Annual Report of Performance Data for LACOE-Operated Programs

2013-14 School Year
Executive Summary

This first annual report of performance data for programs operated or monitored by the Los Angeles County Office of Education (LACOE) follows the framework developed between Superintendent Arturo Delgado and the County Board of Education.

The report highlights performance data for LACOE Educational Programs during the 2013-14 school year. These programs include Juvenile Court Schools, County Community Schools, Specialized High Schools, and Special Education. Also included are performance data for programs monitored by LACOE Educational Services: Head Start (Attachment 1) and Charter Schools (Attachment 2). These performance data will be used as the baseline for future annual reports.

Educational Programs

Juvenile Court and County Community Schools

Juvenile Court Schools (JCS) provide specialized instruction and educational services to approximately 1,600 students who reside at a total of 18 juvenile halls, probation camps, and Community Education Centers.

LACOE Alternative Education programs include County Community Schools (CCS) that serve expelled and other at-risk students referred by districts throughout the county. During the 2013-14 school year, CCS programs served approximately 700 students. Alternative Education also includes programs for pregnant and parenting teens (CalSAFE) and Independent Study for students who cannot return to local schools or access other educational options in their district due to work or family obligations.

- Students in juvenile hall and probation camp schools are assessed in reading and math every 60 days and show modest progress in their scores. On average, juvenile hall students showed a five-month growth in grade-level equivalent (GLE); students in camp schools showed an average two-month growth in GLE for every 60 days they attended school.

- The Achieving Recovery of Credits program allows students to recover course credits needed for a high school diploma at an accelerated rate. The course completion rate was 80% at juvenile hall schools, 68% at camp schools, and 38% at County Community Schools.

- Students are offered the opportunity to earn industry certifications (OSHA and ServSafe) through Career Technical Education programs. The total number of
these certifications increased from 211 during the 2012-13 school year to 307 during the 2013-14 school year.

- Passage of the California High School Exit Exam (CAHSEE) is required for a diploma. The CAHSEE pass rate for students enrolled in Juvenile Court Schools and County Community Schools is inconsistent, with increases and decreases of roughly 4% during the past three years. The pass rate of 40% among 10th grade students remains relatively low when compared to the state average of 84%.

- The suspension rates among students attending county community schools decreased from 12% in the 2011-12 school year to 5% in the 2013-14 school year.

Specialized High Schools:
Los Angeles County H.S. for the Arts (LACHSA) and International Polytechnic (I-Poly) H.S.

LACOE’s two specialized high schools offer students unique opportunities to excel in curricula enhanced by the arts or project-based learning. LACHSA offers conservatory-style training in the visual and performing arts and a rigorous college preparatory academic program to approximately 627 students in grades 9-12. I-Poly emphasizes project-based learning, interdisciplinary and thematic instruction, international and global awareness, and community service (200 hours) and civic understanding. The school offers a rigorous college preparatory academic program to approximately 536 students in grades 9-12.

- During the 2013-14 school year, LACHSA and I-Poly had a 100% college- and career-going rate.

- During the past three years, LACHSA has averaged a two-year college-going rate of 8% and a four-year college-going rate of 87%. I-Poly has averaged a two-year college-going rate of 53% and a four-year college-going rate of 43%.

- LACHSA and I-Poly have exceeded the 800-point Academic Performance Index (API) threshold during the past three years, with LACHSA achieving an API of 843 and I-Poly achieving an API of 879 during the 2012-2013 year. English Learners and Hispanic students performed significantly lower than other student and ethnic subgroups.

- Between the 2011-12 and the 2012-13 school years, suspension rates among LACHSA students increased from 1% to 2%, while it decreased from 3% to 2% among I-Poly students.

Special Education

LACOE’s Division of Special Education (DSE) is a partner with local school districts in serving students with severe disabilities in 13 identified categories from birth
through age 22. During the 2013-2014 school year, DSE served approximately 2,329 students with varying needs through agreements with four of the county’s 15 Special Education Local Plan Areas (SELPAs). The focus of DSE is to provide access to a curriculum based on state academic standards, positive behavior support, high quality teaching, and a healthy learning environment.

- LACOE’s Division of Special Education continues to improve the quality of programs it offers to approximately 2,600 students with disabilities who qualify for special programs and services.

- The division has maintained a commendable level of compliance for annual Individual Education Plans (IEP) during the past three years: 99.9% in 2011-12, 98.7% in 2012-13, and 98.4% in 2013-14. A similar trend has held for triennial IEPs: 99.6% in 2011-12, 99.3% in 2012-13, and 99.3% in 2013-14.

- The graduation rate among diploma-bound students has increased during the past three years: 58% in 2011-12, 67% in 2012-13, and 79% in 2013-14.

- The course completion rate among students participating in the Achieving Recovery of Credits program has been relatively low: 244 courses were attempted and 35 courses were completed.

- The CAHSEE pass rate among diploma-bound students has been mixed: decreasing in math from 16% in 2011-12 to 12% in 2013-14. In English Language Arts, however, the pass rate has increased from 14% in 2011-12 to 18% in 2013-14.

**Head Start (Attachment 1)**

LACOE oversees the state’s largest Head Start grantee program, serving more than 13,000 preschool children and their families. The Head Start-State Preschool Division provides grants to local public and private non-profit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families. The focus is on helping preschoolers develop the early reading and math skills they need to be successful in school.

The “Head Start-State Preschool: School Readiness Multi-Year Report” shows results and progress made in children’s school readiness and preschool classroom quality for the previous program years.

Results showed infants and toddlers developing as expected across all developmental domains. Also evident was an incremental increase in the percentage of preschoolers achieving at the highest developmental levels across domains. Developmental areas to strengthen in the upcoming year for infants, toddlers, and preschoolers relate to communication, language, and literacy.
Preschool classroom quality results showed an incremental increase across domains and scores that surpassed the federal Office of Head Start national average. Based on these results, the Head Start-State Preschool Division will:

- strengthen the instructional knowledge and leadership capacity of education staff;
- increase parent participation;
- build the data analysis, monitoring, and planning capacity of delegate management staff; and
- continue ongoing learning opportunities for delegate staff.

**Charter Schools (Attachment 2)**

LACOE’s Charter Schools Office serves as the point of contact for charter school petitioners, parents, school districts, and other stakeholders. The Office also coordinates the monitoring of charter schools authorized by the County Board of Education. The Board has the authority to grant the operation of three types of charter schools: Direct, Countywide, and County Conversion Charters.

The Board also has authority to:

- hear appeals to establish or renew a charter that was denied authorization by a local school district board;
- hear appeals of charters that were revoked by a local school district board; and
- revoke a charter for a school it has authorized.

The Charter Schools Office report summarizes the rate of charter appeals and revocations taken by the County Board. It also provides information regarding enrollment and academic performance for Board-authorized charters.

The academic performance of charter schools authorized by the County Board is reported based on schoolwide API growth and for student groups of sufficient number to generate an API. Four schools demonstrated annual increases in schoolwide API. Performance by student group for these schools varied by year and by student group. Two schools demonstrated annual decreases in schoolwide API.
The following information is a summary of several outcome data that measure student and program performance during the 2013-14 school year as well as the previous three years if data available.

