

AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION

9300 Imperial Highway, Downey, CA 90242

Phone (562) 922-6128 Fax (562) 469-4399

Board Member Remote Participation:

- Mrs. Andrea Foggy-Paxton, Hewlett Foundation, 2121 Sand Hill Rd, Menlo Park, CA 94025

TO LISTEN BY TELEPHONE: (669) 900-9128

Meeting ID: 822 2518 9839

Passcode: 241814

TO LISTEN TO THE AUDIO STREAM ONLINE: <https://tinyurl.com/LACOEBoardMeeting>

Meeting ID: 822 2518 9839

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No. 29: 2024-2025

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Board Meeting

May 20, 2025

3:00 p.m.

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Dr. Johnson
Ms. Breslauer
Dr. Duardo
Dr. Johnson

- A. Call to Order
- B. Pledge of Allegiance
- C. Ordering of the Agenda
- D. Approval of the Minutes
 - 1. May 13, 2025

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / PUBLIC

III. PRESENTATIONS

Mr. Valles

- A. History Day L.A. 2025

IV. HEARINGS (None)

V. REPORTS / STUDY TOPICS

Ms. Andrade

- A. Report on Board Policy (BP) 5131.8 (Mobile Communication Devices)

VI. CONSENT CALENDAR RECOMMENDATIONS

- A. Adoption of Board Resolution No. 62 to Recognize Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA+) Pride Month in June 2025
- B. Adoption of Board Resolution No. 63 to Recognize Immigrant Heritage Month in June 2025
- C. Adoption of Board Resolution No. 64 to Recognize Juneteenth on June 19, 2025

VII. RECOMMENDATIONS

Ms. Andrade

- A. Adopt the Superintendent's Recommendation to Deny the Renewal Petition for *Alma Fuerte Public School, Grades TK-8*: Renewal Petition with Attached Report

VIII. INFORMATIONAL ITEMS

- Dr. Duardo
- Dr. Duardo
- A. Governmental Relations
 - B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

- Dr. Johnson
- A. Los Angeles County Board of Education’s Decision on Interdistrict Attendance Appeals (Closed Session) (Enclosure)
 - 1. Juli R. v. Long Beach USD
 - 2. Ismael A. v. Compton USD
 - 3. Alwyn Y. v. Pasadena USD

Dr. Johnson

X. ADJOURNMENT

**MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, May 13, 2025**

A meeting of the Los Angeles County Board of Education was held on Tuesday, May 13, 2025, at the Los Angeles County Office of Education Board Room.

PRESENT: Ms. Michele Breslauer, Dr. Yvonne Chan, Mr. James Cross, Mrs. Andrea Foggy-Paxton, Ms. Betty Forrester, Dr. Theresa Montano, and Dr. Stanley Johnson, Jr.; Student Board Member: Ms. Sanai.

OTHERS PRESENT: Dr. Debra Duardo, Superintendent; Administrative Staff: Ms. Beatrice Robles, Principal Executive Assistant.

BOARD AUDIT COMMITTEE MEETING: A Study Session regarding Community Schools Initiative (CSI) was held at 2:30 p.m.

PRELIMINARY ACTIVITIES

CALL TO ORDER

Dr. Johnson called the meeting to order at 3:51 p.m.

Dr. Johnson read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE

Mr. Cross led the Pledge of Allegiance.

ORDERING OF THE AGENDA

Dr. Duardo indicated that Interdistrict Attendance Appeals 1 was released by the district.

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Chan, and **CARRIED** to approve the Board agenda as amended.

***Yes vote:** Ms. Jimena, Ms. Sanai, Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson.*

APPROVAL OF THE MINUTES -

- May 6, 2025 - *The minutes were approved as presented.*

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Forrester, and **CARRIED** to approve May 6, 2025 minutes as presented.

***Yes vote:** Ms. Jimena, Ms. Sanai, Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson.*

COMMUNICATIONS: BOARD / SUPERINTENDENT

Ms. Jimena indicated that it was her honor to help co-lead the L.A. County Superintendent Student Advisory Council Meeting on May 7, 2025.

Mrs. Foggy-Paxton indicated that she attended the CA Social Studies Professional Development at the Holocaust Museum LA, which was deeply engaging and educational on the history and impact of the Holocaust, especially the powerful story of the survivor who spoke about her experience. She encouraged others to visit.

Mrs. Foggy-Paxton said that she attended an event hosted by the Wallace Foundation entitled Equity-Centered Pipeline Initiative on May 12, 2025. She said that district teams gathered with Los Angeles education leaders and community partners to exchange insights on building principal pipelines that advance educational equity and student success.

Ms. Forester provided a Head Start Policy Council update. She highlighted a door hanger, which promoted Head Start, which she said is having a positive impact on reaching full enrollment, while Early Education has reached over 90% enrollment. She said that she appreciates the Head Start Division inviting other parents to become aware of what is going on with Head Start and guiding parents to become advocates for Head Start by telling their own stories, which is powerful.

Dr. Chan provided an update on events for the ACCBE.

Dr. Johnson recognized the Port of Los Angeles High School (Distinguished School), on their 20th Anniversary, since opening in 2001.

Ms. Breslauer indicated that she was honored to be invited and participate in a meeting that included LACOE Staff and the LACHSA Jewish Parents Affinity Group to talk about Ethnic Studies Curriculum. She said that it was a positive experience, and she was glad to see that parents were heard.

Dr. Duardo, Superintendent, provided the following highlights to the County Board:

Charter Schools : Immigrant Supports Webinar

- Event: LACOE recently hosted a webinar titled *"Key Immigration Issues in the Educational Setting for Charter School Leaders."*
- Attendance: 63 charter school leaders from across the county participated.
- Student Panel: Four high school students from different districts shared their lived experiences and perspectives on how schools can better support immigrant students and families.
- Spotlight: Magnolia Science Academy was highlighted for its efforts in distributing Know Your Rights care packages to students and families.
- Content Delivered: The webinar also featured critical legal updates and mental health best practices to help schools navigate the current political climate.
- Gratitude: Special thanks to Mr. Ruiz and all staff involved for making this impactful session possible.




LACHSA, ELAC, and Boys and Girls Club Partnership

- Launched: A new partnership recently began between East Los Angeles College (ELAC), the West San Gabriel Valley/Eastside Boys and Girls Club, and LACOE.
- Purpose: To provide early access to arts education for middle school students in the LACHSA (Los Angeles County High School for the Arts) community.
- Program: A 5-week series hosted on the ELAC campus, introducing students to a range of artistic disciplines.
- Goal: Encourage students to continue their creative learning and consider summer arts opportunities at LACHSA.
- First Class: Successfully held this past Saturday; the program will continue through June.
- Gratitude: Special thanks to ELAC and the Boys and Girls Club for their partnership and commitment to expanding access to the arts.

JCCASAC 55th Annual Conference

- Last week, I had the privilege of delivering welcoming remarks at the 55th Annual JCCASAC Conference, held at the Universal Hilton.
- A highlight of the experience was being introduced by our remarkable Student Board Member, Sanai Nixon, and having the opportunity to meet and connect with her family.
- This annual conference brings together educators who serve in juvenile court schools and alternative education settings, recognizing their deep commitment to some of our most vulnerable students.
- We were also proud to celebrate Ty Kastendiek, LACOE's Teacher of the Year, whose dedication to students and excellence in teaching continues to inspire.

Region 10 Migrant Education Program – State Speech & Debate Success

- From May 2–4, Region 10 Migrant Education Program (MEP) staff accompanied 32 students to Monterey, CA, for the 11th Annual State Speech and Debate Tournament, hosted by CDE and the Monterey County Office of Education.
- Students represented eight districts:
 - ABCUSD, Antelope Valley UHSD, El Monte City SD, El Monte Union HSD, LAUSD, Long Beach USD, Norwalk-La Mirada USD, and Palmdale SD.
- More than 300 students statewide participated in the tournament.
- Region 10 students in grades 6–12 competed in both English and Spanish, across:
 - Prepared Speech
 - Extemporaneous Speech
 - Middle School and High School Debate
- Region 10 earned 16 trophies:
 -  4 First Place
 -  6 Second Place
 -  6 Third Place
- The strong showing reflects the dedication of students, coaches, and educators — and the importance of creating opportunities for migrant youth to excel.

COMMUNICATIONS: HEAD START POLICY COUNCIL

Ms. Elizabeth Nortbut provided the business of the Head Start Policy Council to the County Board.

COMMUNICATIONS: PUBLIC

The following individuals addressed the County Board: Francis Gordon, Eduardo Ramirez, Jessica Navarete de Cardenas, Florence Avognon, and David Olivares.

PRESENTATIONS

RECOGNITION OF MAY 18-24, 2025 AS CLASSIFIED SCHOOL EMPLOYEE WEEK IN LOS ANGELES COUNTY

The County Board and Superintendent recognized May 18-24, 2025 as Classified School Employee Week in Los Angeles County and recognized all Classified Employees in Los Angeles County and throughout California, and also highlighted Classified Staff for all their work and contributions in helping to deliver the crucial programs and services to our districts, schools, LACOE offices, students and their families. Ms. Damita Carey, LACOE Chief Stewart of SEIU-Local 99 and Ms. Deidra Williams, President of CSEA Chapter 624, provided brief remarks to the County Board.

On behalf of the County Board, Dr. Duardo thanked all Classified Employees for the extraordinary work that they do for our students and schools.

RECOGNITION OF THE 2025 WINNERS OF THE LOS ANGELES COUNTY REGIONAL SPELLING BEE

Ms. Leslie Zoroya, Project Director III, Reading/Language Arts led the presentation on the Recognition of the Los Angeles County Regional Spelling Bee. Ms. Teri Applebaum, Senior Program Specialist for CIS and Reading and Language Arts, said that over 200 people attended the Spelling Bee, which took place on March 19, 2025 in Alhambra. Ms. Applebaum showcased a video with highlights of the event. Ms. Applebaum introduced Kamy Balaji, student from Notre Dame Academy, who came in Second Place. She also introduced LA County Regional Spelling Bee winner, Mr. Oliver Halkett, 7th Grade student from the Mirman School. Both students addressed the County Board and briefly spoke about their experiences.

The County Board congratulated both students for their academic performance at the Spelling Bee. Dr. Johnson also recognized the parents for their work in supporting their student and helping them to achieve this prestigious recognition.

HEARINGS (None)

REPORTS / STUDY TOPICS (None)

CONSENT CALENDAR RECOMMENDATIONS (None)

RECOMMENDATIONS

ADOPT THE SUPERINTENDENT'S RECOMMENDATION TO DENY THE CHARTER FOR CRETE ACADEMY CHARTER SCHOOL, GRADES TK-6: APPEAL OF A RENEWAL PETITION PREVIOUSLY DENIED BY LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION WITH ATTACHED REPORT

The Superintendent recommended that the County Board Deny the petition for Crete Academy Charter School, Grades TK-6.

It was **MOVED** by Ms. Forrester, **SECONDED** by Dr. Montano, to approve the Superintendent's recommendation and deny the petition for Crete Academy Charter School, Grades TK-6.

Mr. Patrick Saldana, Deputy General Counsel, and Mr. Duncan McCullough, Charter School Office, provided the report to the County Board.

Per AB 1505, equal amount of time was provided to: Mr. Adam Caudell, Education Analyst with Parsec Education; Ms. Hattie Mitchell-Founder/Principal of Crete Academy; and Mr. Brett Mitchell-Executive Director, for Crete Academy Charter School, to address the County Board.

The County Board had questions related to this matter.

Ms. Sarah Ziengenhorn, Los Angeles Unified School District - Charter School Office addressed the County Board in support of this item.

The following individuals addressed the County Board in opposition of this item: Baylee Foster (*read letter on behalf of Member of City Council-District 8*); Tony Collatos, Crystal Tung, Barrington Moore, and grandparent of student at Crete Academy (*did not provide name*).

Yes vote: Ms. Forrester, Ms. Breslauer, and Dr. Montano.

No vote: Ms. Jimena, Ms. Sanai, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, and Dr. Johnson.

It was **MOVED** by Dr. Montano, **SECONDED** by Mr. Cross, to have a Closed Session with legal counsel on this matter.

Yes vote: Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson.

The Board had a Closed Session: 6:41-7:09 p.m.

The County Board returned from Closed Session. For the record, Dr. Johnson indicated that no action was taken by the County Board in Closed Session.

It was **MOVED** by Mrs. Foggy-Paxton, **SECONDED** by Dr. Montano, and **APPROVED** to remand the Crete Academy Charter School petition back to the Los Angeles Unified School District Board of Education, pursuant to Education Code 47605 (k) (1) (A) (i), as the petition submitted on appeal contains new or different material terms.

Yes vote: Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson.

APPROVAL OF HEAD START AND EARLY LEARNING DIVISION STANDARDS OF CONDUCT WITH ATTACHED STAFF REPORT

Dr. Maricela Ramirez, Chief Education Officer provided an update on Head Start and Federal funding for Head Start and current status.

Dr. Ramirez introduced Mr. Luis Bautista, Director of Head Start, who provided the report to the County Board.

The County Board did not have any questions related to this item.

There were no public speakers for this item.

It was **MOVED** by Ms. Forrester, **SECONDED** by Mr. Cross, to approve the Head Start and Early Learning Division Standards of Conduct.

Yes vote: Ms. Jimena, Ms. Sanai, Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Mr. Johnson.

APPROVAL OF HEAD START AND EARLY LEARNING DIVISION BUDGET REVISION WITH ATTACHED STAFF REPORT

Dr. Maricela Ramirez, introduced Mr. Lovell Alford, Head Start Assistant Director-FCA, who provided the report to the County Board.

The County Board did not have any questions related to this item.

There were no public speakers for this item.

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Chan, to approve the Head Start and Early Learning Division Budget Revision.

Yes vote: Ms. Jimena, Ms. Sanai, Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Mr. Johnson.

APPROVAL OF POSITION RECOMMENDATION REPORT PRR 1.0 – MAY 2025

Ms. Pam Gibbs, Director of Governmental Relations indicated that both legislative bills AB 1122 (Pupil Instruction) and AB 1135 (Pupil Safety), were no longer active bills and would be pulled from the PRR report.

The County Board had questions regarding this item.

Ms. Forrester and Dr. Chan requested to pull legislative bill SB 494 (*Classified school and community college employees: disciplinary hearings: appeals: contracted administrative law judges.*), which had an opposition position.

The County Board requested that legislative bill AB 1390 (*Public school governance: board member compensation*), be brought back to the County Board for discussion and action.

It was **MOVED** by Dr. Chan, **SECONDED** by Dr. Montano, and **CARRIED** to approve the Position Recommendation Report PRR 1.0 for May 2025, with the exception of AB 1122, AB 1135, and SB 494.

The County Board did not have any further questions regarding this matter.

There were no public speakers on this item.

Yes vote: Ms. Jimena, Ms. Sanai, Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson.

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Ms. Pam Gibbs, Director of Governmental Relations, provided a report to the County Board.

