Charter Operated Program: Option 3

Progress Report

CCSA California Charter Schools Association

Executive Summary

The purpose of the report is to evaluate progress of the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) Option 3, which was formed in 2011 and has now been operating for almost three years. The report contains: (1) brief account of the policy environment and the process of formation of the new option; (2) overview of the governance and finance structures; (3) composition of member schools; (4) summary of operations and supports available to the schools; (5) analysis of special education population and outcomes; (6) recommendations for future program development.

Some of the major findings are included below:

- The membership of Option 3 has increased from 47 to 82 member charter schools, which in 2013-14 comprised almost half of all independent charters in LAUSD.
- Option 3 schools increased the percentage of students with disabilities they serve by 22%. Overall student enrollment in Option 3 schools has increased by 40%, while the number of students with disabilities has grown by 54%.
- Overall, the percentage of students with disabilities scoring proficient or above in ELA increased by 1.2 percentage points; 5.3 percentage points for students with low incidence disabilities.
- In mathematics, the percentage of students with disabilities scoring proficient has decreased by 0.9 percentage points; however, the proficiency level remained unchanged for students with low incidence disabilities.
- The API for students with disabilities subgroup increased from an average of 582 to an average of 597.
- Option 3 provided 13 targeted professional development sessions to charter schools and helped subsidize additional credentialing for approximately 230 charter school education specialists in order to ensure that all students have access to highly qualified teachers.
- Option 3 schools are continuing to serve higher numbers of students with disabilities in the most inclusive settings.
- 13 new and continuing moderate-severe programs have been funded through Option 3 grants on 18 school sites. Moreover, 4 additional programs and 1 program expansion have been approved for 2014-15 school year.

It is evident that Option 3 can serve as a model for implementing innovative special education arrangements in charter schools. It allows for more autonomy, flexibility, and accountability in the delivery of special education services and yields higher student achievement outcomes.

Charter Operated Program: Option 3

Progress Report

History and Background

Historically, charter schools in the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) had two options for delivering special education services (as defined by the CA Education Code):

> 1) Operate as a "school of the district" for special education purposes. In this case the district assumes full responsibility for providing services to students in the charter schools in exchange for retaining the full amount/portion of special education funding and collecting a "fair share contribution" fee from the charter in order to support district-wide special education costs.

> 2) Become an LEA (Local Education Agency) for special education purposes. In this case the charter school assumes full responsibility for providing special education services in exchange for access to full amount of special education funding, less administrative costs.

Neither option was ideal. For a charter school, remaining a "school of the district" meant relinquishing special education funding and control over special education staff and programs. Becoming an LEA for special education meant joining a SELPA outside of District boundaries and losing access to local supports and services as well as the advantage of the economies of scale for special education service provision.

In January of 2011, the LAUSD Board of Education voted unanimously to restructure the existing SELPA in order to provide charter schools a new option with full responsibility, flexibility and autonomy in funding, staffing, and programs for serving students with disabilities. The result was a reorganization of the SELPA that revolutionized special education for charter schools within a single district SELPA and set an example for state and national special education reform.

The reorganization of LAUSD SELPA, in effect, created a continuum of options for charters schools to choose from, ranging from least autonomous (Option 1) to most autonomous (Option 3). This third option is also sometimes referred to as "LEA-like." While continuing to operate as "schools of the district," charter schools selecting Option 3 bear full responsibility for providing special education services to their students and receive most of their special education funding. These schools still contribute a portion to LAUSD for administrative costs, however, they retain majority (80%) of their special education funding

to provide special education services, develop their own programs (specifically targeted for students with moderate to severe disabilities) or to pool resources between schools, share services, manage risk, and take advantage of the economies of scale not possible with LEA status alone.

The New SELPA Structure

The new SELPA structure established two separate units of the single-district SELPA: a **District Operated Programs Unit** for charter schools that wish to access district special education services, and a **Charter Operated Programs Unit** [1]for charter schools wishing to operate autonomously for special education.

District Operated Programs Unit for charter schools that wish to access district special education services (Options 1 and 2)

- **Option 1:** The charter school does not receive any special education revenue. LAUSD retains the funding and provides all special education and related services to students at the charter school. The charter school contributes a portion of its general block grant ("a fair share contribution") funding to support LAUSD special education excess costs.

- **Option 2:** The charter school receives <u>a portion</u> of their special education revenue, and provides <u>most</u> of the instructional and related services to students with disabilities enrolled in the school. LAUSD provides support for certain related services, alternative placements and due process costs. The charter school contributes a portion of its general block grant funding to support LAUSD special education excess costs.

Charter Operated Programs (COP) Unit for charter schools wishing to operate autonomously for special education (Option 3)

- **Option 3:** The charter school receives a large share (80%) of special education funds, minus a 20% contribution to the SELPA. 10% of the funding is allocated towards SELPA administrative costs, and another 10% is pooled for risk sharing, and special education program development grants, and operations of the COP. Each charter school assumes responsibility for providing <u>all</u> special education and related services similar to the structure available to schools operating as an LEA for special education purposes.

COP Mission and Governance

The mission of the Option 3 is to facilitate a community of charter schools working together to provide innovative, high-quality educational options for students with unique needs. The governance structure of Option 3 consists of the Director of the Program and an Executive Council comprised of 9 voting members: 3 from each type of charter school represented (conversion, start-up, and part of a Charter Management Organization (CMO)). Additionally, a Coordinating Council consisting of special education directors, coordinators,

---

[1] Beginning 2013-14 academic year, the Charter Operated Program encompasses all SELPA Options (not limited to Option 3). However, the governance structure of Option 3 remains largely unchanged.

and administrators from each of the participating schools convenes regularly for the purposes of technical assistance and dissemination of pertinent information. There are also 4 standing committees and a number of ad hoc committees that help support various aspects of Option 3's functions and operations. The California Charter Schools Association (CCSA) and LAUSD partnered to support the design of these structures and assist member schools in developing their special education infrastructure.

