



Board of Education Report

File #: Rep-114-20/21, **Version:** 1

**Approval of the Renewal Petition for Alliance Margaret M. Bloomfield Technology Academy High
[PUBLIC HEARING]
November 24, 2020
Charter Schools Division**

Action Proposed:

Staff recommends approval of the renewal petition for Alliance Margaret M. Bloomfield Technology Academy High (“Charter School”), designated by the state as Middle performing, located in Board District 5 and Local District East, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 525 students in grades 9-12 in year one, and up to 500 students in grades 9-12 by the end of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report.

Background:

Alliance Margaret M. Bloomfield Technology Academy High is a 9-12 school currently serving 575 students on a private facility in Los Angeles at 7907 Santa Fe Avenue, Huntington Park, CA 90255, in Board District 5 and Local District East. Alliance Margaret M. Bloomfield Technology Academy High was approved by the LAUSD Board of Education on June 7, 2011. On December 8, 2015, the charter school was renewed for another five year term to serve 500 students in grades 9-12.

On September 1, 2020, Alliance Margaret M. Bloomfield Technology Academy High submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through November 30, 2020.

An initial Public Hearing was held on October 27, 2020.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Due Diligence:

Current Alliance Margaret M. Bloomfield Technology Academy High governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District’s Board of Education website at <http://laschoolboard.org/charterpetitions>.

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with local, state, and federal ordinances, laws and regulations and with the terms and conditions set forth in its petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

“Yes” - If the Board adopts the recommendation of approval of the renewal petition, Charter School would be authorized to continue operating as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2021.

“No” - If the Board does not adopt the recommendation of approval of the renewal petition, and instead takes specific action to deny the renewal petition, Charter School would not be authorized to continue operating as a charter school under the terms of the renewal petition. Charter School’s current charter expires on June 30, 2021. The petitioners may appeal a denial to Los Angeles County Board of Education (“LACBOE”). If the appeal is approved by LACBOE, Charter School would be authorized by the LACBOE. If LACBOE denies a petition on appeal, the Charter School may appeal to the State Board of Education (“SBE”) which will review the appeal using an abuse of discretion standard. If the denial is reversed by the SBE, the SBE shall designate, in consultation with the petitioner, the LAUSD Board of Education or LACBOE as the chartering authority.

This Board Report No. 114-20/21, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of the Charter School renewal petition.

Policy Implications:

There are no policy implications at this time.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(c), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school’s debts or obligations as long as the school district complies with all oversight responsibilities. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any modifications to the charter school’s petition or operations with significant financial implications would require District approval prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to join the LAUSD SELPA Option 3. The Charter School’s fair share contribution to special education will be 10% of the charter schools’ AB 602 (rate includes Base, COLA, and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from the Charter School’s Local Control Funding Formula (“LCFF”) funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The revenue rate will be adjusted to account for changes in the State’s funding formula beginning in fiscal year 2013-2014. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Charter-operated Program special education director. These funds will be used to support the personnel

for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this Section, the Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the Board of Education's Policy on Charter School Authorizing, "[W]hen the Board of Education authorizes a charter school, it establishes a partnership to advance its vision and mission and to accelerate gains in academic achievement and accountability for *all* of its students and public schools (*Policy*, p.2)." Based on a comprehensive review and assessment of Charter School's renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for charter school renewal and therefore recommends approval of the renewal petition.

Issues and Analysis:

If all pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda.

Budget and Petition available for perusal at the following link:

https://www.dropbox.com/sh/tpvj4qfjm4oeiuz/AADBcZvqXDwKz_LqaKbuw15a?dl=0

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - DFS Data and High vs Low Performance Data Sets

Attachment C - Desegregation Impact Statement

Informatives:

Not applicable

Submitted:

