

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

BOARD OF EDUCATION REPORT
November 17, 2025

I. INTRODUCTION

On August 20, 2025, Ingenium Charter Middle (“Charter School” or “Petitioners”) submitted a renewal petition application to the Charter Schools Division (“CSD”) of the Los Angeles Unified School District (“LAUSD” or “District”), seeking to renew its charter to serve up to 270 students in grades 6-8 for a five-year term from July 1, 2026 to June 30, 2031 (“Renewal Petition”). (See Exhibit 1, Ingenium Charter Middle Renewal Petition). Charter School currently operates on a District Proposition 39 Co-Location (Sutter Middle School) facility at 7330 Winnetka Ave., Winnetka, CA, 91306, which is served by Board District 4 and Region North.

Pursuant to the Charter Schools Act (Ed. Code, § 47600 *et seq.*) and the adopted *LAUSD Policy and Procedures for Charter Schools* (“LAUSD policy” or “District policy”), LAUSD’s Board of Education (“Board”) has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days following receipt of the renewal petition, the LAUSD Board must hold an initial public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the second public hearing, at which the Board will either grant or deny the charter, the Petitioner shall have equivalent time and procedures to present evidence and testimony to respond to District staff’s recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition, at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

The District evaluates renewal petitions in accordance with the standards and criteria specified in the Charter Schools Act. Based on a comprehensive review of the Renewal Petition application and the record of performance of Charter School, as described in greater detail below, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, 47607.2 and/or 47611.5 and therefore recommends denial of the Renewal Petition.

II. STANDARD OF REVIEW FOR RENEWAL PETITIONS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the charter school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2 and 47611.5. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1:

The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether petitioners are not demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations

As part of its analysis, the LAUSD Board is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.¹

Criterion 2:

The LAUSD Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low" performing. The state will publish an annual list of charter schools and their performance classification.

¹ See LAUSD policy, pp. 28-29.

The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance. "Measurements of academic performance" refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school's performance on the California School Dashboard.

Middle Performing Charter Schools

For all charter schools that do not meet the High performing or Low performing criteria, the LAUSD Board shall consider the charter school under Middle performing criteria. (Ed. Code, § 47607.2(b)(1).) Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

- (1) The schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- (2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
- (3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
 - a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data² and identified an approved list of valid and reliable assessments.³ Staff's review of Charter School's submitted materials will be based on verified data sources and related information adopted by the State Board of Education. (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The LAUSD Board may deny a renewal of a Middle performing charter school pursuant to Education Code section 47607.2(b) upon making each of the following written factual findings:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards

² "Verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. (Ed. Code, § 47607.2(c)(2).)

³ <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

that provide a benefit to pupils of the school;

- (2) The closure of the charter school is in the best interest of the pupils; and
- (3) The decision provided greater weight to the performance on the measurements of academic performance.

When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g., Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the CAASPP as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students' addresses as reported in CALPADS.

As a Middle performing charter school, if renewed, the chartering authority (LAUSD Board) must grant a renewal for a period of five years. (Ed. Code, § 47607.2(b)(7).)⁴

Criterion 3:

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

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

- (1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:
 - (a) Substantial fiscal factors, or
 - (b) Substantial governance factors.

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

- (2) The charter school is not serving the pupils who wish to attend.
Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must

⁴ See LAUSD policy, pp. 35-37.

identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)⁵

III. FINDINGS OF FACT IN SUPPORT OF DENIAL OF CHARTER RENEWAL

Based on a comprehensive review of Charter School's Renewal Petition application and Charter School's record of performance, District staff recommends that the LAUSD Board **deny** the renewal and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle* based on the following ground(s):

- As a Middle performing charter school, Charter School fails to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code, § 47607.2(b).) (Criterion 2); and
- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).) (Criterion 1)

A. Charter School failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School. (Ed. Code, § 47607.2(b).) (Criterion 2)

Charter School has been identified by the California Department of Education (CDE) as a Middle performing charter school.⁶ While giving greater weight to Charter School's performance on the measurements of academic performance, District staff finds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School, and that closure of Charter School is in the best interest of pupils.