Membership

In order to be considered for membership in the Option 3, charter schools must submit a comprehensive written application and demonstrate expertise and excellence in special education during a site visit and interview process conducted by the Option 3 Director and a committee of current members.

Option 3 was founded by 47 schools representing 14 different organizations. 40 of the schools (85%) belonged to a CMO and 7 (15%) were independent start-up or conversion schools. In 2012-13, the membership grew to 71 participating schools, 49 schools (or 69%) represented a CMO, 17% operated within a charter network and 14% were classified as freestanding[2]. Current (2013-14) membership of Option 3 is 82 charter schools; however, the scope of the report will be focused on last year's (2012-13) membership and program outcomes, as this is the most recent year of data available.

Option 3 members are diverse not only in the types of charter schools represented, but also geography, grade level spans, instructional philosophies, and populations of students served. Member schools are located throughout many LA communities and across all Local Board Districts within LAUSD. (See Fig. 1).

Figure 1: Number of Option 3 Charter Schools by Local Board District
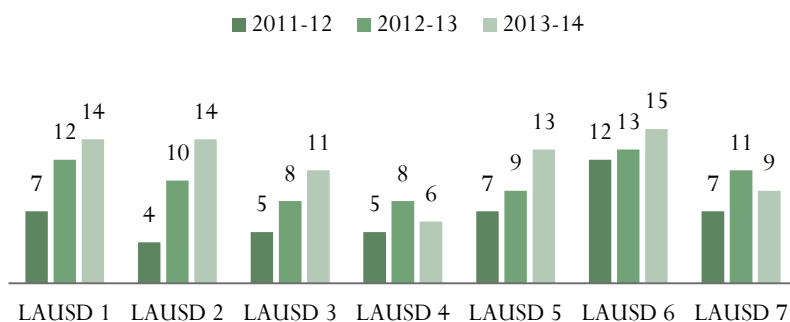
In 2013-14, over 40% of all independent charters in LAUSD belonged to Option 3.

In terms of grade levels served, Option 3 members

[2] Charters can be divided into three basic groups based on the number of schools operating under one management umbrella: Single charter school operations are referred to as "freestanding" charter schools, pairings of two schools are referred to as "networks," and three or more charter schools are charter management organizations (CMOs).

continued to cover the full K-12 grade-level spectrum. 4 of the schools were classified as primary centers, 13 were elementary schools, 12 were span schools (K-8/6-12/ K-12), 19 were middle schools, and 23 were senior high schools. (See Fig. 2)

Figure 2: Option 3 Schools by Grade Levels Served
2011-12 to 2012-13 Comparison
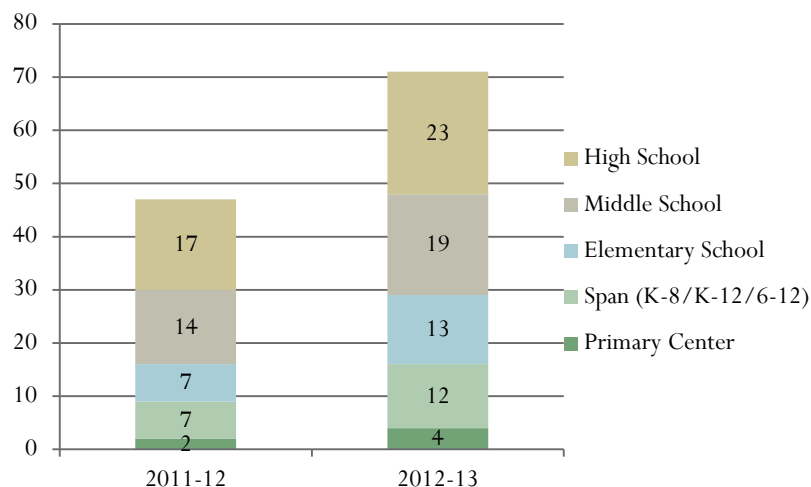
The 2012-13 membership grew from 14 charter operators to 23 operators in with the largest (Green Dot, PUC and ICEF) of them operating nearly half of Option 3 schools.[3] Research and experience suggests that established operators tend to replicate good practices across their schools and have more infrastructure to support all students.
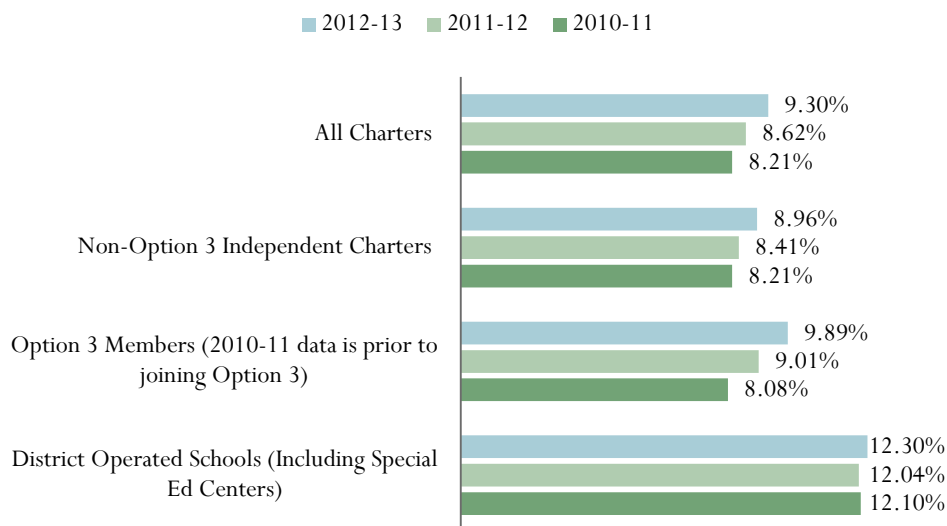
Student Population