LOS ANGELES COUNTY BOARD OF EDUCATION MEETING SCHEDULE, ESTABLISHMENT OF MEETING TIMES, FUTURE AGENDA ITEMS, AND BOARD FOLLOW UP

Dr. Duardo indicated that the next Board meeting would be on May 20, 2025.

**LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION
ON INTERDISTRICT AND ATTENDANCE APPEALS (None)**

ADJOURNMENT

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Chan, and **CARRIED** to adjourn the Board meeting.

***Yes vote:** Ms. Jimena, Ms. Sanai, Ms. Breslauer, Dr. Chan, Mr. Cross, Mrs. Foggy-Paxton, Ms. Forrester, Dr. Montano, and Dr. Johnson.*

This meeting adjourned at 7:50 p.m.

Board Meeting – May 20, 2025

Item III. Presentations

A. History Day L.A. 2025

The County Board will receive a Presentation, which will include an overview of the History Day L.A. 2025 contest, held in-person at San Gabriel High School, and a list of students and schools that participated in the state competition and are moving forward to the national competition.

Jessica Conkle, Director I, Division of Curriculum and Instructional Services (CIS) and Elaina Garza, Coordinator III, History-Social Science, CIS will be available during the presentation.

Board Meeting — May 20, 2025

Item V. Reports / Study Topics

A. Report on Board Policy (BP) 5131.8 (Mobile Communication Devices)

This Board Policy reflects changes to bring it into compliance with Education Code and other appropriate statutes, regulations and court decisions.

Report on Board Policies

#	Title	Executive Cabinet
1.	BP 5131.8 Mobile Communication Devices	Dr. Elizabeth Graswich

Students

BP 5131.8(a)

CELL PHONES AND OTHER MOBILE COMMUNICATION DEVICES

The County Board recognizes ~~that the research which~~ shows excessive smartphone use among youth leads to increased anxiety, depression and other mental health issues. Furthermore, ~~smartphone use creates distractions during class. may be beneficial to student learning and well-being.~~ To address student wellbeing and avoid ~~the disruption to the instructional program, in some circumstances~~ the County Board limits use of cell phones and other mobile communication devices throughout non-secured, open-campus environments on campus in accordance with law and the following ~~policy~~ policies.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.2 - Bullying)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.9 - Academic Honesty)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 6163.4 - Student Use of Technology)

With the exception of LACOE's Juvenile Court Schools (JCS) and certain secured environments where LACOE County Community Schools (CCS) operate, students may use cell phones, ~~smart watches, pagers,~~ or other mobile communication devices on campus during non-instructional time as long as the device is utilized in accordance with the law and any rules that individual school sites may impose.

Mobile communication devices shall be turned off during instructional time. ~~The school~~ School sites may require that the phones devices be stored or secured. However, ~~a~~ students shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use of a cell phone is necessary for the health or well-being of the pupil. Where the device is used to monitor or in the treatment of a student's health, even without a doctor's statement
4. When the possession or use is required by the student's individualized education program.

(cf. 6159 - Individualized Education Program)

BP 5131.8(b)

CELL PHONES AND OTHER MOBILE COMMUNICATION DEVICES (continued)

Cell phones and other mobile communication devices shall not be used in any manner that infringes on the privacy rights of ~~any~~ another person.

~~When~~ If a school official reasonably suspects that ~~a search of~~ a student's mobile communication device ~~will turn up~~ contains evidence of ~~the student's~~ a violation of the law or school rules, ~~such~~ a search ~~shall~~ may be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)
(cf. 5145.2 - Freedom of Speech/Expression)

~~When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a LACOE employee may confiscate the device.~~ Unauthorized use of a mobile communication device may result in disciplinary action and confiscation by a LACOE employee. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

~~A~~ In accordance with applicable laws, policies and regulations, a student may also be subject to discipline ~~in accordance with law, Board policy, or administrative regulation~~ for off-campus use of a mobile communication device ~~that if it~~ poses a threat or danger to the safety of students, staff, or LACOE property or substantially disrupts school activities.

The County Superintendent or designee shall inform students that ~~the~~ LACOE will not be responsible for ~~a student's~~ lost, stolen, or damaged mobile communication devices that is are brought on campus or to a school activity, ~~and is lost, stolen, or damaged.~~

Legal Reference: (see next page)

CELL PHONES AND OTHER MOBILE COMMUNICATION DEVICES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion, especially:

48901.5 Regulation of possession or use of electronic signaling devices

48901.7 Limitation or prohibition of student use of cell phones

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness

COURT DECISIONS

J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

New Jersey v. T.L.O. (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss/>

Center for Safe and Responsible Internet Use: <https://www.ewa.org/organization/center-safe-and-responsible-internet-use>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

Item VI. Consent Calendar Recommendations

- A. Adoption of Board Resolution No. 62 to Recognize Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA+) Pride Month in June 2025

The Superintendent recommends that the County Board adopt Resolution No. 62 as part of the regular County Board meeting on May 20, 2025; and further recommends that the Los Angeles County Board of Education declare June 2025 as LGBTQIA+ Pride Month and that the County Board and Superintendent of Schools hereby advocate for, support, and defend requirements and district-initiated efforts through legislation, policy, and procedure that specifically address the topics of sexual orientation, gender identity, and gender expression as they relate to safe, supportive, and equitable environments; and take such further actions as set forth in the Board Resolution.

Resolution No. 62 is attached.

Next Steps:

- LACOE will join the county, state and federal government in raising the Progress Pride flag in the month of June.
- LACOE is aligning the work of the established LGBTQIA+ Steering Committee with our broader strategic plan and equity, diversity, and inclusion efforts, aimed at increasing sense of belonging and wellbeing across the organization.
- LACOE recognizes the implementation of PRISM LGBTQ+ Cultural Competency training for all certificated LACOE employees who serve grades 7-12 beginning July 1, 2025.
- LACOE will host Lunch and Learn professional learning sessions with guest speakers, developed in partnership with the LGBTQIA+ Steering Committee, to foster connection, understanding, and allyship between LGBTQIA+ employees and their colleagues across the organization.
- LACOE's LGBTQIA+ Steering Committee will create a curated list of books and songs that highlight LGBTQIA+ artists, creators, and experiences and promote inclusion.

BOARD RESOLUTION

NO. 62: 2024-25

LGBTQ Pride Month, June 2025

- WHEREAS,** 10.3% of California students (UCLA*, 2017) in middle and high school grades identify as Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual (LGBTQIA+);
- WHEREAS,** LGBTQIA+ individuals disproportionately experience incidents of victimization, micro-aggressions, unsafe and discriminatory school and work climates, homelessness, family and peer rejection, substance use and suicidal ideation, attempts and deaths by suicide. (*California Healthy Kids Survey, 2019-2021: Main Report.* San Francisco: WestEd Health & Human Development Program for the California Department of Education.)
- WHEREAS,** Visibility, sense of safety and belonging are essential aspects of inclusive and affirming learning and working environments where all students, families and staff see themselves as a part of their school, work and communities;
- WHEREAS,** LACOE is committed to ensuring that schools are safe and affirming spaces for all students, staff and families and to fostering a safe, respectful and inclusive community culture;
- WHEREAS,** California state law prohibits discrimination, harassment, intimidation and bullying towards LGBTQIA+ students and staff;
- WHEREAS,** LACOE denounces prejudice and discrimination based on age, race, color, religion, marital status, national origin, actual or perceived disability, actual or perceived sexual orientation, gender identity and/or gender expression as an affront to our fundamental principles;
- WHEREAS,** LGBTQIA+ inclusive curricula and content highlights the importance of honoring and affirming diverse and intersecting identities and the contributions of the LGBTQIA+ community throughout history;
- WHEREAS,** In 2019, State Superintendent of Public Instruction Tony Thurmond and the Equality California Institute co-sponsored Assembly Bill (AB) 493, known as the Safe and Supportive Schools Act, which encourages teachers to receive training on school and community resources available to support LGBTQ+ students facing bullying, harassment, discrimination, or lack of acceptance at home or school.

* source: <https://williamsinstitute.law.ucla.edu/publications/lgbtq-youth-ca-public-schools/>

WHEREAS, In 2023, the California Department of Education has contracted with LACOE along with lead partner agency the Equality California Institute and an advisory committee composed of 20 nonprofit organizations, including the Trevor Project and the Human Rights Campaign Foundation, to develop the project called PRISM (Providing Relevant, Inclusive Support That Matters for LGBTQ+ Students).

WHEREAS, The PRISM project will, by July 1, 2025, develop training on topics such as: 1.) Identifying LGBTQ+ youth who are subject to, or may be at risk of, bullying and lack of acceptance at home or in their communities; 2.) Identifying local, community-based organizations that provide support to LGBTQ+ youth; 3.) Providing information regarding school antibullying and harassment policies and complaint procedures; and 4.) Identifying local physical and mental health providers with experience in treating and supporting LGBTQ+ youth and forming peer support or affinity clubs and organizations.

WHEREAS, An LGBTQ+-inclusive education benefits the health and well-being of all students, and the PRISM project fosters acceptance and promotes positive learning and working environments for LGBTQ+ students.

WHEREAS, An LGBTQIA+ inclusive education benefits the health and wellbeing of all students and empowering education and curricula seek to actively disrupt and challenge a dominant, single narrative, eliminate hate, bias and related harmful impacts on wellbeing of all individuals in our schools and communities;

WHEREAS, All schools must do more to ensure that LGBTQIA+ staff and students have the necessary support and resources to live as our authentic selves with unconditional value, without criminalization, discrimination and/or stigma; and

WHEREAS, LACOE seeks to ensure that all initiatives, programs, and services offered by the county office of education, districts, and schools uplift the assets, strengths, histories, lived experiences and unique needs of all we seek to serve and are continually monitored for equity, inclusion and efficacy.

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby advocate for, support and defend requirements and district-initiated efforts through legislation, policy and procedure that specifically address the topics of sexual orientation, gender identity, and gender expression as they relate to safe, healthy, supportive, affirming, and equitable learning and working environments.

* source: <https://williamsinstitute.law.ucla.edu/publications/lgbtq-youth-ca-public-schools/>

NOW THEREFORE BE IT FURTHER RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby advocate for, support and defend Los Angeles County Office of Education schools in their effort to implement policies, procedures, and practices that increase safe, healthy, supportive, affirming and equitable learning and working environments for LGBTQIA+ community members.

NOW THEREFORE BE IT FURTHER RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby commit to continuing **our** efforts to review existing policy, procedures, and programming to determine gaps, and as appropriate, to develop and/or strengthen policies, procedures, and programming aimed at eliminating bias and insensitivity and ensuring appropriate and supportive environments for LGBTQIA+ students, staff, families and allies, including ensuring all LACOE forms (for staff/students/guests/educational partners) are inclusive and in alignment with SB 179; Normalizing and honoring the usage of pronouns and chosen names; Increasing access to restroom facilities that align with gender identity and safety; Increasing privacy and safety procedures for all staff and students who identify as LGBTQIA+; Cultivating allyship; Incorporating LGBTQIA+-inclusive resources, images, and posts on social media and LACOE website.

NOW THEREFORE BE IT FURTHER RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby will seek to adopt and maintain curricula that reflect the uniqueness of the student body, disrupt and challenge a dominant, single narrative, eliminate hate, bias, and related harmful impacts on wellbeing of all individuals in our schools and communities; curricula shall be shame-free, medically accurate, culturally responsive and LGBTQIA+ inclusive.

NOW THEREFORE BE IT FURTHER RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby commit to continuing to leverage required annual training of all staff regarding non- discrimination and harassment to increase knowledge and competency and improve practice in support of LGBTQIA+ students, staff, and community members.

NOW THEREFORE BE IT FURTHER RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby commit to continuing efforts to integrate inclusive and affirming activities, tools and resources in support of student and staff wellbeing across the organization.

NOW THEREFORE BE IT FURTHER RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools will continue to establish and/or strengthen partnerships with LGBTQIA+

* source: <https://williamsinstitute.law.ucla.edu/publications/lgbtq-youth-ca-public-schools/>

focused community-based and non-profit organizations and institutions of higher education to gain evidence- based resources, instructional materials and high-quality professional learning.

NOW THEREFORE BE IT FURTHER RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools will continue to support the work of the LGBTQIA+ steering committee, established in 2022 to facilitate ongoing review of, discussions about and advocacy for elevating the needs of LGBTQIA+ staff, students and families, advancing equity and inclusion for LGBTQIA+ staff, students and families, promoting LGBTQIA+ resources and increasing LGBTQIA+ visibility and affirmation.

NOW THEREFORE FINALLY BE IT RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby proclaim that equity, inclusion and uplifting of diverse and intersecting identities are our year-round commitment, and to create visibility, honor unique contributions, and demonstrate enduring and unwavering support for LGBTQIA+ staff, students, caregivers and all educational partners, hereby commemorate June as Pride Month, October 11th as National Coming Out Day, October 19th as Spirit Day, November 20th as Transgender Day of Remembrance, and April 14th as Day of Silence.

NOW THEREFORE FINALLY BE IT RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools celebrate and uplift LGBTQIA+ visibility and community partnerships by hosting an annual Progress Pride Flag Raising Ceremony each June, welcoming special guests and speakers from community-based partner organizations, as public affirmation of our collective commitment to inclusion, equity, and belonging.

ADOPTED this 20th day of May 2025, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Stanley L. Johnson, Jr., Ph.D.
Board President

Board Meeting – May 20, 2025

Item VI. Consent Calendar Recommendations

B. Adoption of Board Resolution No. 63 to Recognize Immigrant Heritage Month in June 2025

The Superintendent recommends that the County Board adopt Resolution No. 63 as part of the regular County Board meeting on May 20, 2025 and further recommends that the Los Angeles County Board of Education declare June as Immigrant Heritage Month and encourages education communities to observe this month by acknowledging the often difficult journeys of immigrants and understanding the circumstances that have led people throughout history to migrate for family reunification and safety; and to support efforts to protect the human rights and fundamental freedoms of migrants and highlight the many contributions and achievements of immigrants that inspire our communities in Los Angeles County.

Resolution No. 63 is attached.