A. Juvenile Court Schools
   1. Measures of Academic Progress (MAP): math and reading
   2. Achieving Recovery of Credits (ARC): course completion rate
   3. Career Technical Education: industry certification rate
   4. California High School Exit Exam (CAHSEE): pass rate

B. County Community Schools
   1. California High School Exit Exam (CAHSEE): pass rate
   2. Achieving Recovery of Credits (ARC): course completion rate
   3. Discipline Data: suspensions

C. Specialized High Schools
   1. College Going Rate: 2-year versus 4-year rate
   2. Academic Performance Index (API): by subgroup
   3. Discipline Data: suspensions

D. Special Education
   1. Individual Education Plan (IEP) Compliance
   2. Graduation Rate: diploma-bound students
   3. California High School Exit Exam (CAHSEE): pass rate
   4. Achieving Recovery of Credits (ARC): course completion rate

E. Head Start (Attachment 1)
   1. Desired Results Developmental Profile (DRDP): comprehensive

F. Charter Schools (Attachment 2)
   1. Rate of Approvals: direct
   2. Rate of Approvals: appeals
   3. Rate of Approvals: renewals
   4. Enrollment Rate: trends (except for Soledad Enrichment Action (SEA) Charter School)
PROGRAM EVALUATION

A. Juvenile Court Schools

Juvenile Court Schools (JCS) provide specialized instruction and educational services to approximately 1,600 students enrolled throughout 18 juvenile halls, camp schools, and Community Education Centers. During the 2013-14 school year, the Division of Student Programs (DSP) furthered efforts to improve student outcomes by systematically implementing curricular programs, interventions, data systems, and professional development that align to one or more of the divisional goals.
JUVENILE HALL SCHOOLS

1. Achievement Data: Measures of Academic Progress (MAP)

MAP is a diagnostic assessment to measure student performance in reading and math upon school entry at juvenile hall schools. The MAP Survey version of the assessment only has twenty questions and is administered at juvenile hall schools between the third and fifth day after a student enrolls. The MAP Survey is a 15-minute assessment used to help staff determine course placement and needed interventions for individual students. The MAP Survey is administered every 60 days. The MAP Comprehensive version of the assessment has forty-three reading questions and fifty-three math questions and is administered every 60 days thereafter to measure growth in these same academic areas. Both the survey and comprehensives versions of MAP provide a Grade Level Equivalent (GLE) score to indicate the grade level at which a student is performing.

Note: The NWEA information database system that monitors GLE growth was designed for a traditional school setting, where the same student cohort is tested at the beginning and end of the school year. However, due to the transiency of students in JCS and CCS, this system was not able to monitor the GLE growth of all students. Thus, data for the pilot year at McAuliffe, Nidorf, Los Padrinos, and Central (2011-12) and phase-in year at the remaining sites (2012-13) are not available. For the 2013-14 school year, a bridge between NWEA and EPIC (LACOE’s student information system) was created to transfer information from NWEA to EPIC and monitor the GLE growth of students.

The following data highlight the growth in GLE in math and reading for students based on the pre- and post-assessments during the 2013-14 school year.

During this year, the hall schools enrolled a total of 6396 students. The majority of students at the hall schools have an average stay of fourteen days. Hence, only 476 students were enrolled long enough to register a pre- and post- MAP Survey Math scores and only 634 students were enrolled long enough to register a pre- and post- MAP Survey Reading scores.

The camp schools enrolled a total of 2362 students. Of that total, only 549 students were enrolled long enough to register a pre- and post MAP Comprehensive Math scores and only 656 students were enrolled long enough to register a pre- and post- MAP Comprehensive Reading scores.
Figure 1 above shows the GLE growth as measured by the MAP Survey Math scores during the 2013-14 school year. The data indicate that on average students in hall schools had a GLE growth of 0.1 or 1 month.

Figure 2 above shows the GLE growth as measured by the MAP Survey Reading scores during the 2013-14 school year. The data indicate that on average students in hall schools had a GLE growth of 0.5 or 5 months.
2. Achieving Recovery of Credits (ARC)

The ARC program provides students the opportunity to recover course credits at an accelerated rate and a viable pathway toward graduation. This blended instructional model allows students to work independently (at their own pace), interact with the provided digital curriculum, and receive guided support from a credentialed teacher. Students are eligible to participate in the ARC program if they meet minimum qualifications: 5th grade reading level or higher, highly motivated, and one semester or more behind in credits. The APEX curriculum used by ARC was implemented at McAuliffe as part of AdvancePath Academy in the spring of 2011. Hence, credit recovery data for McAuliffe is available for the 2011-12, 2012-13, and 2013-14 school years. The ARC program was initiated in the fall of 2013 at several camp schools and as of June 2014 was expanded to every camp school. Hence, credit recovery data for all camp schools, with the exception of McAuliffe, are available for the 2013-14 school year only.

Figure 3

![Bar chart showing ARC Courses Attempted and Completed for Juvenile Hall Schools in 2013-14.]

The 80% completion rate is relatively high considering the factors that can impact it: student transiency (students who leave school prior to completing a course(s); open courses (some students might be concurrently enrolled in multiple courses (instead of being enrolled in one course at a time); and open courses at the end of the semester (courses roll over or remain open until the student completes them or he/she is withdrawn from school).

Figure 3 above shows the number of courses attempted and completed by students who participated in the ARC program during the 2013-14 school year. The 80% completion rate is relatively high considering the factors that can impact it: student transiency (students who leave school prior to completing a course(s); open courses (some students might be concurrently enrolled in multiple courses (instead of being enrolled in one course at a time); and open courses at the end of the semester (courses roll over or remain open until the student completes them or he/she is withdrawn from school).
3. California High School Exit Exam (CAHSEE)

California Education Code Section 60850(a) requires that high school students pass the California High School Exit Examination (CAHSEE) as a condition to receive a high school diploma. The CAHSEE has two parts: English-Language Arts and Mathematics. The CAHSEE is first offered to students during the second semester of their 10th grade year. The 10th grade CAHSEE is the census administration and the test results factor into a school and Local Educational Agency (LEA) Academic Performing Index (API) score. Students who do not pass either part of the CAHSEE during their 10th grade year have multiple opportunities to pass the test during their 11th and 12th grade years. The data charts below distinguish between results for the 10th grade CAHSEE administration only (census) and the multiple CAHSEE administrations in 10th, 11th, and 12th grade collectively for the 2011-12, 2012-13, and 2013-14 school years.

**Figure 4**

![Juvenile Hall Schools CAHSEE Pass Rates](image)

**Figure 4** above shows the pass rates for all students who took the Math section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was 0% increase in pass rates, and from 2012-13 to 2013-14 there was a 4% increase in pass rates.
Figure 5 above shows the pass rates for all students who took the English-Language Arts section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 1% increase in pass rates, and from 2012-13 to 2013-14 there was a 0% increase in pass rates.

Figure 6 above shows the pass rates for 10th grade students who took the Math section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 1% increase in pass rates, and from 2012-13 to 2013-14 there was a 7% increase in pass rates.
Figure 7 above shows the pass rates for 10th grade students who took the English-Language Arts section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 4% increase in pass rates, and from 2012-13 to 2013-14 there was a 2% increase in pass rates.
CAMP SCHOOLS

1. Achievement Data: Measures of Academic Progress (MAP)

Please see page 4 for a description of the MAP assessment program.

Figure 8

Figure 8 above shows the GLE growth as measured by the MAP Comprehensive Math scores during the 2013-14 school year. The data indicate that on average students in camp schools had a GLE growth of 0.0 or 0 month.

Figure 9

Figure 9 above shows the GLE growth as measured by the MAP Comprehensive Reading scores during the 2013-14 school year. The data indicate that on average students in camp schools had a GLE growth of 0.2 or 2 months.
2. Achieving Recovery of Credits (ARC)

Please see page 6 for a description of the ARC program.

*Figure 10*

*McAuliffe School*

**Credit Recovery Courses Attempted and Completed**

**3-Year Trend**

*Figure 10* above shows the number of courses attempted and completed during the 2011-12, 2012-13, and 2013-14 school years. The data show a steady increase in both the total number of courses attempted and the total number of courses completed, as well as an increase in the course completion rate: 63% in 2011-12, 66% in 2012-13, and 71% in 2013-14.

*Figure 11*

*Camp Schools*

**Credit Recovery Courses Attempted and Completed**

2013-14

*Figure 11* above shows the number of courses attempted and completed by students during enrollment in the ARC program. The completion rate (58%) in this annual summary might have been impacted by several factors, including: student transiency (students who leave school prior
to completing a course(s); open courses (some students might be concurrently enrolled in multiple courses instead of being enrolled in one course at a time); and open courses at the end of the semester (courses roll over or remain open until the student completes them or he/she withdraws from school).

3. Career Technical Education (CTE) Certification Rate

CTE ensures that students are prepared for the 21st century economy. LACOE CTE staff collaborates with community colleges, business and industry, labor organizations, employment agencies, and community organizations in planning workforce preparation training programs that meet the labor market needs in Los Angeles County. LACOE currently offers CTE programs in Culinary Arts, Landscaping, Fashion Design, Building Construction, and Forestry at various camp schools. CTE programs were expanded or are in the process of expanding to Gonzales, Kirby, and Munz-Mendenhall. Additionally, LACOE began to offer industry-recognized certifications in Building Construction (OSHA Certification) and Culinary Arts (ServSafe Certification) during the 2012-13 school year. Hence, certification data for all camp schools with a CTE program are available for the 2012-13 and the 2013-14 school years.

