



## Board of Education Report

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**File #:** Rep-171-20/21, **Version:** 1

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**Approval of the Renewal Petition for Rise Kohyang High [PUBLIC HEARING]  
December 8, 2020  
Charter Schools Division**

**Action Proposed:**

Staff recommends approval of the renewal petition for Rise Kohyang High (“Charter School”), designated by the state as Middle performing, located in Board District 2 and Local District Central, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 600 students in grades 9-12 in each year of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report. Rise Kohyang High has a concurrent request for material revision submitted for its current charter on April 3, 2020, to remove its sole statutory member and update enrollment practices and preferences. Please see related Board Report No. 175-20/21.

**Background:**

Rise Kohyang High is a 9-12 school currently serving 435 students on a private facility in Korea Town at 600 S. La Fayette Park Place, Los Angeles, CA. 90057 in Board District 2 and Local District Central. Rise Kohyang High was approved by the LAUSD Board of Education on November 10, 2015.

On September 15, 2020, Rise Kohyang High 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 Rise Kohyang High 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. 171-20/21, 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/ylh047f7lqbqmhg/AAB3C9AXaCIFIeC2Xkr-1ELsa?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 171-20/21  
 December 8, 2020

School Name:	<b>Rise Kohyang High</b>			<b>BOARD IS REQUIRED TO TAKE ACTION BY:  December 14, 2020</b>
Type of Charter School:	<b>Start-Up Independent Charter School</b>			
Charter Operator	<b>Bright Star Schools</b>			
Location Code:	<b>7579</b>			
Type of Site(s):	<b>Private</b>			
Site Address(es):	<b>600 S. La Fayette Park Place, Los Angeles, CA. 90057</b>			
Board District(s):	<b>2</b>	Local District(s):	<b>Central</b>	
Grade Levels Served:	<b>9-12</b>	Current Enrollment:	<b>435</b>	
Grade Levels Authorized in Current Charter:	<b>9-12</b>	Approved Enrollment in Current Charter:	<b>600</b>	
<b>CONSIDERATION:</b>	<b>Renewal</b>			
<b>CDE PERFORMANCE LEVEL:</b>	<b>Middle Performing</b>			
<b>STAFF RECOMMENDATION:</b>	<b>Approval</b>			
<b>SUMMARY OF STAFF FINDINGS:</b>	<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> <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 Rise Kohyang High (“Charter School”), located in Board District 2 and Local District Central, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 600 students in grades 9-12 in each year of the charter term. The school is requesting to materially revise petition Element 4 to reflect the removal of the sole statutory member, and revise petition Element 8 to update enrollment practices and preferences. Related Board Report No. 175-20/21 separately addresses the school’s request for material revision of its charter to update the governance structure and enrollment practices and preferences.

## 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>Rise Kohyang High</b>
<b>Initial Authorization:</b>	On November 10, 2015, Rise Kohyang High was authorized by the LAUSD Board of Education to serve 600 students in grades 9-12.
<b>Most Recent Renewal</b>	N/A
<b>Approved Material Revisions of Current Charter:</b>	N/A

	<b>Rise Kohyang High</b>
<b>Board Benchmarks in Current Charter Term:</b>	N/A
<b>Submission of Renewal Petition Application:</b>	Rise Kohyang High 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>	Rise Kohyang High submitted a request for a material revision for its current charter on April 3, 2020, to remove its sole statutory member and update enrollment practices and preferences. Please see related Board Report No. 175-20/21.

**B. Educational Program**

	<b>Rise Kohyang High</b>
<b>Key Features of Educational Program:</b>	<p>Rise Kohyang High offers a 9th-12th grade educational program which includes the following features:</p> <ul style="list-style-type: none"> <li>◆ The Connections and Family Services Program which provides academic, social, and emotional support to the school’s students, families, and alumni. Counselors help students prepare for and graduate from high school, to be prepared to succeed in a college or university, or to be equipped with a viable post-secondary career plan.</li> <li>◆ The Restorative Justice Program which emphasizes building a school culture based on community and relationships. The program provides teachers with extensive training in leading restorative justice circles and offers students opportunities to mentor other students and engage in mindful reflection activities.</li> <li>◆ The following set of values: <i>Integridad</i> encourages one to be the best version of themselves and to advocate for others, <i>Ubuntu</i> values kindness and supporting others, <i>Kohyang</i> means hometown and encourages students to build meaningful connections and strong community ties, and <i>Growth</i> means having a mindset to achieve excellence and fulfillment through pursuit of learning and development.</li> </ul>
<b>English Learner Master Plan:</b>	<p>Rise Kohyang High implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> <li>◆ An English Language Development (ELD) Coordinator to work with teachers and staff to provide professional development and ELD instruction.</li> <li>◆ An Academic English course to assist with development of cognitive language as well as reading and writing skills.</li> </ul>



	<b>Rise Kohyang High</b>
<b>Special Education SELPA</b>	Rise Kohyang High participates in LAUSD SELPA Option 3.

### C. Student Enrollment and Population

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
Rise Kohyang High	402	88.3 %	0.0 %	0.2 %	29.4 %	4.7 %	14.7 %	2.7 %	0.0 %	0.0 %	58.7 %	0.0 %	0.0 %	2.5 %	89.3 %	10.2 %	1.0 %	0.7 %

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

### D. Charter School Operator

Rise Kohyang High is operated by Bright Star Schools, a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools. The school has a sole statutory member, Bright Star Education Group (BSEG), of which the school has currently submitted a material revision to remove. Please see related Board Report No. 175-20/21.