Next Steps:

- In honor of Immigrant Heritage Month, LACOE will share valuable resources and information with LEAs to help them better serve immigrant students, including those who are language learners.
- LACOE will offer LEAs a range of professional development opportunities designed to provide differentiated supports that meet the needs of immigrant students:
 - Legal Protections for Immigrant Students: A Guide for Educators
 - Webinar – May 7, 3-4 p.m. ([register here](#))
 - Webinar – May 21, 4-5 p.m. ([register here](#))
 - Child Welfare and Attendance – June 3, 11 a.m.-12:30 p.m. ([register here](#))
 - Trauma-Informed Practices for Caregivers – June 11, 10 a.m.-12 p.m. ([register here](#))
 - Getting Reading Right K-5 Boot Camp, Summer 2025 – July 14-18, 8 a.m.-12:30 p.m. – ([register here](#))
 - California HETAC Training Series Course 3: McKinney-Vento 101 – June 30, 2025 – ([register here](#))
- LACOE has also curated the following resources in support of students who are also newcomers and/or refugees:
 - [2025 Student Empowerment Summit: Breaking Barriers, Making History!](#)
 - [Newcomer Resources for Distribution](#)
 - [New Arrival Support Resources](#)

- [Unaccompanied Children & ORR Presentation 5.1.25 - Google Drive](#)
- [AB699 Toolkit - Google Docs](#) – Legal Protections for Immigrant Students
- [LACOE: Immigrant Relations - Resources](#)
- [Supporting Schools & Newcomers - Padlet](#)
- [The Office of Immigrant Affairs - Know Your Rights](#)
- Here are some recommended texts that offer insights into the experiences of immigrant children, youth and families:
 - *“Little Bird Laila”* – Childhood experiences navigating Ramadan as a new immigrant to the United States from India.
 - *“Pedro’s Yo-yos”*— How a Filipino Immigrant Came to America and Changed the World of Toys.
 - *“I Was Their American Dream: A Graphic Memoir”* – I Was Their American Dream is at once a coming-of-age story and a reminder of the thousands of immigrants who come to America in search for a better life for themselves and their children.
 - *“If Only You Knew”* – Emily Francis' memoir tells her story through a series of letters she writes to eight immigrant students in whom she sees pieces of herself.
 - *“Safe haven?”* – A history of refugees in America
 - *“The New Americans”* – Immigrant life in Southern California

BOARD RESOLUTION

No. 63: 2024-25

Immigrant Heritage Month (June 2025)

- WHEREAS,** In 2019, the U.S. Congress declared June as "Immigrant Heritage Month," celebrating the significant contributions of immigrants and their children to American history, economy and culture. Their influence spans various fields, including art, science and academia, fostering openness and acceptance in society. This month serves as a reminder of the positive impacts of immigration and the importance of recognizing the diversity that immigrants bring.
- WHEREAS,** On June 20th, we observe World Refugee Day to honor the resilience of refugees worldwide. This day also marks the signing of the 1951 UN Convention on Refugees, underscoring the need to protect their rights. Refugees display remarkable courage and tenacity, but their challenges continue upon arrival. They face linguistic barriers, cultural differences and difficulties in securing education, employment, housing and essential services.
- WHEREAS,** On June 15, 1982, the Supreme Court of the United States issued a landmark ruling in the case of Plyler v. Doe, which significantly impacted the lives of countless immigrant children in the country. The decision declared that every child residing in the U.S. should have the opportunity to lead a whole life and participate meaningfully in society and the economy, regardless of their immigration status or that of their parents. This ruling ensured that all children could access K-12 public education and the associated benefits irrespective of their background or legal status.
- WHEREAS,** Los Angeles County has a rich history of welcoming newcomers, including recent refugees and asylum-seekers from Afghanistan, Syria, Guatemala, Iraq and Ukraine. Despite the challenges of resettlement, the county is dedicated to providing a safe environment. It offers programs like language courses, job training, school enrollment assistance, legal services and counseling to help these individuals integrate into the community.
- WHEREAS,** According to the Vera Institute Of Justice, studies show that 4.4 million immigrants reside in the Los Angeles Metro area; 2.2 million non-citizens in the LA Metro area are potentially at risk of deportation; there are 1.6 million children in the LA Metro area with at least one immigrant parent; five in nine children in the LA Metro area have at least one immigrant parent; the vast majority of children with at least one immigrant parent in the LA Metro area are U.S. citizens.
- WHEREAS,** LACOE is dedicated to ensuring that every child is welcomed with dignity into our communities and the organizations that serve them. To achieve this goal, LACOE offers a wide range of professional development opportunities to educators, administrators and other school district personnel. LACOE

recognizes the importance of community engagement and meaningful partnerships in creating welcoming and inclusive schools. That is why LACOE continuously works closely LEAs, community organizations and other stakeholders to ensure that every child has the support they need to succeed; and

WHEREAS, LACOE has been supporting regional school districts with instructional programs designed to improve students' English language development (ELD). These programs aim to enhance children's language skills while promoting social-emotional learning (SEL) to foster emotional competencies. Additionally, LACOE's Immigrant Relations program continues to provide Los Angeles County school districts, parents and students with up-to-date information and resources regarding immigration policies and their rights and educational entitlements; and

WHEREAS, LACOE is dedicated to protecting the constitutional right of every child to receive a free public education, regardless of their immigration status. The organization works to eliminate any barriers that may prevent enrollment. Through its Immigrant Relations program, LACOE promotes compliance among school districts to ensure that all children, regardless of immigration status, have equal access to education and resources; and

WHEREAS, LACOE is committed to creating a safe and welcoming environment for immigrant and refugee students. Through initiatives such as the Immigrant Relations Program and Migrant Education, LACOE offers resources for enrollment, safety and educational engagement. Additionally, it connects immigrant communities in LA County with essential services, including legal support, healthcare and academic assistance; and

WHEREAS, LACOE's Immigrant Relations program empowers districts, students, caregivers and communities by providing culturally and linguistically relevant resources. It also promotes compliance with policies that protect students and their families. Additionally, the program offers presentations to educators on the legal protections available for immigrant students. Furthermore, it conducts presentations on "Know Your Educational Rights" for students and parents in both English and Spanish throughout LA County; and

WHEREAS, LACOE celebrates the diversity of its workforce and recognizes and appreciates the valuable contributions of immigrants and refugees among its staff.

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education hereby declares June as Immigrant Heritage Month and encourages education communities to observe this month by acknowledging the often challenging journeys of immigrants and understanding the circumstances that have led people throughout history to migrate for family reunification and safety; and

to support efforts to protect the human rights and fundamental freedoms of migrants and highlight the many contributions and achievements of immigrants that inspire our communities in Los Angeles County.

ADOPTED this 20th day of May, 2025, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Stanley L. Johnson, Jr., Ph.D.
Board President

Board Meeting – May 20, 2025

Item VI. Consent Calendar Recommendations

C. Adoption of Board Resolution No. 64 to Recognize Juneteenth on June 19, 2025

The Superintendent recommends that the County Board adopt Resolution No. 64 as part of the regular County Board meeting on May 20 2025; and further asks that the County Board declare June 19 as Juneteenth and encourage all education communities to observe this day with appropriate programs and activities. We encourage school communities to focus on activities that generate in-depth discussions and understanding of the history of emancipation of Blacks/African Americans and their extraordinary contributions in advocating for social justice and racial equity; and to provide instructional resources and promising practices throughout the year to make a significant impact on the lives and futures of Black/African American students.

Resolution No. 64 is attached.

Next Steps:

- The LACOE African American Heritage Committee will host a Juneteenth celebration to commemorate the Juneteenth holiday.
- The Equity, Diversity & Inclusion Division will collaborate with West Ed to provide Talking About Race as Healing Practice Workshops to LACOE Employees.
- The Equity and Social Justice Team will plan a schedule of events to uplift justice and honor the contributions of African Americans throughout the 2025-2026 academic year.
- The Equity and Access Department, in collaboration with the HR Department, will be undertaking a Hanover Hiring, Promotion and Retention Analysis to determine potential inequities in hiring practices.

BOARD RESOLUTION

NO. 64: 2024-25

Juneteenth (June 19, 2025)

WHEREAS, On June 19, 1865, Major General Gordon Granger made the announcement that tens of thousands of African-Americans in Texas had been emancipated, closing the door on one of the last chapters of slavery in the United States; and

WHEREAS, the announcement came two-and-a-half years after President Lincoln's Emancipation Proclamation that freed slaves in Confederate states; however, since that proclamation was made during the Civil War, it was ignored by Confederate states and it wasn't until the end of the war that the executive order was enforced in the South; and

WHEREAS, the day's name is a combination of "June" and "nineteenth" in honor of the date of the announcement; it is also known as African American Freedom Day or Emancipation Day; and

WHEREAS, Texas celebrated Juneteenth beginning in 1866 with community centric events, including historical and cultural readings and musical performances; and over time communities nationwide have developed their own traditions and celebrations; Juneteenth is now an annual holiday observing the end of slavery in the U.S. and marks the day (June 19, 1865) when news of emancipation reached people in the deepest parts of the former Confederacy in Galveston, Texas; and

WHEREAS, in 2021, Juneteenth became the first new federal holiday created by Congress in nearly four decades. The bipartisan legislation was signed into law by President Biden on June 17, giving Juneteenth the same status as Memorial Day, Veterans Day, Martin Luther King Jr. Day and other federal holidays.

WHEREAS, Juneteenth is a time for us to celebrate Black American history and culture and reflect on our nation's legacy of slavery and its impact on Black Americans, as well as institutional and structural racism; and

WHEREAS, LACOE is committed to valuing diversity and believes deeply that equity, respect and justice are central to the character of who we are, to the health of our democracy and to the well-being of our world; and

NOW THEREFORE BE IT RESOLVED, that the Los Angeles County Board of Education and the County Superintendent of Schools hereby declare June 19 as Juneteenth and encourage all education communities to observe this day with appropriate programs and activities. We encourage school communities to focus on activities that generate in-depth discussions and understanding of the history of emancipation of Blacks/African Americans and their extraordinary contributions in advocating for social justice and racial equity; and to provide instructional resources and promising practices throughout the year to make a significant impact on the lives and futures of Black/ African American students.

ADOPTED this 20th day of May of 2025, by the Los Angeles County Board of Education in Downey, California.

Debra Duardo, M.S.W., Ed.D.
Superintendent

Stanley L. Johnson, Jr., Ph.D.
Board President

Board Meeting – May 20, 2025

Item VII. Recommendation / Public Hearing

A. Adopt the Superintendent’s Recommendation to Deny the Renewal Petition for *Alma Fuerte Public School, Grades TK-8*: Renewal Petition with Attached Report

a. Staff Findings on the Renewal Petition for *Alma Fuerte Public School, Grades TK-8*, Pursuant to Education Code Sections 47605, 47607 and 47607.2

The *Alma Fuerte Public School (Alma Fuerte)* renewal petition is presented to the Los Angeles County Board of Education (County Board) pursuant to Education Code (EC) sections 47605, 47607, and 47607.2. The renewal process requires the authorizer to evaluate both the past performance of the charter school and whether the renewal petition meets the criteria for approval. *Alma Fuerte* is currently authorized by the Los Angeles County Board of Education.

Charter renewal is governed by EC 47605, 47607, and 47607.2 and the California Code of Regulations, Title 5 (5 CCR) sections 11966.4 and 11966.5. The California Department of Education has designated *Alma Fuerte* as a low performing school. As such, renewal criteria is determined by EC 47607.2(a). Critical components of the applicable laws are as follows:

EC 47607(c)(1) sets an additional criterion for determining whether to grant a charter renewal, the charter authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

EC 47607(e) Notwithstanding subdivisions (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d).

EC 47607.2(a)(4) The chartering authority shall consider the following factors and may renew a charter that meets the criteria in paragraph (1) or (2) only upon making both of the following written

factual findings, specific to the particular petition, setting forth specific facts to support the findings:

(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(B) There is clear and convincing evidence showing either of the following:

(i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(C) Clauses (i) and (ii) of subparagraph (B) shall be demonstrated by verified data, as defined in subdivision (c).

EC 47607.2(a)(6) For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years.

EC 47607.2(c)(1) Verified data is defined as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

EC 47607(b) states that renewals of charters are governed by the standards and criteria in 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

EC 47605(c) requires a governing board to be guided by the intent of the legislature that charter schools should become an integral part of the education system and that a charter be granted if the governing board is satisfied that granting the charter is consistent with sound educational practice.

The County Board shall evaluate the petition according to the criteria and procedures established in law and may only renew the

petition if it provides written findings addressing the reasons for the renewal.

A summary of key findings is presented through the table on the following page.

The complete report on the written findings of fact is attached.

LACOE staff will present the report to the County Board.

Alma Fuerte Public School Charter School Petition for Renewal designated as Low Performing		Meets Requirements
EC 47607.2(a): A designation of Low Performing is a presumptive denial.		
EC 47607.2(a): Renewal for a 2-year term may occur only if the following are true:		
Finding 1	The charter school is taking meaningful steps to address the underlying causes of low performance.	Yes
	Written Plan	Yes
	Clear and Convincing Evidence	No
Additional Finding if Taking Meaningful Steps		
EC 47607(e): Not Unlikely to Successfully implement		
Finding 2	Free of Governmental Factors	N/A
	Free of Fiscal Factors	N/A
	Serving All Students	N/A

- b. The Superintendent recommends that the Los Angeles County Board of Education (County Board) take action to deny the renewal of *Alma Fuerte, Grades TK-8*.

The complete Report of the Findings of Fact on the renewal petition for *Alma Fuerte, Grades TK-8*, is attached.

Los Angeles County Office of Education
Charter School Office
Date: May 20, 2025

Staff Findings on the Renewal Petition for Alma Fuerte Public School, Grades TK - 8

BACKGROUND INFORMATION

The petition for Alma Fuerte Public School (Alma Fuerte) is to renew the charter for a grades TK - 8 school with a current enrollment of approximately 217 students. This petition was submitted on January 29, 2025. The school is located at 524 Palisade Street, Pasadena California 91103 within the geographic boundary of Pasadena Unified School District.

Alma Fuerte Public School opened in 2017 when it was first authorized by the Los Angeles County Office of Education. It was originally denied by Pasadena Unified on November 6, 2014, and again on August 11, 2016. In September 2014, petitioners first submitted a charter petition to the Governing Board of the Pasadena Unified School District to establish and operate Alma Fuerte Public School. On November 6, 2014, the District Board denied the petition, citing failure to present a sound educational program, lack of comprehensive descriptions of the required elements, and an inability to implement the program. The Petitioners appealed to the Los Angeles County Board of Education, which denied the appeal on March 3, 2015, for similar reasons. A revised petition was submitted and formally received by the District Board on June 17, 2016. The District Board denied the petition on August 11, 2016, due to a failure to provide a comprehensive description of required elements and the Petitioners' demonstrated inability to implement the program successfully. Alma Fuerte again appealed to the County Board, which overturned the County Superintendent's recommendation to deny and approved the petition on November 15, 2016, for a 5-year term commencing on July 1, 2017, and ending on June 30, 2022. Due to legislative changes after the COVID-19 pandemic, the school's charter term was automatically extended to June 30, 2025.

The renewal petition for Alma Fuerte is to renew the charter for a school with grades TK-8 with an enrollment of 280 students. The school is located at 524 Palisade St, Pasadena, California within the geographic boundary of Pasadena. Alma Fuerte Public School is currently operated by the 501(c)(3) nonprofit public benefit corporation Alma Fuerte Public School.

Mission and Vision: The petition states the charter school's mission as "Alma Fuerte Public School, meaning "Strong Soul" in Spanish, empowers TK-8 students to become innovative entrepreneurs, compassionate leaders, and active community members. We partner with families to meet each student's unique needs through inclusive, differentiated learning and real-world connections, fostering growth, resilience, and preparation for success in secondary school. Committed to lifelong learning, we support students, staff, and families in personal and academic development, equipping our students to make a positive impact in their communities and beyond."