Enrollment and Population of Students with Disabilities

One of the major criticisms of charter schools nationwide is their lower rate of enrollment of students with disabilities (SWD), specifically those identified with moderate-severe needs as compared to traditional schools. While there are many outside factors that affect enrollment of students with disabilities in charter schools (geography, parent choice, absence of segregated special education centers in the charter sector, no infant and pre-school programs, etc.), arguably the biggest one is the impact of structural barriers imposed by the "school of the district" status when a charter school has no control over placement decisions and services provided to students with disabilities. Therefore, when those structural barriers are removed, as is the case in Option 3, we begin to see a greater percentage and broader range of students with disabilities enrolled in charter schools.

---

[3] The complete list of 2012-13 members is provided in Appendix A.

According to Welligent [4]data from the spring pupil count in 2011, 2012, and 2013, **Option 3 schools increased the percentage of students with disabilities they serve by 22%** (from 8.08% to 9.89%). Overall student enrollment in Option 3 schools has increased by 40%, from 29,086 to 40,809 students. At the same time, **the number of students with disabilities has grown by 54%,** from 2,620 to 4,037 students.

Figure 3: Percentage of Students with Disabilities over Time

Legend: ■ 2012-13 ■ 2011-12 ■ 2010-11

	2012-13	2011-12	2010-11
All Charters	9.30%	8.62%	8.21%
Non-Option 3 Independent Charters	8.96%	8.41%	8.21%
Option 3 Members (2010-11 data is prior to joining Option 3)	9.89%	9.01%	8.08%
District Operated Schools (Including Special Ed Centers)	12.30%	12.04%	12.10%

Incidence of Disabilities

Notably, the percentage of students with most-severe or low-incidence[5] disabilities has increased more dramatically in Option 3 schools (as compared to other independent charters). Figure 4 below demonstrates that the percentage of students with disabilities increased for all charter schools between 2010-11 and 2012-13; however, what is most important to note is that the percentage of students with low-incidence disabilities has remained relatively stable (at 1.06-1.09%) for non-Option 3 independent charters and increased dramatically for Option 3 charters (from 1.21% of total student population in 2010-11 to 1.64% of total student population in 2012-13) constituting a nearly 36% increase.

---

[4] LAUSD's Special Education student information systems used by all LAUSD-authorized charter schools.
[5] In this report "low-incidence" disabilities represent all disability categories excluding the most common (or "high-incidence") disabilities of Specific Learning Disability (SLD), Speech and Language Impairment (SLI) and Other Health Impairment (OHI) and is different from "low incidence disability" defined in the CA EC§56026.5

Figure 4: High and Low Incidence Disabilities in Option 3 and
        Independent Charters
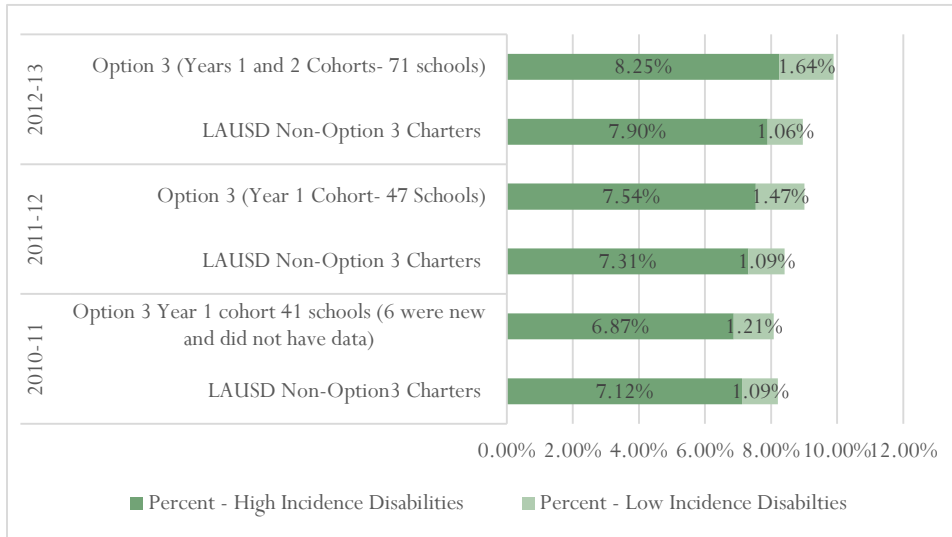
In addition to incidence, this report examined the changes in the range of disability types served by Option 3 schools. Figure 5 below depicts the composition of SWD population between 2011-12 and 2012-13. The biggest changes are evident in the shrinking proportion of students identified with Specific Learning Disability (SLD) and an increasing proportion of students identified with Other Health Impairment (OHI).

