



## Board of Education Report

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**File #:** Rep-167-20/21, **Version:** 1

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**Approval of the Renewal Petition for Los Angeles Leadership Primary Academy [PUBLIC HEARING]  
December 8, 2020  
Charter Schools Division**

**Action Proposed:**

Staff recommends approval of the renewal petition for Los Angeles Leadership Primary Academy (“Charter School”), designated by the state as Middle performing, located in Board District 2 and Local District East, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 430 students in grades TK-5 in each year of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report.

**Background:**

Los Angeles Leadership Primary Academy is a TK-5 school currently serving 340 students on a private facility in Los Angeles at 2670 Griffin Avenue, Los Angeles, CA 90031 in Board District 2 and Local District East. Los Angeles Leadership Primary Academy was approved by the LAUSD Board of Education on April 6, 2011. On January 12, 2016, the charter school was renewed for another five year term to serve 430 students in grades TK-6.

On September 15, 2020, Los Angeles Leadership Primary Academy submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through December 14, 2020.

An initial Public Hearing was held on October 27, 2020.

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

**Due Diligence:**

Current Los Angeles Leadership Primary Academy governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District’s Board of Education website at <http://laschoolboard.org/charterpetitions>.

**Expected Outcomes:**

Charter School is expected to operate its school in a manner consistent with local, state, and federal ordinances, laws and regulations and with the terms and conditions set forth in its petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

**Board Options and Consequences:**

“Yes” - If the Board adopts the recommendation of approval of the renewal 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, 2021.

“No” - If the Board does not adopt the recommendation of approval of the renewal petition, and instead takes specific action to deny the renewal petition, 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, 2021. The petitioners may appeal a denial to Los Angeles County Board of Education (“LACBOE”). If the appeal is approved by LACBOE, Charter School would be authorized by the LACBOE. If LACBOE denies a petition on appeal, the Charter School may appeal to the State Board of Education (“SBE”) which will review the appeal using an abuse of discretion standard. If the denial is reversed by the SBE, the SBE shall designate, in consultation with the petitioner, the LAUSD Board of Education or LACBOE as the chartering authority.

This Board Report No. 167-20/21, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of the Charter School renewal petition.

**Policy Implications:**

There are no policy implications at this time.

**Budget Impact:**

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school’s debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school’s petition or operations with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to join the LAUSD SELPA Option 3. The Charter School’s fair share contribution to special education will be 10% of the charter schools’ AB 602 (rate includes Base, COLA, and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from the 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 revenue rate will be adjusted to account for changes in the State’s funding formula beginning in fiscal year 2013-2014. 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 Charter-operated Program special education director. 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 Section, the Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

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

**Student Impact:**

As stated in the Board of Education's Policy on Charter School Authorizing, "[W]hen the Board of Education authorizes a charter school, it establishes a partnership 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.2)." Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for charter school renewal and therefore recommends approval of the renewal petition.

**Issues and Analysis:**

If all 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.

Budget and Petition available for perusal at the following link:

<https://www.dropbox.com/sh/0n94a5wrh4snw2i/AADlpm6t4LtDqas9NL-X3ttha?dl=0>

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report

Attachment B - DFS Data and High vs Low Performance Data Sets

Attachment C - Desegregation Impact Statement

**Informatives:**

Not applicable

**Submitted:**

11/18/20

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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AUSTIN BEUTNER  
Superintendent of Schools

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JOSÉ COLE-GUTIÉRREZ  
Director  
Charter Schools Division

**REVIEWED BY:**

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DEVORA NAVERA REED  
Interim General Counsel

\_\_\_ Approved as to form.

**REVIEWED BY:**

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TONY ATIENZA  
Director, Budget Services and Financial Planning

\_\_\_ Approved as to budget impact statement.

ATTACHMENT A

**STAFF ASSESSMENT AND RECOMMENDATION REPORT**  
**RENEWAL PETITION**

Board of Education Report 167-20/21  
 December 8, 2020

School Name:	Los Angeles Leadership Primary Academy			BOARD IS REQUIRED TO TAKE ACTION BY:  December 14, 2020
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	The Los Angeles Leadership Academy			
Location Code:	2252			
Type of Site(s):	Private			
Site Address(es):	2670 Griffin Avenue, Los Angeles, CA 90031			
Board District(s):	2	Local District(s):	East	
Grade Levels Served:	TK-5	Current Enrollment:	340	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	430	
CONSIDERATION:	Renewal			
CDE PERFORMANCE LEVEL:	Middle Performing			
STAFF RECOMMENDATION:	Approval			
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p><b>Criterion 1:</b></p> <ul style="list-style-type: none"> <li>♦ The charter school has presented a <b>sound educational program</b>.</li> <li>♦ The petition, as revised through the petition review and revisions process, contains <b>reasonably comprehensive descriptions of all required elements</b>, including the Federal, State, and District Required Language.</li> <li>♦ Petitioners are <b>demonstrably likely to successfully implement the educational program</b> set forth in the renewal petition.</li> <li>♦ The petition contains <b>required affirmations, assurances, and declarations</b>.</li> </ul> <p><b>Criterion 2:</b></p> <ul style="list-style-type: none"> <li>♦ Charter School qualifies for renewal as a [<i>low, middle, high</i>] performing charter school based on performance indicators and pursuant to the statutory renewal framework. (See full analysis below).</li> </ul> <p><b>Criterion 3:</b></p> <ul style="list-style-type: none"> <li>♦ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.</li> </ul>			

	<ul style="list-style-type: none"> <li>◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.</li> </ul> <p>In addition to the above, the petition contains <b>a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school</b> for purposes of Chapter 10.7. Please see “Staff Review and Assessment” section below for further detail.</p>
<p><b>PROPOSED BENCHMARKS:</b></p>	<p>N/A</p>

## **STAFF ASSESSMENT**

### **I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Los Angeles Leadership Primary Academy (“LALPA” or “Charter School”), located in Board District 2 and Local District East, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 430 students in grades TK-5 in each year of the charter term.

### **II. CRITERIA FOR RENEWAL**

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605, 47607, and 47607.2. As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal under 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).)
- **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?
- **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).)

Charter schools designated as Dashboard Alternative School Status (“DASS”) will work with LAUSD to establish renewal targets locally. (Ed. Code, § 47607(c)(7).) Please see *LAUSD Policy and Procedures for Charter School Authorizing* (LAUSD Board of Education, August 11, 2020) for more information regarding renewal criteria.

### **III. GENERAL SCHOOL INFORMATION**

#### **A. School History**

	<b>Los Angeles Leadership Primary Academy</b>
<b>Initial Authorization:</b>	On April 6, 2011, Los Angeles Leadership Primary Academy was authorized by the LAUSD Board of Education to serve 360 students in grades TK-5.
<b>Most Recent Renewal</b>	The charter was renewed on January 12, 2016, to serve up to 430 students in grades TK-5.
<b>Approved Material Revisions of Current Charter:</b>	N/A

	<b>Los Angeles Leadership Primary Academy</b>
<b>Board Benchmarks in Current Charter Term:</b>	<p>On January 12, 2016, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to Los Angeles Leadership Primary Academy:</p> <ol style="list-style-type: none"> <li>1. LALPA will be required to provide the Charter Schools Division with an annual academic performance analysis and self-reflection, due no later than October 1, that reports on the school’s progress toward the performance targets identified in its charter and LCAP, including but not limited to schoolwide and subgroup performance and progress as measured by the Smarter Balanced Assessments, CELDT, other state standardized measures of performance, and the school’s internal assessments.</li> <li>2. LALPA will provide the Charter Schools Division with annual verification, within 30 days, of the school’s timely submission to CALPADS of all data related to English Learner reclassification.</li> </ol> <p>Los Angeles Leadership Primary Academy met both of its benchmarks. Please see the “Staff Review and Assessment” section below.</p>
<b>Submission of Renewal Petition Application:</b>	Los Angeles Leadership Primary Academy submitted its renewal petition application on September 15, 2020. The 90-day statutory timeline for Board action on the petition runs through December 14, 2020.
<b>Concurrent Request for Material Revision:</b>	N/A