The school's vision is "to create a vibrant, inclusive learning community where every child, with the support of their family, is inspired to reach their full potential as an entrepreneur, critical thinker, creative innovator, and community-minded leader. Through a focus on individualized education, entrepreneurship, and continuous growth, Alma Fuerte Public School will be a model for fostering empowered students, staff, and families who are prepared to lead with integrity and make a lasting, positive impact in an ever-changing world."

Students Served by the School:

Alma Fuerte serves students in grades TK-8, and the petition states enrollment is drawn mainly from Pasadena and its neighboring communities.

The 2023-24 enrollment at Alma Fuerte was approximately 185 students, with the following demographics: 65.4% Hispanic or Latino; 23.8% African American or Black; 6.5% White, 3.2% Two or More Races; and less than 1% Pacific Islander; 81.6% Socioeconomically Disadvantaged Students (SED); 25.9 EL 23.2% SWD; and 2.2% Homeless Youth (HY).

Table 1: Alma Fuerte 2023-2024 Enrollment by Ethnicity

Student Groups	Number Enrolled	Percent of Total Enrollment
All	185	100
AA/Black	44	23.8
American Indian	0	0
Asian	0	0
Filipino	0	0
Hispanic	121	65.4
Pac Islander	1	0.5
Two or more	6	3.2
White	12	6.5

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> Retrieved 12-10-24

Table 2: Alma Fuerte 2023-2024 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	48	25.9
Foster	0	0
Homeless	4	2.2
SED	151	81.6
SWD	43	23.2

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> Retrieved 12-10-24

Table 3: Alma Fuerte Enrollment by Year and Grade

Year	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade6	Grade 7	Grade 8	Total
2017-18	0	45	19	9	NA	NA	NA	NA	NA	NA	73
2018-19	0	36	17	13	11	NA	NA	NA	NA	NA	77
2019-20	0	29	26	17	13	9	NA	NA	NA	NA	94
2020-21	0	25	22	20	18	12	8	NA	NA	NA	105
2021-22	0	19	20	24	21	20	9	10	NA	NA	123
2022-23	0	28	13	23	16	23	20	11	10	NA	145
2023-24	2	31	26	20	23	15	25	23	11	9	185

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) <https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp> Retrieved 12-10-24

Since its last authorization by the County Board, Alma Fuerte received a written Notice of Concern on December 14, 2023, due to Non-Compliance with Law and Charter Regarding Employee Authorizations, Incomplete/Inaccurate Submissions to Authorizer, and Changes to Instructional Calendar for the 2023-24 school year. The school addressed the concerns in a timely manner and remedied the concerns within the timeline.

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations* Title 5, County Board Policy and the Superintendent's Administrative Regulations.¹

LACOE has adopted the petition review criteria established in 5 *CCR* section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the California Department of Education (CDE). In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

A more detailed description of the LACOE petition renewal process can be found in Appendix A.

CHARTER RENEWAL ELIGIBILITY

Statutory Framework and Criteria for Renewal²

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in the Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC* 47605, 47607 and 47607.2:

1. Does the petition and the supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC* 47605(e)?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

¹ Words in italics indicate a direct reference to the language in these documents.

² The full renewal criteria can be found in Appendix B.

Staff Findings on the Renewal for the Alma Fuerte Public School

Alma Fuerte Public School is designated as Low Performing under EC 47607.2(a) Evaluation Purposes³

Low Performing EC 47607.2(a)

A charter school that for two consecutive years immediately preceding renewal:

- A. Received the two (2) lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

OR

- B. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made

- 1. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

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, as defined by college enrollment, persistence, and completion rates equal to similar peers

Written factual findings specific to this particular petition along with supporting facts are presented in the next section of this report.

The review team determined that Alma Fuerte Public School does not meet the criteria for renewal. In reviewing the schoolwide performance and the performance of all numerically significant student groups on the California School Dashboard and the verified data provided by Alma Fuerte, the school has not met the renewal criteria under EC 47607.2(a) due to its classification as a low-performing school. While the school has made some progress in student growth as evidenced by NWEA data, the school has not met the threshold of clear and convincing evidence demonstrating one year's progress for each year in school as required for renewal.

The NWEA MAP results indicate some academic growth across Reading, Language Usage, and Math, particularly in the most recent year. However, this progress has not been sustained across multiple years, nor has it translated into improved proficiency levels on state assessments.

³ Source: CDE Charter Schools Performance Category Data Files
<https://www.cde.ca.gov/sp/ch/performcategorydf.asp> Retrieved 11-16-24

Staff Findings on the Renewal for the Alma Fuerte Public School

Based on the analysis of both state and school-reported data, Alma Fuerte does not meet the renewal criteria for a renewal under EC 47607.2(a).

Although the school failed to meet the renewal criteria within the Low-Performance category, a comprehensive review of the charter petition was conducted and is available in Appendix D.

LOS ANGELES COUNTY OFFICE OF EDUCATION FINDINGS OF FACT

Finding 1: The charter school did not meet the renewal criteria specified in EC 47607.2(a), for a school designated within the low performance category.

Alma Fuerte was identified as a low performing charter school by the CDE. As such, verified data was utilized as one indicator within this renewal consideration. [EC 47607.2(a)]

In reviewing the schoolwide performance and performance of all numerically significant student groups on the California School Dashboard and the verified data provided by the charter school, Alma Fuerte has provided evidence that the school is making some progress through their NWEA data as analyzed on page 7. As a grades TK-8 charter school, the California School Dashboard for Alma Fuerte consists of the following indicators, academic performance on the California Assessment of Student Performance and Progress System (CAASPP) in English Language Arts (ELA) and Mathematics (Math); English Learner Progress Indicator (ELPI); Chronic Absenteeism Indicator; Suspension Rate Indicator; and Local Indicators. Alma Fuerte uses NWEA assessments as its verified data source for grades K-8. Extensive data tables of these indicators are available in Appendix C.

The analysis of both the CA School Dashboard and NWEA MAP assessment data presents a complex picture of Alma Fuerte Public School's academic performance. Over the past three years, Dashboard data show that most students and numerically significant student groups have consistently performed below the state's Distance from Standard (DFS) in both ELA and Math. In 2024, only two student groups (that were not classified as numerically significant subgroups for 2021-22 and 2022-23 on the California Dashboard) - English Learners and Students with Disabilities - met or exceeded the state DFS benchmark in ELA. In addition, the NWEA MAP results show some improvement in student growth across Reading, Language Usage, and Math, particularly in the most recent year. In 2021-22, no grade levels met growth targets in Reading or Language Usage, and only one did in Math. In 2022-23, while a majority of grade levels met their growth target in Reading, a majority did not in Language Usage, and again only one grade level met their growth target in Math. It is only in the most recent year of 2023-24 that all grade levels in Reading, most in Language Usage, and nearly all in Math finally met or exceeded Cognitive Growth Indicator (CGI) targets. This suggests that while students have recently begun to demonstrate academic growth, particularly among Hispanic or Latino and Socioeconomically Disadvantaged students, overall state proficiency levels remained low, and recent growth is not enough to meet the standard of one year's progress for each year in school.

Academic Performance Indicators on the California Dashboard Compared to State

The CA School Dashboard data indicates that overall student performance in ELA remains consistently below standard, with all students categorized as Lower across three consecutive years.

While in 2024, two student groups (that were not classified as numerically significant subgroups for 2021-22 and 2022-23 on the California Dashboard) English Learners and Students with Disabilities met the state's Distance from Standard (DFS) benchmark, no other student group is currently meeting or exceeding the state's DFS benchmark.

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Extensive data tables of these indicators are available in Appendix C for additional insights into state comparisons and subgroup performance trends.

Table 4: Alma Fuerte Public School ELA Distance From Standard Compared to the State

	2022	2023	2024
Indicator	ELA		
Status Metric	Distance from Standard		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
Hispanic or Latino	Lower	Lower	Lower
English Learners	NA	NA	Higher
Socioeconomically Disadvantaged	Lower	Lower	Lower
Students with Disabilities	NA	NA	Higher
Are all students and the majority of the numerically significant student groups performing at or above the state's DFS?	NO	NO	No
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-10-24 Comprehensive ELA Dashboard data including student groups and state comparison is available in Appendix C			

The CA School Dashboard data for Math reflects a similar trend to ELA, indicating that overall student performance remains consistently below standard. All students have been categorized as Lower across three consecutive years, with no improvement. Among numerically significant student groups, Hispanic or Latino and Socioeconomically Disadvantaged students have also remained in the Lower category, demonstrating persistent struggles. English Learners and Students with Disabilities, for whom prior data was unavailable, are now also performing Lower, suggesting additional areas of concern. Importantly, no student group, including the All Students group, is meeting or exceeding the state's Distance from Standard (DFS) in math. These findings underscore the ongoing need for targeted interventions in both ELA and math, particularly for historically underserved student populations. Additional analysis of Appendix C can provide further insights into state comparisons and student group performance trends.

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Table 5: Alma Fuerte Public School Math Distance From Standard Compared to the State

	2022	2023	2024
Indicator	Math		
Status Metric	Distance from Standard		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
Hispanic or Latino	Lower	Lower	Lower
English Learners	NA	NA	Lower
Socioeconomically Disadvantaged	Lower	Lower	Lower
Students with Disabilities	NA	NA	Lower
Are all students and the majority of the numerically significant student groups performing at or above the state's DFS?	NO	NO	NO
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-10-24 Comprehensive Math Dashboard data including student groups and state comparison is available in Appendix C			

The California Dashboard requirements indicate a numerically significant student group for the ELPI must consist of at least 30 ELs. For two of three years of dashboard data, the number of English learners enrolled at Alma Fuerte was less than 30 students; therefore, no performance level was issued on the Dashboard for 2022, 2023 and 2024. Table 7 shows Alma Fuerte's ELPI percent compared to the state although no performance color was issued on the Dashboard.

Table 7: Alma Fuerte Public School ELPI Percent Compared to the State

	2022	2023	2024
Indicator	English Learner Progress Indicator (ELPI)		
Status Metric	Percent Making Progress		
English Learners	Higher**	Higher**	Higher
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-10-24 Comprehensive ELPI data including state comparison is available in Appendix C			

Academic Performance on Verified Data

As the school did not show clear and convincing evidence of academic achievement through the California Dashboard, the school's verified data, NWEA Measures of Academic Progress (NWEA MAP), was reviewed. To demonstrate one year's progress, the student group's CGI value must be greater than or equal to -0.2. The NWEA MAP data is disaggregated by grade level for all students tested and numerically significant student groups as defined by the publisher (student groups with 10 or more students) for both Reading and Math.

In addition to reviewing CGI data, student participation rates on benchmark assessments were considered. The participation rates of students taking NWEA MAP assessments falls within an acceptable range when compared to the school's total enrollment.

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The NWEA MAP assessment data for Alma Fuerte Public School demonstrates academic growth over the past three years across Reading, Language Usage, and Math. In 2021-22, no grade levels met the CGI in Reading or Language Usage, and only one grade level did so in Math. In 2022-23, five out of eight grade levels met CGI in Reading, two out of five in Language Usage, and one out of seven in Math. The 2023-24 results reflect progress, with all eight Reading grade levels, four out of six grade levels in Language Usage, and seven out of eight grade levels in Math meeting CGI. This recent growth is mirrored among numerically significant student groups, particularly Hispanic or Latino and Socioeconomically Disadvantaged students, who transitioned from zero grade levels meeting CGI in 2021-22 to the majority achieving growth targets in 2023-24. While all students and most student groups demonstrated growth that met or exceeded expectations for 2023-24, this recent progress is not reflective of consistent, year-over-year student growth across the charter term.

Table 6: Alma Fuerte Public School NWEA MAP Reading, Language and Math Student Groups Meeting CGI

	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
	NWEA MAP Reading			NWEA MAP Language Usage			NWEA MAP Math		
	Grade Levels Meeting CGI			Grade Levels Meeting CGI			Grade Levels Meeting CGI		
All Students	0 of 7	5 of 8	8 of 8*	0 of 4	2 of 5	4 of 6	0 of 7	1 of 7	7 of 8
Numerically Significant Student Groups									
Hispanic or Latino	0 of 3	3 of 5	6 of 7	0 of 2	0 of 3	3 of 6	0 of 3	1 of 5	6 of 7
Socioeconomically Disadvantaged	0 of 4	4 of 7	8 of 9	0 of 4	1 of 5	5 of 6	1 of 4	1 of 7	7 of 8
Students with Disabilities		~			~			~	
Participation Rate Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Are all students and the majority of the numerically significant student groups performing at or above the publisher's metric?									
All Students	No	Yes	Yes	No	No	Yes	No	No	Yes
Student Groups	No (0 of 2)	Yes (2 of 2)	Yes (2 of 2)	No (0 of 2)	No (0 of 2)	Yes (2 of 2)	No (0 of 2)	No (0 of 2)	Yes (2 of 2)
Both	No	Yes	Yes	No	No	Yes	No	No	Yes

~From 2021-2024, only 4th grade in 2022-2023 had enough SPED students for an NWEA CGI score; other grades fell below the reporting threshold (see Appendix C for full reporting)

Despite recent improvement, the school's NWEA MAP data fails to meet the standard of clear and convincing evidence of one year's academic growth for each year in school. Although the 2023-24 data shows all students and the majority of numerically significant student groups meeting Conditional Growth Index (CGI) expectations, the inconsistent results across the three-year period, particularly the absence of sufficient growth in 2021-22 and only partial gains in 2022-23, demonstrate that academic progress has not been reliably sustained over time. Therefore, while the recent improvements are encouraging, the data does not constitute compelling longitudinal evidence of consistent, schoolwide academic growth necessary to meet statutory renewal criteria.

Plan for Improvement and Assessment

Alma Fuerte has developed a comprehensive Strategic Support Plan (Corrective Action Plan) aimed at addressing root causes of underperformance identified in both Dashboard and NWEA MAP data. The plan outlines focused efforts to improve instructional quality, staff collaboration, curriculum alignment, and communication - anchored by specific strategies such as targeted professional development, embedded instructional coaching, implementation of Universal Design for Learning (UDL) practices, and consistent progress monitoring through benchmark assessments.

The plan's structure reflects an understanding of systemic challenges, including inexperienced staff and inconsistent instructional practices. Notably, the inclusion of measurable outcomes, such as scheduled data meetings, protected collaboration time, and personalized coaching, indicates a proactive approach to improvement.

However, while the plan is comprehensive in scope and aligned to identified needs, its success will depend on effective implementation, sustained fidelity, and consistent monitoring of progress over time. Given the school's historical low performance and the need for immediate growth, continued oversight and evidence of measurable academic gains will be essential to validate the plan's effectiveness in producing the growth required.