## 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

Rise Kohyang High has been identified by the state as a Middle performing charter school. The charter school’s record of academic performance, schoolwide and for its numerically significant subgroups, primarily demonstrates higher rates of achievement when compared to state averages.

##### 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.

Rise Kohyang High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	N/A	N/A	NPC	N/A	N/A	N/A	4
2019	NPC	NPC	4	N/A	N/A	N/A	4

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 academy 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 *Rise Kohyang High* Data Set.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Rise Kohyang High (ELA Grades) 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>0</b>	--	--	<b>-6.0</b>	--	<b>79</b>	<b>No Color</b>	<b>61.3</b>	<b>-2.5</b>	<b>Higher</b>
Latino	0	--	--	<b>-31.3</b>	--	50	No Color	43.3	<b>-26.6</b>	Higher
Socioeconomically Disadvantaged	0	--	--	<b>-34.7</b>	--	71	No Color	57.9	<b>-30.1</b>	Higher

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.

In 2018, the school served grades 9-10 and did not have any grade levels eligible to take the ELA CAASPP assessments. The school first administered CAASPP assessments in the 2018-2019 academic year. Therefore, the school has only one year of data reflected on the California School Dashboard in ELA.

In 2019, the charter school's DFS was higher than the state's DFS schoolwide and for both numerically significant subgroups (Latino and Socioeconomically Disadvantaged).

The school, having only one year of CAASPP data, does not have any identified Change Levels.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Rise Kohyang High (Math Grades) 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>0</b>	--	--	<b>-36.4</b>	--	<b>79</b>	<b>No Color</b>	<b>-29.7</b>	<b>-33.5</b>	<b>Higher</b>
Latino	0	--	--	<b>-65.8</b>	--	50	No Color	<b>-80.8</b>	<b>-62.2</b>	Lower
Socioeconomically Disadvantaged	0	--	--	<b>-67.4</b>	--	71	No Color	<b>-36.3</b>	<b>-63.7</b>	Higher

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.

In 2018, the school served grades 9-10 and did not have any grade levels eligible to take the Math CAASPP assessments. The school first administered CAASPP assessments in the 2018-2019 academic year. Therefore, the school has only one year of data reflected on the California School Dashboard in Math.

In 2019, the charter school’s schoolwide DFS was higher than the state’s DFS. The school had two numerically significant subgroups. The Latino subgroup performed lower than the state’s DFS and the Socioeconomically Disadvantaged subgroup performed higher than the state’s DFS.

The school, having only one year of CAASPP data, does not have any identified Change Levels.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

Rise Kohyang High English Learner Progress Indicator - CA School Dashboard Indicator						
Subgroup	2019 School				2019 State	
	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	39	No Color	64.1%	High	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 64.1% of Rise Kohyang High’s English Learner (EL) students are making progress towards English proficiency, which is higher than the state at 48.3%. The Performance Level for the school is High while the state Performance Level is Medium.

f. Standardized Assessments Participation Rates

In 2019, ELA, Math, and the English Learner Progress Indicator (ELPI), the school met the participation rates (of at least 95%) schoolwide and for both numerically significant subgroups.

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]

Rise Kohyang High has shared internal data collected by counselors that 84.1% of their 2020 graduates were accepted to, and are now attending, two or four-year colleges. Review of the postsecondary data provided by Rise Kohyang High did not meet the criteria of verified data as outlined in *LAUSD Policy and Procedures for Charter Schools*. Completion rates equal to similar peers were not provided.

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

Rise Kohyang High Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Students suspended at least once	State 2018 Color	Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	State 2019 Color	Students suspended at least once	School to State Suspensions Comparison
All Students	198	Green	0.5%	Yellow	3.5%	Lower	304	Green	0.7%	Yellow	3.4%	Lower
Asian	83	No Color	1.2%	Blue	1.0%	Higher	111	Orange	1.8%	Blue	1.0%	Higher
English Learner	31	No Color	0.0%	Yellow	3.0%	Lower	53	Blue	0.0%	Yellow	3.1%	Lower
Latino	98	Blue	0.0%	Yellow	3.6%	Lower	166	Blue	0.0%	Yellow	3.5%	Lower
Socioeconomically Disadvantaged	169	Blue	0.0%	Yellow	4.4%	Lower	266	Yellow	0.8%	Yellow	4.3%	Lower

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 was lower than the state schoolwide and for the majority of numerically significant subgroups, with the exception of the Asian subgroup who had a higher rate than the state.