*Figure 12*

*Figure 12* above shows the total number of industry-recognized certifications obtained during the 2012-13 and 2013-14 school years. There was a 45 percent increase in total industry certification (OSHA and ServSafe): 211 certifications in the 2012-13 school year and 307 certifications in the 2013-14 school year. However, the data also show a minor decrease in the number of ServSafe certifications: 94 in 2012-13 and 91 in 2013-14. The likely factor responsible for the increase in OSHA certifications is the increase in student enrollment in the Building Construction courses. The likely factor responsible for the slight decrease in ServSafe certifications is the decrease in student enrollment in Culinary Arts courses.
4. California High School Exit Exam (CAHSEE)

Please see page 7 for a description of the CAHSEE program.

**Figure 13**

![Graph showing CAHSEE pass rates for Math](image)

*Figure 13 above shows the pass rates for all students who took the Math section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 3% increase in pass rates, and from 2012-13 to 2013-14 there was a 5% decrease in pass rates.*

**Figure 14**

![Graph showing CAHSEE pass rates for English-Language Arts](image)

*Figure 14 above shows the pass rates for all students who took the English-Language Arts section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 5% increase in pass rates, and from 2012-13 to 2013-14 there was an 8% decrease in pass rates.*
Figure 15 above shows the pass rates for 10th grade students who took the Math section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was an 11% increase in pass rates, and from 2012-13 to 2013-14 there was a 12% decrease in pass rates.

Figure 16 above shows the pass rates for 10th grade students who took the English-Language Arts section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 13% increase in pass rates, and from 2012-13 to 2013-14 there was a 13% decrease in pass rates.
PROGRAM EVALUATION

B. County Community Schools

County Community Schools (CCS) offer community-based programs for students referred to LACOE from districts throughout the county. During the 2013-14 school year, CCS programs served approximately 700 students. CCS offers three separate programs for three unique student populations: County Community Schools, Cal-SAFE Programs, and Independent Study.

County Community Schools are small, supportive learning environments that address the needs of students expelled from their home district and referred to LACOE, students referred by their home district through the School Attendance Review Board (SARB), and students referred to LACOE by Probation. Students receive daily instruction, a low student-to-teacher ratio, individualized learning plans that set academic and behavior goals, and community partnerships for enrichment and employment opportunities. These programs offer a fully accredited academic curriculum that can lead to a high school diploma.

Cal-SAFE Programs are community-linked, school-based programs for pregnant and parenting students aimed at improving academic and parenting skills. These programs offer teen parents the opportunity to complete their high school education while providing quality childcare and development services for their children.

Independent Study is geared for students who cannot attend a traditional school campus in their district of residence due to employment needs, illness, or other circumstances. Students meet at least one hour per week with a teacher for tutoring, counseling, and one-on-one instruction. They work at home, at their own pace, on a personalized learning plan tailored to meet their academic needs and career goals.

1. California High School Exit Exam (CAHSEE)

Please see page 7 for a description of the CAHSEE program.
Figure 17 above shows the pass rates for all students who took the math section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 4% decrease in pass rates, and from 2012-13 to 2013-14 there was a 2% increase in pass rates.

Figure 18 above shows the pass rates for all students who took the English-Language Arts section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 1% increase in pass rates, and from 2012-13 to 2013-14 there was a 3% decrease in pass rates.
Figure 19 above shows the pass rates for all 10th grade students who took the Math section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 5% decrease in pass rates, and from 2012-13 to 2013-14 there was a 6% increase in pass rates.

Figure 20 above shows the pass rates for all 10th grade students who took the English-Language Arts section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 2% increase in pass rates, and from 2012-13 to 2013-14 there was a 0% increase in pass rates.
2. Achieving Recovery of Credits (ARC)

Please see page 6 for a description of the ARC program.

Figure 21

![Bar chart showing ARC Courses Attempted and Completed 2013-14]

*Figure 21* above shows the number of courses attempted and completed by students who participated in the ARC program during the 2013-14 school year. The low completion rate (38%) in this annual summary might have been impacted by several factors, including: student transiency (students who leave school prior to completing a course(s); open courses (some students might be concurrently enrolled in multiple courses instead of being enrolled in one course at a time); and open courses at the end of the semester (courses roll over or remain open until the student completes them or he/she is released from school).

2. Discipline Data: Suspensions

Students attending County Community Schools (all three programs mentioned above) are held to the same behavioral standards as other students in other LACOE schools/programs. During the 2013-14 school year, County Community Schools began to transition from traditional disciplinary measures (suspension from school) for poor behavior to measures that explore alternatives to suspension in order to maximize the instructional time for all students.

The data below show the total number of suspensions at all 13 County Community Schools and do not include numbers for students enrolled in Cal-SAFE programs and Independent Study, given there were no recorded suspensions in these programs during the three past school years. The formula used to determine the suspension rate was the total number of students suspended divided by the total cumulative enrollment multiplied by 100. For the 2011-12 school year, the total number of students suspended was 204 out of a cumulative enrollment of 1,526. In 2012-13, the total number of students suspended decreased to 157 out of a cumulative enrollment of 1,732. The number continued to decrease in 2013-14 with 61 total number of students suspended out of a cumulative enrollment of 1,234.
Figure 22 above shows the three-year suspension rate trend for County Community Schools.
PROGRAM EVALUATION

C. Specialized High Schools

International Polytechnic High School (I-Poly) at a Glance

Located on the campus of California State Polytechnic University Pomona, I-Poly High School emphasizes project-based learning, interdisciplinary and thematic instruction, international and global awareness, and community service and civic understanding. The school offers a rigorous college-prep instructional program to approximately 536 students in grades 9-12 primarily from school districts located in the eastern part of Los Angeles County and a significant number of students from San Bernardino and Riverside Counties. In addition to the required integrated college prep curriculum, students complete a minimum of 200 hours of community service/service learning. The demographics of the student body include the following:

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<th>I-Poly Demographic Data</th>
<th>2011-12</th>
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<th>2013-14</th>
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<td>Hispanic</td>
<td>68%</td>
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<tr>
<td>White</td>
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<tr>
<td>Asian</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
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<tr>
<td>Filipino</td>
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<td>6%</td>
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<td>African American</td>
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<tr>
<td>Other</td>
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<td>1%</td>
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<tr>
<td>English Learners</td>
<td>0.7%</td>
<td>0.9%</td>
<td>0.9%</td>
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<tr>
<td>Socioeconomically Disadvantaged</td>
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<td>Students with Disabilities</td>
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<td>Total Enrollment</td>
<td>513</td>
<td>542</td>
<td>555</td>
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Los Angeles County High School for the Arts (LACHSA) at a Glance

Located on the campus of California State University Los Angeles, LACHSA emphasizes the arts: music, dance, theatre, cinematic arts, visual arts, and musical theatre. The school offers rigorous, standards-based, college preparatory academic program and conservatory-style training to approximately 627 students in grades 9-12 from school districts located throughout Los Angeles County and a small number of students from surrounding counties. The demographics of the student body include the following:
### Table 2

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<thead>
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<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
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<td>Total Enrollment</td>
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**Data**

**1. College Going Rate: 2 year vs. 4 year**

Students at I-Poly and LACHSA receive a comprehensive and high quality education and are expected to pursue a college career to prepare for a competitive, global job market. Students are encouraged to transition to a 4-year college or university. For the students for whom the 4-year option is not feasible, the 2-year college is encouraged.

The 2013-14 graduation rate for I-Poly and LACHSA was 99%.
**Figure 23**

The percentage of I-Poly students who transitioned to a career or employment, a 2-year college, or a 4-year college or university during the 2011-12, 2012-13, and 2013-14 school years. The data show that 4% of the graduates from the class of 2014 elected to immediately pursue a career or work, 57% transitioned to a 2-year college, and 39% transitioned to a 4-year college or university during the 2013-14 school year.