Summary of Analysis of Alma Fuerte Renewal Data

After a comprehensive review of Alma Fuerte's renewal data, the Review Team found that the charter school does not meet the criteria for renewal as a Low Performing charter school. While the school has provided a written plan adopted by the school's governing board and taken meaningful steps to address the underlying causes of low performance, they have failed to provide clear and convincing evidence that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

Appendix A

LOS ANGELES COUNTY OFFICE OF EDUCATION REVIEW PROCESS

Review Criteria: The Los Angeles County Office of Education (LACOE) Charter School Review Team (Review Team) considered the petition according to the requirements of the *Education Code* and other pertinent laws, guidance established in the *California Code of Regulations (5 CCR)*, Title 5, County Board Policy and Superintendent's Administrative Regulations.⁴

LACOE has adopted the petition review criteria established in 5 CCR section 11967.5.1(a-g) except where LACOE determined that the regulations provide insufficient direction or where they are not applicable because the structure or responsibility of the County Board and LACOE differ from those of the State Board of Education (SBE) and the CDE. In these instances, LACOE developed its own local review criteria or added criteria to those developed by CDE to reflect the needs of the County Board as the authorizer and LACOE as the monitoring and oversight agency. These local criteria do not conflict with statute.

Reasonably Comprehensive: In addition to the regulatory guidance that specifies the components of each required element, 5 CCR section 11967.5.1(g) states a “reasonably comprehensive” description of the required petition elements shall include, but not be limited to, information that:

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
 - (A) *Improve pupil learning.*
 - (B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
 - (C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
 - (D) *Hold itself accountable for measurable, performance based pupil outcomes.*
 - (E) *Provide vigorous competition with other public school options available to parents, guardians, and students.*

Reasonably Comprehensive with Deficiencies: An element may be reasonably comprehensive but lacks specific critical information or contain an error important enough to warrant correction. These elements are described as “reasonably comprehensive” with a specific “deficiency” or “deficiencies.” Correcting the deficiency or deficiencies would not be a material revision (as defined in statute and County Board Policy) to the charter.

Technical Adjustments: Three circumstances may require a “technical adjustment” to the petition:

- Adjustments necessary to reflect the County Board as the authorizer as required by statute. These adjustments are necessary because the petition was initially submitted to a local district and contains specific references to and/or language required by that district and/or the petition does not reflect the structure of the County Office.
- Adjustments needed to bring the petition current with changes made to law since the petition was submitted to the district as required by statute.

⁴ Words in italics indicate a direct reference to the language in these documents.

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- Adjustments necessary to address clerical errors or inconsistencies where making the adjustment would not be a material revision (as defined in statute and County Board Policy) to the charter.

Affirmations and Assurances: The petition shall contain a clear, unequivocal affirmation of each requirement, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* section 47605(c)(4).

Reviewers: The Review Team included staff from Business Advisory Services, Facilities and Construction, Risk Management, Curriculum and Instruction, Special Education, Student Support Services, Human Resources, Office of General Counsel, the Division of Accountability, Support and Monitoring, and the Charter School Office.

Scope of Review: Findings are based on a review of the same petition and supporting documents considered by the local district, information obtained through the Capacity Interview and other communications with the petitioner(s) and representatives of the school, and other publicly available information.

Legislative Intent

The Review Team considered whether the petition complies with *EC* section 47601 of the *Charter Schools Act*, which states:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Additional Review Criteria Specific to a Renewal Petition

The renewal of a charter authorized by the County Board is governed by *EC* sections 47607 and 47605 or 47605.6 and 5 CCR section 11966.5, which provides the requirements for a renewal submission to a county board of education.

EC 47607(b) states that renewals *are governed by the standards and criteria in section 47605* (the requirements to establish a charter), and shall include, but not be limited to, *a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.*

This language varies slightly from the requirement under 5 CCR 11966.4(a)(2), which requires the district to determine whether the renewal petition includes *a reasonably comprehensive description of how the charter*

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school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Emphasis added)

The Review Team determined whether each required element complies with current legal requirements and whether the petitioners showed they are familiar with current legal requirements through the Capacity Interview. If the petition did not comply or the petitioners were unfamiliar with current law, the Review Team noted the deficiency through the applicable finding.

EC 47607(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or it not serving all pupils who wish to attend.

5 CCR 11966.5(b) provides the timelines, process and requirements for reviewing a renewal petition:

A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.

(1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).

(2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.

(A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.

(4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.

County staff may provide a description of whether the petitioner met submission requirements.

5 CCR 11966.5(c) provides the areas to be considered to make a determination as to whether a charter should be renewed and provides the conditions under which a county board may deny a renewal petition:

(1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.

Any concerns regarding the past performance of the school are addressed under **Finding 3 (Demonstrably Unlikely....)** Plans for future improvement, if provided, would be addressed as applicable under the appropriate petition requirement.

(2) The county board of education may deny a petition for renewal of a charter school only if [it] makes written factual findings, specific to the particular petition, setting forth facts to support one or more of the grounds for denial set forth, as applicable, in Education Code 47605(c) or failure to meet one of the criteria set forth in Education Code section 47607(b).

Appendix B

RENEWAL CRITERIA

Statutory Framework and Criteria for Renewal

All charter schools requesting renewal must clearly show that they meet eligibility requirements set forth in Charter Schools Act and further defined in AB 1505. Depending on the findings adopted by the County Board, a charter may be renewed or denied renewal based on these criteria found in *EC 47605*, *47607* and *47607.2*:

1. Do the petition and supporting documentation reflect a sound educational program for pupils? Are the petitioners likely to successfully implement the program set forth in the petition? Does the petition contain a reasonably comprehensive description of all required elements and affirm the conditions of *EC 47605(e)*?
2. Is the charter eligible for renewal under the High, Middle, or Low performing category and has the charter provided an argument with sufficient evidence that it has attained the criteria for renewal under that category? Has the charter attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and if applicable, does the school have strong postsecondary outcomes?
3. Does the charter school have discriminatory enrollment or dismissal practices? Does the charter have substantial fiscal or governance issues?

High Performing *EC 47607(c)*

A charter school that for two (2) consecutive years immediately preceding renewal:

- A. Received the two highest performance levels [green or blue] schoolwide on all state indicators on the Dashboard
- OR
- B. For all measurements of academic performance, the school received levels schoolwide that are the same or higher than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are higher than the state average.

Middle Performing *EC 47607.2(b)*

For charter schools not designated under either the High or Low Performing criteria, the chartering authority:

- A. Shall consider schoolwide performance and performance of all subgroups on the Dashboard, while providing greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal
- B. Shall also consider clear and convincing evidence with verified data showing either:
 1. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school

OR

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2. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Note: MAY DENY ONLY upon making written findings that:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;

AND

- (2) Closure is in the best interest of the pupils;

AND

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

Low Performing *EC 47607.2(a)*

A charter school that for two consecutive years immediately preceding renewal:

- C. Received the two (2) lowest performance levels [red or orange] schoolwide on all state indicators on the Dashboard

OR

- D. For all measures of academic performance, the school received performance levels schoolwide that are the same or lower than the state average, and for a majority of subgroups performing statewide below the state average in each respective year, received levels that are lower than the state average.

Note: Renewal for a 2-year term may occur only if the following written factual findings are both made

3. The charter school is taking meaningful steps to address the underlying causes of low performance, and those steps are/will be reflected in a written plan adopted by the school's governing body

AND

4. There is a 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, as defined by college enrollment, persistence, and completion rates equal to similar peers

Appendix C

ALMA FUERTE PUBLIC SCHOOL CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA

Table 1: Alma Fuerte 2023-2024 Enrollment by Ethnicity

Student Groups	Number Enrolled	Percent of Total Enrollment
All	185	100
AA/Black	44	23.8
American Indian	0	0
Asian	0	0
Filipino	0	0
Hispanic	121	65.4
Pac Islander	1	0.5
Two or more	6	3.2
White	12	6.5
Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 12-10-24		

Table 2: Alma Fuerte 2023-2024 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	48	25.9
Foster	0	0
Homeless	4	2.2
SED	151	81.6
SWD	43	23.2
Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp Retrieved 12-10-24		

Table 3: Alma Fuerte Enrollment by Year and Grade

Year	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
2017-18	0	45	19	9	NA	NA	NA	NA	NA	NA	73
2018-19	0	36	17	13	11	NA	NA	NA	NA	NA	77
2019-20	0	29	26	17	13	9	NA	NA	NA	NA	94
2020-21	0	25	22	20	18	12	8	NA	NA	NA	105
2021-22	0	19	20	24	21	20	9	10	NA	NA	123
2022-23	0	28	13	23	16	23	20	11	10	NA	145
2023-24	2	31	26	20	23	15	25	23	11	9	185
Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/filesenrcensus.asp CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp Retrieved 12-10-24											

California Dashboard Tables

Table Legend For All California Dashboard Tables

“*” - The student group has fewer than 11 students and is not reported for privacy reasons
 “**” - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color)
 “—” - No data available
 “NPL” - No Performance Level available
 “NPC” - No Performance Color available
 “N/A” - Non-Applicable

Table 13: Alma Fuerte Public School California Dashboard

Year	ELA	Math	ELPI	Chronic Absenteeism	Suspension
2022	Very Low	Very Low	NPL**	Very High	Very Low
2023	Yellow	Yellow	NPC**	Yellow	Orange
2024	Orange	Red	NPC**	Red	Blue

Source: CA School Dashboard <https://www.caschooldashboard.org/>

Table 14: Alma Fuerte Public School 2022 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Very Low	57	-78.5	—	-12.2	-66.3	Lower
AA/Black	100	NPL**	12	-107.2	—	-57.7	-49.5	Lower**
Hispanic or Latino	100	Very Low	41	-74.4	—	-38.6	-35.8	Lower
Pacific Islander	100	NPL*	1	*	—	-29.1	*	*
Two or More	100	NPL*	1	*	—	25.1	*	*
White	67	NPL*	3	*	—	21.9	*	*
English Learners	100	Low**	19	-69.2	—	-61.2	-8.0	Lower**
Homeless Youth	0	NPL*	1	*	—	-62.9	*	*
Socioeconomically Disadvantaged	98	Very Low	48	-90.2	—	-41.4	-48.8	Lower
Students With Disabilities	95	Very Low**	21	-119.5	—	-97.3	-22.2	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 2	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

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Table 15: Alma Fuerte Public School 2023 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Yellow	75	-57.4	+21.1	-13.6	-43.8	Lower
AA/Black	94	NPC**	14	-110.7	-3.5**	-59.6	-51.1	Lower**
Hispanic or Latino	100	Yellow	55	-60.4	+14.0	-40.2	-20.2	Lower
Pacific Islander	100	NPC*	1	*	—	-32.5	*	*
Two or More	100	NPC*	1	*	—	24.3	*	*
White	100	NPC*	5	*	—	20.8	*	*
English Learners	100	NPC**	23	-67.6	+1.6**	-67.7	0.1	Higher**
Homeless Youth	100	NPC*	1	*	—	-67.9	*	*
Socioeconomically Disadvantaged	99	Yellow	65	-66.8	+23.4	-42.6	-24.2	Lower
Students With Disabilities	100	NPC**	23	-103.9	15.6**	-96.3	-7.6	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 2	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 16: Alma Fuerte Public School 2024 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Orange	93	-54.8	+2.6	-13.2	-41.6	Lower
AA/Black	100	NPC**	23	-61.8	+48.9**	-58.9	-2.9	Lower**
Pacific Islander	100	NPC *	1	*	—	-34.7	*	*
Two or More	100	NPC *	2	*	—	24.3	*	*
White	50	NPC *	2	*	—	19.2	*	*
Hispanic or Latino	100	Yellow	66	-57.0	+3.4	-39.3	-17.7	Lower
English Learners	100	NPC**	33	-59.6	+8.0	-67.6	8.0	Higher
Homeless Youth	0	NPC *	1	*	—	-70.4	*	*
LTELs	100	NPC *	4	*	—	-109.6	*	*
Socioeconomically Disadvantaged	99	Orange	81	-65.6	+1.1	-40.9	-24.7	Lower
Students With Disabilities	97	NPC**	30	-63.6	+40.3	-95.6	32	Higher
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 2 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

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Table 17: Alma Fuerte Public School 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Very Low	57	-104.8	—	-51.7	-53.1	Lower
AA/Black	100	NPL **	12	-113.2	—	-106.9	-6.3	Lower**
Hispanic or Latino	100	Very Low	41	-106.4	—	-83.4	-23	Lower
Pacific Islander	100	NPL *	1	*	—	-71.3	*	*
Two or More	100	NPL *	1	*	—	-9.9	*	*
White	67	NPL *	3	*	—	-13.4	*	*
English Learners	100	NPL **	19	-100	—	-92	-8	Lower**
Homeless Youth	0	NPL *	1	*	—	-101.8	*	*
Socioeconomically Disadvantaged	98	Very Low	48	-117.6	—	-84	-33.6	Lower
Students With Disabilities	95	NPL **	21	-144	—	-130.8	-13.2	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 2	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 18: Alma Fuerte Public School 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Yellow	75	-81.2	+23.5	-49.1	-32.1	Lower
AA/Black	94	NPC**	14	-112.4	+0.7**	-104.5	-7.9	Lower**
Hispanic or Latino	100	Yellow	55	-91	+15.5	-80.8	-10.2	Lower
Pacific Islander	100	NPC *	1	*	—	-71.3	*	*
Two or More	100	NPC *	1	*	—	-7.4	*	*
White	100	NPC *	5	*	—	-11.1	*	*
English Learners	100	NPC**	23	-95	+5.0**	-93.4	-1.6	Lower**
Homeless Youth	100	NPC *	1	*	—	-101.3	*	*
Socioeconomically Disadvantaged	99	Yellow	65	-91.4	+26.2	-80.8	-10.6	Lower
Students With Disabilities	100	NPC**	23	-145.4	-1.3**	-127.3	-18.1	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 2	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Staff Findings on the Renewal for Alma Fuerte Public School

Table 19: Alma Fuerte Public School 2024 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Red	93	-100.9	-19.7	-47.6	-53.3	Lower
AA/Black	100	NPC**	22	-130	-17.6**	-102.2	-27.8	Lower**
Hispanic or Latino	100	Red	67	-97.7	-6.7	-79.2	-18.5	Lower
Pacific Islander	100	NPC *	1	*	—	-72.5	*	*
Two or More	100	NPC *	2	*	—	-5.3	*	*
White	50	NPC *	2	*	—	-10.3	*	*
English Learners	100	NPC**	34	-119.3	-24.3**	-93.4	-25.9	Lower
Homeless Youth	0	NPC *	1	*	—	-106	*	*
LTELs	100	NPC *	4	*	—	-163.5	*	*
Socioeconomically Disadvantaged	99	Red	81	-112.7	-21.3	-78.2	-34.5	Lower
Students With Disabilities	97	NPC**	30	-166.5	-21.1**	-124.3	-42.2	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 20: Alma Fuerte Public School English Learner Progress Indicator

Year	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	NPL**	97.3	25	64.0	50.3	13.7	Higher**
2023	NPC**	100	27	70.4	48.7	21.7	Higher**
2024	NPC**	100	35	82.9	45.7	37.2	Higher

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Staff Findings on the Renewal for Alma Fuerte Public School