**B. Educational Program**

	<b>Los Angeles Leadership Primary Academy</b>
<b>Key Features of Educational Program:</b>	<p>Los Angeles Leadership Primary Academy offers a TK-5 educational program, which includes the following features:</p> <ul style="list-style-type: none"> <li>♦ An 80:20 two-way language immersion model in Spanish designed to meet the needs of all learners.</li> <li>♦ A visual and performing arts program with a focus on increasing bilingual literacy across LALPA’s programs including bilingual readers, theatre, art, and music.</li> <li>♦ An exploration of social justice aimed at teaching students how to be active members of the community, which include the following six elements: Self-Love and Knowledge; Respect for others; Issues for Social Injustice; Social Movements and Social Change; Awareness Raising; and Social Action.</li> </ul>



<b>Los Angeles Leadership Primary Academy</b>	
<b>English Learner Master Plan:</b>	<p>Los Angeles Leadership Primary Academy implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> <li>◆ Teachers implement both Integrated and Designated English Language Development (ELD) instruction.</li> <li>◆ Curriculum that includes standards-based, differentiated ELD instruction and Specially Designed Academic Instruction in English (SDAIE) to support in developing English Learners’ listening, speaking, reading and writing skills.</li> </ul>
<b>Special Education SELPA</b>	Los Angeles Leadership Primary Academy participates in LAUSD SELPA Option 3.

### **C. Student Enrollment and Population**

2019-20 Enrollment by Ethnicity and Subgroup																		
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 Disadvant- aged	Students with Disabilities	Two or More Races	White
Los Angeles Leadership Primary Academy	323	97.5%	0.3%	0.3%	1.2%	1.5%	53.6%	0.0%	1.2%	0.0%	83.9%	0.0%	0.0%	0.0%	97.8%	5.3%	0.6%	12.4%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

### **D. Charter School Operator**

Los Angeles Leadership Primary 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. STAFF REVIEW AND ASSESSMENT**

Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the standards and criteria for renewal. Staff findings include the following:

### **A. 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?**

Yes, the charter school has presented a sound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are likely to successfully implement the educational program for its targeted student population. The petition sufficiently addresses and is consistent with the applicable legal and policy requirements, including but not limited to the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the

salient needs of the target student population. Please see discussion of the charter school’s record of academic performance in the section below.

**B. 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?**

Yes, the school has been classified by the state as Middle performing in 2019-2020. Please see discussion of the charter school’s record of academic performance in the section below.

Charter Renewal Term

For Middle performing schools, pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following: 1) The schoolwide performance and performance of all subgroups 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.

The charter school’s record of performance during the term of the charter reflects the following specific factors:

**1. *Student Achievement and Educational Performance***

a. Summary

Los Angeles Leadership Primary Academy has been identified by the state as a Middle performing charter school. The charter school has attained measurable increases in academic achievement schoolwide and for numerically significant student groups.

b. Measurements of Academic Performance on the California School Dashboard

As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools. Please see the table below for more information on this school.

Los Angeles Leadership Primary Academy							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	Yellow	Yellow	No Color	N/A	Orange	N/A	Blue
2019	Yellow	Yellow	Orange	N/A	Yellow	N/A	Green

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd>

\*For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018).

NPC: No performance color

The recommendation for renewal has considered the schoolwide performance and performance of numerically significant subgroups served by the charter school on the state and local indicators, providing greater weight to performance on measurements of academic performance. In addition to the state and local indicators, the recommendation considered whether there was clear and convincing 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 strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers, as applicable.

Please see attached *Los Angeles Leadership Primary Academy* Data Set.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Los Angeles Leadership Primary Academy - ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	State 2019 Average DFS	School to State DFS Comparison
<b>All Students</b>	<b>180</b>	<b>Yellow</b>	<b>-45.7</b>	<b>-6.0</b>	<b>Lower</b>	<b>164</b>	<b>Yellow</b>	<b>-2.5</b>	<b>Lower</b>
English Learner	114	Yellow	-58.1	-47.1	Lower	103	Yellow	-45.1	Higher
Latino	166	Yellow	-45.6	-31.3	Lower	144	Yellow	-26.6	Higher
Socioeconomically Disadvantaged	143	Yellow	-49.4	-34.7	Lower	146	Yellow	-30.1	Higher
Students with Disabilities	30	Red	-101.4	-95.5	Lower	18	No Color	-88.1	--

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in both 2018 and 2019, in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state’s DFS.

In 2018, the school had four numerically significant subgroups (English Learner, Latino Socioeconomically Disadvantaged and Students with Disabilities). In 2018, all four of the charter school’s numerically significant subgroups were lower than the state’s DFS. In 2019, the school had three numerically significant subgroups (English Learner, Latino and Socioeconomically Disadvantaged). In 2019, all three of the charter school’s numerically significant subgroups were higher than the state’s DFS.

### Change Level Schoolwide and Numerically Significant Subgroups:

Los Angeles Leadership Primary Academy - ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
<b>All Students</b>	<b>180</b>	<b>Yellow</b>	<b>5.8</b>	<b>Increased</b>	<b>2.2</b>	<b>Maintained</b>	<b>164</b>	<b>Yellow</b>	<b>21.5</b>	<b>Increased Significantly</b>	<b>3.7</b>	<b>Increased</b>
English Learner	114	Yellow	6.3	Increased	3.3	Increased	103	Yellow	27.1	Increased Significantly	3.1	Increased
Latino	166	Yellow	5.0	Increased	3.2	Increased	144	Yellow	22.0	Increased Significantly	4.5	Increased
Socioeconomically Disadvantaged	143	Yellow	5.0	Increased	4.0	Increased	146	Yellow	23.8	Increased Significantly	4.4	Increased
Students with Disabilities	30	Red	-3.9	Declined	2.1	Maintained	18	No Color	63.7	Increased Significantly	7.8	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the above table, in 2018, the charter school’s Change Level Increased schoolwide and for three of its numerically significant subgroups (English Learner, Latino and Socioeconomically Disadvantaged), with the exception of Students with Disabilities, which Declined. In 2019, the charter school’s Change Level Increased Significantly schoolwide and for all of its numerically significant subgroups.

#### d. Math Academic Indicator

##### Distance from Standard Schoolwide and Numerically Significant Subgroups:

Los Angeles Leadership Primary Academy - Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
<b>All Students</b>	<b>180</b>	<b>Yellow</b>	<b>-61.6</b>	<b>-36.4</b>	<b>Lower</b>	<b>164</b>	<b>Yellow</b>	<b>-43.2</b>	<b>-33.5</b>	<b>Lower</b>
English Learner	114	Yellow	-72.1	-69.9	Lower	103	Yellow	-52.4	-68.6	Higher
Latino	166	Yellow	-62.3	-65.8	Higher	144	Yellow	-43.8	-62.2	Higher
Socioeconomically Disadvantaged	143	Orange	-64.4	-67.4	Higher	146	Yellow	-44.8	-63.7	Higher
Students with Disabilities	30	Yellow	-87.8	-125.3	Higher	18	No Color	-52.4	-119.4	--

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in Math in 2018 and 2019, the charter school’s schoolwide DFS was lower than the state’s DFS. In 2018, the school had four numerically significant subgroups (English Learner, Latino, Socioeconomically Disadvantaged and Students with Disabilities). In 2018, three of the charter school’s numerically significant subgroups were

higher than the state’s DFS, with the exception of the English Learner subgroup, which was lower. In 2019, the school had three numerically significant subgroups (English Learner, Latino and Socioeconomically Disadvantaged). In 2019, all three of the charter school’s numerically significant subgroups were higher than the state’s DFS.