**Figure 24**

The percentage of LACHSA students who transitioned to a career or employment, a 2-year college, or a 4-year college or university during the 2011-12, 2012-13, and 2013-14 school years. The data show that 6% of the graduates from the class of 2014 elected to immediately pursue a career or work, 7% transitioned to a 2-year college, and 87% transitioned to a 4-year college or university during the 2013-14 school year.
2. Academic Performance Index (API): Subgroups

The API is a numeric index or scale that ranges from a low of 200 to a high of 1000. Each school or district generates an API score based on the combined performance of its students on the annual California Standards Test (CST) in grades 2-11. For high schools, the API score includes student performance on the CST in grades 9-11 and performance on the California High School Exit Exam (CAHSEE) for students in grade 10. The API is an indicator of a school or district’s performance level. The API performance target goal for all schools and districts is a score of 800. A school or district with an API score below 800 must improve its score by a minimum 5% each year. A school or district is considered highly effective if it registers an API score of 800 or higher.

Note: A subgroup is defined as numerically significant for API participation purposes if it has 100 or more students enrolled or 50 or more students enrolled who make up at least 15% of the total school enrollment. A subgroup is defined as numerically significant for API percent proficient purposes if it has 100 or more students with valid scores or 50 or more students with valid scores who make up at least 15% of the total valid scores. A valid score is defined as not having any irregularity.

The API was under suspension during the 2013-14 school year, as the state transitioned from the CSTs to the California Assessment of Student Performance and Progress (CAASPP). Hence, no API scores were registered for the 2013-14 school year.

*Figure 25*

*Figure 25* above shows the schoolwide API scores for I-Poly during the 2010-11, 2011-12, and 2012-13 school years. I-Poly met the schoolwide API benchmark of 800 all three years.
Figure 26 above shows the API scores by Ethnic subgroups for I-Poly during the 2010-11, 2011-12, and 2012-13 school years. The scores show that all Ethnic subgroups met the API benchmark of an 800. However, the scores also indicate that the African-American and Hispanic subgroups have generally performed below their White and Asian subgroup counterparts.

Figure 27 above shows the API scores by Student subgroups for I-Poly during the 2010-11, 2011-12, and 2012-13 school years. The data show that all student subgroups, with the exception of English Learners during the 2010-11 school year (775) and the 2012-13 school year (749), met the API benchmark of 800. The Students with Disabilities subgroup did not have a valid API score during the 2010-11 and 2011-12 school years.
Figure 28 above shows the schoolwide API scores for LACHSA during the 2010-11, 2011-12, and 2012-13 school years. LACHSA met the schoolwide API benchmark of 800 all three years.

Figure 29 above shows the API scores by Ethnic subgroups for LACHSA during the 2010-11, 2011-12, and 2012-13 school years. The scores show that all Ethnic subgroups, with the exception of the African-American and Hispanic subgroups during the 2011-12 school year (790) and (790), respectively, met the API benchmark of 800.
Figure 30 above shows the API scores by Student subgroups during the 2010-11, 2011-12, and 2012-13 school years. The data show that the Socioeconomically Disadvantaged subgroup made significant strides between the 2010-11 (756) and the 2012-13 (802) school years, meeting the API benchmark of 800 in the latter year. The English Learners subgroup did not have a valid API score during each of the three years.

2. Discipline Data: Suspensions

Students attending the specialized high schools are held to the same behavioral standards as students in other LACOE schools/programs. Overall, poor behavior and suspension numbers at the two schools have been historically low. Nonetheless, during the 2013-14 school year, I-Poly and LACSHA began to transition from traditional disciplinary measures (suspensions from school) for poor behavior to measures that explore alternatives to suspension in order to maximize the instructional time for all students.

Figures 31 and 32 below show the three-year suspension rate trends at I-Poly and LACHSA. These totals are relatively low considering the total student enrollment at both schools, approximately 1,000 students combined. The formula used to determine the suspension rate was the total number of students suspended divided by the total cumulative enrollment multiplied by 100. For the 2011-12 school year, the number of students suspended for I-Poly was 13 out of a cumulative enrollment of 522. In 2012-13, the number of students decreased to 8 out of a cumulative enrollment of 551, and the number increased slightly in 2013-14 with 12 students suspended out of a cumulative enrollment of 555.

For LACHSA, the number of students suspended was 6 out of a cumulative enrollment of 636 for the 2011-12 school year. The number increased to 13 students suspended out of a cumulative enrollment of 631 in 2012-13 and 12 students suspended out of a cumulative enrollment of 633 in 2013-14.
Figure 31 above shows the suspension rate at I-Poly for the 2011-12, 2012-13, and 2013-14 school years. The data show a slight decrease (-1%) in suspensions between the 2011-12 and the 2012-13 school years and a 0% increase between the 2012-13 and 2013-14 school years.

Figure 32 above shows the suspension rate at LACHSA for the 2011-12, 2012-13, and 2013-14 school years. The data show a slight increase (1%) in suspensions between the 2011-12 and 0% increase in the 2012-13 school years.
PROGRAM EVALUATION

D. Special Education

The Division of Special Education (DSE) serves as an intermediate agency between LACOE and a number of school districts within the County of Los Angeles to serve students with disabilities from birth through age 22. During the 2013-2014 school year, DSE served approximately 2,329 students with varying needs through agreements with 4 of the county’s 15 Special Education Local Plan Areas (SELPAs). The focus of DSE is to provide access to a curriculum based on state academic standards, positive behavior support, high quality teaching, and a healthy learning environment. DSE serves students whose disabilities fall within one or more of the following categories:

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Special Education Categories</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Autism</td>
<td>545</td>
<td>437</td>
<td></td>
</tr>
<tr>
<td>2. Deaf</td>
<td>151</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td>3. Deaf-Blindness</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4. Emotionally Disturbed</td>
<td>291</td>
<td>196</td>
<td></td>
</tr>
<tr>
<td>5. Hard of Hearing</td>
<td>120</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>6. Intellectually Disabled</td>
<td>878</td>
<td>569</td>
<td></td>
</tr>
<tr>
<td>7. Multiple Disabilities</td>
<td>432</td>
<td>202</td>
<td></td>
</tr>
<tr>
<td>8. Orthopedically Impaired</td>
<td>54</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>9. Other Health Impaired</td>
<td>71</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>10. Specific Learning Disabled</td>
<td>72</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>11. Speech and Language Impaired</td>
<td>905</td>
<td>747</td>
<td></td>
</tr>
<tr>
<td>12. Traumatic Brain Injury</td>
<td>17</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>13. Visually Impaired</td>
<td>49</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,586</strong></td>
<td><strong>2,640</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. IEP Compliance (all students)

   **Goal:** Meet the State Performance Plan Indicator Target Rate of 100%.
   **Goal Met:** Fully Met  Partially Met  Not Met

Under the Individuals with Disabilities Education Act (IDEA), each student is required to have an Individualized Education Plan (IEP) every year and a re-evaluation and Triennial IEP every three years. The IEP is a written document to address the specific needs of a student and is to include the following: present levels of performance; measurable annual goals; a statement of the special educational and related services and supplementary aids and services to be provided to the child; an explanation of the extent to which the child will not participate with non-disabled students in the general educational programs; the projected date for the initiation and the anticipated duration; frequency and location of services; appropriate objective criteria; evaluation procedures; and schedules for determining, at least annually, whether the child is achieving his or her goals.
The California Department of Education (CDE) establishes the Indicator Target Thresholds for IEP compliance based on requirements from the Office of Special Education and Rehabilitative Services. The current established target threshold for IEP compliance is 100%. One of the indicators for the State Performance Plan for Special Education is Annual IEP compliance and Triennial IEP compliance. The state sets a target percentage for this indicator at 100%.

**Figure 33**

![Special Education Compliance - Annual IEP Three-Year Trend](image)

*Figure 33* above shows the compliance rates for Annual IEPs for the 2011-12, 2012-13, and 2013-14 school years.

**Figure 34**

![Special Education Compliance - Triennial IEP Three-Year Trend](image)
Figure 34 above shows the compliance rates for Triennial IEPs for the 2011-12, 2012-13, and 2013-14 school years.