1. Academic Performance Analysis

Based on a comprehensive review of the Renewal Petition, and Charter School's record of academic performance, as outlined below, District staff determined that Charter School failed to make sufficient progress in academic achievement schoolwide and for numerically significant student groups based on the California School Dashboard in English Language Arts (ELA), Math, and on the English Learner Progress Indicator (ELPI). As outlined in the findings of fact in this Report, and the attached Exhibits, which are hereby incorporated into this finding by this reference, for the three applicable measurements of academic performance, Charter School provided three years of verified data disaggregated by grade levels and student groups; however, the evidence, demonstrated by verified data, failed to meet the clear and convincing threshold. (See Exhibit 2, Ingenium Charter Middle Data Set; and Exhibit 3, Ingenium Charter Middle Verified Data.)

a. California School Dashboard English Language Arts Indicator

In 2022, 2023, and 2024 in ELA, Charter School's Distance from Standard (DFS) was lower for All Students, and for all numerically significant student groups.

⁵ See LAUSD Policy, pp. 37-38.

⁶ The list of charter schools and their respective performance categories, as determined by the criteria outlined in Education Code section 47607.2, published by CDE's Charter Schools Division is available at <https://www.cde.ca.gov/sp/ch/csperformcategory.asp>.

Ingenium Charter Middle - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-78.0	Low	-12.2	Lower
Latino	Met	Very Low	-82.8	Low	-38.6	Lower
English Learner	Met	Very Low	-103.1	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Very Low	-78.8	Low	-41.4	Lower

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

Ingenium Charter Middle - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-73.0	5.0	Orange	-13.6	Lower
Latino	Met	Red	-87.8	-5.0	Orange	-40.2	Lower
English Learner	Met	Red	-114.8	-11.7	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Red	-82.1	-3.3	Orange	-42.6	Lower

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

Ingenium Charter Middle - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Red	-79.4	-6.5	Orange	-13.2	Lower
Latino	Met	Orange	-83.9	3.9	Orange	-39.3	Lower
English Learner	Not Met	Red	-114.7	0.1	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Red	-79.2	2.9	Orange	-40.9	Lower

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

b. California School Dashboard Math Indicator

In 2022, 2023, and 2024 in Math, Charter School's DFS was lower than the state for All Students, and for all numerically significant student groups.

Ingenium Charter Middle - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-148.1	Low	-51.7	Lower
Latino	Met	Very Low	-154.5	Low	-83.4	Lower
English Learner	Met	Very Low	-163.2	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-148.4	Low	-84.0	Lower

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

Ingenium Charter Middle - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-129.6	18.5	Orange	-49.1	Lower
Latino	Met	Orange	-141.6	12.9	Orange	-80.8	Lower
English Learner	Met	Orange	-155.1	8.1	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-132.8	15.7	Yellow	-80.8	Lower

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

Ingenium Charter Middle - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-120.1	9.6	Orange	-47.6	Lower
Latino	Met	Orange	-121.5	20.1	Orange	-79.2	Lower
English Learner	Met	Orange	-147.6	7.5	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Orange	-120.1	12.7	Orange	-78.2	Lower

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

c. California School Dashboard ELPI

In 2022 and 2023 on the ELPI, Charter School's English Learner Progress Rate was lower than the state. In 2024, Charter School's rates were higher than the state for English Learner and Long-term English Learner student groups.

Ingenium Charter Middle - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Medium	48.2%	Medium	50.3%	Lower

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

Ingenium Charter Middle - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	40.0%	-8.2%	Yellow	48.7%	Lower

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

Ingenium Charter Middle - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Green	49.2%	9.2%	Orange	45.7%	Higher
Long-term English Learner	Met	No Performance Color	69.2%	22.6%	Orange	45.8%	Higher

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

2. Charter School’s Evidence, Demonstrated by Verified Data, Failed to Meet the Clear and Convincing Threshold

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

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

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of “growth events⁷” on the reports. In 2024-2025, Charter School had a norm enrollment of 180 students and the NWEA Reading report indicates that Charter School had 149 growth events; and the NWEA Math report had 159 growth events. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students. Furthermore, the data submitted for 2022-2023 and 2023-2024 also appears to have not met the 95% participation rate in both ELA and Math. In fact, based on the three years of submitted verified data, the participation rates range from 77.6% to 88.0%, and calls into question how representative the outcomes are to the students served by Charter School, as discussed in more detail below.