## Change Level Schoolwide and Numerically Significant Subgroups

Rise Kohyang High Suspension Rate Indicator - CA School Dashboard Indicator														
Subgroup	Number of Students	2018 Color	Change	Change Level	State 2018 Color	Change	Change Level	Number of Students	2019 Color	Change	Change Level	State 2019 Color	Change	Change Level
All Students	198	Green	0.5%	Increased	Yellow	-0.1%	Maintained	304	Green	0.2%	Maintained	Yellow	-0.1%	Maintained
Asian	83	No Color	1.2%	Increased	Blue	0.0%	Maintained	111	Orange	0.6%	Increased	Blue	-0.1%	Maintained
English Learner	31	No Color	0.0%	Maintained	Yellow	-0.1%	Maintained	53	Blue	0.0%	Maintained	Yellow	0.1%	Maintained
Latino	98	Blue	0.0%	Maintained	Yellow	-0.1%	Maintained	166	Blue	0.0%	Maintained	Yellow	-0.1%	Maintained
Socioeconomically Disadvantaged	169	Blue	0.0%	Maintained	Yellow	-0.2%	Maintained	266	Yellow	0.8%	Increased	Yellow	-0.1%	Maintained

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. The majority of numerically significant subgroups (English Learner, Latino, and Socioeconomically Disadvantaged) Change Levels Maintained with the exception of the Asian subgroup, which Increased. In 2019, the charter school's Change Level Maintained schoolwide and for the English Learner, Latino, and Students with Disabilities subgroups. The Asian and Socioeconomically Disadvantaged Subgroups Increased.

m. Graduation Rate Indicator [HS only]

Rise Kohyang High's first graduating class was in 2019-2020 which is not yet reflected on the California School Dashboard.

n. Chronic Absenteeism Indicator

N/A

o. English Learner Performance

Reclassification Rates:

School	Year	Students Redesignated FEP	School	State	School to State RFEF Comparison
Rise Kohyang High	2018-19	17-18 EL #	28	1,271,150	Higher
		18-19 Reclass #	6	175,746	
		18-19 Reclass Rate	21.4	13.8	
	2019-20	18-19 EL #	51	1,195,988	Lower
		19-20 Reclass #	6	164,653	
		19-20 Reclass Rate	11.8	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, Rise Kohyang High's reclassification rate was 11.8%, which was lower than the state's reclassification rate of 13.8%. In 2018-2019, Rise Kohyang High's reclassification rate of 21.4% was higher than the state's rate of 13.8%.

Rise Kohyang High's reclassification criteria are as follows:

- ◆ Overall ELPAC Performance Level 4
- ◆ Grade of C or better in a grade-level English or LTEL course (Teacher Evaluation)
- ◆ Basic, Proficient, or Advanced score on the Reading Inventory or Standard Met, Standard Exceeded on the ELA SCAC (11<sup>th</sup> grade)

- ◆ Parent opinion and consultation
- ◆ Note: when a student has met the ELPAC summative and grade level skills criteria for reclassification except for the teacher evaluation requirement, the student’s English proficiency must be reviewed by the Student Support and Progress Team (SSPT) for reclassification readiness.

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

English Learners	2018-19				2019-20			
	School- Rise Kohyang High		State		School- Rise Kohyang High		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
<b>EL 0-3 Years</b>	<b>12</b>	<b>5.6%</b>	<b>607,888</b>	<b>26.1%</b>	<b>12</b>	<b>4.1%</b>	<b>576,805</b>	<b>25.3%</b>
At-Risk 4-5 Years	5	2.3%	220,738	9.5%	4	1.4%	130,783	5.7%
LTEL 6+ Years	34	16.0%	342,983	14.7%	24	8.2%	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, Rise Kohyang High had 8.2% Long-term English Learners (LTELs), which was lower than the state’s LTEL percentage of 8.9%. In 2018-2019, Rise Kohyang High’s LTEL percentage of 16.0% was higher than the state’s 14.7%. In 2019-2020, the charter school had 1.4% “At-Risk” (four students), which was lower than the state’s rate of 5.7%. In 2018-2019, Rise Kohyang High had 2.3% “At-Risk” (five students) which was lower than the state at 9.5%.

## 2. Annual Oversight Results

### a. Student Achievement and Educational Performance

Rise Kohyang High has earned the ratings of *No Rating* and *Proficient* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

The school received the rating of *No Rating* in 2018 due to the grade level roll out in the prior year did not generate enough state data.

	2018-2019	2019-2020
<b>Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance</b>	No Rating	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

Rise Kohyang High’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 ratings of *Accomplished* and *Proficient* 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	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.

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

Rise Kohyang High’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 has earned the ratings of *Accomplished* and *Developing* in the category of Organizational Management, Programs, and Operations on its annual oversight evaluation reports over the past two years and has no unresolved issues pending. The school earned the rating of *Developing* in 2019 due to a teacher in the core instructional program not being appropriately credentialed and assigned. Based on a review of documents provided by the charter school for the 2020-2021 school year, no further credentialing concerns were noted.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Organizational Management, Programs, and Operations</b>	4 Accomplished	2 Developing

\*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**

**2019-2020 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	Students with Disabilities	Two or More Races	White
Rise Kohyang High	402	88.3%	0.0%	0.2%	29.4%	4.7%	14.7%	2.7%	0.0%	0.0%	58.7%	0.0%	0.0%	2.5%	89.3%	10.2%	1.0%	0.7%
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

**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
Rise Kohyang High	402	41	10.2%	73.2%	26.8%	10	0	0	1	0	0	0	9	0	19	2	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, Rise Kohyang High has a 10.2% Special Education enrollment, which is lower than the state’s percentage of 11.7%, and lower than the District’s percentage of 13.9%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iii. Additional Information

None

**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***

Rise Kohyang High’s record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

Rise Kohyang High achieved the ratings of *Developing*, and *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

The school’s rating of *Developing* in 2018-2019 was due to the school’s receipt of a Notice to Cure (NTC) due to the school’s failure to submit its Fiscal Year 2017-2018 annual independent audit report by the statutory deadline of December 15, 2018. A second NTC was also issued during 2018-2019 due to an audit finding cited in the school’s Fiscal Year 2017-2018 independent audit report regarding the school’s departure from Generally

Accepted Accounting Principles (GAAP) regarding its internal control processes. This issue has been resolved.