2. Graduation Rate (Diploma-Bound Students)

| Goal: Meet the State Performance Plan Indicator Graduation Target Rate of 74.95% |
|----------------------------------|-----------------|-----------------|-----------------|
| Goal Met:                        | Fully Met       | Partially Met   | Not Met         |
|                                  |                 |                 |                 |

The graduation rate as defined by provisions of the federal No Child Left Behind (NCLB) Act of 2001 is the percentage of all students (cohort) at the high school level who enter grade 9 and graduate at the end of their fourth year in high school. For students with an IEP, the established State Performance Plan Indicator (SPPI) for graduation rate is 74.95%. During the 2013-14 school year, DSE served 2,329 students of which 554 students participated in a K-12 diploma-bound program. Of the 554 students, 222 were high school students including 55 12th graders. 37 of the 55 students met graduation requirements and received a high school diploma.

The data below show the graduation rate among diploma-bound students as measured by the SPPI threshold for students in a diploma-bound program. The graduation rate data are reported to the SELPAs from CDE for the prior year. The graduation rate data for the 2013-2014 school year have not been released.

Figure 35

<table>
<thead>
<tr>
<th>Special Education Graduation Rate Diploma-Bound Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00%</td>
</tr>
<tr>
<td>90.00%</td>
</tr>
<tr>
<td>80.00%</td>
</tr>
<tr>
<td>70.00%</td>
</tr>
<tr>
<td>60.00%</td>
</tr>
<tr>
<td>50.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPPI Graduation Target Rate</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60.50%</td>
<td>74.95%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58%</td>
<td>67%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Figure 35 above shows the graduation rates among diploma-bound students at 58% for the 2011-12 school year, 67% for the 2012-13 school year, and 79% for the 2013-14 school year. CDE has not released the target rate for the 2013-14 school year.
3. Achieving Recovery of Credits (ARC) (Diploma-Bound Students)

Please see page 6 for a description of the ARC program.

Figure 36

Figure 36 above shows the number of courses attempted and completed by students who participated in the ARC program during the 2013-14 school year. The low completion rate (14%) in this annual summary might have been impacted by several factors, including: student transiency (students who leave school prior to completing a course(s); open courses (some students might be concurrently enrolled in multiple courses instead of being enrolled in one course at a time); and open courses at the end of the semester (courses roll over or remain open until the student completes them or he/she is released from school).

4. CAHSEE Pass Rates (Diploma-Bound Students)

Please see page 7 for a description of the CAHSEE program.

Note: The CAHSEE requirement is not applicable for students with an IEP. Students with an IEP are eligible for a CAHSEE waiver. However, a condition of the waiver is that students must participate in the CAHSEE (but are not required to pass in order to receive a high school diploma).
**Figure 37**

Figure 37 above shows the pass rates for all students who took the Math section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 1% decrease in pass rates, and from 2012-13 to 2013-14 there was a 3% decrease in pass rates.

**Figure 38**

Figure 38 above shows the pass rates for all students who took the English-Language Arts section of the CAHSEE during the past three school years. The data indicate that from 2011-12 to 2012-13 there was a 5% increase in pass rates, and from 2012-13 to 2013-14 there was a 1% decrease in pass rates.
LACOE Head Start-State Preschool

SCHOOL READINESS: MULTI-YEAR REPORT

November 2014
INTRODUCTION

The Head Start Act of 2007 requires programs to address and strengthen school readiness for all participating children. Section 645A(b)(1) of the Act states that programs serving infants, toddlers, and their families are required to provide “early, continuous, intensive, and comprehensive child development and family support services that will enhance the physical, social, emotional, and intellectual development of participating children.”

To comply with regulations and ensure children are ready for school, the Los Angeles County Office of Education Head Start-State Preschool (LACOE HS-SP) has established a School Readiness Plan. This plan supports the achievement of LACOE’s school readiness goals (Appendix A). LACOE HS-SP measures progress by review and analysis of the following:

1) Ongoing assessment data from the Ounce Scale for children in Early Head Start programs.
2) Ongoing assessment data from the Desired Results Developmental Profile-Preschool [DRDP-PS (2010)] for children aged three-to-five.
3) Classroom Scoring System (CLASS) data on teacher-child interactions in classrooms.
4) Monitoring data that documents the effectiveness of standardized classroom curriculum and parenting curricula.

Results from these assessments are used to make data-driven decisions at LACOE and delegate agencies on:

a) Individualization of instruction/service provision for children
b) Ongoing monitoring conducted by LACOE and/or delegates
c) Program planning and evaluation
d) Establishment of professional development plans for education staff
e) Coaching and capacity-building of education staff

---

1 Understanding and Using the CLASS for Program Improvement. The National Center on Quality Teaching and Learning – CLASS Brief. August 11, 2011.
This multi-year report provides a two- and three-year view of aggregated results to identify trends and patterns, and the progress toward curricula implementation. It also allows LACOE and its delegates to strategically determine actions for the upcoming fiscal year and incremental changes within the current year to assess effectiveness toward meeting school readiness goals.

Specifically, results in this report include data beginning the program year after LACOE’s adoption of the assessments:

1) Two years of Ounce Scale data (PY 2012-13 and 2013-14) for children in Early Head Start (EHS) programs.
2) Two program years of CLASS data (2012-13 and 2013-14).
4) Progress toward achieving school readiness goals in PY 2013-14 is also included as it is the most relevant.

LACOE HS-SP has experienced various changes in the past three years that need to be taken into account when reviewing results in this document. Key changes include a decrease in the size of the grant and the number of agencies because of recompetition (See Appendix B for details).
A CLOSER LOOK AT ONGOING ASSESSMENTS

Federal regulation 1307.3 identifies seven conditions that determine whether a Head Start program competes for its next five years of funding. Two of the seven conditions are specific to a program’s education quality:

1) Both EHS and HS programs are required to aggregate and analyze children’s assessment data at least three times a year; and in combination with other program data to individualize instruction, support continuous program improvement, and inform professional development, staffing, and other program decisions.²

2) Head Start programs are expected to meet minimum Classroom Assessment Scoring System (CLASS) thresholds and ensure that average scores across any CLASS domain are not in the lowest 10 percent of those programs reviewed in the same cycle.

To meet federal requirements and ensure children are ready for school, LACOE HS-SP requires delegates to assess children in the beginning, middle and end of the year using the Ounce Scale in EHS programs and the DRDP-PS (2010) in HS programs; which is also a mandated assessment for state-funded programs.

Both assessments provide a relatively good foundation of children’s early learning and development. The trends identified in the data are used to inform program decisions. Both assessments are criterion-referenced, not norm-referenced assessments; and therefore, are meant for individualization of instruction, not comparison purposes. Other sophisticated assessment tools are used in research with young children; however, LACOE HS-SP does not have the capacity to use those tools because trained, research-oriented staff instead of teachers would need to complete the assessments.

The CLASS tool is a research-based observation instrument based on developmental theory that measures various aspects of quality in early childhood and elementary classrooms from observed interactions between teachers and students. CLASS measures three broad domains of interactions: emotional support, classroom organization, and instructional support. Each domain includes multiple dimensions and indicators that focus on the intentional behaviors used by teachers to

² This excludes programs operating fewer than 90 days, which will be required to do so at least twice in their operating program period.
provide quality interactions with children. Collectively, these dimensions assess the extent teachers effectively support children’s social and academic development.

While challenges exist with the reliability and consistency of the application due to subjectivity, these assessments are viable for now. Improvements in staff observation skills, objectivity, and standardization of assessment use will be supported through coaching and mentoring provided by two additional child development and education consultants LACOE HS-SP has hired to begin in the 2014-15 program year.

**NEXT STEPS UNDERWAY BASED ON RESULTS**

- To continue strengthening quality in the classroom, particularly for instructional support, LACOE HS-SP is recruiting up to 20 instructional leaders from our agencies to take part in the mentoring and coaching series through the Achieving Classroom Excellence (ACE) program in PY 2014-15. Additional staff participation will be available for agencies most challenged in this area. The customized on-site coaching ACE provides focuses on instructional leadership, data analysis, and instructional strategies that support *CLASS*. Building instructional leaders’ capacity is expected to enhance the mentoring and coaching support of teachers, who in turn maximize learning experiences that cultivate and strengthen children’s school readiness skills.