11/06/20

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

AUSTIN BEUTNER
Superintendent of Schools

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
Interim General Counsel

___ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 114-20/21
November 24, 2020

School Name:	Alliance Margaret M. Bloomfield Technology Academy High		BOARD IS REQUIRED TO TAKE ACTION BY: November 30, 2020
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Alliance Margaret M. Bloomfield Technology Academy High		
Location Code:	7686		
Type of Site(s):	Private		
Site Address(es):	7907 Santa Fe Avenue, Huntington Park, CA 90255		
Board District(s):	5	Local District(s):	East
Grade Levels Served:	9-12	Current Enrollment:	575
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	500
CONSIDERATION:	Renewal		
CDE PERFORMANCE LEVEL:	Middle Performing		
STAFF RECOMMENDATION:	Approval		
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p>Criterion 1:</p> <ul style="list-style-type: none"> ◆ The charter school has presented a sound educational program. ◆ The petition, as revised through the petition review and revisions process, contains reasonably comprehensive descriptions of all required elements, including the Federal, State, and District Required Language. ◆ Petitioners are demonstrably likely to successfully implement the educational program set forth in the renewal petition. ◆ The petition contains required affirmations, assurances, and declarations. <p>Criterion 2:</p> <ul style="list-style-type: none"> ◆ Charter School qualifies for renewal as a [<i>low, middle, high</i>] performing charter school based on performance indicators and pursuant to the statutory renewal framework. (See full analysis below). 		

	<p>Criterion 3:</p> <ul style="list-style-type: none"> ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition. ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns. <p>In addition to the above, the petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7. Please see “Staff Review and Assessment” section below for further detail.</p>
<p>PROPOSED BENCHMARKS:</p>	<p>N/A</p>

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval, of the renewal petition for Alliance Margaret M. Bloomfield Technology Academy High (“Alliance Bloomfield” or “Charter School”), located in Board District 5 and Local District East, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve 525 students in grades 9-12 in year one, and up to 500 students in grades 9-12 by the end of the charter term.

II. CRITERIA FOR RENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605, 47607, and 47607.2. As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal under the renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

Charter schools designated as Dashboard Alternative School Status (“DASS”) will work with LAUSD to establish renewal targets locally. (Ed. Code, § 47607(c)(7).) Please see *LAUSD Policy and Procedures for Charter School Authorizing* (LAUSD Board of Education, August 11, 2020) for more information regarding renewal criteria.

III. GENERAL SCHOOL INFORMATION

A. School History

	Alliance Margaret M. Bloomfield Technology Academy High
Initial Authorization:	On June 7, 2011, Alliance Margaret M. Bloomfield Technology Academy High (formerly named Alliance College-Ready Academy High School No. 18) was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal	The charter was renewed on December 8, 2015, to serve up to 500 students in grades 9-12.

	Alliance Margaret M. Bloomfield Technology Academy High
Approved Material Revisions of Current Charter:	The Board of Education approved a request for material revision on December 12, 2019, to amend the corporate structure and governance model.
Board Benchmarks in Current Charter Term:	<p>On December 8, 2015, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following governance and academic benchmarks to Alliance Bloomfield:</p> <p><u>Governance</u></p> <ul style="list-style-type: none"> ▪ Alliance Margaret M. Bloomfield Technology Academy High’s nonprofit governing board will implement the policy and procedure changes required by the District’s Notice to Cure: Further Action on Governance, dated October 22, 2015, and in the District’s oversight observations regarding governance, as well as any prospective oversight observations during the 2015-16 academic year no later than July 1, 2016. ▪ Alliance Margaret M. Bloomfield Technology Academy High shall provide to the District copies of the service agreement and/or any other contracts between or among Alliance for College-Ready Public Schools and Alliance Margaret M. Bloomfield Technology Academy High, as soon as possible, and in any event on or prior to January 2, 2016. ▪ Alliance Margaret M. Bloomfield Technology Academy High’s nonprofit governing board will submit any applicable governance revisions to its charter petition (whether administrative or material) for District review and appropriate action to be completed by January 31, 2017 or earlier if practicable. <p><u>Academics</u></p> <ul style="list-style-type: none"> ▪ Considering the school opened in year 4 of its initial charter term and has no evaluative Smarter Balanced Assessment data, Alliance Margaret M. Bloomfield Technology Academy High shall provide a yearly student achievement report to the Charter Schools Division summarizing schoolwide and subgroup performance and progress on Smarter Balanced Assessments and other measures considered during this renewal by October 1 for the first two years of its new term for District evaluation. <p>Alliance Bloomfield met all of its benchmarks. Please see the “Staff Review and Assessment” section below.</p>
Submission of Renewal Petition Application:	Alliance Bloomfield submitted its renewal petition application on September 1, 2020. The 90-day statutory timeline for Board action on the petition runs through November 30, 2020.
Concurrent Request for Material Revision:	N/A