Table 21: Alma Fuerte 2022 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very High	129	41.1	—	30	11.1	Higher
AA/Black	Very High	33	48.5	—	42.9	5.6	Higher
Hispanic or Latino	Very High	84	40.5	—	35.8	4.7	Higher
Pacific Islander	NPL*	1	*	—	43.9	*	*
Two or More	NPL*	4	*	—	25.1	*	*
White	NPL*	7	*	—	21.9	*	*
English Learners	Very High	39	33.3	—	33.6	-0.3	Lower
Foster Youth	NPL*	4	*	—	42.1	*	*
Homeless Youth	NPL*	8	*	—	45.1	*	*
Socioeconomically Disadvantaged	Very High	106	44.3	—	37.4	6.9	Higher
Students With Disabilities	Very High	30	43.3	—	39.6	3.7	Higher
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students	NO	
					Student Groups	NO 1 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 22: Alma Fuerte 2023 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Yellow	158	17.1	-24.0	24.3	-7.2	Lower
AA/Black	Orange	35	31.4	-17.1	36.4	-5	Lower
Hispanic or Latino	Yellow	104	13.5	-27.0	28.4	-14.9	Lower
Pacific Islander	NPC *	1	*	—	37.6	*	*
Two or More	NPC *	5	*	—	21.6	*	*
White	NPC**	13	15.4	—	18.5	-3.1	Lower**
English Learners	Yellow	41	19.5	-13.8	26.3	-6.8	Lower
Foster Youth	NPC *	2	*	—	33.6	*	*
Homeless Youth	NPC *	4	*	—	38.7	*	*
Socioeconomically Disadvantaged	Yellow	138	17.4	-26.9	29.9	-12.5	Lower
Students With Disabilities	Orange	41	24.4	-18.9	33.1	-8.7	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 5 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Staff Findings on the Renewal for Alma Fuerte Public School

Table 23: Alma Fuerte 2024 Chronic Absenteeism Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Red	207	22.2	+5.1	18.6	3.6	Higher
AA/Black	Orange	47	25.5	-5.9	31.3	-5.8	Lower
Hispanic or Latino	Red	140	23.6	+10.1	21.7	1.9	Higher
Pacific Islander	NPC *	1	*	—	32.6	*	*
Two or More	NPC *	7	*	—	16.2	*	*
White	NPC**	12	8.3	-7.1**	13.5	-5.2	Lower**
English Learners	Red	54	24.1	+4.6	20.1	4	Higher
Homeless Youth	NPC *	4	*	—	32.7	*	*
LTELs	NPC *	5	*	—	23.9	*	*
Socioeconomically Disadvantaged	Red	177	23.7	+6.3	23.4	0.3	Higher
Students With Disabilities	Orange	54	22.2	-2.2	26.3	-4.1	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				NO	All Students	NO	
					Student Groups	NO 2 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 24: Alma Fuerte 2022 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Very Low	135	0	—	3.1	-3.1	Lower
AA/Black	Very Low	35	0	—	7.9	-7.9	Lower
Hispanic or Latino	Very Low	87	0	—	3.3	-3.3	Lower
Pacific Islander	NPL *	1	*	—	4.5	*	*
Two or More	NPL *	4	*	—	2.6	*	*
White	NPL *	8	*	—	2.9	*	*
English Learners	Very Low	40	0	—	3.2	-3.2	Lower
Foster Youth	NPL *	4	*	—	12.4	*	*
Homeless Youth	NPL *	8	*	—	5.5	*	*
Socioeconomically Disadvantaged	Very Low	110	0	—	4	-4	Lower
Students With Disabilities	Very Low	31	0	—	5.4	-5.4	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students		YES
					Student Groups		YES 5 of 5

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Staff Findings on the Renewal for Alma Fuerte Public School

Table 25: Alma Fuerte 2023 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Orange	174	1.7	+1.7	3.5	-1.8	Lower
AA/Black	Blue	47	0	0	8.8	-8.8	Lower
Hispanic or Latino	Orange	108	2.8	+2.8	3.8	-1	Lower
Pacific Islander	NPC *	1	*	—	3.8	*	*
Two or More	NPC *	5	*	—	3.3	*	*
White	NPC**	13	0	—	2.9	-29	Lower**
English Learners	Orange	43	4.7	+4.7	3.7	1	Higher
Foster Youth	NPC *	4	*	—	13.6	*	*
Homeless Youth	NPC *	4	*	—	6.5	*	*
Socioeconomically Disadvantaged	Orange	152	1.3	+1.3	4.5	-3.2	Lower
Students With Disabilities	Orange	42	4.8	+4.8	5.9	-1.1	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 4 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 26: Alma Fuerte 2024 Suspension Indicator

Student Groups	Dashboard Color	Number of Students	School Percent	Change	State Percent	Difference from State Average	Higher or Lower
All	Blue	223	0	-1.7	3.2	-3.2	Lower
AA/Black	Blue	51	0	0	8.4	-8.4	Lower
Hispanic or Latino	Blue	151	0	-2.8	3.4	-3.4	Lower
Pacific Islander	NPC *	1	*	—	4.4	*	*
Two or More	NPC *	8	*	—	3	*	*
White	NPC**	12	0	0**	2.6	-2.6	Lower**
English Learners	Blue	57	0	-4.7	3.4	-3.4	Lower
Homeless Youth	NPC *	4	*	—	5.7	*	*
Socioeconomically Disadvantaged	Blue	187	0	-1.3	4	-4	Lower
Students With Disabilities	Blue	56	0	-4.8	5.4	-5.4	Lower
Are All Students and the majority of the numerically significant student groups performing below the state average?				YES	All Students	YES	
					Student Groups	YES 5 of 5	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Alma Fuerte Public School - Verified Data

Table Legend For All NWEA MAP Tables									
Tables are a Summary of the NWEA MAP Reports									
Green cell indicates student group has met the minimum requirement for one year's growth, CGI ≥ -0.2									
Red cell indicates student group has not met the minimum requirement for one year's growth, CGI < -0.2									
* indicates the number is less than 10 students, the minimum size for reporting in one or more grade levels.									
** indicates test does not apply to student group.									
Data reflects grade levels with ten or more students in that student group.									

Table 27: Alma Fuerte Public School NWEA MAP Reading, Language and Math (All Students)

	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading			NWEA MAP Language Usage			NWEA MAP Math		
	Conditional Growth Index			Conditional Growth Index			Conditional Growth Index		
K	-7.72	-2.33	2.84	**	**	**	-6.40	-4.30	2.11
1	-5.07	-0.54	2.70	**	**	**	-3.66	-1.13	2.63
2	-1.17	-0.09	2.34	*	0.88	1.51	-2.01	-1.79	3.82
3	-1.76	0.37	6.10	-2.96	-0.72	0.31	-3.46	-1.30	4.45
4	-3.89	1.13	-0.11	-2.93	-3.15	-0.46	-0.84	-2.88	2.76
5	-2.63	-1.30	1.85	-1.96	-1.83	-2.12	-2.50	0.28	-2.90
6	-8.22	1.67	2.26	-4.86	0.12	1.45	-2.39	-0.96	1.46
7	NA	3.29	4.73	NA	*	2.18	NA	*	2.58
8	NA	NA	*	NA	NA	*	NA	NA	*

Table 28: Alma Fuerte Public School NWEA MAP Reading, Language and Math (SED)

	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading			NWEA MAP Language Usage			NWEA MAP Math		
	Conditional Growth Index			Conditional Growth Index			Conditional Growth Index		
K	*	-2.81	4.33	**	**	**	*	-4.58	3.95
1	-4.55	-0.11	3.19	**	**	**	-3.88	-0.73	3.25
2	-0.55	-0.69	2.15	*	-1.66	1.13	-2.05	-1.75	3.64
3	-2.52	0.49	7.01	-3.37	-0.66	-0.36	-4.07	-0.90	4.00
4	-4.42	1.25	-0.09	-3.35	-3.31	-0.94	-0.03	-2.85	2.75
5	*	-1.13	1.78	*	-1.76	-1.81	*	1.12	-2.49
6	*	1.67	3.04	*	0.12	1.54	*	-0.96	1.29
7	NA	*	4.73	NA	*	2.18	NA	*	2.58
8	NA	NA	*	NA	NA	*	NA	NA	*

Staff Findings on the Renewal for Alma Fuerte Public School

Table 29: Alma Fuerte Public School NWEA MAP Reading, Language and Math (SPED)

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Language Usage				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index				Conditional Growth Index		
K	*	*	*		**	**	**		*	*	*
1	*	*	*		**	**	**		*	*	*
2	*	*	*		*	*	*		*	*	*
3	*	*	*		*	*	*		*	*	*
4	*	1.5	*		*	-3.16	*		*	-3.53	*
5	*	*	*		*	*	*		*	*	*
6	*	*	*		*	*	*		*	*	*
7	NA	*	*		NA	*	*		NA	*	*
8	NA	NA	*		NA	NA	*		NA	NA	*

~From 2021-2024, only 4th grade in 2022-2023 had enough SPED students for an NWEA CGI score; other grades fell below the reporting threshold (see Appendix C for full reporting)

Table 30: Alma Fuerte Public School NWEA MAP Reading, Language and Math (Hispanic)

	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
Grade Level	NWEA MAP Reading				NWEA MAP Language Usage				NWEA MAP Math		
	Conditional Growth Index				Conditional Growth Index				Conditional Growth Index		
K	*	-3.14	*		**	**	**		*	-4.60	*
1	*	0.23	2.61		**	**	**		*	-1.00	3.31
2	-0.85	0.39	2.26		*	-0.79	1.44		-2.68	-1.46	3.19
3	-2.74	*	5.89		-3.04	*	-0.64		*	*	4.95
4	-4.21	0.60	-0.27		-3.46	-2.85	-1.06		-0.50	-3.66	2.95
5	*	-1.44	0.44		*	-1.91	-2.94		-2.32	0.39	-2.04
6	*	*	2.91		*	*	2.00		*	*	1.40
7	NA	*	4.73		NA	*	2.18		NA	*	2.58
8	NA	NA	*		NA	NA	*		NA	NA	*

Appendix D

ALMA FUERTE PUBLIC SCHOOL CALIFORNIA DASHBOARD INDICATORS AND VERIFIED DATA DE NOVO REVIEW

Table 1: Alma Fuerte 2023-2024 Enrollment by Ethnicity

Student Groups	Number Enrolled	Percent of Total Enrollment
All	185	100
AA/Black	44	23.8
American Indian	0	0
Asian	0	0
Filipino	0	0
Hispanic	121	65.4
Pac Islander	1	0.5
Two or more	6	3.2
White	12	6.5

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 12-10-24

Table 2: Alma Fuerte 2023-2024 Enrollment by Student Group

Student Groups	Number Enrolled	Percent of Total Enrollment
EL	48	25.9
Foster	0	0
Homeless	4	2.2
SED	151	81.6
SWD	43	23.2

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp>
Retrieved 12-10-24

Table 3: Alma Fuerte Enrollment by Year and Grade

Year	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
2017-18	0	45	19	9	NA	NA	NA	NA	NA	NA	73
2018-19	0	36	17	13	11	NA	NA	NA	NA	NA	77
2019-20	0	29	26	17	13	9	NA	NA	NA	NA	94
2020-21	0	25	22	20	18	12	8	NA	NA	NA	105
2021-22	0	19	20	24	21	20	9	10	NA	NA	123
2022-23	0	28	13	23	16	23	20	11	10	NA	145
2023-24	2	31	26	20	23	15	25	23	11	9	185

Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data <https://www.cde.ca.gov/ds/ad/filesenrcensus.asp> CDE Data & Statistics/Accessing Educational Data/Enrollment by School(1981-2022) <https://www.cde.ca.gov/ds/ad/fileshistenr8122.asp> Retrieved 12-10-24

California Dashboard Tables

Table Legend For All California Dashboard Tables

“*” - The student group has fewer than 11 students and is not reported for privacy reasons
 “**” - Student groups must have at least 30 or more students in both the current and prior year status denominator of the state indicator to receive a Performance Level (color)
 “—” - No data available
 “NPL” - No Performance Level available
 “NPC” - No Performance Color available
 “N/A” - Non-Applicable

Table 13: Alma Fuerte Public School California Dashboard

Year	ELA	Math	ELPI	Chronic Absenteeism	Suspension
2022	Very Low	Very Low	NPL**	Very High	Very Low
2023	Yellow	Yellow	NPC**	Yellow	Orange
2024	Orange	Red	NPC**	Red	Blue

Source: CA School Dashboard <https://www.caschooldashboard.org/>

Table 14: Alma Fuerte Public School 2022 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Very Low	57	-78.5	—	-12.2	-66.3	Lower
AA/Black	100	NPL**	12	-107.2	—	-57.7	-49.5	Lower**
Hispanic or Latino	100	Very Low	41	-74.4	—	-38.6	-35.8	Lower
Pacific Islander	100	NPL*	1	*	—	-29.1	*	*
Two or More	100	NPL*	1	*	—	25.1	*	*
White	67	NPL*	3	*	—	21.9	*	*
English Learners	100	Low**	19	-69.2	—	-61.2	-8.0	Lower**
Homeless Youth	0	NPL*	1	*	—	-62.9	*	*
Socioeconomically Disadvantaged	98	Very Low	48	-90.2	—	-41.4	-48.8	Lower
Students With Disabilities	95	Very Low**	21	-119.5	—	-97.3	-22.2	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students		NO
						Student Groups		NO 0 of 2

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 15: Alma Fuerte Public School 2023 ELA Indicator

Staff Findings on the Renewal for Alma Fuerte Public School

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Yellow	75	-57.4	+21.1	-13.6	-43.8	Lower
AA/Black	94	NPC**	14	-110.7	-3.5**	-59.6	-51.1	Lower**
Hispanic or Latino	100	Yellow	55	-60.4	+14.0	-40.2	-20.2	Lower
Pacific Islander	100	NPC*	1	*	—	-32.5	*	*
Two or More	100	NPC*	1	*	—	24.3	*	*
White	100	NPC*	5	*	—	20.8	*	*
English Learners	100	NPC**	23	-67.6	+1.6**	-67.7	0.1	Higher**
Homeless Youth	100	NPC*	1	*	—	-67.9	*	*
Socioeconomically Disadvantaged	99	Yellow	65	-66.8	+23.4	-42.6	-24.2	Lower
Students With Disabilities	100	NPC**	23	-103.9	15.6**	-96.3	-7.6	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 2	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Staff Findings on the Renewal for Alma Fuerte Public School