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
<b>Annual Oversight Evaluation Report Rating in Category of Fiscal Operations</b>	<b>2 Developing</b>	<b>3 Proficient</b>

\*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

Rise Kohyang High’s fiscal condition is positive and has been upward trending since the 2016-2017 Fiscal Year. According to the 2018-2019 independent audit report, the school had positive net assets of \$181,663 and net a net income of \$74,629. The 2019-2020 Unaudited Actuals projected positive net assets and a net income.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	\$0	\$71,028	\$107,034	\$181,663	\$416,201
Net Income/Loss	\$0	\$2,694	\$36,006	\$74,629	\$234,538
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

According to Bright Star Schools’ independent audit report for the Fiscal Year ended June 30, 2019, Bright Star School’s fiscal condition is strong. Bright Star Schools and its charter schools reported positive net assets of \$12,207,557 and net income of \$2,399,188. Bright Star Schools, without its charter schools, reported positive net assets of \$910,550 and net income of \$910,550.

During 2019-2020, Rise Kohyang High paid annual management fees, which amounted to 12% of the school’s revenue to Business Office Team (BOT). According to the Intracompany Management Service Guidelines between the BOT and the schools, schools will pay fees to the BOT for support services. This support includes information technology, professional development, technical assistance, educational curricula, instructional models, and classroom structures. Additionally, for new Bright Star schools, the services provided include student recruitment, master program planning, ordering textbooks and supplies, human resources, special education programs, procurements for outsourced vendors, legal counsel, liability, property, and professional insurance policies, and other back office and related services as needed. These fees are calculated based on the revenue of each Bright Star school, in accordance with the provisions of California Education Code Sections 47632(a) and 47632(b).

- 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 Bright Star Schools, the charter operator, secured a loan for its charter schools through the U.S. Small Business Administration's (SBA) Payment Protection Program (PPP). Bright Star Schools stated that the charter operator submitted its PPP loan application on April 6, 2020 (seeking to borrow \$5,846,300). The CSD was advised that Bright Star Schools' governing board voted to pursue the PPP loan on April 6, 2020, and, on April 26, 2020, Bright Star Schools received PPP loan proceeds in the amount of \$5,846,300. Bright Star Schools stated that its PPP loan proceeds would support allowable expenditures (including payroll) and are currently recorded as a loan on the school's books. 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

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

(ELA Grades) 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
C	2	7579	Rise Kohyang High	All Students	0	**	**	**	**	-6.0	2.2	Maintained	**	79	No Color	61.3	No Data	No Data	-2.5	3.7	Increased	Higher
				American Indian or Alaska Native	0	--	--	--	--	-36.8	2.3	Maintained	--	0	--	--	--	--	-34.1	2.1	Maintained	--
				Asian	0	--	--	--	--	62.4	2.0	Maintained	--	24	No Color	113.0	No Data	No Data	64.8	3.1	Increased	--
				Black or African American	0	--	--	--	--	-51.8	0.9	Maintained	--	5	No Color	--	No Data	No Data	-47.6	3.7	Increased	--
				English Learner	0	--	--	--	--	-47.1	3.3	Increased	--	17	No Color	-43.1	No Data	No Data	-45.1	3.1	Increased	--
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	0	--	--	--	--	-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	0	--	--	--	--	-31.3	3.2	Increased	--	50	No Color	43.3	No Data	No Data	-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	0	--	--	--	--	-34.7	4.0	Increased	--	71	No Color	57.9	No Data	No Data	-30.1	4.4	Increased	Higher
				Students with Disabilities	0	--	--	--	--	-95.5	2.1	Maintained	--	9	No Color	--	No Data	No Data	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	0	--	--	--	--	30.3	2.0	Maintained	--
				White	0	--	--	--	--	27.7	0.8	Maintained	--	0	--	--	--	--	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	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of Students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of Students tested in 2019	100%	100%	100%	100%	100%	--	--	--	100%	100%	100%	--	--
Participation Rate Met 2019	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/>

Rise Kohyang High  
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/flesser.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 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	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	School to State DFS Comparison
C	2	7579	Rise Kohyang High	All Students	0	**	**	-36.4	1.3	Maintained	79	No Color	-29.7	**	No Data	Higher
				American Indian or Alaska Native	0	**	**	-73.0	-0.7	Maintained	0	**	**	**	Maintained	**
				Asian	0	**	**	56.7	2.4	Maintained	24	No Color	92.7	**	No Data	Increased
				Black or African American	0	**	**	-91.5	0.2	Maintained	5	No Color	**	**	No Data	Maintained
				English Learner	0	**	**	-69.9	1.5	Maintained	17	No Color	-154.4	**	No Data	Maintained
				Filipino	0	**	**	13.1	2.8	Maintained	0	**	**	**	Increased	**
				Foster Youth	0	**	**	-114.0	-0.5	Maintained	0	**	**	**	Increased	**
				Homeless	0	**	**	-81.0	1.5	Maintained	0	**	**	**	Maintained	**
				Latino	0	**	**	-65.8	1.7	Maintained	50	No Color	-80.8	**	No Data	Increased
				Native Hawaiian or Pacific Islander	0	**	**	-52.0	-0.7	Maintained	0	**	**	**	Maintained	**
				Socioeconomically Disadvantaged	0	**	**	-67.4	2.3	Maintained	71	No Color	-36.3	**	No Data	Increased
				Students with Disabilities	0	**	**	-125.3	0.8	Maintained	9	No Color	**	**	No Data	Increased
				Two or More Races	0	**	**	1.9	1.9	Maintained	0	**	**	**	Maintained	**
				White	0	**	**	-1.0	0.6	Maintained	0	**	**	**	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	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Participation Rate Met 2018	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Percent of students tested in 2019	100%	100%	100%	100%	100%	**	**	**	100%	**	100%	100%	**	**
Participation Rate Met 2019	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/>