- LACOE HS-SP has added two new child development and education positions to help support and address outcomes related to school readiness and *CLASS*.

- *CLASS* is a recurring agenda item in the Delegate Agency Directors’ meeting. Discussions focus on strengths, challenges, and strategies that build staff capacity, reliability and validity of scores, and training needs.

- The School Readiness Plan and goals are revisited to ensure an interdependent and holistic approach to serving children.

- LACOE HS-SP education consultants and training and technical assistance (T/TA) education specialists continue to provide professional development opportunities for agencies that help improve instruction.

- Based on results from ongoing assessment data, the following trainings are included in the T/TA schedule for PY 2014-15. These trainings specifically target instructional support, phonological awareness, number sense of mathematical operations, and conflict negotiations for children with disabilities.
<table>
<thead>
<tr>
<th>Area</th>
<th>Training</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Support</td>
<td>Webbing and Developing Studies</td>
<td>12/6/14; 1/31/15</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>Phonological Awareness</td>
<td>11/01/14; 2/28/15</td>
</tr>
<tr>
<td>Number Sense of Mathematical Operations</td>
<td>Preschool Math</td>
<td>11/15/14; 3/14/15</td>
</tr>
<tr>
<td>Conflict Negotiations for Children with Disabilities</td>
<td>Sensory Integration</td>
<td>11/05/14</td>
</tr>
</tbody>
</table>

- Continue monitoring agency activities to ensure plans reflect CLASS and ongoing assessment results.
- Participate in a Kellogg Foundation grant on the Opening Doors/Abriendo Puertas parenting curriculum. This collaboration with the Los Angeles Unified School District will document and highlight the transition from EHS to HS to kindergarten. The grant will allow for additional workshops, support, and materials in a two-year, phased-in approach to potential agencies. It will also expand the number of parents who receive the opportunity to participate in this curriculum.
MULTIYEAR RESULTS AT A GLANCE: EARLY HEAD START
Children’s Developmental Progress

Regardless of program year:

- Most children rate “Developing as Expected” across all developmental domains.
- The highest percentages of children rating “Developing as Expected” are in Personal Connections and Relationships with Children.
- Communication and Language is the domain with the lowest percentage of children “Developing as Expected.”

Note: OHS grant reduction in recompetition decreased EHS population from 1,026 (2012-13) to 406 (2013-14).
Development by Age Group – Babies

- Across both years, the highest percentages of babies rate *Developing as Expected* in Personal Connections.
- Although most babies rate *Developing as Expected* across all domains in the previous two years, the lowest percentages of babies in *Developing as Expected* are observed in the domain of Communication and Language.

Note: OHS grant reduction in recompetition decreased the number of babies assessed in EHS from 302 (2012-13) to 133 (2013-14).
**Development by Age Group - Toddlers**

- Across both years, most toddlers rate *Developing as Expected* in all domains.
- Personal Connections has the highest percentage of toddlers rating *Developing as Expected*.
- The lowest percentage of toddlers rating *Developing as Expected* is observed in Communication and Language.

---

**Ounce Scale Results - Toddlers**

Percentage of Children Developing as Expected at Year End

<table>
<thead>
<tr>
<th>Developmental Area</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Connections</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>Feelings About Self</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>Relationships with Children</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Communication and Language</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>77%</td>
<td>87%</td>
</tr>
<tr>
<td>Physical Development</td>
<td>89%</td>
<td>88%</td>
</tr>
</tbody>
</table>

*Note:* OHS grant reduction in recompetition reduced number of toddlers assessed in EHS from 724 (2012-13) to 273 (2013-14).
Most toddlers with special needs rate Developing as Expected across each domain except Communication and Language.

The highest percentage of toddlers with special needs rating Developing as Expected is in Personal Connections development area.

The lowest percentage of toddlers with special needs rating Developing as Expected is in the Communication and Language domain; the most common IFSP-related disability.

**Note:** OHS grant reduction in recompetition decreased assessed toddlers with special needs from 159 (2012-13) to 59 in (2013-14).
Most toddlers rate *Developing as Expected* across all developmental areas and domains; however, a higher percentage with more years in EHS rate *Developing as Expected* across all developmental areas and domains.
Note: OHS grant reduction in recompetition decreased number of toddlers assessed in first year of EHS from 417 (2012-13) to 177 (2013-14). The number of assessed toddlers with two-plus years in EHS dropped from 302 (2012-13) to 96 (2013-14).

MULTIYEAR RESULTS AT A GLANCE: HEAD START

Development of Three Year Olds across School Readiness Domains

By year’s end, the percentage of three year olds rating as Building or Integrating\(^3\) across the three-year span (2011-14):

- Increases each program year for all domains
- Highest in Physical Well-Being
- Lowest in Language and Literacy

Results for Three Year Olds by Program Year
Children at Building and Integrating Levels at Year-end

![Bar chart showing the percentage of three year olds at different developmental levels across program years.](chart)

Note: OHS grant reduction in recompetition decreased number of three year olds from 6,329 (2012-13) to 4,920 (2013-14).

---

\(^3\) The DRDP-PS (2010) has five developmental levels: Not Yet, Exploring, Developing, Building, and Integrating.
Development of Four Year Olds across School Readiness Domains

By year-end, the percentage of four year olds rated as Building or Integrating across the three-year span:

- Increase each program year for all school readiness domains
- Highest in the Physical Well-Being
- Lowest in the Language and Literacy
- Highest at these developmental levels in comparison to developmental levels at the lower end of the assessment scale (i.e., Not Yet, Developing, and Exploring)

Results for Four Year Olds by Program Year
Children at Building and Integrating Levels at Year-end

<table>
<thead>
<tr>
<th>Developmental Domain</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Emotional</td>
<td>83%</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Language &amp; Literacy</td>
<td>79%</td>
<td>79%</td>
<td>81%</td>
</tr>
<tr>
<td>English Language Development</td>
<td>82%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>83%</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td>Cognition &amp; General Knowledge</td>
<td>82%</td>
<td>82%</td>
<td>86%</td>
</tr>
<tr>
<td>Physical Well-Being</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Note: OHS grant reduction in recompetition decreased total assessed four year olds from 12,505 (2012-13) to 6,349 (2013-14).
Development of Four Year Olds by Participation Year across DRDP Domains

Three-year results by year-end:

- Four year olds in the program for two years or more, average slightly higher across all domains than four year olds in the first year of the HS program.

![DRDP Results for Four Year Olds in First Year of Head Start](image)

Note: Grant reduction decreased this sample of four year olds from 6,957 (PY 2011-12), 6,597 (PY 2012-13), to 2,978 (PY 2013-14).
Note: Grant reduction in recompetition affected sample of four year olds 3,794 in PY 2011-12, 5,427 in PY 2012-13, and 3,188 in PY 2013-14.

School Readiness Goals: Progress made at the Building/Integrating Levels

Thresholds are calculated for all developmental domains using the average number of children at the Building and Integrating levels by the end of the year. These thresholds are annually reviewed and changed based on patterns and scores observed across DRDP-PS 2010 domains and age groups; therefore, the charts below contain current results based on data from PY 2013-14.

- Three- and four-year-old children have exceeded all school readiness goals at the Building and Integrating levels by the third-period assessment. The percentages also surpass those in the same period of the prior program year.

Three-Year-Old Children
MULTIYEAR RESULTS AT A GLANCE: CLASS OBSERVATIONS IN HEAD START

CLASS DOMAIN SCORES

As of PY 2012-13, LACOE requires the use of the CLASS tool to assess the quality of teacher-child interactions in center-based Head Start classrooms. The Office of Head Start (OHS) has used CLASS as part of their reviews, starting in PY 2010-11, with an assessment of 269 Head Start classrooms.