Table 16: Alma Fuerte Public School 2024 ELA Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Orange	93	-54.8	+2.6	-13.2	-41.6	Lower
AA/Black	100	NPC**	23	-61.8	+48.9**	-58.9	-2.9	Lower**
Pacific Islander	100	NPC *	1	*	—	-34.7	*	*
Two or More	100	NPC *	2	*	—	24.3	*	*
White	50	NPC *	2	*	—	19.2	*	*
Hispanic or Latino	100	Yellow	66	-57.0	+3.4	-39.3	-17.7	Lower
English Learners	100	NPC**	33	-59.6	+8.0	-67.6	8.0	Higher
Homeless Youth	0	NPC *	1	*	—	-70.4	*	*
LTELs	100	NPC *	4	*	—	-109.6	*	*
Socioeconomically Disadvantaged	99	Orange	81	-65.6	+1.1	-40.9	-24.7	Lower
Students With Disabilities	97	NPC**	30	-63.6	+40.3	-95.6	32	Higher
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 2 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 17: Alma Fuerte Public School 2022 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	98	Very Low	57	-104.8	—	-51.7	-53.1	Lower
AA/Black	100	NPL**	12	-113.2	—	-106.9	-6.3	Lower**
Hispanic or Latino	100	Very Low	41	-106.4	—	-83.4	-23	Lower
Pacific Islander	100	NPL *	1	*	—	-71.3	*	*
Two or More	100	NPL *	1	*	—	-9.9	*	*
White	67	NPL *	3	*	—	-13.4	*	*
English Learners	100	NPL**	19	-100	—	-92	-8	Lower**
Homeless Youth	0	NPL *	1	*	—	-101.8	*	*
Socioeconomically Disadvantaged	98	Very Low	48	-117.6	—	-84	-33.6	Lower
Students With Disabilities	95	NPL**	21	-144	—	-130.8	-13.2	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 2	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Staff Findings on the Renewal for Alma Fuerte Public School

Table 18: Alma Fuerte Public School 2023 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Yellow	75	-81.2	+23.5	-49.1	-32.1	Lower
AA/Black	94	NPC**	14	-112.4	+0.7**	-104.5	-7.9	Lower**
Hispanic or Latino	100	Yellow	55	-91	+15.5	-80.8	-10.2	Lower
Pacific Islander	100	NPC *	1	*	—	-71.3	*	*
Two or More	100	NPC *	1	*	—	-7.4	*	*
White	100	NPC *	5	*	—	-11.1	*	*
English Learners	100	NPC**	23	-95	+5.0**	-93.4	-1.6	Lower**
Homeless Youth	100	NPC *	1	*	—	-101.3	*	*
Socioeconomically Disadvantaged	99	Yellow	65	-91.4	+26.2	-80.8	-10.6	Lower
Students With Disabilities	100	NPC**	23	-145.4	-1.3**	-127.3	-18.1	Lower**
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 2	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 19: Alma Fuerte Public School 2024 Math Indicator

Student Groups	Participation Rate	Dashboard Color	Number of Students	Distance From Standard	Change	State Distance From Standard	Difference from State Average	Higher or Lower
All	99	Red	93	-100.9	-19.7	-47.6	-53.3	Lower
AA/Black	100	NPC**	22	-130	-17.6**	-102.2	-27.8	Lower**
Hispanic or Latino	100	Red	67	-97.7	-6.7	-79.2	-18.5	Lower
Pacific Islander	100	NPC *	1	*	—	-72.5	*	*
Two or More	100	NPC *	2	*	—	-5.3	*	*
White	50	NPC *	2	*	—	-10.3	*	*
English Learners	100	NPC**	34	-119.3	-24.3**	-93.4	-25.9	Lower
Homeless Youth	0	NPC *	1	*	—	-106	*	*
LTELs	100	NPC *	4	*	—	-163.5	*	*
Socioeconomically Disadvantaged	99	Red	81	-112.7	-21.3	-78.2	-34.5	Lower
Students With Disabilities	97	NPC**	30	-166.5	-21.1**	-124.3	-42.2	Lower
Are All Students and the majority of the numerically significant student groups performing above the state average?					NO	All Students	NO	
						Student Groups	NO 0 of 4	

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Table 20: Alma Fuerte Public School English Learner Progress Indicator

Year	Dashboard Color	Participation Rate	Number of Students	School Percent	State Percent	Difference from State Average	Higher or Lower
2022	NPL**	97.3	25	64.0	50.3	13.7	Higher**
2023	NPC**	100	27	70.4	48.7	21.7	Higher**
2024	NPC**	100	35	82.9	45.7	37.2	Higher

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24

Academic Engagement, School Conditions and School Climate Indicators on the California Dashboard Compared to State

To attain measurable increases for renewal in areas of chronic absenteeism and suspension rate, the majority of the numerically significant student groups must be the same or lower than the state.

In 2022, chronic absenteeism rates were higher than the state average for all students and most numerically significant student groups, including African American or Black, Hispanic or Latino, Socioeconomically Disadvantaged, and Students with Disabilities. However, in 2023, the school demonstrated improvement, successfully reducing chronic absenteeism below or at the state average for all students and all student groups. In 2024, chronic absenteeism rates rose again, placing all students, Hispanic or Latino, English Learners, and Socioeconomically Disadvantaged students above the state's threshold. While there has been some areas of improvement, the overall trend highlights a need for more consistent attendance interventions. Targeted strategies for addressing chronic absenteeism would be required to maintain gains and prevent regression, particularly for Hispanic or Latino and Socioeconomically Disadvantaged students, who have experienced significant setbacks.

Table 8: Alma Fuerte Public School Chronic Absenteeism Percent Compared to the State

	2022	2023	2024
Indicator	Chronic Absenteeism		
Status Metric	Percent Chronically Absent		
All Students	Higher	Lower	Higher
Numerically Significant Student Groups			
African American or Black	Higher	Lower	Lower
Hispanic or Latino	Higher	Lower	Higher
English Learners	Lower	Lower	Higher
Socioeconomic Disadvantaged	Higher	Lower	Higher
Students with Disabilities	Higher	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or below the state average?	NO	YES	NO

Source: CA School Dashboard <https://www.caschooldashboard.org/> Retrieved 12-10-24
Comprehensive Chronic Absenteeism data including student groups and state comparison is available in Appendix C

From 2022 to 2024, all students and the majority of numerically significant student groups consistently remained below the state's suspension rate. While English Learners experienced an increase in suspensions in 2023, their rates returned to a lower level in 2024. Additionally, White students, who were not numerically significant in 2022, maintained lower suspension rates from 2023 onward. Throughout all three years, the school met the renewal requirement of ensuring all students and the majority of student groups performed at or below the state average in suspensions.

Table 9: Alma Fuerte Public School Suspension Rate Percent Compared to the State

	2022	2023	2024
Indicator	Suspension Rate		
Status Metric	Percent of Students Suspended at Least One Day		
All Students	Lower	Lower	Lower
Numerically Significant Student Groups			
African American or Black	Lower	Lower	Lower
Hispanic or Latino	Lower	Lower	Lower
English Learners	Lower	Higher	Lower
Socioeconomically Disadvantaged	Lower	Lower	Lower
Students with Disabilities	Lower	Lower	Lower
Are all students and the majority of the numerically significant student groups performing at or below the state average?	YES	YES	YES
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-10-24 Comprehensive Suspension data including student groups and state comparison is available in Appendix C			

All Local Indicators were met each year.

Table 10: Alma Fuerte Public School Local Indicators

	2022	2023	2024
	Local Indicators		
Basics: teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met
Parent & Family Engagement	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met
Source: CA School Dashboard https://www.caschooldashboard.org/ Retrieved 12-10-24			

Other Considerations

Alma Fuerte Public School is a low-performing charter school currently serving 217 students, with a notable increase from 123 students in 2022. Approximately 50% of its student population reside in areas served by schools impacted either directly or indirectly by the Eaton Fires, with 22% of students living directly in Altadena. These fires led to temporary school closures and relocations for local resident schools, including Altadena Elementary Magnet and Eliot Middle School. In addition, ongoing modernization at other schools, such as Longfellow Elementary, has contributed to further student displacement and co-location arrangements in the area.

Despite these disruptions, several public and charter school options remain accessible to affected families within the Pasadena Unified School District. While Alma Fuerte has experienced increased enrollment during this period, this trend alone does not mitigate the school's low academic performance over the charter term. The school's role during this period of instability provides context for understanding family enrollment decisions but does not override statutory criteria for renewal consideration.

Staff Findings on the Renewal for Alma Fuerte Public School

Table 11: Impact of Eaton Fires on Local Schools

School	Count	%	Distance	Impacted (Y or N)	Notes & Other Considerations
Local Resident Schools					
Washington Elementary STEAM Magnet	51	22.50%	1.0 mi	N	The school remains intact, with PUSD co-locating Aveson's TK-5 program on campus to accommodate displaced students
Octavia E. Butler Magnet	40	17.60%	1.1 mi	N	The school facility was not impacted by the Eaton Fires and remains fully operational.
Altadena Elementary Magnet	36	15.90%	2.6 mi	Y	Located within the Eaton Fires burn area, the campus was directly affected, leading to the relocation of students to Allendale Elementary for safety and learning continuity.
Eliot Middle School	21	9.30%	2.8 mi	Y	The Eaton Fires destroyed the school's original location, leading to the colocation of students with McKinley to maintain education and support.
Mary W. Jackson STEAM Multilingual Magnet Elementary	17	7.50%	1.1 mi	N	The school facility was not impacted by the Eaton Fires and remains fully operational.
James Madison Elementary School	15	6.60%	2.0 mi	N	The school facility was not impacted by the Eaton Fires and remains fully operational.
Longfellow (Henry W.)	13	5.70%	1.9 mi	N	While unaffected by the Eaton Fires, the school is scheduled for modernization, requiring temporary relocation. The new site will be determined based on district debris removal progress.
Hamilton Elementary	6	2.60%	5.2 mi	N	The school facility was not impacted by the Eaton Fires and remains fully operational.
McKinley Elementary School	5	2.20%	4.2 mi	N	Although not directly impacted by the Eaton Fires, the school is currently colocated with Elliot Middle School students to support those affected.
Local Charter Schools					
Aveson School of Leaders	NA	NA	4.8 mi	Y	Directly impacted by the Eaton Fires, the school lost its campuses, leading to student relocation to alternative sites for continued education and support.
Pasadena Rosebud Academy	NA	NA	3.4 mi	Y	Directly impacted by the Eaton Fires, the school lost its campuses, leading to student relocation to alternative sites for continued education and support.
Odyssey Charter	NA	NA	2.3 mi	Y	Directly impacted by the Eaton Fires, the school lost its campuses, leading to student relocation to alternative sites for continued education and support.
Odyssey Charter - South	NA	NA	2.5 mi	Y	Directly impacted by the Eaton Fires, the school lost its campuses, leading to student relocation to alternative sites for continued education and support.

**based on 2024/205 student information list*

Analysis of enrollment data obtained from the California Department of Education (CDE), as required by *Education Code 47607(d)*, did not reveal any evidence that the school failed to serve students seeking enrollment.

Finding 2: The petition does not provide an unsound educational program for students to be enrolled in the school. [EC 47605(c)(1)]

The program does not involve activities that would present the likelihood of physical, educational, or psychological harm to the affected pupils.

Finding 3: The petitioners are likely to successfully implement the proposed educational program.
[EC 47605(c)(2)]

5 CCR 11967.5.1(c) provides four indicators for the Board to consider *in determining whether charter petitioners are “demonstrably unlikely to successfully implement the program.”* The review team determined the petitioners are likely to successfully implement the charter as long as the school (1) meets its enrollment projections and (2) meets its Average Daily Attendance (ADA) projections.

1. They have not had a past history of involvement in charter schools or other education agencies (public or private), that LACOE regards as unsuccessful.
2. They are familiar with the content of the petition or the requirements of law that would apply to the proposed charter school.
3. They have not presented an unrealistic financial and operational plan for the proposed charter school.
4. The petitioners do not lack the necessary background in areas critical to the charter school’s success.

The following fiscal analysis was used in making this determination and is provided for the Board’s consideration.

Finance and Operations Overview

Table 13 illustrates the last five (5) years of financial performance (FY 2020 through FY 2024) for Alma Fuerte Public School. The table highlights financial metrics, including Cash, Net Cash Flow, Net Assets, Operating Results, Liabilities, and Average Daily Attendance (ADA). These figures provide insights into Alma Fuerte’s fiscal health and operational trends during the specified period.

Table 13: Alma Fuerte Public School Organization Wide Fiscal Performance

Year of Operation	Cash	Net Cash Flow	Net Assets	Operating Results	Liabilities	Annual Report ADA
2019-20	\$243,996	\$194,973	\$166,683	\$122,291	\$304,878	84.75
2020-21	\$190,714	(\$53,282)	\$266,096	\$99,413	\$325,410	95.50
2021-22	\$374,995	\$184,281	\$415,628	\$149,532	\$386,265	110.47
2022-23	\$1,160,806	\$785,811	\$906,021	\$490,393	\$1,200,364	139.14
2023-24	\$1,833,530	\$672,724	\$1,250,718	\$344,697	\$1,408,116	175.78
Source: Annual independent consolidated audit report (FY 2019-20 thru FY 2023-24) Alma Fuerte Public School.						

Review of Prior Year Audit Reports:

The petition includes annual audit reports for fiscal years 2019-20 through 2023-24, which provide a comprehensive overview of the financial position and compliance of Alma Fuerte Public School. These audits confirm that Alma Fuerte Public School ended the 2023-24 fiscal year with a positive fund balance of \$1,250,718.

The Independent Auditors’ Reports for this period consistently resulted in an unmodified opinion, reflecting that the financial statements fairly represent Alma Fuerte Public School's financial position in all material respects.

Staff Findings on the Renewal for Alma Fuerte Public School

Table 14: Alma Fuerte Public School Annual Audit Reports

Entity	Fiscal Year	Auditing Firm	Opinion	Findings	Ending Fund Balance per Audit – June 30
Alma Fuerte Public School	2019-20	Eide Bailly CPAs & Business Advisors	Unmodified	None	\$166,683
Alma Fuerte Public School	2020-21	Eide Bailly CPAs & Business Advisors	Unmodified	None	\$266,096
Alma Fuerte Public School	2021-22	Christy White, Inc.	Unmodified	None	\$415,628
Alma Fuerte Public School	2022-23	Christy White, Inc.	Unmodified	None	\$906,021
Alma Fuerte Public School	2023-24	Christy White, Inc.	Unmodified	None	\$1,250,718
Source: Annual independent audit reports (FY 2019-2020 thru FY 2023-2024)					

Audit Findings - NONE

Budget Projections

Table 15 provides a summary of the charter’s proposed budget for the fiscal years 2024-25 through 2027-2028. This includes projected Average Daily Attendance (ADA), Net Assets, Net Income, and Ending Cash Balance for the four (4) years. The positive Ending Cash Balance for FY 2024-25 through 2027-28 is contingent upon achieving the school’s targeted enrollment and ADA.

Table 15: Alma Fuerte Public School Proposed Budget Overview

Budget Plan	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028
ADA	208.04	240.87	245.52	253.89
Net Assets	\$1,451,114	\$1,595,649	\$1,656,688	\$2,24,006
Net Income Projections	\$200,396	\$144,535	\$61,039	\$587,317
Projected Ending Cash Balance	\$1,968,416	\$1,151,115	\$1,327,111	\$1,830,934

To be fiscally solvent, the Budget Plan requires that the school (1) meets its enrollment, and (2) meets its Average Daily Attendance (ADA) projections.