B. Educational Program

	Alliance Margaret M. Bloomfield Technology Academy High
Key Features of Educational Program:	<p>Alliance Bloomfield offers a 9-12 educational program, which includes the following features:</p> <ul style="list-style-type: none"> ♦ Small personalized classrooms, which offer small learning communities and individualized instruction that targets individual student learning needs. ♦ Daily learning time is structured into student longer instructional blocks of time (120 minutes) to allow for focused in-depth learning. ♦ Instructional focus on literacy that includes analyzing complex texts, citing textual evidence through discussion and essay writing, and student use of academic discourse.
English Learner Master Plan:	<p>Alliance Bloomfield implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> ♦ Teachers implement both Integrated and Designated English Language Development (ELD) instruction. ♦ Teachers provide multiple opportunities for use of academic English through structured classroom discussions, small group work, turn-and-talks, and presentations. ♦ The school uses <i>Springboard ELD</i> to support English Learners in developing their listening, speaking, reading and writing skills.
Special Education SELPA	Alliance Bloomfield participates in LAUSD SELPA Option 3.

C. Student Enrollment and Population

School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
Alliance Margaret M. Bloomfield Technology Academy High	527	88.2%	4.6%	0.0%	0.4%	0.4%	14.0%	0.0%	0.2%	1.7%	95.4%	0.0%	0.0%	2.8%	92.2%	11.4%	0.0%	0.9%

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

D. Charter School Operator

Alliance Margaret M. Bloomfield Technology Academy High, a California nonprofit public benefit corporation, operates Alliance Margaret M. Bloomfield Technology Academy High. The school is part of a network of 25 LAUSD authorized charter schools with Alliance College-Ready Public Schools, a separate nonprofit public benefit corporation that is the sole statutory member of the Alliance Margaret M. Bloomfield Technology Academy High's nonprofit public benefit corporation.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the renewal petition application and the school's record of performance, staff has determined that the charter school has met the standards and criteria for renewal. Staff findings include the following:

A. Criterion 1: Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

Yes, the charter school has presented a sound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are likely to successfully implement the educational program for its targeted student population. The petition sufficiently addresses and is consistent with the applicable legal and policy requirements, including but not limited to the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the salient needs of the target student population. Please see discussion of the charter school's record of academic performance in the section below.

B. Criterion 2: Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

Yes, the school has been classified by the state as Middle performing in 2019-2020. Please see discussion of the charter school's record of academic performance in the section below.

Charter Renewal Term

For Middle performing schools, pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following: 1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard; 2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard; 3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following: a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The charter school's record of performance during the term of the charter reflects the following specific factors:

1. Student Achievement and Educational Performance

a. Summary

Alliance Bloomfield has been identified by the state as a Middle performing charter school. The charter school has attained measurable increases in academic achievement schoolwide and for numerically significant subgroups.

b. Measurements of Academic Performance on the California School Dashboard

As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools. Please see the table below for more information on this school.

Alliance Margaret M. Bloomfield Technology Academy High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	Blue	Orange	NPC	NPC	N/A	NPC	Orange
2019	Green	Green	Orange	Yellow	N/A	Blue	Blue

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

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

*For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018, therefore it is not used.)

NPC: No Performance Color

The recommendation for renewal has considered the schoolwide performance and performance of numerically significant subgroups served by the charter school on the state and local indicators, providing greater weight to performance on measurements of academy performance. In addition to the state and local indicators, the recommendation considered whether there was clear and convincing evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year's progress in each year in school, and strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (if applicable).