**Rise Kohyang High**  
**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				2018 State				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	Performance Level	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level		
C	2	7579	Rise Kohyang High	English Learner	21										39	No color	64.1%	High	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 lower 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	
		Rise Kohyang High	State	Rise Kohyang High	State
Level 4 - Well Developed	19.0%	30.6%	19.0%	58.9%	42.9%
Level 3 - Moderately Developed	42.9%	34.6%	42.9%	5.1%	5.3%
Level 2 - Somewhat Developed	33.3%	20.2%	33.3%	23.0%	31.5%
Level 1 - Beginning Stage	4.8%	14.6%	4.8%	12.8%	20.1%
		ELs Who Progressed at Least One ELPI Level		ELs Who Progressed at Least One ELPI Level	
		ELs Who Maintained ELPI Level 4		ELs Who Maintained ELPI Level 4	
		ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H		ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	
		ELs Who Decreased at Least One ELPI Level		ELs Who Decreased at Least One ELPI Level	

		ELPAC Participation Rate
Percent of students tested in 2018	N/A	N/A
Participation Rate Met 2018	N/A	N/A
Percent of students tested in 2019	98%	Yes
Participation Rate Met 2019	Yes	Yes

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/>

**Rise Kohyang High**  
**Academic Performance - College / Career**

This report shows whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. It displays the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

College / Career Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 prepared students	Change	Change Level	State 2018 prepared students	Change	Change Level	School to State CCI Comparison	Number of Students with Scores	2019 Color	School 2019 prepared students	Change	Change Level	State 2019 prepared students	Change	Change Level	School to State CCI Comparison
C	2	7579	Rise Kohyang High	All Students	0	--	--	--	Maintained	42.2%	1.1%	Maintained	--	0	--	--	--	--	44.1%	1.8%	Maintained	--
				American Indian or Alaska Native	0	--	--	--	Maintained	25.2%	0.1%	Maintained	--	0	--	--	--	--	25.9%	0.5%	Maintained	--
				Asian	0	--	--	--	Maintained	74.1%	0.7%	Maintained	--	0	--	--	--	--	74.0%	-0.2%	Maintained	--
				Black or African American	0	--	--	--	Maintained	21.2%	0%	Maintained	--	0	--	--	--	--	23.7%	2.4%	Increased	--
				English Learner	0	--	--	--	Maintained	14.5%	1.9%	Maintained	--	0	--	--	--	--	16.8%	2.1%	Increased	--
				Filipino	0	--	--	--	Maintained	62.7%	-0.3%	Maintained	--	0	--	--	--	--	64.5%	1.7%	Maintained	--
				Foster Youth	0	--	--	--	Maintained	10.4%	1.3%	Maintained	--	0	--	--	--	--	13.3%	2.8%	Increased	--
				Homeless	0	--	--	--	Maintained	24.3%	-1.3%	Maintained	--	0	--	--	--	--	25.9%	1.4%	Maintained	--
				Latino	0	--	--	--	Maintained	33.8%	1.2%	Maintained	--	0	--	--	--	--	36.1%	2.2%	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	Maintained	31.7%	0.5%	Maintained	--	0	--	--	--	--	33.5%	1.7%	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	Maintained	33.7%	1.5%	Maintained	--	0	--	--	--	--	35.8%	2.0%	Increased	--
				Students with Disabilities	0	--	--	--	Maintained	9.2%	1.9%	Maintained	--	0	--	--	--	--	10.8%	1.5%	Maintained	--
				Two or More Races	0	--	--	--	Maintained	48.6%	1.7%	Maintained	--	0	--	--	--	--	49.7%	0.9%	Maintained	--
				White	0	--	--	--	Maintained	52.2%	1.2%	Maintained	--	0	--	--	--	--	53.8%	1.4%	Maintained	--