Finding 4: The petition contains an affirmation of all specified assurances. [EC 47605(c)(4); EC 47605(e)]

Finding 5: The petition does not contain a reasonably comprehensive description of all required elements. [EC 47605(c)(5)(A)-(O)]

Based on the guidance established in Education Code, California Code of Regulations, the requirements set forth in the Superintendent’s Administrative Regulations (AR) and other requirements of law, one of the 15 required elements is *reasonably comprehensive with specific deficiencies*. The other 14 elements are *reasonably comprehensive* as written. The findings of the Review Team are as follows:

Element 1: Description of the Educational Program. *Reasonably comprehensive with specific deficiencies*

The petition does not sufficiently indicate *how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels*. [5 CCR 11967.5.1(f)(1)(F)]

1. The petition lacks specific interventions for students struggling academically, despite consistently low CAASPP scores across all student groups. While it provides a reasonable overall description, a clear, comprehensive plan is needed to address challenges at both the school-wide and individual levels. During the capacity interview, the school shared some metrics for determining interventions and their deployment, including during the school day and Saturday School.
2. The petition is inconsistent in its early literacy approach. While it claims to follow the science of reading, it simultaneously emphasizes shared and guided reading in K-2, which may not fully align with a structured focus on foundational reading skills. Clarification and alignment with evidence-based literacy instruction are recommended to ensure effectiveness in early learning.
3. The petition fails to include recent guidance from the CDE regarding dually identified students and reclassification criteria. Specifically, all students, including those with IEPs, must meet Criterion One (Summative ELPAC 4 or Alternate Summative ELPAC 3) for reclassification, and IEP teams cannot override this requirement. Revisions to page 53 of the petition, particularly in the section titled "Key Points" are required to ensure compliance with this updated guidance. During the capacity interview, the school shared that they would make the necessary reclassification revisions.

Element 2: Measurable Pupil Outcomes. *Reasonably comprehensive*

Element 3: Method for Measuring Pupil Progress. *Reasonably comprehensive*

Element 4: Governance Structure. *Reasonably comprehensive*

Element 5: Employee Qualifications. *Reasonably comprehensive*

Element 6: Health and Safety Procedures. *Reasonably comprehensive*

Element 7: Means to Achieve a Reflective Racial, Ethnic Balance, Special Education and English Learner. *Reasonably comprehensive*

Recognizing the limitations on admissions to charter schools imposed by EC 47605(d), the petition contains specific information indicating the racial, ethnic, and Special Education and English Learner composition of the general population residing within the territorial jurisdiction of the school district in which the charter will be located is attained by the charter school.

Table 12: Alma Fuerte and Local Community Enrollment by Ethnicity

Student Groups	Percent of Total Enrollment of School 2023-2024	Community* Zip code 91103
		Percent of Total Community
African American or Black	23.8	15.7
American Indian	0	0.4
Asian	0	8.9
Filipino	0	3.2
Hispanic or Latino	65.4	48.6
Pacific Islander	0.5	0
Two or more Races	3.2	10.7
White	6.5	30.5
English Learners	25.9	—
Foster Youth	0	—
Homeless Youth	2.2	—
Socioeconomically Disadvantaged	81.6	—
Students With Disabilities	23.2	—
“—” = no data Source: CDE Data & Statistics/Accessing Educational Data/Census Day Enrollment Data https://www.cde.ca.gov/ds/ad/files/enrcensus.asp Retrieved 12-10-24 *Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates https://data.census.gov/table/ACSDP5Y2022.DP05?t=Populations%20and%20People&q=860XX00US91103 Retrieved 12-10-24		

Element 8: Admission Requirements. *Reasonably comprehensive*

Element 9: Annual Independent Financial Audits. *Reasonably comprehensive*

Element 10: Suspension and Expulsion Procedures. *Reasonably comprehensive*

Element 11: STRS, PERS, and Social Security. *Reasonably comprehensive*

Element 12: Public School Attendance Alternatives. *Reasonably comprehensive*

Element 13: Post-Employment Rights of Employees. *Reasonably comprehensive*

Element 14: Dispute Resolution Procedures. *Reasonably comprehensive*

Element 15: Closure Procedures. *Reasonably comprehensive*

Finding 6: *The petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant EC 47607(d).*

Finding 7: *The petition does satisfy all of the Required Assurances of Education Code section 47605(d), (f) through (i), (l), and (m) as follows:*

Standards, Assessments and Parent Consultation. *[EC 47605(d)] Meets the condition*

Employment is Voluntary. *[EC 47605(f)] Not applicable*

Pupil Attendance is Voluntary. *[EC 47605(g)] Not applicable*

Effect on the Authorizer and Financial Projections. *[EC 47605(h)] Provides the necessary evidence*

Preference to Academically Low Performing Students. *[EC 47605(i)] Qualifies*

Teacher Credentialing Requirement. *[EC 47605(l)] Meets the condition*

Transmission of Audit Report. *[EC 47605(m)] Meets the condition*

Parent Involvement is Voluntary *[EC 47605(n)] Meets the condition*

Board Meeting – May 20, 2025

Item VIII. Informational Items

A. Governmental Relations

Dr. Duardo will provide an update on Governmental Relations.

Board Meeting – May 20, 2025

Item VIII. Informational Items

- B. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, and Follow up.

**LOS ANGELES COUNTY
BOARD OF EDUCATION**

**MEETING CALENDAR
May 2025 - June 30, 2025**

<p>MAY 20 2025</p> <p>3:00 Board Meeting</p> <p>Presentation: History Day L.A. 2025</p> <p>Rpt: Report on Board Policy (BP) 5131.8 (Mobile Communication Devices)</p> <p>Consent Rec: Adoption of Board Resolution No. 62 to Recognize Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA+) Pride Month in June 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 63 to Recognize Immigrant Heritage Month in June 2025</p> <p>Consent Rec: Adoption of Board Resolution No. 64 to Recognize Juneteenth on June 19, 2025</p> <p>Recommendation/Public Hearing: Adopt the Superintendent's Recommendation to Deny the Renewal Petition for <i>Alma Fuerte Public School, Grades TK-8</i>: Renewal Petition with Attached Report</p> <p>Interdistrict Attendance Appeals</p> <ol style="list-style-type: none"> 1. Olive C. v. Whittier UHSD 2. Angelina M. v. Whittier UHSD 3. Juli R. v. Long Beach USD 4. Ismael A. v. Compton USD 5. Alwyn Y. v. Pasadena USD 6. Kailyn B. v. Los Angeles USD 7. Anisa D. v. Los Angeles USD 8. Tristan F. v. Los Angeles USD 9. Maya M. v. Los Angeles USD 10. Leila R. v. Los Angeles USD 11. Sienna I. v. Los Angeles USD 12. Sebastian I. v. Los Angeles USD 	
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5/20/25

JUNE 3 2025	June 10 (Cont'd) 2025
<p>3:00 Board Meeting</p> <p>Presentation: Recognition of 2024-25 Science and Math Competition and Other Events</p> <p>Rpt: Budget Report – Estimated Actuals</p> <p>Rpt: Report on Policies</p> <p>Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds</p> <p>Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2025</p> <p>Consent Rec: Approval of Re-Issuance of Stale-Dated Warrants</p> <p>Consent Rec: Acceptance of Project Funds No. 57</p> <p>Consent Rec: Acceptance of Project Funds No. 58</p> <p>Consent Rec: Acceptance of Gifts No. 46</p> <p>Consent Rec: Acceptance of Gifts No. 47</p> <p>Consent Rec: Acceptance of Gifts No. 48</p> <p>Consent Rec: Acceptance of Gifts No. 49</p> <p>Rec: Adoption of Board Resolution No. __: Short-term Cash Loan to School Districts in Los Angeles County – BS</p> <p>Rec: Approval of First Reading and Adoption of Board Policies</p> <p>Rec: Approval of the Los Angeles County Board of Education Schedule, 2025-2026, Establishment of meeting times, future agenda items, follow up</p> <p>Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. Julian R. L. v. Compton USD (Spanish Interpreter) 2. Maximus C. v. East Whittier City SD 3. Teonie B. v. ABCUSD 4. Adam B. v. ABCUSD 5. Lourdes P. v. ABCUSD 6. Romeo C. v. ABCUSD 7. Brandon H. v. ABCUSD 8. Jeremiah G. v. Inglewood USD 9. Nicolas F. v. Inglewood USD 10. Benjamin F. v. Inglewood USD 11. Aashka T. v. Long Beach USD 12. Leila R. v. Los Angeles USD 13. Justice P. v. Los Angeles USD 14. Kailey H. v. Los Angeles USD 15. Zoey O. v. Los Angeles USD 16. Lilah V. v. Los Angeles USD 17. Tyler L. v. Los Angeles USD 18. Shaden R. v. Los Angeles USD 19. Isabella G. v. Los Angeles USD 20. Samantha G. v. Los Angeles USD 21. Desmond B. II v. Los Angeles USD 22. Julian A. S. v. Los Angeles USD 23. Emeline S. v. Los Angeles USD 24. Teddy S. v. Los Angeles USD 25. Madilyn T. v. Los Angeles USD 26. Alison T. v. Los Angeles USD 	<p>Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)</p> <p>Interdistrict Attendance Appeal</p> <ol style="list-style-type: none"> 1. <u>Gabriel P. D. v. Los Angeles USD (Spanish Interpreter)</u> 2. Roberto A. v. Inglewood USD (Spanish Interpreter) 3. Thaily G. M. v. Inglewood USD 4. Kaison L. v. Inglewood USD 5. Hailey C. Q. v. Inglewood USD 6. Noah B. v. Inglewood USD <u>7. Mason L. v. Inglewood USD</u> <u>8. Aliza Lexie R. v. Inglewood USD</u> 9. Luna M. v. Inglewood USD 10. Matthias M. v. Inglewood USD 11. Aubree G. v. Inglewood USD 12. Benjamin G. v. Inglewood USD 13. Zoey N. v. Inglewood USD 14. Christian N. v. Inglewood USD 15. Landon M. v. Redondo Beach USD 16. Diego S. v. Charter Oak USD 17. Simon M. v. ABCUSD 18. Khalil B. v. ABCUSD <u>19. Kayla C. v. ABCUSD</u> <u>20. Kamila C. v. ABCUSD</u> 21. Nathan S. v. El Monte UHSD 22. Justin S, v, Glendora USD 23. Samantha K. v. San Gabriel USD <u>24. Natalie P. v. Castaic Union SD</u> <u>25. Kelly P. v. Castaic Union SD</u> 26. Aaron D. v. Los Angeles USD 27. Samuel V. v. Los Angeles USD 28. Zion H. v. Los Angeles USD 29. Jordan O. v. Los Angeles USD 30. Emily P. v. Los Angeles USD 31. Max R. v. Los Angeles USD 32. Olivia A. v. Los Angeles USD 33. Marharyta Y. v. Los Angeles USD 34. Larry B. v. Los Angeles USD 35. Oliver E. v. Los Angeles USD 36. Marley M. v. Los Angeles USD 37. Remmy C. v. Los Angeles USD 38. Teekatat T. v. Los Angeles USD 39. Gabriel P. D. v. Los Angeles USD 40. Sawyer K. v. Los Angeles USD <u>41. Noam F. v. Los Angeles USD</u> <u>42. Kylie D. v. Los Angeles USD</u> <u>43. Eden J. v. Los Angeles USD</u> <u>44. Armando B. U. v. Los Angeles USD</u> <u>45. London D. v. Los Angeles USD</u> <u>46. Milo G. v. Los Angeles USD</u> <u>47. Lucas L. v. Los Angeles USD</u> 48. Quinnlyn S. v. Los Angeles USD 49. Leon S. v. Los Angeles USD <u>50. Ellie H. v. Los Angeles USD</u> <u>51. Hanna H. v. Los Angeles USD</u> <p>Expulsion Appeal</p> <p>Case No. 2425-003 v. Alhambra USD (Mandarin Interpreter)</p>

JUNE 17

3:00 Board Meeting

Presentation: Academic Bowl 2025

Rpt: LCFF Local Indicator Report

Rpt: Report on Board Policies

Consent Rec: Adoption of Board Resolution No. __ : 2025-26 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – **BS**

Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2025-26 Fiscal Year

Rec: Adoption of Local Control Accountability Plan (LCAP)

Rec: Adoption of 2025-26 Proposed Budget

Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report

Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)

Interdistrict Attendance Appeal

1. Caridad G. R. v. Los Angeles USD (Spanish Interpreter)
2. Shaila M. v. Los Angeles USD (Spanish Interpreter)
3. Omar M. v. Los Angeles USD (Spanish Interpreter)
4. Sophia D. v. Los Angeles USD (Spanish Interpreter)
5. Vicotria D. v. Los Angeles USD (Spanish Interpreter)
6. Camila D. v. Los Angeles USD (Spanish Interpreter)
7. Donna L. v. Los Angeles USD (Spanish Interpreter)
8. Nicori S. v. Inglewood USD
9. Isis B. v. Inglewood USD
10. Hope A. A. v. Inglewood USD
11. Ethan M. v. Inglewood USD
12. Briana S. v. Los Angeles USD (Spanish Interpreter)
13. Jaxson J. v. Los Angeles USD (Spanish Interpreter)
14. Danny E. v. El Monte UHSD
15. Daniel G. v. El Monte UHSD
16. Ashton C. v. ABCUSD
17. Ava F. v. Los Angeles USD
18. Jaden V. v. Los Angeles USD
19. Taylor S. v. Los Angeles USD
20. Hazel V. v. Los Angeles USD
21. Sloane B. v. Los Angeles USD
22. Xochitl F. v. Los Angeles USD
23. Wednesday T. v. Los Angeles USD
24. Kenia G. v. Los Angeles USD
25. Aurora L. v. Los Angeles USD
26. Eliyahu C. v. Los Angeles USD
27. Mia R. v. Los Angeles USD
28. Joel V. v. Los Angeles USD
29. Sherrie J. v. Los Angeles USD
30. Mia K. v. Los Angeles USD
31. David S. v. Los Angeles USD
32. Emilio M. v. Los Angeles USD
33. Kai W. v. Los Angeles USD
34. Malachi H. v. Los Angeles USD
35. Ilias H. v. Los Angeles USD

5/20/25

Board Meeting – May 20, 2025

Item IX. Interdistrict and Expulsion Appeal Hearings

A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Enclosures)

Final decisions on Interdistrict Attendance Appeals

On May 2 and 6, 2025, the Administrative Hearing Consultant(s) heard the appeal(s). The consultant's findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

**Interdistrict
 Attendance Permit Appeal(s)**

Student's Name	Hearing Consultant	Grade	Represented by	Resident District	District Representative	Desired District
1. Juli R.	Mr. Kevin Givan	TK	Dr. Ken Radomski and Mrs. Kaori Radomski, parents	<u>Long Beach USD</u>	Ms. Darci Behrens Coppolo, Assistant Administrator, Student Support Services	Los Alamitos USD
2. Ismael A.	Mr. Tom Steele	9	Mr. Victor Avila and Ms. Mayra Gomez, parents	<u>Compton USD</u>	Dr. Rigoberto Roman, Administrator of Pupil Services	Paramount USD
3. Alwyn Y.	Mr. Kevin Givan	TK	Mr. Haoyang Yu and Mrs. Cindy Yu, parents	<u>Pasadena USD</u>	Dr. Shannon Mumolo, Director of Magnet Schools, Enrollment, & Community Engagement	San Marino USD