Change Level Schoolwide and Numerically Significant Subgroups:

Los Angeles Leadership Primary Academy - Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	180	Yellow	4.8	Increased	1.3	Maintained	164	Yellow	18.4	Increased Significantly	2.9	Maintained
English Learner	114	Yellow	3.6	Increased	1.5	Maintained	103	Yellow	19.6	Increased Significantly	2.2	Maintained
Latino	166	Yellow	5.5	Increased	1.7	Maintained	144	Yellow	18.5	Increased Significantly	3.4	Increased
Socioeconomically Disadvantaged	143	Orange	2.1	Maintained	2.3	Maintained	146	Yellow	19.7	Increased Significantly	3.4	Increased
Students with Disabilities	30	Yellow	8.0	Increased	0.8	Maintained	18	No Color	35.4	Increased Significantly	6.6	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the table, in 2018, the charter school’s Change Level Increased schoolwide and for the English Learner, Latino and Students with Disabilities subgroups. The Socioeconomically Disadvantaged subgroup Maintained. In 2019, the charter school’s Change Level Increased Significantly schoolwide and for all numerically significant subgroups (English Learner, Latino and Socioeconomically Disadvantaged).

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

Los Angeles Leadership Primary Academy - English Learner Progress Indicator - CA School Dashboard Indicator					
Subgroup	2019 School			2019 State	
	Number of English Learner Students	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	129	44.2%	Low	48.3	Medium

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, the 2019 California School Dashboard indicates 44.2% of Los Angeles Leadership Primary Academy’s English Learner (EL) students are making progress towards English proficiency, lower than the state at 48.3%. The Performance Level for the school is Low while the state Performance Level is Medium.

School leadership shared that they conducted an analysis of their ELPAC data by domain and identified Reading and Writing as areas of needed support for English Learners. To that end, the school identified two goals.

1. Increase the percentage of students that progress at least one ELPI level to match or exceed the State percentage.
2. Reduce the percentage of students who decreased one ELPI level.

LALPA's leadership has implemented the following strategies to achieve the above goals:

- ◆ Administer NWEA and STAR Literacy Assessments three times a year to monitor student progress, and adjust instructional strategies and support as needed.
- ◆ Provide professional development in Kagan Structures to promote collaborative learning through a structured classroom environment for English Learners.
- ◆ Provide more opportunities for students to practice English in elective classes throughout the day (while continuing to develop students' acquisition of Spanish in their non-elective classes).

f. Standardized Assessments Participation Rates

In 2019, in ELA and Math the school met the participation rates (of at least 95%) schoolwide and for all numerically significant subgroups. However, the school did not meet the participation rate for the English Learner Progress Indicator (ELPI), at 82%.

School leadership shared that due to inaccurate enrollment processing, some Expanded Transitional Kindergarten (ETK) students did not have a Statewide Student Identifier (SSID) number and therefore were not tested. Additionally, other students withdrew during the testing period prior to having been assessed. To address these concerns the school has established the following new protocols for testing students:

- ◆ Internal timelines to help ensure school staff meet enrollment deadlines.
- ◆ Site administrator reviews the final class lists prior to the start of the school year to ensure all information is complete and accurate.
- ◆ Students in the Expanded Transitional Kindergarten program are monitored by the ELPAC Coordinator to ensure testing is completed for all ETK students as appropriate.

g. College/Career Academic Indicator:

N/A

h. Verified Data

As noted above, a charter school classified by the state as Middle performing may present verified data. Pursuant to Education Code Section 47607.2(c)(1), "verified data" means data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

Per the *LAUSD Policy and Procedures for Charter Schools*, until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines "one year's progress" as growth in achievement in ELA and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter (e.g., seven-year, six-year, five-year, or two-year term). Until such time that the State

Board of Education provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition. Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements in the *LAUSD Policy and Procedures for Charter Schools*.

Staff determined that the school wide performance and the performance of all numerically significant subgroups on the California School Dashboard provided sufficient information to determine the renewal recommendation.

i. Postsecondary Outcomes [HS only]  
N/A

j. Local Indicators  
Staff also considered the Local Indicators (i.e. Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) and all are reported as Met.

k. “May Deny” Analysis for Middle Performing Charter Schools [if applicable]  
N/A

l. Suspension Rate Indicator  
Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

Schoolwide and Numerically Significant Subgroups

Los Angeles Leadership Primary Academy - Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	School 2018 Students suspended at least once	State 2018 Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	School 2019 Students suspended at least once	State 2019 Color	School to State Suspensions Comparison
All Students	411	Blue	0.0%	3.5%	Lower	379	Green	0.5%	Yellow	Lower
English Learner	239	Blue	0.0%	3.0%	Lower	219	Yellow	0.9%	Yellow	Lower
Latino	385	Blue	0.0%	3.6%	Lower	301	Yellow	0.7%	Yellow	Lower
Socioeconomically Disadvantaged	337	Blue	0.0%	4.4%	Lower	326	Green	0.3%	Yellow	Lower
Students with Disabilities	47	Blue	0.0%	6.8%	Lower	27	No Color	0.0%	Yellow	--

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As indicated in the table above, for both 2018-2019, the school’s suspension rate was lower than the state schoolwide and for all numerically significant subgroups.

### Change Level Schoolwide and Numerically Significant Subgroups:

Los Angeles Leadership Primary Academy - Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Change	Change Level	Change	Change Level	Number of Students	2019 Color	Change	Change Level	Change	Change Level
<b>All Students</b>	<b>411</b>	<b>Blue</b>	<b>-0.2%</b>	<b>Maintained</b>	<b>-0.1%</b>	<b>Maintained</b>	<b>379</b>	<b>Green</b>	<b>0.5%</b>	<b>Increased</b>	<b>-0.1%</b>	<b>Maintained</b>
English Learner	239	Blue	-0.4%	Declined	-0.1%	Maintained	219	Yellow	0.9%	Increased	0.1%	Maintained
Latino	385	Blue	-0.3%	Declined	-0.1%	Maintained	301	Yellow	0.7%	Increased	-0.1%	Maintained
Socioeconomically Disadvantaged	337	Blue	0.0%	Maintained	-0.2%	Maintained	326	Green	0.3%	Increased	-0.1%	Maintained
Students with Disabilities	47	Blue	0.0%	Maintained	0.3%	Declined	27	No Color	0.0%	Maintained	0.6%	Declined

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018, the charter school’s Change Level Maintained schoolwide and for two of the four numerically significant subgroups (Socioeconomically Disadvantaged and Students with Disabilities). The English Learner and Latino subgroups Declined. In 2019, the charter school’s Change Level schoolwide and for all of its numerically significant subgroups Increased, with the exception of Students with Disabilities which Maintained.

m. Graduation Rate Indicator [HS only]

N/A

n. Chronic Absenteeism Indicator

Percentage Schoolwide and Numerically Significant Subgroups:

Los Angeles Leadership Primary Academy - Chronic Absenteeism - CA School Dashboard Indicator										
Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	State 2018 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	State 2019 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison
<b>All Students</b>	<b>403</b>	<b>Orange</b>	<b>15.1%</b>	<b>9.0%</b>	<b>Higher</b>	<b>370</b>	<b>Yellow</b>	<b>12.7%</b>	<b>10.1%</b>	<b>Higher</b>
English Learner	237	Red	14.3%	8.6%	Higher	218	Yellow	11.9%	9.9%	Higher
Latino	378	Red	15.3%	9.7%	Higher	297	Yellow	10.8%	11.0%	Lower
Socioeconomically Disadvantaged	330	Orange	15.5%	11.4%	Higher	322	Yellow	12.4%	12.9%	Lower
Students with Disabilities	46	Orange	10.9%	15.1%	Lower	27	No Color	3.7%	16.3%	--

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018 the charter school’s rate of Chronic Absenteeism was higher than the state both schoolwide and for the majority of numerically significant subgroups (English Learner, Latino and Socioeconomically Disadvantaged), with the



exception of Students with Disabilities which was lower. In 2019, the charter school’s rate of Chronic Absenteeism was higher than the state schoolwide and for the English Learner subgroup. The Latino and Socioeconomically Disadvantaged subgroups were lower than the state.

To reduce the percentage of Chronic Absenteeism, school leaders shared the following adjustments that were made to the existing attendance plan:

- ◆ Provide specific student attendance information for each subject.
- ◆ Conduct monthly attendance celebrations, including the recognition of students with most improved attendance.
- ◆ Incorporate “Attendance” as a regular agenda item during the monthly Coffee with the Principal meetings.
- ◆ Provide Parent Workshops on the importance of school attendance.
- ◆ Establish individual classroom attendance incentives.