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/ac/cm/>

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

Suspension Rate Indicator - CA School Dashboard Indicator																		
LD	BD	Loc Code	School	Subgroup	Number of Students	2019 Color	Students suspended at least once	Change Level	Change	State 2019 Color	Students suspended at least once	Change Level	Change	State 2019 Color	Students suspended at least once	Change Level	Change	School to State Comparison
C	2	7579	Rise Kohyang High	All Students	198	Green	0.5%	Increased	0.5%	Yellow	3.5%	Maintained	-0.1%	Yellow	0.7%	Maintained	0.2%	Lower
				American Indian or Alaska Native	0	--	--	--	--	Yellow	7.2%	Declined	0.3%	Orange	--	Maintained	0.1%	--
				Asian	83	No Color	1.2%	Increased	1.2%	Blue	1.0%	Maintained	0.0%	Blue	1.8%	Increased	0.6%	Higher
				Black or African American	9	No Color	--	No Data	--	Orange	9.4%	Declined	0.4%	Orange	0.0%	No Data	0.6%	Declined
				English Learner	31	No Color	0.0%	Maintained	0.0%	Yellow	3.0%	Maintained	-0.1%	Yellow	0.0%	Maintained	0.0%	Lower
				Filipino	7	No Color	--	No Data	--	Green	1.3%	Maintained	-0.1%	Green	--	No Data	0.0%	--
				Foster Youth	1	No Color	--	No Data	--	Red	15.2%	Maintained	0.1%	Orange	--	No Data	0.6%	Declined
				Homeless	0	--	--	--	--	Orange	5.6%	Maintained	-0.1%	Orange	--	No Data	0.5%	Increased
				Latino	98	Blue	0.0%	Maintained	0.0%	Yellow	3.6%	Maintained	-0.1%	Yellow	0.0%	Maintained	0.0%	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	Declined	0.3%	Yellow	--	No Data	0.2%	Maintained
				Socioeconomically Disadvantaged	169	Blue	0.0%	Maintained	0.0%	Yellow	4.4%	Maintained	-0.2%	Yellow	0.8%	Increased	0.8%	Lower
				Students with Disabilities	22	No Color	0.0%	No Data	--	Yellow	6.8%	Declined	0.3%	Yellow	0.0%	Maintained	0.0%	Declined
				Two or More Races	0	--	--	--	--	Yellow	3.4%	Maintained	0.0%	Yellow	--	No Data	0.1%	Maintained
				White	1	No Color	--	No Data	--	Yellow	3.0%	Maintained	-0.1%	Yellow	--	No Data	0.2%	Maintained

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/>



Rise Kohyang High  
Graduation Rate Indicator

Graduation Rate: Students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

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

Graduation Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	State 2018 Color	Percentage of graduated students	Change	Change Level	School to State Students Comparison	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level	State 2019 Color	Percentage of graduated students	Change	Change Level	School to State Students Comparison
C	2	7579	Rise Kohyang High	All Students	0	..	..	..	..	Yellow	83.5%	-0.9%	Maintained	..	0	..	..	..	..	Green	85.9%	2.7%	Increased	..
				American Indian or Alaska Native	0	..	..	..	..	Orange	74.4%	1.8%	Declined	..	0	..	..	..	..	Yellow	78.4%	4.7%	Increased	..
				Asian	0	..	..	..	..	Green	93.4%	0%	Maintained	..	0	..	..	..	..	Green	93.9%	0.6%	Maintained	..
				Black or African American	0	..	..	..	..	Orange	72.1%	3.4%	Declined	..	0	..	..	..	..	Yellow	78.7%	6.7%	Increased	..
				English Learner	0	..	..	..	..	Orange	70.9%	0%	Maintained	..	0	..	..	..	..	Yellow	72.7%	1.7%	Increased	..
				Filipino	0	..	..	..	..	Green	92.7%	-0.9%	Maintained	..	0	..	..	..	..	Green	93.9%	1.3%	Increased	..
				Foster Youth	0	..	..	..	..	Red	59.0%	1.0%	Increased	..	0	..	..	..	..	Red	64.2%	5.0%	Increased	..
				Homeless	0	..	..	..	..	Orange	76.0%	2.5%	Declined	..	0	..	..	..	..	Yellow	77.8%	2.2%	Increased	..
				Latino	0	..	..	..	..	Yellow	81.2%	-0.8%	Maintained	..	0	..	..	..	..	Green	83.8%	3.0%	Increased	..
				Native Hawaiian or Pacific Islander	0	..	..	..	..	Orange	81.0%	2.6%	Declined	..	0	..	..	..	..	Green	85.1%	4.3%	Increased	..
				Socioeconomically Disadvantaged	0	..	..	..	..	Yellow	80.8%	-0.4%	Maintained	..	0	..	..	..	..	Green	83.3%	2.8%	Increased	..
				Students with Disabilities	0	..	..	..	..	Orange	71.4%	0.7%	Maintained	..	0	..	..	..	..	Orange	70.7%	1.3%	Declined	..
				Two or More Races	0	..	..	..	..	Yellow	84.7%	-0.7%	Maintained	..	0	..	..	..	..	Green	86.9%	2.6%	Increased	..
				White	0	..	..	..	..	Orange	87.7%	1.2%	Declined	..	0	..	..	..	..	Green	89.1%	1.7%	Increased	..

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/ae/cm/>

**Rise Kohyang High  
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 wouldn't necessarily be accurate as per CDE. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/flessestr.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	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
C	2	Rise Kohyang High	402	88.3%	0.0%	0.2%	29.4%	4.7%	14.7%	2.7%	0.0%	0.0%	58.7%	0.0%	0.0%	2.5%	89.3%	10.2%	1.0%	0.7%
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			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%

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

LD	BD	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
C	2	Rise Kohyang High	288	100.0%	0.0%	0.0%	35.8%	4.2%	17.7%	3.1%	0.7%	0.7%	56.3%	0.0%	0.0%	0.3%	90.3%	14.9%	0.3%	0.0%
Statewide			6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles			607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