Please see attached *Alliance Margaret M. Bloomfield Technology Academy High Data Set*.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - (ELA Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	110	Blue	76.0	-6.0	Higher	101	Green	64.3	-2.5	Higher
English Learner	19	No Color	-30.8	-47.1	--	32	No Color	2.3	-45.1	Higher
Latino	110	Blue	76.0	-31.3	Higher	98	Green	69.2	-26.6	Higher
Socioeconomically Disadvantaged	108	Blue	78.7	-34.7	Higher	94	Green	64.5	-30.1	Higher

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

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in English Language Arts (ELA) in 2018 and 2019, the charter school's Distance from Standard (DFS) was higher than the state's DFS. In 2018, the school had two numerically significant subgroups (Latino and Socioeconomically Disadvantaged) and in 2019, the school had three numerically significant subgroups (English Learners, Latino, and Socioeconomically Disadvantaged). In both 2018 and 2019, all of the charter school's numerically significant subgroups were higher than the state's DFS for those subgroups.

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - (ELA Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	State Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	State Change Level
All Students	110	Blue	14.9	Increased	2.2	Maintained	101	Green	-11.8	Declined	3.7	Increased
English Learner	19	No Color	-45.4	Declined Significantly	3.3	Increased	32	No Color	47.2	Increased Significantly	3.1	Increased
Latino	110	Blue	14.9	Increased	3.2	Increased	98	Green	-6.9	Declined	4.5	Increased
Socioeconomically Disadvantaged	108	Blue	18.5	Increased Significantly	4.0	Increased	94	Green	-14.3	Declined	4.4	Increased

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

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the table above, in 2018, the charter school Increased in Change Level schoolwide and the numerically significant subgroups either Increased or Increased Significantly in Change Level. In 2019, the charter school Declined in Change Level schoolwide and for of its numerically significant subgroups, with the exception of the English Learner (EL) subgroup which Increased Significantly.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - (Math Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	109	Orange	-68.9	-36.4	Lower	101	Green	-49.8	-33.5	Lower
English Learner	18	No Color	-156.1	-69.9	--	32	No Color	-104.8	-68.6	Lower
Latino	109	Orange	-68.9	-65.8	Lower	98	Green	-45.3	-62.2	Higher
Socioeconomically Disadvantaged	107	Orange	-64.6	-67.4	Higher	94	Green	-48.2	-63.7	Higher

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

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in Math in 2018 and 2019, the charter school's DFS was lower than the state's DFS. In 2018, the school had two numerically significant subgroups (Latino and Socioeconomically Disadvantaged) and in 2019, the school had three numerically significant subgroups (English Learners, Latino, and Socioeconomically Disadvantaged). In 2018 and 2019, the majority of numerically significant subgroups performed higher than the state's DFS for those subgroups, with the exception of the Latino subgroup in 2018 and the EL subgroup in 2019, which were both lower.

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - (Math Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	State Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	State Change Level
All Students	109	Orange	-22.0	Declined Significantly	1.3	Maintained	101	Green	19.1	Increased Significantly	2.9	Maintained
English Learner	18	No Color	-75.5	Declined Significantly	1.5	Maintained	32	No Color	66.8	Increased Significantly	2.2	Maintained
Latino	109	Orange	-22.0	Declined Significantly	1.7	Maintained	98	Green	23.6	Increased Significantly	3.4	Increased
Socioeconomically Disadvantaged	107	Orange	-16.4	Declined Significantly	2.3	Maintained	94	Green	16.4	Increased Significantly	3.4	Increased

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

For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the table above, in 2018, the charter school Declined Significantly in Change Level schoolwide, as did all the numerically significant subgroups. In 2019, the charter school Increased Significantly in Change Level schoolwide and for all the numerically significant subgroups.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

Alliance Margaret M. Bloomfield Technology Academy High - English Learner Progress Indicator CA School Dashboard Indicator						
Subgroup	2019 School				2019 State	
	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	73	No Color	35.6%	Low	48.3%	Medium

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

As seen in the table above, the 2019 California School Dashboard indicates 35.6% of Alliance Bloomfield's English Learner students are making progress towards English proficiency, lower than the state at 48.3%. The Performance Level for the school is Low while the state Performance Level is Medium.