### Change Level Schoolwide and Numerically Significant Subgroups

Los Angeles Leadership Primary Academy - Chronic Absenteeism - CA School Dashboard Indicator												
Subgroup	Number of students enrolled who meet criteria	2018 Color	Change	Change Level	State Change	Change Level	Number of students enrolled who meet criteria	2019 Color	Change	Change Level	State Change	Change Level
All Students	403	Orange	2.4%	Increased	0.3%	Maintained	370	Yellow	-2.4%	Declined	1.1%	Increased
English Learner	237	Red	3.8%	Increased Significantly	0.6%	Increased	218	Yellow	-2.4%	Declined	1.4%	Increased
Latino	378	Red	3.5%	Increased Significantly	0.4%	Maintained	297	Yellow	-4.6%	Declined Significantly	1.4%	Increased
Socioeconomically Disadvantaged	330	Orange	2.6%	Increased	0.4%	Maintained	322	Yellow	-3.0%	Declined Significantly	1.5%	Increased
Students with Disabilities	46	Orange	5.1%	Increased	0.4%	Maintained	27	No Color	-7.2%	Declined	1.2%	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, in 2018, the charter school’s Change Level Increased schoolwide and for two numerically significant subgroups (Socioeconomically Disadvantaged and Students with Disabilities), while the English Learner and Latino subgroups Increased Significantly. In 2019, the charter school’s Change Level Declined schoolwide and for two numerically significant subgroups (English Learner and Student with Disabilities) with the exception of the Latino and Socioeconomically Disadvantaged subgroups, which Declined Significantly.

o. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
2018-19	17-18 EL #	215	1,271,150	Lower
	18-19 Reclass #	10	175,746	
	18-19 Reclass Rate	4.7	13.8	
2019-20	18-19 EL #	187	1,195,988	Lower
	19-20 Reclass #	17	164,653	
	19-20 Reclass Rate	9.1	13.8	

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

In 2019-2020, Los Angeles Leadership Primary Academy’s reclassification rate was 9.1%, which was lower than the state’s reclassification rate of 13.8%. In 2018-2019, Los Angeles Leadership Primary Academy’s reclassification rate of 4.7% was lower than the state’s rate of 13.8%.

School leadership attributes the growth in reclassification rate in 2019-2020 to an increased focus on literacy across all grade levels. However, the school shared strategies to continue to increase the reclassification rates. School leadership shared that in order to further support reclassification of English Learners, the school is implementing the following:

- ◆ The RTI teacher also serves as the ELPAC coordinator and works collaboratively with teachers in classrooms and in the Learning Center to support the implementation of classroom strategies.
- ◆ The school’s administration, in collaboration with the ELPAC Coordinator, facilitates professional development for teachers focused on strategies to support English Learners.
- ◆ The school’s schedule provides increased opportunities for English Learners through activities such as tutoring, a volunteer reading program, and the Accelerated Reading program.
- ◆ LALPA’s leadership and board has directed resources towards purchasing additional reading books in English for the Accelerated Reading program, allotted time for instructional aides to provide small group tutoring and purchased EL instructional materials to supplement programs. Funds have also been allotted to provide professional development in the area of language acquisition for second language learners.

Los Angeles Leadership Primary Academy’s reclassification criteria are as follows:

- ◆ English proficiency on the ELPAC indicated by a minimum ELPAC Summative score of 4.
- ◆ Meet one of the following three criteria:
  - Score of Standard Met or Exceeded on the most recent California Assessment of Student Performance and Progress (CAASPP) exam.

- Language and Reading proficiency as measured by the internal benchmark.
- Teacher evaluation based on student English Language Arts and ELD grades/progress report marks.
- Parent consultation and approval.

Long-term English Learners and “At-Risk” Rates:

English Learners	2018-19				2019-20			
	Los Angeles Leadership Primary Academy School		State		Los Angeles Leadership Primary Academy School		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	54	24.9%	220,738	9.5%	33	15.9%	130,783	5.7%
LTEL 6+ Years	0	0.0%	342,983	14.7%	0	0.0%	204,042	8.9%

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

In 2019-2020, Los Angeles Leadership Primary Academy had 0.0% Long-term English Learners (LTELs), which was lower to the state’s LTEL percentage of 8.9%. In 2018-2019, Los Angeles Leadership Primary Academy’s LTEL percentage of 0.0% was greater than the state’s 14.7%. In 2019-2020, the charter school had 15.9% “At-Risk” (33 students), which was higher than the state’s rate of 5.7%. Similarly, in 2018-2019, Los Angeles Leadership Primary Academy had 24.9% “At-Risk,” which was higher than the state at 9.5%.

## 2. Annual Oversight Results

### a. Student Achievement and Educational Performance

Los Angeles Leadership Primary Academy has earned the ratings of *Developing* and *Proficient* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

The school earned a rating of *Developing* in 2018-2019 as a result of performing lower than the Resident School Median schoolwide in ELA and Math, including a lower Reclassification Rate than the Resident School Median. In 2019-2020 the school achieved a rating of *Proficient* as a result of academic growth in the percentage of students meeting or exceeding standards on CAASPP (SBAC) in ELA and Math for all the numerically significant subgroups. The CSD will continue to monitor the school’s performance in this category as part of annual oversight.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Student Achievement and Educational Performance</b>	2 Developing	3 Proficient

\*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

### b. Governance

Los Angeles Leadership Primary Academy’s record of performance and related information demonstrate that the school is likely to succeed in the area of governance.

The school has earned the rating of *Accomplished* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Governance</b>	4 Accomplished	4 Accomplished

\*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

**c. Organizational Management, Programs, and Operations**

Los Angeles Leadership Primary Academy’s record of performance and related information demonstrate that the school is likely to succeed in the area of organizational management, programs, and operations.

The school earned the rating of *Proficient* in the category of in the category of Organizational Management, Programs, and Operations on its annual oversight evaluation reports over the last two years.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Organizational Management, Programs, and Operations</b>	3 Proficient	3 Proficient

\*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

**i. Access and Equity**

Los Angeles Leadership Primary Academy - 2019-20 Enrollment by Ethnicity and Subgroup																		
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 Disadvant- aged	Students with Disabilities	Two or More Races	White
Los Angeles Leadership Primary Academy	323	97.5%	0.3%	0.3%	1.2%	1.5%	53.6%	0.0%	1.2%	0.0%	83.9%	0.0%	0.0%	0.0%	97.8%	5.3%	0.6%	12.4%
Statewide	6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified	596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

**ii. Special Education**

Los Angeles Leadership Primary Academy - 2019-20 Enrollment by Disability																		
School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
Los Angeles Leadership Primary Academy	323	17	5.3%	94.1%	5.9%	1	0	0	0	0	0	0	2	0	10	4	0	0
Statewide	6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, Los Angeles Leadership Primary Academy has a 5.3% Special Education enrollment, which is lower than both the state's percentage of 11.7%, and the District's percentage of 13.9%.

School leadership shared that in the 2019-2020 school year there was a technical error in the transfer of data between Welligent, Powerschool, and California Longitudinal Pupil Achievement Data System (CALPADS) systems resulting in inaccurate data being reported in Data Quest and California Special Education Management Information System (CASEMIS). Moving forward, the transfer of data has been streamlined and will help ensure accuracy as the data is collected directly from Welligent into CALPADS. School leadership reports that if not for the technical issue experienced, the school's enrollment percentage of Special Education students would have been 12.0%, which is comparable to the state's and District's average. The CSD has conferred with staff in the Division of Special Education of this concern and verified the data transfer issue. Charter Operated Programs (COP) has noted no additional concerns at this time.

iii. Additional Information

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

**Benchmark 1 - Instructional**

**Status: Met all five years of the current term.** The school provided an annual academic performance analysis and self-reflection as required by this benchmark that reports on the school's progress toward the performance targets identified in its charter and LCAP, including but not limited to schoolwide and subgroup performance and progress as measured by the Smart Balanced Assessments, CELDT, other state standardized measures of performance and the school's internal assessments.

**Benchmark 2 - Operational**

**Status: Met all five years of the current term.** The school provided annual verification of submitting to CALPADS of all data related to English Learner reclassification within required timelines.

**C. 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).)**

- ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.
- ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.