Figure 5: Comparison of Disability Types in 2011-12 and 2012-13 (Option 3)
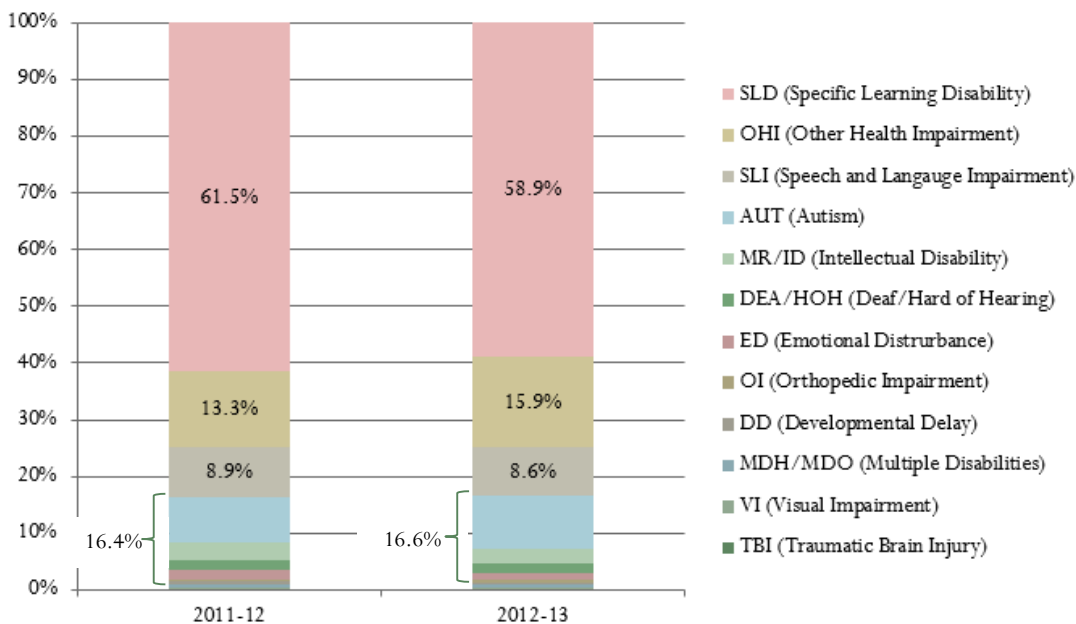
Growth in Overall Charter School Enrollment

According to recent data from the LAUSD Office of Data and Accountability, district charter schools gained a net of 8,201 more students between 2011-12 and 2012-13. Notably, 866 (or 10.6% of those students) were students with special needs. We believe that the shared funding pool and organizational structure of Option 3, which combines leadership, collaboration, and programmatic expertise from charters and LAUSD district staff, are largely responsible for this success and that many more parents of children with disabilities are choosing charter schools as a viable option for meeting their needs.

Student Outcomes

Individual Student-Level STAR Scores for Students with Disabilities

Below is an analysis of the academic performance for students with disabilities enrolled in Option 3 schools. In an attempt to measure the impact of the structural changes in special education on the academic performance of SWD, we examined the one-year changes from 2011-12 to 2012-13 in students' ELA and math scores on California's annual STAR testing.

There were a total of 2395 SWD that met two criteria: (1) they were enrolled in schools that were members of Option 3 in 2012-13; and (2) they had a STAR test score recorded in at least one subject area in both 2011-12 and 2012-13 years (i.e. the had a base and growth scores in at least one subject).

Majority (85%) of the students who met these criteria had a higher-incidence disability (such as SLD, OHI, and SLI) while only 58.9% of the SWD enrollment in option 3 was higher-incidence (for a complete breakdown, of disability types see Appendix C).

### Academic Performance of Students with Disabilities in ELA

Overall, the percentage of Option3 SWD scoring proficient or above in ELA increased by 1.2 percentage points between 2011-12 and 2012-13, from 23.9% to 25.1%. For the subgroup of SWD with high incidence disabilities, the percent of students scoring proficient in ELA increased from 20.5% to 20.9%. However, for the subgroup of SWD with low incidence disabilities, the percent scoring proficient or above increased from 43.9% to 49.2%, or 5.3 percentage points.

Academic Performance of Students with Disabilities in Math

In math, the percentage of Option 3 SWD scoring proficient or above in math declined by 0.9 percentage points between 2011-12 and 2012-13, from 24.8% to 23.9%. For the

subgroup of Option 3 SWD with high incidence disabilities, the percent of students scoring proficient in math decreased, from 21.8% to 20.7%, or 1.1 percentage points. For the subgroup of SWD with low incidence disabilities, the percent scoring proficient or above almost remained the same (41.9% in 2011-12 and 41.8% in 2012-13). (See Appendix D).

Figure 6. Performance of SWD in ELA and Math
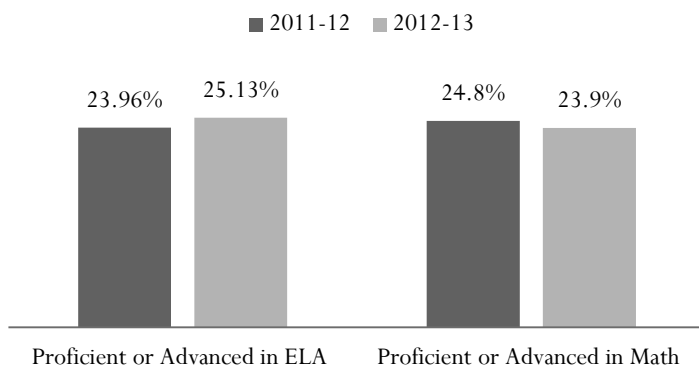
In relation to last year's findings which looked at changes from 2010-11 to 2011-12, there is a continued trend toward improving achievement of students with disabilities in ELA. In 2010-11, only 18.5% of those students scored proficient or above; now, it is over 25% of students. In math, however, there was a decline in percent proficient or above between 2010-11 and 2011-12 of 3.4 percentage points from 25.0% to 21.6%; this year that decline is 1.2 percentage points. While it is difficult to determine which factors at individual school sites contributed to these outcome trends, some potential insights are offered below:

- Emphasis on reading instruction as it provides access for students to all content areas.
- Option 3 professional development opportunities have been focused on reading instruction.
- A drastic increase in rigor of the mathematics curriculum between regular math courses in elementary and middle schools and algebra and geometry courses typically taken at a high school level.
- Credentialing/training programs for special education personnel may not include sufficient coursework in mathematics methods.