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

**Rise Kohyang High**  
**RECLASSIFICATION RATES**

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

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

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFP Comparison
C	2	7579	Rise Kohyang High	2018-19	17-18 EL #	28	1,271,150	Higher
					18-19 Reclass #	6	175,746	
					18-19 Reclass Rate	21.4	13.8	
				2019-20	18-19 EL #	51	1,195,988	Lower
					19-20 Reclass #	6	164,653	
					19-20 Reclass Rate	11.8	13.8	

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

**Rise Kohyang High  
"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 "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
C	2	7579	Rise Kohyang High	EL 0-3 Years	12	5.6%	607,888	26.1%	12	4.1%	576,805	25.3%
				At-Risk 4-5 Years	5	2.3%	220,738	9.5%	4	1.4%	130,783	5.7%
				LTEL 6+ Years	34	16.0%	342,983	14.7%	24	8.2%	204,042	8.9%
				EL 4+ Year's Not At-Risk or LTEL	0	0.0%	24,379	1.0%	19	6.5%	236,394	10.4%
				EL total	51	23.9%	1,195,988	51.4%	59	20.1%	1,148,024	50.3%
				RFEF	162	76.1%	1,131,988	48.6%	235	79.9%	1,133,977	49.7%
				Total (Ever)	213	100.0%	2,327,080	100.0%	294	100.0%	2,282,001	100.0%

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

**Rise Kohyang High  
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/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 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
C	2	7579	Rise Kohyang High	402	41	10.2%	73.2%	26.8%	10	0	0	1	0	0	0	9	0	19	2	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
C	2	7579	Rise Kohyang High	288	42	14.6%	71.4%	28.6%	10	0	0	1	0	0	0	11	0	19	0	0	1
<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.

Rise Kohyang High

2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "-" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. 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 or 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	Subgroup	2017-18			2018-19			School change from 2018-19		
					School		State		School			State	
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage		Students with Scores	Met or Exceeded Percentage
C	2	7579	Rise Kohyang High	All Students	--	3,177,420	49.88%	83	71.08%	3,162,910	51.10%	--	
				American Indian or Alaska Native	--	16,100	37.42%	--		15,667	38.41%		
				Asian	--	294,323	76.41%	25		294,155	77.05%		
				Black or African American	--	170,923	32.27%	6		167,470	33.19%		
				English Learner	--	530,808	12.62%	12		511,094	12.81%		
				Filipino	--	71,470	71.20%	--		69,420	71.57%		
				Foster Youth	--	--	--	--		--	--		
				Homeless	--	--	--	--		--	--		
				Latino	--	1,740,220	39.16%	52	67.31%	1,742,382	40.81%	--	
				Native Hawaiian or Pacific Islander	--	14,918	43.16%	--		14,469	43.64%		
				Socioeconomically Disadvantaged	--	1,951,520	37.69%	71	69.01%	1,928,948	39.19%	--	
				Students with Disabilities	--	354,484	14.98%	9		365,765	16.35%		
				Two or More Races	--	117,713	64.75%	--		124,922	65.74%		
				White	--	728,987	64.85%	--		713,484	65.64%		

Mathematics

LD	BD	Loc Code	School	Subgroup	2017-18			2018-19			Change from 2018-19		
					School		State		School			State	
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage		Students with Scores	Met or Exceeded Percentage
C	2	7579	Rise Kohyang High	All Students	--	3,184,720	38.65%	83	38.55%	3,170,971	39.73%	--	
				American Indian or Alaska Native	--	16,082	25.68%	--		15,629	26.58%		
				Asian	--	297,422	73.54%	25		296,878	74.37%		
				Black or African American	--	170,417	19.74%	6		166,870	20.55%		
				English Learner	--	541,399	12.57%	12		523,959	12.58%		
				Filipino	--	71,722	58.45%	--		69,665	59.52%		
				Foster Youth	--	--	--	--		--	--		
				Homeless	--	--	--	--		--	--		
				Latino	--	1,744,154	26.65%	52	21.15%	1,748,298	28.05%	--	
				Native Hawaiian or Pacific Islander	--	14,925	31.98%	--		14,430	32.60%		
				Socioeconomically Disadvantaged	--	1,956,639	26.23%	71	35.21%	1,934,051	27.48%	--	
				Students with Disabilities	--	353,174	11.89%	9		364,341	12.61%		
				Two or More Races	--	117,518	54.41%	--		124,685	55.26%		
				White	--	729,186	53.57%	--		713,168	54.23%		

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-sdpc.cde.ca.gov/caaspp-research-data-files/> - Inquest Files Year - 2019 & All Test Type - 86461 County - 00001 District - 0000001 School - 000000

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 Data Reporting Office at <https://data.cde.ca.gov/> and the California School Dashboard, State of California Department of Education, <https://www.cde.ca.gov/ops/col/col.asp>. Please note: There may be significant differences with some of the information on this report and what is displayed in Dashboard and CA Dashboard data to changes in the institutions such as Data Modified, Date Posted, data data updates by the testing vendor and updates to 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? **YES – NO**

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**

Rise Kohyang High				
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator
2018	N/A	N/A	NPC	N/A
2019	NPC	NPC	4	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**

Rise Kohyang High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	N/A	N/A	NPC	N/A	N/A	N/A	4
2019	NPC	NPC	4	N/A	N/A	N/A	4

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:
  - a. The 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 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	0	
ELA 2019	0	
Math 2018	0	
Math 2019	0	
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	Rise Kohyang High		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	N/A	--	2	-6.0	N/A
ELA 2019	NPC	61.3	4	-2.5	Higher
Math 2018	N/A	--	2	-36.4	N/A
Math 2019	NPC	-29.7	2	-33.5	Higher
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	4	64.1%	3	48.3%	Higher
College/Career 2018	N/A	N/A	3	42.2%	N/A
College/Career 2019	N/A	N/A	3	44.1%	N/A

1.  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**.