f. Standardized Assessments Participation Rates

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

g. College/Career Academic Indicator

Percentage of Prepared Students Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - College / Career Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	State 2018 percentage of prepared students	School to State CCI Comparison	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	State 2019 percentage of prepared students	School to State CCI Comparison
All Students	114	No Color	65.8%	42.2%	Higher	111	Yellow	57.7%	44.1%	Higher
Latino	112	No Color	66.1%	33.8%	Higher	108	Yellow	57.4%	36.1%	Higher
Socioeconomically Disadvantaged	113	No Color	65.5%	33.7%	Higher	110	Yellow	58.2%	35.8%	Higher

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

For classification purposes, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the table above, in both 2018 and 2019, the charter school had a higher percentage of prepared students than the state schoolwide and for both numerically significant subgroups (Latino and Socioeconomically Disadvantaged).

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - College / Career Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	State Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	State Change Level
All Students	114	No Color	--	No Data	1.1%	Maintained	111	Yellow	-8.7%	Declined	1.8%	Maintained
Latino	112	No Color	--	No Data	1.2%	Maintained	108	Yellow	-9.3%	Declined	2.2%	Increased
Socioeconomically Disadvantaged	113	No Color	--	No Data	1.5%	Maintained	110	Yellow	-7.9%	Declined	2.0%	Increased

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

As seen in the table above, the charter school did not have Change Level data in 2018. In 2019, the charter school Declined in Change Level schoolwide and for all numerically significant subgroups.

h. Verified Data

As noted above, a charter school classified by the state as Middle performing may present verified data. Pursuant to Education Code Section 47607.2(c)(1), “verified data” means data derived from nationally recognized, valid, peer reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes (if applicable).

Per the *LAUSD’s Policy and Procedures for Charter Schools*, until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this Policy and Procedures, the District defines “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter (e.g., seven-year, six-year, five-year, or two-year term). Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements herein.

Staff determined that the schoolwide performance and performance of all numerically significant subgroups on the California School Dashboard provided sufficient information to determine the renewal recommendation.

i. Postsecondary Outcomes [HS only]

N/A

j. Local Indicators

Staff also considered the Local Indicators (i.e. Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) and all are reported as Met.

k. “May Deny” Analysis for Middle Performing Charter Schools [if applicable]

N/A

l. Suspension Rate Indicator

Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	Students suspended at least once	State Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	State Students suspended at least once	School to State Suspensions Comparison
All Students	538	Orange	3.3%	3.5%	Lower	557	Blue	1.3%	3.4%	Lower
English Learner	104	Orange	5.8%	3.0%	Higher	97	Green	3.1%	3.1%	Same
Latino	505	Orange	3.6%	3.6%	Same	524	Blue	1.3%	3.5%	Lower
Socioeconomically Disadvantaged	514	Orange	3.3%	4.4%	Lower	513	Blue	1.2%	4.3%	Lower
Students with Disabilities	68	Orange	7.4%	6.8%	Higher	80	Green	3.8%	6.2%	Lower

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

As seen in the table above, in 2018 and 2019, the schoolwide percentage of students suspended at least once than was lower than the state. In 2018, the Socioeconomically Disadvantaged subgroup was also lower and the Latino subgroup was the Same as the state. The English Learner and Students with Disabilities subgroups were Higher than the state. In 2019, the majority of numerically significant subgroups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) were lower than the state, with the exception of the EL subgroup, which was the Same as the state.

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Change	Change Level	State Change	State Change Level	Number of Students	2019 Color	Change	Change Level	State Change	State Change Level
All Students	538	Orange	2.1%	Increased	-0.1%	Maintained	557	Blue	-2.1%	Declined Significantly	-0.1%	Maintained
English Learner	104	Orange	4.5%	Increased	-0.1%	Maintained	97	Green	-2.7%	Declined	0.1%	Maintained
Latino	505	Orange	2.6%	Increased	-0.1%	Maintained	524	Blue	-2.2%	Declined Significantly	-0.1%	Maintained
Socioeconomically Disadvantaged	514	Orange	2.0%	Increased	-0.2%	Maintained	513	Blue	-2.1%	Declined Significantly	-0.1%	Maintained
Students with Disabilities	68	Orange	3.4%	Increased	0.3%	Declined	80	Green	-3.6%	Declined	0.6%	Declined