The following results include OHS scores from the 2010-11 review to show how LACOE HS-SP has fared since then. These results also include LACOE HS-SP scores from program years 2012-13 and 2013-14 and the 2013 national average:

- Increases across all domain scores since the OHS review
- Incremental increases of average domain scores, though not significant (except for Instructional Support across both program years)
- Higher average scores across all domains than the 2013 national average

CLASS Domain Scores

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>5.53</td>
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</table>
The following results include LACOE HS-SP dimension scores from the two previous program years (2012-13 and 2013-14) and OHS 2010-11 scores. Compared with the 2010-11 OHS review scores, LACOE HS-SP results show:

- Higher overall average across all dimensions
- No difference between Negative Climate dimension scores
- Higher point difference of at least 1.5 in Concept Development, Quality of Feedback, and Language Modeling dimension scores

A comparison of dimension scores across both program years shows scores remain relatively unchanged except for Positive Climate, Teacher Sensitivity, Regard for Student Perspectives, and Concept Development. However, the difference is not significant.

Note: The Negative Climate dimension is reverse scored; therefore, a low score indicates that the climate is not negative.
CLASSROOM CURRICULUM: PROGRESS UPDATE

LACOE HS-SP is using Creative Curriculum as the standard classroom curriculum for all EHS and HS programs. After a thorough review of several comprehensive and scientifically valid curricula, including the preschool components of school district curricula, LACOE HS-SP determined that Creative Curriculum best fits our integrated birth-to-five approach and will meet the needs of children in all of our program options. LACOE HS-SP requires all delegates implement Creative Curriculum beginning in PY 2014-15. The curriculum is new to most of our 16 agencies. A 2012-13 survey on primary curriculum in use identified only four agencies used Creative Curriculum prior to the 2014-15 standardized implementation.

Creative Curriculum is scientifically valid, developmentally appropriate, and promotes school readiness in center-based, home-based, or family child care settings. It also aligns with the Head Start Child Development and Early Learning Framework and promotes school readiness in each of the required domains: Language and Literacy Development, Cognition and General Knowledge, Approaches toward Learning, Physical Well-Being and Motor Development, and Social-Emotional Development. Further, Creative Curriculum fully aligns with the Office of Head Start and California Preschool Learning Foundations, outlining the key knowledge and skills to promote early learning and development.

Support to implement this classroom curriculum includes:

- Complete classroom kits for every classroom at each delegate.
- Two cohorts of staff (agency and LACOE HS-SP) have completed the Creative Curriculum Accredited Program for Trainers (APT). One cohort on Preschool (Head Start), the other on Infants, Toddlers, and Two’s (Early Head Start).
- The webinars available to APT cohort participants focus on:
  - Implementing Creative Curriculum for Preschool: beginning of the year
  - Supporting Creative Curriculum for Infants, Toddlers, and Two’s and home-based programs
  - Exploring studies in Creative Curriculum for Preschool
- Hosting a Creative Curriculum Summer Institute in June 2014, an introduction and orientation to the Creative Curriculum for over 300 teaching staff participants.
- Hosting Creative Curriculum planning sessions with education coordinators and APT cohort participants to assess training and implementation plans to roll out this curriculum.
LACOE HS-SP has developed the following plans as PY 2014-15 progresses:

- Additional webinars for APT cohort participants that include:
  - Routines in *Creative Curriculum for Infants, Toddlers, and Two’s*
  - Language and literacy in *Creative Curriculum for Infants, Toddlers, and Two’s*
- A similar summer institute on an annual basis to accommodate another 400 to 600 teaching staff participants.
- Ongoing opportunities for support, including peer learning groups, training, and technical assistance will be available throughout the program year.

**MONITORING FOR IMPLEMENTATION AND FIDELITY**

LACOE HS-SP continues to provide all agencies with the *Coaching to Fidelity* and the *Fidelity Tool: Preschool Edition*. This tool helps observers rate the evidence of implementation and generate scores for overall fidelity. Further, the tool offers a starting point for providing feedback and guiding ongoing professional development. It also offers teachers guidance on their use of daily resources, classroom environment set-up, and teacher-child interaction strategies.

Agencies will be expected to support and implement Tier One monitoring to achieve fidelity. LACOE HS-SP will monitor and support agencies to ensure curriculum implementation.
PARENTING CURRICULA: PROGRESS UPDATE

LACOE HS-SP has reviewed a variety of parenting curricula to choose the most appropriate for families in our service area. Beginning in the 2014-15 program year, LACOE HS-SP requires all delegates to implement one or more approved curriculum: Opening Doors/Abriendo Puertas (designed for Spanish-speaking immigrant families), Center on the Social and Emotional Foundations for Early Learning (CSEFEL), and Incredible Years.

These curricula are scientifically valid, developmentally appropriate, and support school readiness (See Appendix C for brief descriptions). In addition, the curricula best support program options and inclusion of pregnant women, infants, and toddlers in center-based and home-based settings. As with the classroom curriculum, these parenting curricula align with the Head Start Child Development and Early Learning Framework, California Infant/Toddler Learning Foundations, and promote school readiness in all required domains: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social-emotional development.
APPENDICES
APPENDIX A

KEY EVENTS/IMPLEMENTATION PHASES AFFECTING LACOE HS-SP

2011-12: Formal letter from the Office of Head Start (OHS) that LACOE must recompete for its grant through the Designation Renewal System (DRS).

2012-13: LACOE applies for 100% of current funding level; OHS awards 54%.

2013-14: LACOE begins three-phase transition year due to DRS.

IMPLEMENTATION PHASES

PHASE 1

Phase 1 includes transitioning service area(s) to grantees effective July 1, 2013.

1. Current LACOE delegate agencies becoming new grantees:
   a. Baldwin Park Unified School District (Baldwin Park)
   b. Hacienda-La Puente Unified School District (Hacienda USD)
   c. Montebello Unified School District (Montebello)

2. Delegate agencies transitioning portions of service areas and children’s slots:
   a. Kedren Community Health Center (Kedren) to St. Anne's
   b. Pacific Asian Consortium in Employment (PACE) EHS to Foothill Family Services (Foothill)
   c. Plaza de la Raza Child Development Services Inc. (Plaza) EHS to Foothill
   d. Training and Research Foundation’s (TRF) Alpha site to Crystal Stairs
   e. Volunteers of America (VOA) EHS to Children's Institute, Inc. (CII)

3. Inglewood Unified School District (Inglewood) closes June 30, 2013. OHS awards the service area to TRF.

PHASE 2

Phase 2 includes both LACOE delegate agencies and non-LACOE agencies that begin operating as new grantees on January 1, 2014. These agencies include:

a. Child Care Resource Center (CCRC)
b. Volunteers of America (VOA)
c. Training and Research Foundation (TRF)
d. Duarte Unified School District (Duarte) to Options
e. Portions of Foundation for Early Childhood Education Centers (Foundation) to Options
f. Hacienda USD’s Hurley site to Options
g. Portions of Mexican American Opportunity Foundation (MAOF) to Human Services Association (HSA)
h. Palmdale School District (Palmdale) to CCRC
i. Portion of Plaza de la Raza Child Development Services Inc. (Plaza) to Options
j. Portion of PACE (West Adams Hope Memorial site) to TRF

**PHASE 3**

Phase 3 includes the transition and start-up of existing delegate agencies to realigned service area assignments because of LACOE’s reduced service area. During this phase, LACOE will focus on implementing the service delivery design proposed in the competition application.

**2014-15:** LACOE starts the first year of its five-year grant period. At this time, Phase 3 realignment of LACOE’s service area begins for its 16 delegate agencies.
SCHOOL READINESS GOALS

The Head Start Act, section 641A (g)(2)(A), requires that each agency establish age-appropriate program goals to improve children’s school readiness. These goals should align with the Head Start Child Development and Early Learning Framework, state early learning standards, and the requirements and expectations of the schools the children will be attending.

**EHS School Readiness Goals for PY 2013-14:**

1. **Language and Literacy** - Children will demonstrate increased abilities in communication and language as they relate to expression, listening, and responding.

2. **Cognition and General Knowledge** - Children will demonstrate increased cognition, exploration, and problem solving.

3. **Approaches Toward Learning** - Children will demonstrate an increase in intentionality and persistence through engagement in their environment.

4. **Physical Well-being and Motor Development** - Children will demonstrate an increase in physical health and development, coordination, and motor skills.

5. **Social and Emotional Development** - Children will demonstrate an increased ability to engage with others and regulate emotions and social behaviors.

**HS School Readiness Goals for PY 2013-14:**

1. **Social and Emotional Development** – Children will demonstrate an increased ability to develop social relationships, regulate behavior and emotions, and foster a healthy self-concept.
   