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

ELA

Charter School provided data for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grade 6, Grade 7, and Grade 8, and for the following student groups⁸: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 6 and Grade 8 met one year’s progress. The Socioeconomically Disadvantaged student group met one year’s progress in Grade 6, Grade 7, and Grade 8; the Students with Disabilities

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

⁸ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities will be labeled as “Special Education” on the NWEA report).

student group met one year's progress in Grade 6 and Grade 7; and the English Learner student group met one year's progress in Grade 8. However, Grade 7 did not meet one year's progress. The English Learner student group did not meet one year's progress in Grade 6 or Grade 7. The Latino student group did not meet one year's progress in any grade level.

MAP Growth Reading 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Reading: Conditional Growth Index (CGI)	One Year's Progress
Grade 6	50	-0.2 to 0.2	-0.10	Met
English Learner	16	-0.2 to 0.2	-0.34	Not Met
Latino	45	-0.2 to 0.2	-1.43	Not Met
Socioeconomically Disadvantaged	44	-0.2 to 0.2	-0.20	Met
Students with Disabilities	12	-0.2 to 0.2	-0.15	Met
Grade 7	59	-0.2 to 0.2	-0.25	Not Met
English Learner	15	-0.2 to 0.2	-1.34	Not Met
Latino	54	-0.2 to 0.2	-1.90	Not Met
Socioeconomically Disadvantaged	54	-0.2 to 0.2	-0.19	Met
Students with Disabilities	13	-0.2 to 0.2	0.00	Met
Grade 8	40	-0.2 to 0.2	0.10	Met
English Learner	12	-0.2 to 0.2	-0.06	Met
Latino	36	-0.2 to 0.2	-0.50	Not Met
Socioeconomically Disadvantaged	39	-0.2 to 0.2	0.09	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of grade levels and for a majority of student groups.

MATH

Charter School provided data for Math from "MAP Growth by NWEA, Grades K-12" (NWEA) *Student Growth Summary Report* for 2022-2023, 2023-2024, and 2024-2025 (Fall to Spring administration) for Grade 6, Grade 7, and Grade 8, and for the following student groups⁹: English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Latino.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grades 6, 7, and 8 met one year's progress. The Socioeconomically Disadvantaged and Latino student groups met one year's progress in Grade 6, Grade 7, and Grade 8; and the English Learner

⁹ Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities will be labeled as "Special Education" on the NWEA report).

student group met one year's progress in Grade 6. However, the Students with Disabilities did not meet one year's progress in Grade 6 or Grade 7. The English Learner student group did not meet one year's progress in Grade 7 or Grade 8.

MAP Growth Math 2024-2025				
Student Groups	Total Number of Growth Events	Map Growth CGI Range	Math: Conditional Growth Index (CGI)	One Year's Progress
Grade 6	52	-0.2 to 0.2	0.09	Met
English Learner	20	-0.2 to 0.2	-0.06	Met
Latino	47	-0.2 to 0.2	1.16	Met
Socioeconomically Disadvantaged	44	-0.2 to 0.2	0.13	Met
Students with Disabilities	12	-0.2 to 0.2	-0.32	Not Met
Grade 7	64	-0.2 to 0.2	0.02	Met
English Learner	21	-0.2 to 0.2	-0.37	Not Met
Latino	59	-0.2 to 0.2	0.48	Met
Socioeconomically Disadvantaged	56	-0.2 to 0.2	0.04	Met
Students with Disabilities	13	-0.2 to 0.2	-1.07	Not Met
Grade 8	4	-0.2 to 0.2	0.47	Met
English Learner	15	-0.2 to 0.2	-0.21	Not Met
Latino	39	-0.2 to 0.2	1.45	Met
Socioeconomically Disadvantaged	41	-0.2 to 0.2	0.55	Met
Students with Disabilities	*	-0.2 to 0.2	*	*

Charter School also submitted verified data using NWEA for the 2022-2023 and 2023-2024 school years. Based on NWEA's CGI range of -0.2 to 0.2, Charter School met the one year's progress for a majority of grade levels and for a majority of student groups.

Although Charter School has met one year's progress for verified data, based on the review and consideration of the submitted three years of data, concerns around the participation rates exist for all years of submitted verified data, as reflected in the table below. Consistent with Education Code section 47607.2 (c)(2), a verified data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. In all three years, the participation rates appear to include a limited number of students across the grade levels making the results of the assessments difficult to determine if they are an accurate representation of student outcomes. Therefore, the outcomes are determined not to be clear and convincing as consistent with statutory requirements. (Ed. Code, § 47607.2.)