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

As seen in the table above, in 2018, the charter school Increased in Change Level schoolwide and for all the numerically significant subgroups. In 2019, the charter school Declined Significantly in Change Level schoolwide and all the numerically significant subgroups either Declined or Declined Significantly.

m. Graduation Rate Indicator [HS Only]

Percentage of Graduated Students Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - Graduation Rate Indicator - CA School Dashboard Indicator								
Subgroup	2018 Color	Percentage of graduated students	State Percentage of graduated students	School to State Graduated Students Comparison	2019 Color	Percentage of graduated students	State Percentage of graduated students	School to State Graduated Students Comparison
All Students	No Color	97.4%	83.5%	Higher	Blue	98.2%	85.9%	Higher
Latino	No Color	97.3%	81.2%	Higher	Blue	98.2%	83.8%	Higher
Socioeconomically Disadvantaged	No Color	97.3%	80.8%	Higher	Blue	98.2%	83.3%	Higher

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

As seen in the table above, in 2018 and 2019, the charter school had a higher percentage of graduated students than the state schoolwide and for its numerically significant subgroups (Latino and Socioeconomically Disadvantaged). Alliance Bloomfield’s students must meet A-G requirements with a grade of “C” or better.

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Margaret M. Bloomfield Technology Academy High - Graduation Rate Indicator - CA School Dashboard Indicator											
Subgroup	2018 Color	Change	Change Level	State Change	State Change Level	2019 Color	Change	Change Level	State Change	State Change Level	
All Students	No Color	--	No Data	-0.9%	Maintained	Blue	0.8%	Maintained	2.7%	Increased	
Latino	No Color	--	No Data	-0.8%	Maintained	Blue	0.8%	Maintained	3.0%	Increased	
Socioeconomically Disadvantaged	No Color	--	No Data	-0.4%	Maintained	Blue	0.8%	Maintained	2.8%	Increased	

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

As seen in the table above, the charter school did not have Change Level data in 2018. In 2019, the charter school Maintained in Change Level schoolwide and for its numerically significant subgroups.

n. Chronic Absenteeism Indicator

N/A

o. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	Alliance Margaret M. Bloomfield Technology Academy High	State	School to State RFEF Comparison
2018-19	17-18 EL #	77	1,271,150	Higher
	18-19 Reclass #	13	175,746	
	18-19 Reclass Rate	16.9%	13.8%	
2019-20	18-19 EL #	94	1,195,988	Higher
	19-20 Reclass #	15	164,653	
	19-20 Reclass Rate	16.0%	13.8%	

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

In 2019-2020, Alliance Bloomfield’s reclassification rate was 16.9%, was higher than the state’s reclassification rate of 13.8%. In 2018-2019, Alliance Bloomfield’s reclassification rate of 16.0% was higher than the state’s rate of 13.8%.

Alliance Bloomfield’s reclassification criteria are as follows:

- ◆ Assessment of Language Proficiency: ELPAC Score of 4
- ◆ Basic Skills Assessment: Lexile of 830 or CAASPP ELA Nearly Met (2), Met (3), or Exceeded (4) grade level standards
- ◆ Teacher Evaluation: ELA Grade of C (2.0) or higher
- ◆ Parent opinion and consultation

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

English Learners	2018-19				2019-20			
	Alliance Margaret M. Bloomfield Technology Academy High		State		Alliance Margaret M. Bloomfield Technology Academy High		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	7	1.8%	220,738	9.5%	4	1.1%	130,783	5.7%
LTEL 6+ Years	79	20.6%	342,983	14.7%	43	11.3%	204,042	8.9%

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

In 2019-2020, Alliance Bloomfield had 11.3% Long-term English Learners (LTELs), which was higher than the state’s LTEL percentage of 8.9%. In 2018-2019, Alliance Bloomfield’s LTEL percentage of 20.6% was higher than the state’s 14.7%. In 2019-2020, the charter school had 1.1% “At-Risk” (4 students), which was lower than the state’s rate of 5.7%. Similarly, in 2018-2019, Alliance Bloomfield had 1.8% “At-Risk” students which was lower than the state at 9.5%.