   (3 year olds) 45% of children will be at the building and integrating levels
   (4 year olds) 84% of children will be at the building and integrating levels

2. **Language and Literacy** – Children will demonstrate increasing abilities in receptive and expressive language, as well as beginning reading and writing skills.
   
   (3 year olds) 33% of children will be at the building and integrating levels
3. **English Language Development** – Children will demonstrate increasing abilities in receptive and expressive English language skills, as well as engagement in English literacy activities.

   (3 year olds) 46% of children will be at the building and integrating levels

   (4 year olds) 83% of children will be at the building and integrating levels

4. **Approaches Toward Learning** – Children will demonstrate increasing abilities to engage in social interactions and learning experiences while participating in activities that allow for creative and imaginative expression.

   (3 year olds) 44% of children will be at the building and integrating levels

   (4 year olds) 84% of children will be at the building and integrating levels

5. **Cognition and General Knowledge** – Children will demonstrate increased cognition and knowledge related to social science, science, mathematics, logic, and reasoning.

   (3 year olds) 40% of children will be at the building and integrating levels

   (4 year olds) 83% of children will be at the building and integrating levels

6. **Physical Well-being and Motor Development** – Children will demonstrate an increase in health practices and motor skills.

   (3 year olds) 69% of children will be at the building and integrating levels

   (4 year olds) 94% of children will be at the building and integrating levels
APPENDIX C

PARENTING CURRICULA

Abriendo Puertas

- Research and evidence-based training series of 10 sessions
- Promotes parent advocacy; family engagement

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Parent Training Modules

- Evidence-based, user-friendly training series of six sessions
- Promotes positive, effective parenting behaviors; addresses children's challenging behavior and mental health needs

The Incredible Years

- Research and evidence-based training series with video vignettes; group discussions on strategies to manage challenging behaviors
- Strengthens parent-child interactions and attachment; reduces harsh discipline; fosters parents’ ability to promote children’s social, emotional, and language development
Report to the Los Angeles County Board of Education

Charter Schools Authorized by the County Board

Prepared by the Charter School Office
Division of Accountability, Support and Monitoring
December 17, 2014
(Revised December 22, 2014)
Education Code section 47600 provides the County Board with the authority to directly grant a charter for the operation of three (3) types of charter schools:

**Direct County Charter** – A charter school that serves pupils for whom LACOE would otherwise be responsible for providing direct education and related services. Students must have been expelled and/or currently be on probation. (Education Code 47605.5)

**Countywide Charter** – A charter school that operates at one or more sites within the geographic boundaries of the county and provides instructional services not generally provided by LACOE. There must be reasonable justification for why the charter could not be established by petition to a local school district. (Education Code 47605.6)

**County Conversion Charter** – A charter school that changes an existing public school operated by LACOE to charter status. (Education Code 47605)

The County Board also has authority to hear appeals to establish or renew a charter not authorized by a local school district board. If the County Board approves the charter, it becomes the authorizing entity. (Education Code 47605(j)(1) and 47607.5)

Once the County Board becomes the authorizing entity of a charter school, it has the authority to renew or not renew the charter.

The County Board hears appeals on charter revocation taken by local school district boards. If the County Board does not uphold the district’s action, the district remains the authorizing entity unless there is further appeal to the State Board and the decision is reversed. (Education Code 47607(f))

The County Board also has the authority to revoke a charter for a school it has authorized. (Education Code 47607(c))

**Rate of Charter Approval**

**Petitions Submitted Directly to the County Board.** Since 1997, the County Board has taken action on four (4) petitions it received directly. Three (3) were countywide charters and one (1) was a conversion charter. All were approved for an approval rate of 100%.
Petitions Submitted on Appeal to the County Board. Since 1997, the County Board has taken action on 37 appeals; 15 were authorized for an approval rate of 41%.

- Petitions to establish a charter school had an approval rate of 25% (7 of 28).
- Petitions to renew a charter school had an approval rate of 78% (7 of 9). One appeal was not heard because the school did not meet the academic criteria to be considered for renewal (Rosie the Riveter) and one appeal was neither approved nor denied (Anahuacalmecac).

Renewal of Charters Authorized by the County Board. Since 1997, the County Board has considered renewal for the schools it authorized 11 times; nine (9) charters were renewed for an approval rate of 82%.

Rate of Revocation

The County Board has heard three (3) revocation appeals since 1997; it took no action on two (2) appeals (Cornerstone Prep and MATTIE) and upheld the district’s decision on one (1) appeal (Urban Village).

Since 1997, the County Board authorized revocation of three (3) charter schools it had approved (Progressive Education Entrepreneurial, Today’s Fresh Start, Wisdom Academy for Young Scientists).

The table below provides a chronology of County Board action on charter schools since 1997.

<table>
<thead>
<tr>
<th>Charter School</th>
<th>Received on Appeal (District)</th>
<th>Received Directly (Type)</th>
<th>Type of Charter Action Considered</th>
<th>Board Action Taken</th>
<th>Board Date</th>
<th>Subsequent Authorization Actions (Authorized Charters Only)</th>
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<td>Soledad Enrichment Charter School 9-12</td>
<td>S. Pasadena</td>
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</table>

\(^1\) County Board Actions on material revisions is not included in this chronology.

\(^2\) A county board's decision is appealable by both sides; by taking action not to hear the appeal, the school was able to appeal directly to the State Board for a final decision.
Enrollment for Charter Schools Authorized by the County Board

Enrollment for charter schools that have been in operation for more than one (1) year has generally increased over time with the exception of three (3) schools: Aspire Antonio Maria Lugo, Jardin de la Infancia, and Soledad Enrichment Action Charter (SEA).

For 2014-15, four (4) schools experienced a decrease in enrollment based on their Month 1 enrollment data as submitted to LACOE:

- Academia Avance (3% decrease)
- Los Angeles International (5% decrease)
- Wisdom Academy for Young Scientists (7% decrease)
- Soledad Enrichment Action (16% decrease)

Three (3) schools have experienced a sizeable increase in enrollment:

- Environmental – Inglewood (41% increase due to expansion of grade levels served)
- Optimist (67% increase over its first year of operation)
- Westchester (32% increase due to expansion of grade levels served)

One school’s enrollment decreased by less than 1%; the remainder had increases of 4% or less.

The table below presents enrollment data for 2009-10 through 2013-14 as reported by the California Department of Education (DataQuest). Data for 2014 is based on Month 1 (October) enrollment submitted to LACOE. Data is reported only for years a school was authorized by the County Board. The graph (page 6) presents the same data in a different format.

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"**" = School authorized by LAUSD  
"--" = School not in operation
3-Year API Performance by Subgroups (2011-2013)

Academic performance of charter schools authorized by the County Board is reported based on Growth API schoolwide and for students groups with sufficient number to generate an API.

Four (4) schools demonstrated **annual increases** in schoolwide API (Celerity Sirius, Environmental – Gardena, Odyssey, and Los Angeles International). Performance by student group for these schools varied by year and by student group.

Two (2) schools (Academic Avance and Opportunities Unlimited; now closed) demonstrated **annual decreases** in schoolwide API. Performance by student group varied by year and group.

Tables 1A (below) and 1B (page 8) report Growth API scores schoolwide and by student group from 2011 to 2013 (API scores were not calculated in 2014 as California Standards Tests were not administered).

Table 2 (page 9) reports weighted 3-year average API for this period, schoolwide and by student group.

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"n/a" = School not in operation.
"*" = Jardin de la Infancia serves grades K-1 only. Exams calculated in the API are not administered in these grades.
Source: CDE DataQuest Retrieved 10/07/14
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"--" = Not a numerically significant student group.
"n/a" = School not in operation.
"*" = Jardín de la Infancia serves grades K-1 only. Exams calculated in the API are not administered in these grades.
Source: CDE DataQuest Retrieved 10/07/14
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"--" = Not a numerically significant student group for all 3 years.

"n/a" = School not in operation long enough to receive 3 years of API scores.

"*" = Jardin de la Infancia serves grades K-1 only. Exams calculated in the API are not administered in these grades.

Source: CDE DataQuest Retrieved 10/07/14