Year	Assessment	Growth Events	Norm Enrollment	Participation Rate
2022-2023	Reading	114	147	77.6%
	Math	128	147	87.0%
2023-2024	Reading	136	169	80.5%
	Math	148	169	87.6%
2024-2025	Reading	149	180	82.8%
	Math	159	180	88.0%

3. Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school.

Based on the information and findings established above (sections 1 and 2) and as evidenced by the tables/data provided herein, and supporting exhibits attached to this Report, District staff recommends denial (non-renewal) of Charter School’s Renewal Petition on the grounds that Charter School has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of Charter School.

4. Closure of Charter School is in the best interest of pupils.

The District weighed various factors in determining whether closure of Charter School is in the best interests of students. Following consideration of Charter School’s schoolwide performance and performance of its numerically significant student groups on the California School Dashboard, while providing greater weight to performance on measurements of academic performance, and the lack of clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, defined as one year’s progress for each year of the school, the District conducted a further analysis and has also considered the performance of Resident Schools where students may have otherwise attended, and determined that closure of Charter School is in the best interest of students.

The District’s consideration, as explored below, included a comparison to Resident Schools’ performance on the measurements of academic performance, including California School Dashboard data and California Assessment of Student Performance and Progress (CAASPP).¹⁰

a. Resident School Median (RSM) California School Dashboard Indicator Student Group Comparison Analysis

English Language Arts RSM Comparison

As reflected in the tables below, when comparing Charter School to the RSM in ELA, Charter School data indicates that its student performance on the California School Dashboard in 2022, 2023, and 2024 was lower than the RSM for All Students and for all numerically significant student groups, with the exception of the English Learner student group.

¹⁰ See Exhibit 4, Ingenium Charter Middle RSM Data.

Academic Performance Medians- English Language Arts

Ingenium Charter Middle 2021-2022 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	164	Very Low	-78.0	2,381	Very Low	-74.5	Lower
Latino	150	Very Low	-82.8	1,683	Very Low	-79.5	Lower
English Learner	85	Very Low	-103.1	650	Very Low	-127.7	Higher
Socioeconomically Disadvantaged	163	Very Low	-78.8	1,907	Very Low	-75.3	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	130	Orange	-73.0	2,387	Orange	-69.7	Lower
Latino	115	Red	-87.8	1,719	Orange	-73.5	Lower
English Learner	65	Red	-114.8	631	Red	-125.2	Higher
Socioeconomically Disadvantaged	111	Red	-82.1	1,996	Orange	-72.1	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator

Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	151	Red	-79.4	2,300	Orange	-74.8	Lower
Latino	138	Orange	-83.9	1,642	Orange	-83.2	Lower
English Learner	77	Red	-114.7	669	Orange	-123.0	Higher
Socioeconomically Disadvantaged	149	Red	-79.2	1,832	Orange	-77.7	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Math RSM Comparison

As reflected in the tables below, when comparing Charter School to the RSM in Math, Charter School's data indicates that its student performance on the California School

Dashboard in 2022, 2023, and 2024 was lower than the RSM for All Students and for all numerically significant student groups, with the exception of the English Learner student group.

Academic Performance Medians- Math

Ingenium Charter Middle 2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Status Level	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Status Level	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	161	Very Low	-148.1	2,370	Very Low	-124.3	Lower
Latino	147	Very Low	-154.5	1,677	Very Low	-131.6	Lower
English Learner	83	Very Low	-163.2	648	Very Low	-166.3	Higher
Socioeconomically Disadvantaged	160	Very Low	-148.4	1,897	Very Low	-126.8	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	130	Orange	-129.6	2,380	Orange	-120.6	Lower
Latino	115	Orange	-141.6	1,716	Orange	-125.4	Lower
English Learner	65	Orange	-155.1	629	Red	-177.3	Higher
Socioeconomically Disadvantaged	111	Orange	-132.8	1,990	Orange	-122.9	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of Students with Scores	Charter Color	Charter (DFS)	Resident Schools Number of Students with Scores	Resident Schools Median Color	Resident Schools Median (DFS)	Charter to Resident Schools Median Comparison (DFS)
All Students	157	Orange	-120.1	2,331	Orange	-106.4	Lower
Latino	144	Orange	-121.5	1,667	Red	-116.3	Lower
English Learner	81	Orange	-147.6	700	Orange	-150.2	Higher
Socioeconomically Disadvantaged	155	Orange	-120.1	1,859	Red	-110.9	Lower

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

ELPI RSM Comparison

As reflected in the tables below, when comparing Charter School to the RSM on the English Language Performance Indicator (ELPI), Charter School's data indicates that its student performance on the California School Dashboard in 2022 and 2023, was lower than the RSM for All Students and for all numerically significant student groups. However, in 2024, All Students and all numerically significant student groups were higher than the RSM.