*For more information about enrollment or dismissal practices, substantial fiscal issues or substantial governance issues, please see the Access and Equity, Fiscal Operations, and Governance sections, respectively.*

**D. 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?**  
*Yes, the petition contains the required declaration.*

**3. Fiscal Operations**

Los Angeles Leadership Primary Academy’s record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

Los Angeles Leadership Primary Academy achieved the rating of *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

During the 2019-2020 oversight visit, the CSD noted that the school’s internal controls and processes were generally in place and implemented in practice.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Fiscal Operations</b>	3 Proficient	3 Proficient

\*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Fiscal Condition

Los Angeles Leadership Primary Academy’s fiscal condition is positive and has been upward trending since the 2015-2016 Fiscal Year. According to the 2018-2019 independent audit report, the school had positive net asset \$4,186,733 and net income of \$314,181. The 2019-2020 Unaudited Actuals projected positive net assets and a net loss. The school attributed its projected net loss reflected in the 2019-2020 Unaudited Actuals to lower-than-expected enrollment, the decision to continue its ETK program, and additional expenditures related to the school’s purchase of a new Science curriculum.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	\$3,615,585	\$3,748,346	\$3,872,552	\$4,186,733	\$4,089,022
Net Income/Loss	\$345,041	\$132,761	\$124,206	\$314,181	(\$97,711)
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$8,122	\$0	\$0	\$0	\$0

According to The Los Angeles Leadership Academy’s independent audit report for the Fiscal Year ended June 30, 2019, The Los Angeles Leadership Academy’s fiscal condition is strong. The Los Angeles Leadership Academy and its charter schools reported positive net assets of \$9,897,047 and net income of \$338,951. The Los Angeles

Leadership Academy, without its charter schools, reported positive net assets of \$19,995 and net income of \$0.

According to The Los Angeles Leadership Academy, there are no management fees charged to Los Angeles Leadership Primary Academy or the other charter school that it operates. Instead, each school pays a portion of the actual expenses for certain shared costs, including the salaries of the Chief Executive Officer/Superintendent, the Director of Finance, the Chief Operations Officer, the Director of Special Programs, and the Executive Administrative Assistant. These costs are allocated between the schools based on Average Daily Attendance (ADA).

c. 2018-2019 Independent Audit Report

Audit Opinion: Unmodified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Going Concern: None Reported

d. Other Significant Fiscal Information

Per LALPA, the charter operator secured a loan through the U.S. Small Business Administration's (SBA) Paycheck Protection Program (PPP). Per LALPA, the entity submitted its PPP loan application on April 3, 2020 seeking to borrow \$1,479,440 for the two schools that it operates. The CSD was advised that the school's governing board voted to pursue the PPP loan on March 26, 2020, and on May 4, 2020, the charter operator received the PPP loan proceeds in the amount of \$1,479,000. LALPA stated that it plans to use these proceeds to cover payroll and lease expenses, as permitted by SBA's guidelines. LALPA further stated that, seeing as the covered period for the utilization of the PPP loan proceeds remains open, a detailed accounting of its PPP loan proceed-related expenditures is not yet available. The school stated that this information would be shared with the CSD when the school applies for forgiveness of its PPP loan. Staff will continue to request information from the school as to its uses of its PPP funds and any reports sent to the federal government as part of ongoing oversight.

# ATTACHMENT B

## Los Angeles Leadership Primary 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) 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. An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "—" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/files/enr.asp> and California School Dashboard System of support <https://www.cde.ca.gov/ta/ac/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																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
E	2	2252	Los Angeles Leadership Primary Academy	All Students	180	Yellow	-45.7	5.8	Increased	-6.0	2.2	Maintained	Lower	164	Yellow	-24.2	21.5	Increased Significantly	-2.5	3.7	Increased	Lower
				American Indian or Alaska Native	2	No Color	--	--	No Data	-36.8	2.3	Maintained	--	3	No Color	--	--	No Data	-34.1	2.1	Maintained	--
				Asian	4	No Color	--	--	No Data	62.4	2.0	Maintained	--	3	No Color	--	--	No Data	64.8	3.1	Increased	--
				Black or African American	1	No Color	--	--	No Data	-51.8	0.9	Maintained	--	1	No Color	--	--	No Data	-47.6	3.7	Increased	--
				English Learner	114	Yellow	-58.1	6.3	Increased	-47.1	3.3	Increased	Lower	103	Yellow	-31.0	27.1	Increased Significantly	-45.1	3.1	Increased	Higher
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	2	No Color	--	--	No Data	-79.2	1.4	Maintained	--	0	--	--	--	--	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	0	--	--	--	--	-46.7	3.8	Increased	--
				Latino	166	Yellow	-45.6	5.0	Increased	-31.3	3.2	Increased	Lower	144	Yellow	-23.7	22.0	Increased Significantly	-26.6	4.5	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	0	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	143	Yellow	-49.4	5.0	Increased	-34.7	4.0	Increased	Lower	146	Yellow	-25.6	23.8	Increased Significantly	-30.1	4.4	Increased	Higher
				Students with Disabilities	30	Red	-101.4	-3.9	Declined	-95.5	2.1	Maintained	Lower	18	No Color	-37.8	63.7	Increased Significantly	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	0	--	--	--	--	30.3	2.0	Maintained	--
				White	7	No Color	--	--	No Data	27.7	0.8	Maintained	--	13	No Color	-54.8	--	No Data	30.7	3.4	Increased	--

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. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

English Language Arts Indicator Participation Rate By Group														
All Students		American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of Students Tested in 2018	100%	100%	100%	100%	100%	--	100%	--	100%	--	100%	100%	--	100%
Participation Rate Met 2018	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	--	Yes	Yes	--	Yes
Percent of Students Tested in 2019	100%	100%	100%	100%	100%	--	--	--	100%	--	100%	100%	--	100%
Participation Rate Met 2019	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	--	Yes	Yes	--	Yes

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

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

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>



Los Angeles Leadership Primary 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) 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. An asterisk (\*) shows that the student group has fewer than 11 students, and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" 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.

Math (Grades 3-5 and Grade 11) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc. Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
E	2	2252	Los Angeles Leadership Primary Academy	All Students	180	Yellow	-61.6	4.8	Increased	-36.4	1.3	Maintained	Lower	164	Yellow	-43.2	18.4	Increased Significantly	-33.5	2.9	Maintained	Lower
				American Indian or Alaska Native	2	No Color	--	--	No Data	-73.0	-0.7	Maintained	--	3	No Color	--	--	No Data	-69.6	2.8	Maintained	--
				Asian	4	No Color	--	--	No Data	56.7	2.4	Maintained	--	3	No Color	--	--	No Data	59.8	3.9	Increased	--
				Black or African American	1	No Color	--	--	No Data	-91.5	0.2	Maintained	--	1	No Color	--	--	No Data	-87.9	2.8	Maintained	--
				English Learner	114	Yellow	-72.1	3.6	Increased	-69.9	1.5	Maintained	Lower	103	Yellow	-52.4	19.6	Increased Significantly	-68.6	2.2	Maintained	Higher
				Filipino	0	--	--	--	--	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	2	No Color	--	--	No Data	-114.0	-0.5	Maintained	--	0	--	--	--	--	-107.2	5.1	Increased	--
				Homeless	0	--	--	--	--	-81.0	1.5	Maintained	--	0	--	--	--	--	-77.7	2.9	Maintained	--
				Latino	166	Yellow	-62.3	5.5	Increased	-65.8	1.7	Maintained	Higher	144	Yellow	-43.8	18.5	Increased Significantly	-62.2	3.4	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	143	Orange	-64.4	2.1	Maintained	-67.4	2.3	Maintained	Higher	146	Yellow	-44.8	19.7	Increased Significantly	-63.7	3.4	Increased	Higher
				Students with Disabilities	30	Yellow	-87.8	8.0	Increased	-125.3	0.8	Maintained	Higher	18	No Color	-52.4	35.4	Increased Significantly	-119.4	6.6	Increased	--
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	0	--	--	--	--	2.5	0.9	Maintained	--
				White	7	No Color	--	--	No Data	-1.0	0.6	Maintained	--	13	No Color	-68.6	--	No Data	1.4	2.7	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. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

Mathematics Indicator Participation Rate By Group															
		All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Participation Rate Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Percent of students tested in 2019	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Participation Rate Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

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

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

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Los Angeles Leadership Primary Academy  
English Learner Progress Indicator**

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported.