School-Level API Scores for Students with Disabilities Subgroup

In addition to student-level data examined below, we have looked at school-wide Academic Performance Index (API) measure for the SWD subgroup. For the purposes of API, 24 schools were classified as elementary, 21 schools were middle, and 26 were high schools. The API scores included below are limited to Option 3 elementary, middle, and high schools (primary centers do not participate in STAR testing). Of those, the analysis was

limited to schools that had a valid API in both 2011-12 (base API) and 2012-13 (growth API) academic years. The breakdown of schools with valid API scores was as follows:

- 14 of 24 elementary member schools had scores in both years
- 20 out of 21 middle schools had scores in both years
- 20 out of 26 high schools had scores in both years

Figure 7: Option 3 API by Grade Span
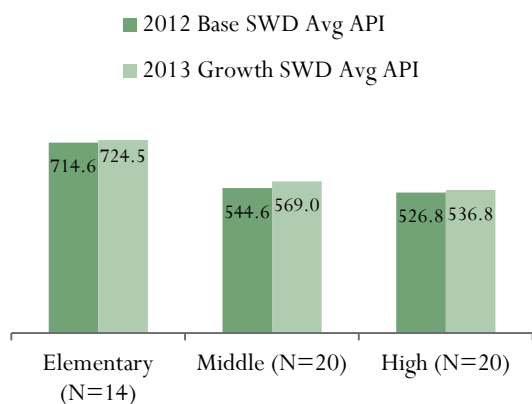
Overall, **the API for students with disabilities subgroup increased from an average of 582 to an average of 597** (2012 base to 2013 growth API). Figure 7 depicts Option 3 API by grade span.

As evident in the chart, the average API for students with disabilities increased at all schooling levels, with the largest increase seen at the middle-school level. This growth is truly inspiring, and we look forward to tracking continued increase in academic achievement of students with disabilities.

Program Operations

As shown in pervious sections of this report, Option 3 schools have made tremendous strides in not only increasing the percentage and range of students with disabilities they serve, but also improving academic outcomes for those students. The following sections will examine some other aspects of Option 3 operations in an effort to highlight elements that have contributed to this growth as well as provide recommendations for continued improvement.

Professional Development Provided by Option 3

One of the many benefits of Option 3 membership is access to targeted professional development opportunities tailored to the needs of the schools. In 2012-'13 Option 3 provided the following trainings to the schools (notably, more than half of these professional development sessions were available to all LAUSD charter schools):

1) 1st Annual Special Education Summit August 2012 (open to all charters)
2) State Assessments and SPED Student Participation Sept. 2012

3) Transition Services through DOTS Oct. 2012
4) ERMHS Services Nov. 2012
5) DIS Counseling and Service Tracking Nov. 2012 (open to all charters)
6) Service Tracking Jan and March 2013 (open to all charters)
7) IEP Writing Feb. 2013 (open to all charters)
8) ERMHS Services and DIS Counseling March 2013 (open to all charters)
9) Transition Workshop in collaboration with DOTS March 2013 (open to all charters)
10) NCI Trainings multiple per year (open to all charters)
11) BSP Writing April 2013
12) Behavior Trainings on-going
13) Section 504 Plans

Additionally, in accordance with the requirements of the California Commission on Teacher Credentialing, many charter school special education teachers are pursuing added Autism Spectrum Disorder Authorizations to their credentials. **Option 3 helped subsidize this additional credentialing for approximately 230 charter school education specialists in order to ensure that all students have access to highly qualified teachers.**

Suspensions

The suspension rate of students with disabilities continues to be an area of struggle for LAUSD, in both charter and traditional public schools alike. Since the 2011-12 school year, both Option 3 schools and District-operated schools have made progress in reducing the overall percentage of SWD who are suspended each year. As shown in the graph below, the rate of suspension for students with disabilities decreased from 15.35% in 2011-12 to 12.53% in 2012-13.

While Option 3 charter schools appear to have higher suspension rates of SWD than independent charters and district schools, this disparity may be attributed to the ways in which this data is tracked and reported (we are aware of instances where in-school suspension was erroneously included in the overall charter school suspension rate calculations). In addition, the Charter Schools Act provides charter schools with the flexibility to design and implement student discipline policies that enable schools to carry out their educational mission. Charter schools' codes of conduct may be more rigorous than those of the District, resulting in higher rates of student discipline, including suspension, across the general population.