2. Annual Oversight Results

a. Student Achievement and Educational Performance

Alliance Bloomfield has achieved the rating of *Proficient* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance	3 Proficient	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Governance

Alliance Bloomfield’s record of performance and related information demonstrate that the school is likely to succeed in the area of governance.

The school has earned the ratings of *Proficient* and *Accomplished* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Governance	3 Proficient	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

c. Organizational Management, Programs, and Operations

Alliance Bloomfield’s record of performance and related information demonstrate that the school is likely to succeed in the area of organizational management, programs, and operations.

Alliance Bloomfield has achieved the ratings of *Unsatisfactory* and *Accomplished* in the category of Organization Management, Programs, and Operations on its annual oversight evaluation reports for the last two years and has no unresolved operations issues pending. The score of 1 in *Organizational Management, Programs and Operations* issued in 2018-2019 was due to inconsistent application of the established systems and procedures for ensuring compliance with conducting child abuse mandated reporter training in accordance with AB 1432. In response, Alliance HR staff shared that “HR will now be modifying New Hire Orientation such that employees will complete these trainings before leaving New Hire Orientation.” Additionally, new hires will receive this training prior to having interaction with students at the school site.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Organizational Management, Programs, and Operations	1 Unsatisfactory	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

ii. Access and Equity

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio- economically Disadvantaged	Students with Disabilities	Two or More Races	White
Alliance Margaret M. Bloomfield Technology Academy High	527	88.2%	4.6%	0.0%	0.4%	0.4%	14.0%	0.0%	0.2%	1.7%	95.4%	0.0%	0.0%	2.8%	92.2%	11.4%	0.0%	0.9%
Statewide	6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified	596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

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

iii. Special Education

2019-20 Enrollment by Disability																		
School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
Alliance Margaret M. Bloomfield Technology Academy High	527	60	11.4%	83.3%	16.7%	7	0	0	0	0	2	1	10	0	40	0	0	0
Statewide	6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, Alliance Bloomfield has an 11.4% Special Education enrollment, which is lower than the state’s percentage of 11.7% and the District’s percentage of 13.9%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iv. Additional Information

As noted earlier in this report, Alliance Bloomfield had three governance benchmarks and one academic benchmark as part of its previous renewal. The school provided the required information within the timelines indicated and CSD staff monitored as part of ongoing oversight.

C. Criterion 3: Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

- ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition.
- ◆ There is no evidence at the time of renewal that Charter School is not serving all pupils who wish to attend based on data on pupil enrollment patterns.

For more information about enrollment or dismissal practices, substantial fiscal issues or substantial governance issues, please see the Access and Equity, Fiscal Operations, and Governance sections, respectively.

D. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School?

Yes, the petition contains the required declaration.

3. Fiscal Operations

Alliance Margaret M. Bloomfield Technology Academy High’s (Alliance Bloomfield) record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

Alliance Bloomfield achieved the rating of *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

During the 2019-2020 oversight visit, the CSD noted that the school’s internal controls and processes were generally in place and implemented in practice.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Fiscal Operations	3 Proficient	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school’s performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Fiscal Condition

Alliance Bloomfield’s fiscal condition is positive and has been upward trending since the 2015-2016 fiscal year. According to the 2018-2019 independent audit report, the school had positive net assets of \$1,052,820 and net income of \$351,222. The 2019-2020 Unaudited Actuals projected positive net assets and net income.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	\$615,498	\$725,180	\$701,598	\$1,052,820	\$1,666,808
Net Income/Loss	\$362,072	\$109,682	(\$23,582)	\$351,222	\$613,989
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

According to Alliance College Ready Public Schools' (ACRPS) independent audit report for the fiscal year ended June 30, 2019, ACRPS's fiscal condition is strong. ACRPS and its charter schools reported positive net assets of \$150,618,446 and net income of \$13,185,349. ACRPS, without its charter schools, reported positive net assets of \$46,598,188 and a net loss of (\$1,821,242).