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.

English Learner Progress Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018 School			2019 School			2019 State			
					Number of English Learner Students	2018 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	2019 Color		Percentage of English Learners making progress towards English proficiency		
E	2	2252	Los Angeles Leadership Primary Academy	English Learner	203				129	No Color	44.2%	Low	48.3	Medium

Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: '0 to '10' = Fewer than 11 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are suppressed) '11 to '29' = Number of EL students with overall PL on ELPAC SA in both prior and current years is 11 thru 29 (Status rate and level are reported but are not used for accountability) '30 and Up' = At least 30 EL students have an overall PL on ELPAC SA in both prior and current years (status rate and level are reported and will be used for accountability)

**Student English Language Acquisition Results**

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

2018 Student English Language Acquisition Results		2019 Student English Language Acquisition Results	
Los Angeles Leadership Primary Academy		State	
Level 4 - Well Developed	15.8%	30.6%	42.9%
Level 3 - Moderately Developed	44.3%	34.6%	5.3%
Level 2 - Somewhat Developed	27.6%	20.2%	31.5%
Level 1 - Beginning Stage	12.3%	14.6%	20.1%

2018 Student English Language Acquisition Results		2019 Student English Language Acquisition Results	
Los Angeles Leadership Primary Academy		State	
ELs Who Progressed at Least One ELPI Level	44.1%	44.1%	42.9%
ELs Who Maintained ELPI Level 4	0.0%	0.0%	5.3%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	33.3%	33.3%	31.5%
ELs Who Decreased at Least One ELPI Level	22.4%	22.4%	20.1%

ELPAC Participation Rate	
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	82%
Participation Rate Met 2019	No

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Los Angeles Leadership Primary Academy  
Chronic Absenteeism**

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. An "..." 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/filesen.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													
LD	EO	Loc Code	School	Subgroup	Number of students who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	Change	Change Level	State 2018 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison
E	2	2252	Los Angeles Leadership Primary Academy	All Students	403	Orange	15.1%	2.4%	Increased	9.0%	0.3%	Maintained	Higher
				American Indian or Alaska Native	3	No Color	0.0%	0.0%	No Data	17.8%	-0.3%	Maintained	..
				Asian	5	No Color	0.0%	0.0%	No Data	3.2%	0.3%	Maintained	..
				Black or African American	6	No Color	0.0%	0.0%	No Data	17.9%	1.0%	Increased	..
				English Learner	237	Red	14.3%	3.8%	Increased Significantly	8.6%	0.6%	Increased	Higher
				Filipino	0	No Color	0.0%	0.0%	No Data	4.3%	0.2%	Maintained	..
				Foster Youth	11	No Color	18.2%	0.0%	No Data	18.5%	0.0%	Maintained	..
				Homeless	0	No Color	0.0%	0.0%	No Data	19.4%	1.2%	Increased	..
				Latino	378	Red	15.3%	3.5%	Increased Significantly	9.7%	0.4%	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	No Color	0.0%	0.0%	No Data	16.1%	2.0%	Increased	..
				Socioeconomically Disadvantaged	330	Orange	15.5%	2.6%	Increased	11.4%	0.4%	Maintained	Higher
				Students with Disabilities	46	Orange	10.9%	5.1%	Increased	15.1%	0.4%	Maintained	Lower
				Two or More Races	1	No Color	0.0%	0.0%	No Data	9.3%	-0.2%	Maintained	..
				White	10	No Color	0.0%	0.0%	No Data	7.7%	0.0%	Maintained	..
					58	No Color	19.0%	0.0%	No Data	8.1%	0.3%	Maintained	Higher

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Los Angeles Leadership Primary Academy  
Suspension Rate Indicator**

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

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/filesent.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/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																					
LD	BD	Loc. Code	School	Subgroup	Number of Students	2018 Color	Students at Change least once	Change Level	State 2018 Color	Students at Change least once	Change Level	School to State Comparison	Number of Students	2019 Color	Students at Change least once	Change Level	State 2019 Color	Students at Change least once	Change Level	School to State Comparison	
E	2	2252	Los Angeles Leadership Primary Academy	All Students	411	Blue	0.0%	Maintained	Yellow	3.5%	-0.1%	Lower	379	Green	0.5%	Increased	Yellow	3.4%	-0.1%	Maintained	Lower
				American Indian or Alaska Native	3	No Color	--	No Data	Yellow	7.2%	0.3%	Declined	3	No Color	--	No Data	Orange	7.2%	0.1%	Maintained	--
				Asian	5	No Color	--	No Data	Blue	1.0%	0.0%	Maintained	4	No Color	--	No Data	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	6	No Color	--	No Data	Orange	9.4%	0.4%	Declined	6	No Color	--	No Data	Orange	8.8%	0.6%	Declined	--
				English Learner	239	Blue	0.0%	Declined	Yellow	3.0%	-0.1%	Maintained	219	Yellow	0.9%	Increased	Yellow	3.1%	0.1%	Maintained	Lower
				Filipino	0	--	--	--	Green	1.3%	-0.1%	Maintained	0	--	--	--	Green	1.3%	0.0%	Maintained	--
				Foster Youth	12	No Color	0.0%	No Data	Red	15.2%	0.1%	Maintained	7	No Color	--	No Data	Orange	14.6%	0.6%	Declined	--
				Homeless	0	--	--	--	Orange	5.6%	-0.1%	Maintained	0	--	--	--	Orange	6.2%	0.5%	Increased	--
				Latino	385	Blue	0.0%	Declined	Yellow	3.6%	-0.1%	Maintained	301	Yellow	0.7%	Increased	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	Yellow	4.7%	0.3%	Declined	0	--	--	--	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	337	Blue	0.0%	0.0%	Yellow	4.4%	-0.2%	Maintained	326	Green	0.3%	Increased	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	47	Blue	0.0%	0.0%	Yellow	6.8%	0.3%	Declined	27	No Color	0.0%	Maintained	Yellow	6.2%	0.6%	Declined	--
				Two or More Races	1	No Color	--	No Data	Yellow	3.4%	0.0%	Maintained	3	No Color	--	No Data	Yellow	3.3%	-0.1%	Maintained	--
				White	11	No Color	0.0%	No Data	Yellow	3.0%	-0.1%	Maintained	62	No Color	0.0%	Maintained	Yellow	2.9%	-0.2%	Maintained	Lower

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ia/ac/cm/>

**Los Angeles Leadership Primary Academy  
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. 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 would not 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.

**2019-20 Enrollment by Ethnicity and Subgroup**

LD	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	2252	Los Angeles Leadership Primary Academy	323	97.5%	0.3%	0.3%	1.2%	1.5%	53.6%	0.0%	1.2%	0.0%	83.9%	0.0%	0.0%	0.0%	97.8%	5.3%	0.6%	12.4%
<b>Statewide</b>				<b>6,163,001</b>	<b>59.3%</b>	<b>N/A</b>	<b>0.5%</b>	<b>9.3%</b>	<b>5.3%</b>	<b>18.6%</b>	<b>2.4%</b>	<b>0.5%</b>	<b>3.2%</b>	<b>54.9%</b>	<b>0.8%</b>	<b>0.4%</b>	<b>0.9%</b>	<b>60.7%</b>	<b>11.7%</b>	<b>3.9%</b>	<b>22.4%</b>
<b>Los Angeles Unified</b>				<b>596,937</b>	<b>80.3%</b>	<b>10.7%</b>	<b>0.2%</b>	<b>3.6%</b>	<b>7.7%</b>	<b>20.0%</b>	<b>1.9%</b>	<b>0.7%</b>	<b>1.3%</b>	<b>74.1%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.4%</b>	<b>81.5%</b>	<b>11.4%</b>	<b>1.6%</b>	<b>10.3%</b>