Figure 9: Suspensions of SWD
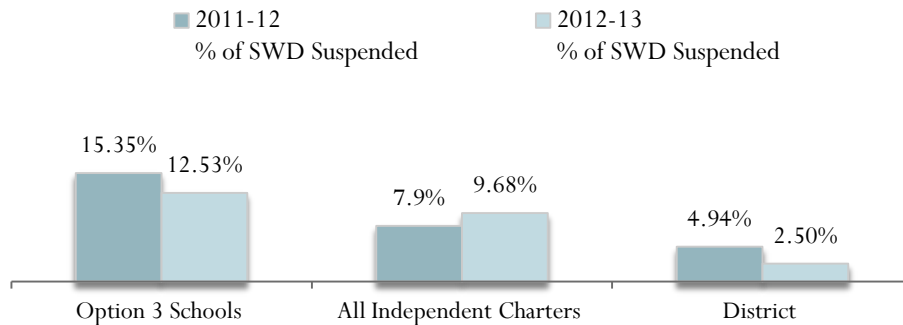
Disproportionate suspension of students with disabilities, as compared with general education students, has also been an area of concern for LAUSD. However, according to the LAUSD Charter Division, only one out of 186 charter schools showed potentially disproportionate rates of suspension of students with disabilities. This school is working collaboratively with the District to investigate and resolve any problematic practices.

Percent of Time in General Education

Figure 10: Option 3 Inclusion in General Education
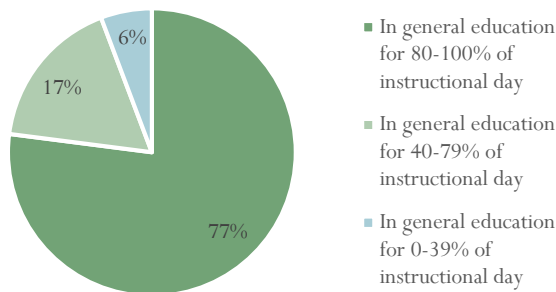
Numerous research findings demonstrate the benefits of including students with disabilities in general education settings. LAUSD has made effort to ensure that students with disabilities participate in the general education curriculum at least 80% of the instructional day.

The data in this chart represents the percentage of time that students with disabilities in the Option 3 schools spend in general education classrooms during 2012-13 school year (Welligent data from May 7, 2013). The annual district-wide target for 2012-2013 was for 67% of students with disabilities to participate in the general education program at least 80% of the instructional day. **Option 3 schools are continuing to exceed this target with 77% of students with disabilities served in general education classrooms for 80% or more of the instructional day.** This is also a 4% increase from the previous year.

Program Development

Another aspect of Option 3 operations is support of new moderate-severe special education programs through program development grants. Last year, approximately 75% of Option 3 budget was allocated towards building out infrastructure on Option 3 campuses to provide a variety of quality special education programs and services to wide range of students with disabilities. Below is a list and brief descriptions of programs that have been developed as a result of this assistance pool.

Facilitating Development of New Programs for Moderate to Severe Students

1. **PUC Scholar Success Center**
   PUC has developed a hybrid program for students with moderate-severe disabilities, and it now operates on 3 middle school and 2 high school campuses serving grades 6-12. Each SSC is staffed with a highly qualified education specialist and assistant, with collaborative support from general education content teachers. The program consists of a minimum of 2 hours per day of intensive instruction and remediation in English Language Arts and Math. Students are integrated with general education peers for all other classes with the support of assistants.

2. **YPI Autism Program**
   YPICS opened an Autism Program whose hallmarks are project-based learning, technology integration, service learning, and parent engagement.

3. **KIPP Moderate-Severe Program**
   KIPP Program employs a Moderate/Severe Education Specialist who provides individualized assistance and specialized academic instruction to students across KIPP as well as other COP schools, upon request.

4. **KIPP Mobile Intensive Diagnostic Educational Centers (IDEC)**
   KIPP has also developed a mobile IDEC Center with two Moderate/Severe Instructors to help diagnose and provide interventions to students with high needs.

5. **Birmingham Learning Center Integration**
   Birmingham was able to add supports and services to tailor their learning center model to support needs of moderate-severe students. They were also able to add a psychiatric social worker to their staff to meet the needs of students and families.

6. **Granada Hills Charter High School Differentiated Skills and Academic Intervention Classes**

In order to better meet the needs of specific populations of students with disabilities, GHCHS has implemented a new program that differentiates the traditional RSP pull-out/Learning Center classes into: Social Skills, Literacy Skills, and Behavior Skills.

7. **Granada Hills Charter High School Moderate-Severe Program**
Granada staff recognized that, at a high school level, their students with most significant needs must not only master the basic power standards, but also learn an array of equally important life, community, and vocational skills to be productive and independent members of society. They have begun developing a new program that would strike a balance between functional and academic instruction.

8. **Granada and Magnolia – Leichman Partnership**
The program is designed to allow a group of high school students with severe disabilities from Leichman High School (Special Education Center) to attend a visual and performing art class with their general education peers at Granada High School and Physical education classes at Magnolia Science Academy.

9. **ICEF Connections/Specialized Academic Instruction (SAI) Program**
ICEF developed a new program in collaboration with SESI (Specialized Education Services, Inc.) that aims to provide a more intensified instructional and vocational support in a positive learning environment for students with moderate to severe needs, particularly those identified with an emotional disturbance. This program now operates on 4 ICEF campuses.

10. **CHIME Training Program – Creating Inclusive Environments**
CHIME Institute is developing a training program that will allow teachers from COP schools (and beyond) to learn effective inclusion practices and implement them at their schools sites. CHIME was also able to add a moderate-severe teacher to support their inclusion model.

11. **Green Dot Social Emotional and Academic Transition Support (SEATS) program.**
The program will provide intensive behavior support that serves a small number of students with documented evidence of severe emotional and behavioral needs that present significant barriers to learning and positive integration within the school community. The program will be designed to serve primarily students identified with an Emotional Disturbance or other related disabilities that significantly impact their behavior.

12. **Alliance College-Ready Public Schools**
    Alliance schools created a specialized pullout elective course for their students with highest needs.