Academic Performance Medians – English Learner Progress Indicator

Ingenium Charter Middle 2021-2022 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Status Level	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Status Level	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	56	Medium	48.2%	366	High	56.1%	Lower

Data Sources: California School 2022 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	55	Orange	40.0%	412	Green	61.0%	Lower

Data Sources: California School 2023 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

Ingenium Charter Middle 2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	Number of EL Students with a Performance Level in Both the Current and Prior Year	Charter Performance Level (color)	Charter Percentage of English Learner making progress towards English proficiency	Resident Number of EL Students with a Performance Level in Both the Current and Prior Year	Resident Schools Median Color	Resident Median Percentage of English Learner making progress towards English proficiency	Charter to Resident Schools Median Comparison
English Learner	59	Green	49.2%	373	Orange	48.9%	Higher
Long Term English Learner	26	No Color	69.2%	163	Blue	59.2%	Higher

Data Sources: California School 2024 Dashboard Research data files. 2024-2025 Resident Schools used for comparison.

b. CAASPP Standard Exceeded and Met Comparison Analysis

Staff reviewed CAASPP Standard Met and Exceeded by grade level for 2023, 2024, and 2025. Ingenium Charter Middle was lower than the RSM Standard Exceeded and Met in both ELA and Math in the majority of years.

3-year Resident School CAASPP Comparison by Grade Level

Ingenium Charter Middle English Language Arts/Literacy									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
6	25.0	24.2	Higher	25.9	19.6	Higher	10.9	27.5	Lower
7	20.9	27.9	Lower	26.7	28.4	Lower	20.6	22.3	Lower
8	26.4	23.8	Higher	18.4	27.2	Lower	20.9	34.1	Lower

Ingenium Charter Middle Mathematics									
Grade	2022-2023 Charter Standard Exceeded and Standard Met %	2022-2023 Resident Schools Median Standard Exceeded and Standard Met %	2022-2023 Charter to Resident Comparison	2023-2024 Charter Standard Exceeded and Standard Met %	2023-2024 Resident Schools Median Standard Exceeded and Standard Met %	2023-2024 Charter to Resident Comparison	2024-2025 Charter Standard Exceeded and Standard Met %	2024-2025 Resident Schools Median Standard Exceeded and Standard Met %	2024-2025 Charter to Resident Comparison
6	16.7	13.1	Higher	16.7	17.0	Lower	10.7	20.6	Lower
7	13.6	14.6	Lower	10.4	14.4	Lower	16.7	17.6	Lower
8	5.4	14.6	Lower	9.6	18.6	Lower	11.1	24.9	Lower

c. Long-term English Learner RSM Comparison

Staff reviewed LTEL percentages for 2022, 2023, and 2024. Ingenium Charter Middle had a higher percentage than the RSM in all three years.

Ingenium Charter Middle Long-term English Learner (LTEL) Resident School Median				
Academic Year	Charter LTEL 6+ Years	Charter LTEL 6+ Percent	Resident Median LTEL 6+ Percent	Charter to Resident Schools Median Comparison
2022-2023	23	22.3%	17.6%	Higher
2023-2024	27	22.5%	13.0%	Higher
2024-2025	30	24.2%	13.3%	Higher

Data Source: 2018-2025 LTEL Dataquest Research Files. 2024-2025 Resident Schools used for comparison.

The District weighed various factors in determining whether closure of Charter School is in the best interest of students. Following consideration of Charter School's schoolwide performance and performance of its numerically significant student groups on the California School Dashboard, while providing greater weight to performance on measurements of academic performance, and considered the lack of clear and convincing evidence showing Charter School achieved measurable increases in academic achievement, the District conducted a further analysis and has also considered the performance of Resident Schools where students may otherwise attend, and determined that closure of Charter School is in the best interest of its students. (Ed. Code, § 47607.2(b).) The District's consideration included a comparison to Resident Schools' performance on the measurements of academic performance, including California School Dashboard data, CAASPP, and LTEL percentages. (See Exhibit 4, Ingenium Charter Middle RSM Data).

B. Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition (Ed. Code, § 47605(c)(2))

In evaluating whether a petitioner is demonstrably unlikely to successfully implement¹¹ the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors.¹² Based on the grounds and analyses set forth below, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

1. Low Annual Performance-Based Oversight Demonstrates Inadequate Performance.

LAUSD performs ongoing oversight to continually monitor a charter school's progress and attainment of measurable pupil outcomes, educational programs, operations, governance, and fiscal management, as well as compliance with all applicable laws and the terms of the charter. Pursuant to the District's statutory oversight obligations, the District assesses a charter school's performance across four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Each area is rated using a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*, based on the evidence collected during the annual performance oversight visit.

Ultimately, information gathered through oversight serves as part of Charter School's ongoing record for the District to make informed decisions about Charter School's renewal.

Charter School's Annual Performance-Based Oversight Visit (APBOV) reports reflect that in the area of Student Achievement, Charter School did not earn ratings higher than 1 (*Unsatisfactory*) or 2 (*Developing*) in the current term. The low ratings in Academic Achievement were all due to Charter School's performance on the California School Dashboard and the average of the indicator scores. (See table below)

¹¹ The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

¹² See LAUSD policy, pgs. 12-13.

APBOV Report Section	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student Achievement and Educational Performance	2	2	1	No Rating	1	1	2

As reflected above, Charter School’s past academic history does not demonstrate positive academic achievement for its students. Therefore, Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition.

In addition, Charter School was issued academic benchmarks in its prior renewal which yielded mixed results. The following summarizes the outcomes of each benchmark for each of the seven years (2018-2019 through 2024-2025) of the current charter term.

Note: Annual benchmark status updates are based on prior year(s) performance outcomes. For example, benchmarks that require performance level growth (as reported for the years in the tables below) are based on available data from the preceding two school years (e.g., 2019-2020 benchmark status is based on 2018 CA Dashboard data and 2019 CA Dashboard data). As CA Dashboard data is unavailable for the 2019-2020 and 2020-2021 school years due to statewide assessment disruptions caused by the COVID-19 pandemic, “No Update” is indicated for applicable benchmarks for 2020-2021, 2021-2022, and 2022-2023.

Benchmark 1: *The school shall submit a written status report to the Charter Schools Division annually no later than December 1 that provides evidence to demonstrate growth of at least one performance level per academic year in English Language Arts indicators for measuring “Academic Performance” on the California Dashboard as reported by the California Department of Education (CDE) for all numerically significant subgroups with the goal of achieving and maintaining the “Green” performance level or higher on each of these indicators.*

Benchmark 1: Student Groups ELA						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Not Met	Met	No Update	No Update	No Update	Not Met	Not Met

Benchmark 1 was Not Met for three years of current term.

Benchmark 2: *The Charter School shall provide a plan to the Charter Schools Division, within 30 days, to address the school’s systemic improvements for accurate and timely reporting into CALPADS. The plan shall address how this system will be accessible without interruption in the case of staff changes. The Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS.*

Benchmark 2: Accurate and Timely Reporting into CALPADS						
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Met	Met	Met	Met	Met	Met	Met

Benchmark 2 was Met throughout the charter term.

Taken together, the above (subparagraphs (A)-(B)) demonstrate a sustained pattern of educational deficiencies. Thus, these findings support the conclusion that Charter School has not consistently demonstrated the educational capacity to successfully implement its program.

IV. RECOMMENDATION

Based on the foregoing, District staff recommends that the LAUSD Board deny Ingenium Charter Middle's Renewal Petition. The recommendation for denial is based on findings that Charter School does not meet the criteria for renewal as a Middle performing charter school based on failure to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of Charter School; and the Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition.

In order to deny the Renewal Petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the renewal petition. (Ed. Code § 47605(c); and Ed. Code, §47607.2(b)(6).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Ingenium Charter Middle* as the Board's written findings of fact in support of the denial.

Exhibits are available for perusal at the following link:

<https://drive.google.com/drive/folders/1VO-dMAIzyaWL1ckwLbKmPWlry2oFBxWj?usp=sharing>