**2018-19 Enrollment by Ethnicity and Subgroup**

LD	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	2252	Los Angeles Leadership Primary Academy	357	99.7%	0.3%	0.8%	1.1%	0.6%	52.4%	0.0%	1.1%	0.0%	81.2%	0.0%	0.0%	0.0%	86.6%	7.6%	0.8%	15.4%
<b>Statewide</b>				<b>6,186,278</b>	<b>59.4%</b>	<b>N/A</b>	<b>0.5%</b>	<b>9.3%</b>	<b>5.4%</b>	<b>19.3%</b>	<b>2.4%</b>	<b>0.5%</b>	<b>3.4%</b>	<b>54.6%</b>	<b>0.8%</b>	<b>0.5%</b>	<b>0.9%</b>	<b>60.9%</b>	<b>11.7%</b>	<b>3.6%</b>	<b>22.9%</b>
<b>Los Angeles Unified</b>				<b>607,723</b>	<b>79.3%</b>	<b>10.7%</b>	<b>0.2%</b>	<b>4.0%</b>	<b>8.4%</b>	<b>20.3%</b>	<b>2.0%</b>	<b>0.7%</b>	<b>2.8%</b>	<b>74.1%</b>	<b>0.1%</b>	<b>0.3%</b>	<b>0.3%</b>	<b>80.8%</b>	<b>13.0%</b>	<b>0.2%</b>	<b>10.7%</b>

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

**Los Angeles Leadership Primary 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.**

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFP Comparison
E	2	2252	Los Angeles Leadership Primary Academy	2018-19	17-18 EL #	215	1,271,150	Lower
					18-19 Reclass #	10	175,746	
					18-19 Reclass Rate	4.7	13.8	
				2019-20	18-19 EL #	187	1,195,988	Lower
					19-20 Reclass #	17	164,653	
					19-20 Reclass Rate	9.1	13.8	

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

**Los Angeles Leadership Primary Academy  
"At-Risk" and Long-Term English Learners (LTEL)**

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

LD	BD	Loc Code	School	English Learners	2018-19			2019-20				
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
E	2	2252	Los Angeles Leadership Primary Academy	EL 0-3 Years	123	56.7%	607,888	26.1%	113	54.3%	576,805	25.3%
				At-Risk 4-5 Years	54	24.9%	220,738	9.5%	33	15.9%	130,783	5.7%
				LTEL 6+ Years	0	0.0%	342,983	14.7%	0	0.0%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	10	4.6%	24,379	1.0%	27	13.0%	236,394	10.4%
				EL total	187	86.2%	1,195,988	51.4%	173	83.2%	1,148,024	50.3%
				RFEF	30	13.8%	1,131,988	48.6%	35	16.8%	1,133,977	49.7%
				Total (Ever)	217	100.0%	2,327,080	100.0%	208	100.0%	2,282,001	100.0%

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

**Los Angeles Leadership Primary 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 2019-20 Enrollment by Subgroup 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/ia/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.**

**2019-20 Enrollment by Disability**

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	2252	Los Angeles Leadership Primary Academy	323	17	5.3%	94.1%	5.9%	1	0	0	0	0	0	0	2	0	10	4	0	0
<b>Statewide</b>				<b>6,163,001</b>	<b>721,198</b>	<b>11.7%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Los Angeles Unified</b>				<b>607,723</b>	<b>84,730</b>	<b>13.9%</b>	<b>69.1%</b>	<b>31.0%</b>	<b>16,067</b>	<b>15</b>	<b>336</b>	<b>1,569</b>	<b>5</b>	<b>1,431</b>	<b>4,271</b>	<b>10,828</b>	<b>1,970</b>	<b>35,116</b>	<b>12,579</b>	<b>102</b>	<b>418</b>

**2018-19 Enrollment by Disability**

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	2	2252	Los Angeles Leadership Primary Academy	357	39	10.9%	87.2%	12.8%	4	0	0	0	0	0	1	5	0	16	13	0	0
<b>Statewide</b>				<b>6,186,278</b>	<b>725,412</b>	<b>11.7%</b>	<b>73.4%</b>	<b>26.6%</b>	<b>101,348</b>	<b>11</b>	<b>2,610</b>	<b>24,767</b>	<b>0</b>	<b>8,197</b>	<b>36,245</b>	<b>99,480</b>	<b>8,007</b>	<b>298,868</b>	<b>130,441</b>	<b>1,395</b>	<b>2,953</b>
<b>Los Angeles Unified</b>				<b>607,723</b>	<b>79,187</b>	<b>13.0%</b>	<b>69.1%</b>	<b>30.9%</b>	<b>15,224</b>	<b>4</b>	<b>286</b>	<b>1,511</b>	<b>4</b>	<b>1,069</b>	<b>4,154</b>	<b>9,951</b>	<b>1,712</b>	<b>32,950</b>	<b>8,756</b>	<b>93</b>	<b>330</b>

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.





AB 1505 Renewal Criteria Analysis - "High Performing" or "Low Performing" School

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/ia/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.

KEY	
<b>Color</b>	<b>CA Dashboard Indicator rating.</b> For student groups, colors represent numerically significant subgroups [i.e. 30 or more, (15+ for Foster Youth and Homeless students)]. ELPI use status level as a proxy for color on the 2019 Dashboard.
<b>NPC</b>	<b>No Performance Color</b> when student groups are not numerically significant.
--	0
<b>Missing Data</b>	<b>CALPADS error; Test Irregularities; or No CDE data</b>
<b>N/A</b>	<b>Not Applicable</b> (e.g., elementary school not needing to have CCI data or Graduation Rate data)

CRITERIA TO QUALIFY AS "HIGH PERFORMING" (HP) or "LOW PERFORMING" (LP)

**HP1a [LP1a]** - Does the charter school have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding renewal?

That is, a charter school must have been assigned a color (performance level) for at least two of the four measurements of academic performance (ELA, Math, EL Progress, College/Career) in each of the two years preceding renewal. **YES – NO**

Los Angeles Leadership Primary Academy				
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator
2018	Yellow	Yellow	No Color	N/A
2019	Yellow	Yellow	Orange	N/A

1. If "YES" - proceed to **HP1b [LP1b]** below.
2. If "No" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

**HP1b [LP1b]** - Did the charter school receive the two highest [LP1b – two lowest] performance levels schoolwide on all state indicators included on the California Dashboard (all blue and/or green) [LP1b – all red and/or orange] for which it receives performance levels in each of the two consecutive years immediately preceding renewal? **YES – NO**

Los Angeles Leadership Primary Academy							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	Yellow	Yellow	No Color	N/A	Orange	N/A	Blue
2019	Yellow	Yellow	Orange	N/A	Yellow	N/A	Green

1.  If "YES" to **HP1b (two highest performance levels)** - the school is "High Performing" and may be recommended for a 7-year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.
2.  If "YES" to **LP1b (two lowest performance levels)** - the school is "Low Performing" and may be recommended for a 0 or 2 - year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

However, **MAY RENEW ONLY** upon making both of the following written factual findings:

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;  
**AND**
- 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
  - OR**
  - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school;
  - b. Strong postsecondary outcomes equal to similar peers.
3.  If "NO" - then proceed to HP2a [LP2a] below
  - a.  If the charter school receives a combination of performance colors ( red, orange, yellow, green, and blue) proceed to HP2a [LP2a] below.

\* HP1b -

\* LP1b -

**HP2a [LP2a]** - Does the charter school have performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal? **YES – NO**

Indicator	Number of Subgroups	Subgroups
ELA 2018	4	Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
ELA 2019	3	Latino; English Learners; Socioeconomically Disadvantaged
Math 2018	4	Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
Math 2019	3	Latino; English Learners; Socioeconomically Disadvantaged
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	N/A	N/A
College/Career 2019	N/A	N/A

1.  If "YES" – proceed to **HP2b [LP2b]** below.
2.  If "No" – A charter school without performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal cannot be considered within the "High Performing" or "Low Performing" renewal criteria. Proceed to the "Middle Performing" analysis.