13. **Extended School Year**
    Seventeen COP schools offered extended school year for students with special needs in the summer of 2013. More schools expected to have summer school programs in the summer of 2014.

Recommendations

The new LAUSD SELPA structure, and Option 3 specifically, have become models of innovation in the State of California and across the nation. A similar structure has already been implemented in the San Diego Unified School District, with many more districts and charter schools interested in exploring ways of developing a continuum of special education options and a creating autonomous and flexible arrangements that enable charters to develop special education infrastructure.

The success of Option 3 has clearly shown that when structural barriers are removed, charters schools begin to serve a higher percentage and broader range of students with disabilities. To ensure continued success, innovation, and growth of this option, the executive and coordinating councils have engaged in strategic review and planning processes. Below are some of the major recommendation that emerged from the discussions:

- **Leadership and Governance**
  In 2013-14 school year, the governance structure of Option 3 shifted slightly by including SELPA Options 1 and 2 under the umbrella of Charter Operated Program. The councils are comfortable with the change and recommend that the fidelity of COP3 structure be preserved and the program retains its dedicated staff. Additional recommendations include common meetings with both councils that would allow more opportunities to network and share best practices.

- **Fiscal Management**
  The councils recommend analyzing the funding allocation formula for COP3 to ensure that sufficient funding flows to schools with highest-need students.

Further, an assessment of additional funding streams, such as LEA and MAA (Medi-Cal Administrative Activities) billing is also recommended.

- **Program Development and Grants**
  Councils expressed a recommendation to revise the process for evaluating program proposals to maximize efficiency of the evaluation process and ensure funding to highest-impact programs. Some of the specific recommendations also included targeted outreach to the COP3 schools to consider specialized programs, additional resources to further develop co-teaching models for mild/moderate as well as moderate/severe needs, well as sharing of best practices and expertise developed through existing programs.

- **Mental Health Services and Funding**
  This area was identified as one of the highest areas of need for COP3 schools. The group recommends building a comprehensive network of resources including clinical therapy, family services, suicide prevention, university/community partnerships and developing additional funding sources to increase supports for a growing body of students with significant mental health needs. Additional recommendations include providing training and support for current mental health services providers as well as specific training around restorative justice.

- **Service Sharing**
  In this area, the councils recommend continuing IEP Team Support as well as developing a more streamlined and transparent system for accessing information about service-sharing opportunities and quality special education service providers.

Acknowledgments

Appendices

Appendix A

2012-13 Option 3 Charter Operators
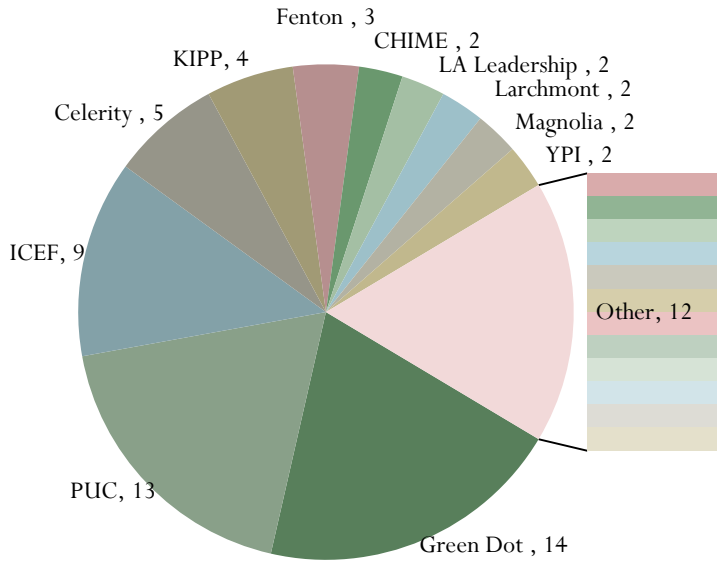
2012-13 Option 3 Schools

Loc	School	Loc	School
2016	VIEW PARK PREP CHTR	7778	SANTA ROSA CHT ACAD
2020	CHIME CHARTER	7779	NUEVA ESPERANZA ACAD
2024	EXCEL ACADEMY (CHARTER)	8002	MARSHALL CHTR MS
2116	CELERITY DYAD CHTR	8004	ICEF Vista Middle Academy(CHARTER)
2118	CELERITY TROIKA CHTR	8054	BERT CORONA CHARTER
2127	ICEF VISTA EL ACAD(CHARTER)	8087	ANIMO LOCKE HS #1(CHARTER)
2128	LARCHMONT CHT SC WH	8088	ANIMO LOCKE HS #2(CHARTER)
2158	KIPP EMPOWER ACADEMY	8115	SKIRBALL MS(CHARTER)
2159	KIPP COMIENZA COM PR	1812101	IVY BOUND ACAD M/S/T(CHARTER)
2252	LA LEADERSHP PRIM AC	8154	CALIF ACADEMY FOR LIBERAL STUDIES MS (CHARTER)
2257	CELERITY CARDINAL CS	1819601	ROMERO CHTR MS
2925	CELERITY NASCENT CHT	8212	LAKEVIEW CHARTER SCH
3550	MULTICULTURAL LEARNING CENTER (CHARTER)	8426	TRIUMPH ACADEMY (CHARTER)