2.  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**.

3.  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.

. **HP2b** -

. **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					Status Comparison to State Average
	# of Stud.	School Perf. Level	Status	Perf. Level	State	# of Stud.	School Perf. Level	Status	Perf. Level	State	
All Students	--	--	--	2	-6.0	79	NPC	61.3	4	-2.5	
English Learner	--	--	--	3	-47.1	17	NPC	-43.1	3	-45.1	
Foster Youth	--	--	--	1	-79.2	--	--	--	2	-71.9	
Homeless	--	--	--	3	-51.0	--	--	--	3	-46.7	
Socioeconomically Disadvantaged	--	--	--	3	-34.7	71	NPC	57.9	3	-30.1	
Students with Disabilities	--	--	--	1	-95.5	9	NPC	--	2	-88.1	
African American	--	--	--	2	-51.8	5	NPC	--	3	-47.6	
American Indian or Alaska Native	--	--	--	2	-36.8	--	--	--	2	-34.1	

ELA											
Subgroup	2018				Status Comparison to State Average	2019				Status Comparison to State Average	
	# of Stud.	School		State		# of Stud.	School		State		
		Perf. Level	Status	Perf. Level			Status	Perf. Level	Status		
Asian	--	--	--	5	62.4	NPC	113.0	5	64.8		
Filipino	--	--	--	4	44.0	--	--	5	46.7		
Latino	--	--	--	3	-31.3	NPC	43.3	3	-26.6		
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3	--	--	2	-19.5		
White	--	--	--	4	27.7	--	--	4	30.7		
Two or More Races	--	--	--	4	28.6	--	--	4	30.3		

MATH											
Subgroup	2018				Status Comparison to State Average	2019				Status Comparison to State Average	
	# of Stud.	School		State		# of Stud.	School		State		
		Perf. Level	Status	Perf. Level			Status	Perf. Level	Status		
All Students	--	--	--	2	-36.4	NPC	-29.7	2	-33.5		
English Learner	--	--	--	2	-69.9	NPC	-154.4	2	-68.6		
Foster Youth	--	--	--	1	-114.0	--	--	2	-107.2		
Homeless	--	--	--	2	-81.0	--	--	2	-77.7		
Socioeconomically Disadvantaged	--	--	--	2	-67.4	NPC	-36.3	3	-63.7		
Students with Disabilities	--	--	--	1	-125.3	NPC	--	2	-119.4		
African American	--	--	--	2	-91.5	NPC	--	2	-87.9		
American Indian or Alaska Native	--	--	--	2	-73.0	--	--	2	-69.6		
Asian	--	--	--	5	56.7	NPC	92.7	5	59.8		
Filipino	--	--	--	4	13.1	--	--	4	18.0		
Latino	--	--	--	2	-65.8	NPC	-80.8	3	-62.2		
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0	--	--	2	-49.8		
White	--	--	--	3	-1.0	--	--	4	1.4		
Two or More Races	--	--	--	4	1.9	--	--	4	2.5		

EL Progress Indicator * (ELPI)											
Subgroup	2018				Status Comparison to State Average	2019				Status Comparison to State Average	
	# of Stud.	School		State		# of Stud.	School		State		
		Perf. Level	Status	Perf. Level			Status	Perf. Level	Status		
English Learner	21	N/A	N/A	NPC	N/A	4	64.1%	3	48.3%	Higher	

College / Career Indicator (CCI)												
Subgroup	2018					Status Comparison to State Average	2019					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	--	--	--	3	42.2%	--	--	--	3	44.1%		
English Learner	--	--	--	2	14.5%				3	16.8%		
Foster Youth	--	--	--	2	10.4%				3	13.3%		
Homeless	--	--	--	2	24.3%				2	25.9%		
Socioeconomically Disadvantaged	--	--	--	2	33.7%				4	35.8%		
Students with Disabilities	--	--	--	1	9.2%				2	10.8%		
African American	--	--	--	2	21.2%				3	23.7%		
American Indian or Alaska Native	--	--	--	2	25.2%				2	25.9%		
Asian	--	--	--	5	74.1%				5	74.0%		
Filipino	--	--	--	4	62.7%				4	64.5%		
Latino	--	--	--	2	33.8%				4	36.1%		
Native Hawaiian or Pacific Islander	--	--	--	2	31.7%				2	33.5%		
White	--	--	--	3	52.2%				3	53.8%		
Two or More Races	--	--	--	3	48.6%				3	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/ac/cmi/>

ATTACHMENT C

DESEGREGATION IMPACT STATEMENT (DIS)  
Rise Kohyang High  
BOARD OF EDUCATION REPORT 171 – 20/21  
December 8, 2020

I. Category of Proposed Action:

The proposed action would renew the charter for Rise Kohyang High, beginning July 1, 2021 until June 30, 2026 to serve up to 600 students in grades 9-12 in 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 Rise Kohyang High 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:

MONIQUE GALVEZ  
Specialist  
Charter Schools Division

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services