
All Students	49	Yellow	87.8%	582	Green	93.7%	Lower
Latino	47	Orange	87.2%	512	Green	94.4%	Lower
Socioeconomically Disadvantaged	49	Yellow	87.8%	572	Green	93.6%	Lower

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

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 2021-2022, 2022-2023 and 2023-2024, Charter School performance in ELA and Math has been lower than the state average for All Students, and the majority of numerically significant student groups. The charter school's actions did not yield academic outcomes at a level equal to or higher than the state averages for All Students, and numerically significant student groups (e.g., Latino, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities). Notwithstanding increases in ELA and Math in 2024, the demonstrated student academic performance lower than the state for All Students, and the majority of numerically significant student groups for the last three academic years, as well as the school's lack of clear and convincing verified data results, the school is demonstrably unlikely to successfully implement the program.

b. Benchmarks

Los Angeles Leadership Academy has four (4) benchmarks related to academics and operations in its current term. The charter school met some of its benchmarks in some of the years during the last seven (7) years of the current charter term.

Benchmark 1: "Increase the number of students who successfully complete A-G requirements with C or better as measured by cohort graduation rates." The charter school met this benchmark in three (3) of the seven (7) years. To assess this benchmark, 4-year cohort graduation rates are compared to the prior year's data to determine if there was an increase or not, as seen in the table below. [Note: This benchmark was assigned based on the 2014-2015 graduation rate of 67.3%.]

Los Angeles Leadership Academy Cohort Graduation Rates							
Base Year	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
15-16 73.1%	Met 16-17 88.5%	Not Met 17-18 84.9%	Met 18-19 87.2%	Not Met 19-20 80.0%	Not Met 20-21 71.4%	Not Met 21-22 68.1%	Met 22-23 87.5%

Source: Four-year cohort graduation rate report from Data Quest.

Benchmark 2: "Increase number of students including all significant subgroups meeting/exceeding standards in ELA and Math as measured by CAASPP (SBAC) Assessment." The charter school did not meet the benchmark in any of the years in which data was available. To assess this benchmark, the percentage of students meeting/exceeding standards on the prior two years of CAASPP assessments was compared to determine if the school increased number of students including all significant student groups meeting/exceeding standards in ELA and Math (e.g.,

for 2017-2018 data used to compare results were from 2015-2016 and 2016-2017 school years and documented in the 2017-2018 school year oversight report).

Los Angeles Leadership Academy Percentage of Meeting/Exceeding Standards in ELA and Math							
Term Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Comparison Years	2015-2016 to 2016-2017	2016-2017 to 2017-2018	2017-2018 to 2018-2019	2018-2019 to 2019-2020	2019-2020 to 2020-2021	2020-2021 to 2021-2022	2021-2022 to 2022-2023
ELA Schoolwide	Not Met Declined -3.09	Not Met Declined -13.44	Met Increased 6.44	Required data not available	Required data not available	Required data not available	Not Met Declined -1.94
ELA Student Groups Met	1 of 4	1 of 4	2 of 4	Required data not available	Required data not available	Required data not available	3 of 4
Math Schoolwide	Met Increased 4.56	Not Met Declined -5.70	Not Met Declined -0.71	Required data not available	Required data not available	Required data not available	Not Met Declined -2.04
Math Student Groups Met	2 of 4	2 of 4	0 of 4	Required data not available	Required data not available	Required data not available	1 of 4
Overall Benchmark	Not Met	Not Met	Not Met	Required data not available	Required data not available	Required data not available	Not Met

Data source: ETS website, Percent of Met/Exceeded.

Note: In 2019-2020 CAASPP testing was suspended as a result of COVID-19 and in 2020-2021 CAASPP testing varied due to COVID-19.

Benchmark 3, "Increase the number of English Learners demonstrating full English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the District Average." The charter school met this benchmark in one (1) of the years for which data was available. To assess this benchmark, the school's reclassification rate was compared to the District's average reclassification rate.

Los Angeles Leadership Academy English Learner Reclassification Rate							
Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
District Average	16.8%	20.3%	13.8%	6.9%	Not publicly available	Not publicly available	Not publicly available
Charter School	11.2% Not Met	19.6% Not Met	0.0% Not Met	7.9% Met	Not publicly available	Not publicly available	Not publicly available

Data source: ODA data set. Reclassification data was not published for the 2020-2021, 2021-2022, 2022-2023 school years.

Benchmark 4, "LALA will provide a description to the Charter Schools Division with annual verification of timely submission to CALPADS within 30 days of the reporting window for English Learner reclassification." The charter school met this benchmark in six (6) of the seven (7) years. The school did not meet this benchmark in 2019-2020 due to submission errors.

Overall, the charter school did not meet three (3) of the four (4) benchmarks in the majority of years.

   c. **Enrollment Concerns**
   In addition to the academic data concerns noted above, Charter School is significantly underenrolled. Charter School has shown steadily declining enrollment for each year in the current term (and for several years prior). Charter School attributed declining enrollment as a contributing factor to substantial net losses of ($186,268), ($894,110), ($125,085), and ($817,668) for Fiscal Years 2019-2020 and 2021-2022 through 2023-2024, respectively. This pattern of deficit spending is depleting its financial reserves and could result in fiscal insolvency should the trend continue. Although Charter School has maintained positive net assets and met all the financial ratios above the District-recommended levels over the most current four audited years, District staff noted concerns regarding Los Angeles Leadership Academy's declining student enrollment in the Annual Performance-Based Oversight Visit Report at least for the past five years. In response, Charter School stated that they have increased outreach and recruitment efforts, and expanded marketing initiatives within the surrounding community. However, Charter School reported 324 students for Fiscal Year 2024-2025, reflecting a cumulative enrollment decline of about 40% since Fiscal Year 2014-2015. Los Angeles Leadership Academy's continued declining student enrollment, and Charter School's overall academic performance, raises concerns about Charter School's ability to successfully implement the educational program described in its charter to increase student achievement.

IV. <u>RECOMMENDATION</u>

Based on the foregoing, staff recommends that the LAUSD Board of Education deny the renewal petition of LALA. 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 Los Angeles Leadership 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/1MkK3SvrQr5aNn0VVTt_6HALbBRMhAnW6?usp=sharing