3746	FENTON PC(CHARTER)	8450	FREDERICK DOUGLASS ACADEMY MS (CHARTER)
3747	FENTON AVENUE ELEMENTARY (CHARTER)	8451	DANTZLER (LOU) PREPARATORY MS (CHARTER)
4672	IVY ACADEMIA (CHARTER)	8452	CHIME CHARTER MS
4783	LARCHMONT CHARTER	8453	COMMUNITY CHARTER MS
5180	ANIMO CHARTER MS #4	8454	MAGNOLIA SCIENCE ACADEMY (CHARTER)
5181	ANIMO CHARTER MS #3	8460	VIEW PK PREP ACC MS(CHARTER)
5184	CELERITY PALMATI	8461	MAGNOLIA SCI ACAD #2(CHARTER)
5187	KIPP SCHOLAR ACADEMY	8504	ANIMO PAT BROWN HIGH SCHOOL (CHARTER)
5188	KIPP PHILOSOPHERS AC	8557	BIRMINGHAM SH
5313	MILAGRO CHARTER ELEM	8565	CALIF ACAD LIB STUDIES EARLY COLLEGE HS (CHARTER)
5984	VISTA CHARTER MS	8579	DANTZLER (LOU) PREPARATORY HS (CHARTER)
5985	CELERITY OCTAVIA CHT	8587	COMMUNITY CHARTER EARLY COLLEGE H.S. (CHARTER)
6548	SANTA MONICA COMM CH	8617	EL CAMINO REAL CH HS
7029	SYNERGY CHARTER ACAD	8624	FREDERICK DOUGLASS ACADEMY H.S. (CHARTER)
7620	WATTS LEARNING CENTER SCHOOL (CHARTER)	8681	GRANADA HILLS HIGH SCHOOL (CHARTER)
7672	USC HYBRID HS	8733	LOCKE SH(CHARTER)
7684	ALLIANCE SMIDT TECHNOLOGY HS (COL RDY #14)	8756	LA LDRSHP ACA CHRTR
7687	EARLY COLL ACAD FOR LEADERS (ECALS)	8798	PALISADES CHTR SH
7693	ANIMO COLLEGE PREP	8799	PALISADES SR HIGH MATH/SCI MAGNET(CHARTER)
7694	COLLEGE READY HS #17 (LUSKIN HS ACAD)	8821	ANIMO LOCKE TECH HS (CHARTER)
7731	TRIUMPH CHARTER HS	8822	ANIMO WATTS #2 (CHARTER)
7732	LAKEVIEW CHT HS	8824	ALLIANCE COLLEGE READY ACADEMY SENIOR HIGH #5
7760	ALLIANCE TECH&MS HS	8885	HIGH TECH LA (CHARTER)

Appendix B

Disability	2011-12 Option 3 Schools (N=47)	2012-13 Option 3 Match [6](N=47)	2012-13 Option 3 Schools (N=71)
TBI (Traumatic Brain Injury)	0.2%	0.2%	0.2%
VI (Visual Impairment)	0.3%	0.3%	0.3%
MDH/MDO (Multiple Disabilities)	0.5%	0.3%	0.5%
DD (Developmental Delay)	0.7%	0.2%	0.2%
OI (Orthopedic Impairment)	0.4%	0.3%	0.5%
ED (Emotional Disturbance)	1.5%	1.4%	1.4%
DEA/HOH (Deaf/Hard of Hearing)	1.8%	1.6%	1.5%
MR/ID (Intellectual Disability)	3.2%	2.9%	2.6%
AUT (Autism)	8.0%	8.7%	9.4%
SLI (Speech and Language Impairment)	8.9%	9.6%	8.6%
OHI (Other Health Impairment)	13.3%	15.0%	15.9%
SLD (Specific Learning Disability)	61.5%	59.4%	58.9%

Appendix C

Disability of Tested Students	Number of Students Tested	Percentage
SLD (Specific Learning Disability)	1539	64.3%
SLI (Speech and Language Impairment)	114	4.8%
OHI (Other Health Impairment)	386	16.1%
AUT (Autism)	205	8.6%
MR/ID (Intellectual Disability)	54	2.3%
DEA/HOH (Deaf/Hard of Hearing)	39	1.6%
ED (Emotional Disturbance)	27	1.1%
OI (Orthopedic Impairment)	11	0.5%
MDH/MDO (Multiple Disabilities)	11	0.5%
TBI (Traumatic Brain Injury)	5	0.2%
VI (Visual Impairment)	3	0.1%

[6] Option 3 Match refers to identical cohort of Option 3 schools in both years (2011-12 and 2012-13) to see whether the increase in % of SWD was in any way attributed to new schools joining Option 3.

Appendix D

Student-Level STAR Data

Overall ELA	# Students 2011-12	# Students 2012-13	Change	Overall Math	# Students 2011-12	# Students 2012-13	Change
Number Prof+Adv in ELA	572	595		Number Prof+Adv in Math	580	541	
Total Number of ELA Scores	2387	2368		Total Number of Math Scores	2341	2262	
% Prof+Adv in ELA	23.96%	25.13%	1.2%	% Prof+Adv in Math	24.8%	23.9%	-0.9%
High Incidence				**High Incidence**			
Number Prof+Adv in ELA	417	421		Number Prof+Adv in Math	434	397	
Total Number of HI ELA Scores	2034	2014		Total Number of HI Math Scores	1992	1918	
% Prof+Adv in ELA	20.5%	20.9%	0.4%	% Prof+Adv in Math	21.8%	20.7%	-1.1%
Low Incidence				**Low Incidence**			
Number Prof+Adv in ELA	155	174		Number Prof+Adv in Math	146	144	
Total Number of LI ELA Scores	353	354		Total Number of LI Math Scores	349	344	
% Prof+Adv in ELA	43.9%	49.2%	5.2%	% Prof+Adv in Math	41.8%	41.9%	0.0%