**HP2b [LP2b]** - Did the charter school receive performance levels schoolwide (all students) that are the same or higher [LP2b – same or higher] than the state average for all four measurements of academic performance? **YES – NO**

Indicator	Los Angeles Leadership Primary Academy		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
	ELA 2018	Yellow	-45.7	Orange	
ELA 2019	Yellow	-24.2	Green	-2.5	Lower
Math 2018	Yellow	-61.6	Orange	-36.4	Lower
Math 2019	Yellow	-43.2	Orange	-33.5	Lower
EL Progress 2018	No Color	N/A	No Color	N/A	--
EL Progress 2019 *	Orange	44.2%	Yellow	48.3%	Lower
College/Career 2018	N/A	N/A	Yellow	42.2%	N/A
College/Career 2019	N/A	N/A	Yellow	44.1%	N/A

- If **“YES”** to **HP2b (received performance levels schoolwide that are the same or higher than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607 (c)(2)(A)(ii). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607 (c)(2)(A)(ii). Move on to **HP2c**.
- If **“YES”** to **LP2c (received performance levels schoolwide that are the same or lower than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607.2 (a)(1)(B). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607.2 (a)(1)(B). Move on to **LP2c**.
- If **“No”** - If all of the performance levels schoolwide are the “Same” or a combination of “Higher” and “Lower” proceed to the “Middle Performing” analysis.

**LP2b -**

**HP2c [LP2c]** - For the state subgroups that are performing below the state average in each of the four measurements of academic performance in each respective year, did the majority of the school’s subgroups receive performance levels that are higher [lower] than the state average? **YES – NO**

Subgroup	ELA											
	2018						2019					
	School			State			School			State		
	# of Stud.	Perf. Level	Status	Perf. Level	Status	Comparison to State Average	# of Stud.	Perf. Level	Status	Perf. Level	Status	Comparison to State Average
All Students	180	Yellow	-45.7	Orange	-6.0	LOWER	164	Yellow	-24.2	Green	-2.5	Lower
English Learner	114	Yellow	-58.1	Yellow	-47.1	LOWER	103	Yellow	-31.0	Yellow	-45.1	Higher
Foster Youth	2	No Color	--	Red	-79.2		--	--	--	Orange	-71.9	
Homeless	--	--	--	Yellow	-51.0		--	--	--	Yellow	-46.7	
Socioeconomically Disadvantaged	143	Yellow	-49.4	Yellow	-34.7	LOWER	146	Yellow	-25.6	Yellow	-30.1	Higher
Students with Disabilities	30	Red	-101.4	Red	-95.5	LOWER	18	No Color	-37.8	Orange	-88.1	
African American	1	No Color	--	Orange	-51.8		1	No Color	--	Yellow	-47.6	

ELA												
Subgroup	2018				2019				Status Comparison to State Average	Status Comparison to State Average		
	# of Stud.	School		State		# of Stud.	School				State	
		Perf. Level	Status	Perf. Level	Status		Perf. Level	Status			Perf. Level	Status
American Indian or Alaska Native	2	No Color	--	Orange	-36.8	3	No Color	--	Orange	-34.1		
Asian	4	No Color	--	Blue	62.4	3	No Color	--	Blue	64.8		
Filipino	--	--	--	Green	44.0	--	--	--	Blue	46.7		
Latino	166	Yellow	-45.6	Yellow	-31.3	144	Yellow	-23.7	Yellow	-26.6	Higher	
Native Hawaiian or Pacific Islander	--	--	--	Orange	-21.3	--	--	--	Orange	-19.5		
White	7	No Color	--	Green	27.7	13	No Color	-54.8	Green	30.7		
Two or More Races	--	--	--	Green	28.6	--	--	--	Green	30.3		

MATH												
Subgroup	2018				2019				Status Comparison to State Average	Status Comparison to State Average		
	# of Stud.	School		State		# of Stud.	School				State	
		Perf. Level	Status	Perf. Level	Status		Perf. Level	Status			Perf. Level	Status
All Students	180	Yellow	-61.6	Orange	-36.4	164	Yellow	-43.2	Orange	-33.5	Lower	
English Learner	114	Yellow	-72.1	Orange	-69.9	103	Yellow	-52.4	Orange	-68.6	Higher	
Foster Youth	2	No Color	--	Red	-114.0	--	--	--	Orange	-107.2		
Homeless	--	--	--	Orange	-81.0	--	--	--	Orange	-77.7		
Socioeconomically Disadvantaged	143	Orange	-64.4	Orange	-67.4	146	Yellow	-44.8	Yellow	-63.7	Higher	
Students with Disabilities	30	Yellow	-87.8	Red	-125.3	18	No Color	-52.4	Orange	-119.4		
African American	1	No Color	--	Orange	-91.5	1	No Color	--	Orange	-87.9		
American Indian or Alaska Native	2	No Color	--	Orange	-73.0	3	No Color	--	Orange	-69.6		
Asian	4	No Color	--	Blue	56.7	3	No Color	--	Blue	59.8		
Filipino	--	--	--	Green	13.1	--	--	--	Green	18.0		
Latino	166	Yellow	-62.3	Orange	-65.8	144	Yellow	-43.8	Yellow	-62.2	Higher	
Native Hawaiian or Pacific Islander	--	--	--	Orange	-52.0	--	--	--	Orange	-49.8		
White	7	No Color	--	Yellow	-1.0	13	No Color	-68.6	Green	1.4		
Two or More Races	--	--	--	Green	1.9	--	--	--	Green	2.5		

EL Progress Indicator * (ELPI)												
Subgroup	2018				2019				Status Comparison to State Average	Status Comparison to State Average		
	# of Stud.	School		State		# of Stud.	School				State	
		Perf. Level	Status	Perf. Level	Status		Perf. Level	Status			Perf. Level	Status
English Learner	203	N/A	N/A	NPC	N/A	129	Orange	44.2%	Yellow	48.3%	Lower	

College / Career Indicator (CCI)												
Subgroup	2018						2019					
	# of Stud.	School		State		Status Comparison to State Average	# of Stud.	School		State		Status Comparison to State Average
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	Yellow	42.2%		--	--	Yellow	44.1%		
English Learner	--	--	--	Orange	14.5%		--	--	Yellow	16.8%		
Foster Youth	--	--	--	Orange	10.4%		--	--	Yellow	13.3%		
Homeless	--	--	--	Orange	24.3%		--	--	Orange	25.9%		
Socioeconomically Disadvantaged	--	--	--	Orange	33.7%		--	--	Green	35.8%		
Students with Disabilities	--	--	--	Red	9.2%		--	--	Orange	10.8%		
African American	--	--	--	Orange	21.2%		--	--	Yellow	23.7%		
American Indian or Alaska Native	--	--	--	Orange	25.2%		--	--	Orange	25.9%		
Asian	--	--	--	Blue	74.1%		--	--	Blue	74.0%		
Filipino	--	--	--	Green	62.7%		--	--	Green	64.5%		
Latino	--	--	--	Orange	33.8%		--	--	Green	36.1%		
Native Hawaiian or Pacific Islander	--	--	--	Orange	31.7%		--	--	Orange	33.5%		
White	--	--	--	Yellow	52.2%		--	--	Yellow	53.8%		
Two or More Races	--	--	--	Yellow	48.6%		--	--	Yellow	49.7%		

\* A charter school is considered high performing and eligible for presumptive renewal if all state indicators have blue/green colors and the ELPI has a "High" or "Very High" Status with 30 or more students in the 2019 Dashboard. A charter school is considered low performing and eligible for presumptive non-renewal if all state indicators have red/orange and the ELPI has a "Low" or "Very Low" Status with 30 or more students in the 2019 Dashboard.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ta/cr/>

ATTACHMENT C

DESEGREGATION IMPACT STATEMENT (DIS)  
Los Angeles Leadership Primary Academy  
BOARD OF EDUCATION REPORT 167 – 20/21  
December 8, 2020

I. Category of Proposed Action:

The proposed action would renew the charter for Los Angeles Leadership Primary Academy, beginning July 1, 2021 until June 30, 2026 to serve 430 students in grades TK-5 each year of its charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted single charter status for a maximum of five (5) years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of Los Angeles Leadership Primary Academy for five (5) years beginning July 1, 2021 until June 30, 2026.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

APPROVED BY:

BLANCA ALVES-MONASTER, Ed.D.  
Specialist  
Charter Schools Division

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services