During 2019-2020, Alliance Bloomfield paid annual management fees of 10% to ACRPS for administrative services such as: finance and accounting, human resources and employee relations, new teacher recruitment and support, educator effectiveness, recruitment & selection, assessments, data and analysis, information technology, student information services, school operations support, facilities, professional development, marketing communications, college success support, school development, and parent & community engagement services. These management fees were calculated based on Alliance Bloomfield's total revenues—less 10% of excluded revenues (e.g., school fundraising, proceeds from equipment sales, extraordinary one-time donations, other fees & contracts, etc.).

- c. 2018-2019 Independent Audit Report
 Audit Opinion: Unmodified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Going Concern: None Reported
- d. Other Significant Fiscal Information
 None

ATTACHMENT B

Alliance Margaret M. Bloomfield Technology Academy High Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

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

(ELA Grades) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	All Students	110	Blue	76.0	14.9	Increased	-6.0	2.2	Maintained	Higher	101	Green	64.3	-11.8	Declined	-2.5	3.7	Increased	Higher
				American Indian or Alaska Native	0	--	--	--	--	-36.8	2.3	Maintained	--	0	--	--	--	--	-34.1	2.1	Maintained	--
				Asian	0	--	--	--	--	62.4	2.0	Maintained	--	0	--	--	--	--	64.8	3.1	Increased	--
				Black or African American	0	--	--	--	--	-51.8	0.9	Maintained	--	1	No Color	--	--	No Data	-47.6	3.7	Increased	--
				English Learner	19	No Color	-30.8	-45.4	Declined Significantly	-47.1	3.3	Increased	--	32	No Color	2.3	47.2	Increased Significantly	-45.1	3.1	Increased	Higher
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	1	No Color	--	--	No Data	-79.2	1.4	Maintained	--	0	--	--	--	--	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	1	No Color	--	--	No Data	-46.7	3.8	Increased	--
				Latino	110	Blue	76.0	14.9	Increased	-31.3	3.2	Increased	Higher	98	Green	69.2	-6.9	Declined	-26.6	4.5	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	0	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	108	Blue	78.7	18.5	Increased Significantly	-34.7	4.0	Increased	Higher	94	Green	64.5	-14.3	Declined	-30.1	4.4	Increased	Higher
				Students with Disabilities	12	No Color	-62.7	-61.8	Declined Significantly	-95.5	2.1	Maintained	--	21	No Color	-15.3	47.4	Increased Significantly	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	0	--	--	--	--	30.3	2.0	Maintained	--
				White	0	--	--	--	--	27.7	0.8	Maintained	--	0	--	--	--	--	30.7	3.4	Increased	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

English Language Arts Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	98%	98%	--	--	87%	--	100%	--	99%	--	99%	80%	--	67%
Participation Rate Met 2018	Yes	Yes	--	--	No	--	Yes	--	Yes	--	Yes	No	--	No
Percent of students tested in 2019	100%	100%	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2019	Yes	Yes	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Alliance Margaret M. Bloomfield Technology Academy High
Academic Performance - Math**

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

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

(Math Grades) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	All Students	109	Orange	-68.9	-22.0	Declined Significantly	-36.4	1.3	Maintained	Lower	101	Green	-49.8	19.1	Increased Significantly	-33.5	2.9	Maintained	Lower
				American Indian or Alaska Native	0	--	--	--	--	-73.0	-0.7	Maintained	--	0	--	--	--	--	-69.6	2.8	Maintained	--
				Asian	0	--	--	--	--	56.7	2.4	Maintained	--	0	--	--	--	--	59.8	3.9	Increased	--
				Black or African American	0	--	--	--	--	-91.5	0.2	Maintained	--	1	No Color	--	--	No Data	-87.9	2.8	Maintained	--
				English Learner	18	No Color	-156.1	-75.5	Declined Significantly	-69.9	1.5	Maintained	--	32	No Color	-104.8	66.8	Increased Significantly	-68.6	2.2	Maintained	Lower
				Filipino	0	--	--	--	--	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	1	No Color	--	--	No Data	-114.0	-0.5	Maintained	--	0	--	--	--	--	-107.2	5.1	Increased	--
				Homeless	0	--	--	--	--	-81.0	1.5	Maintained	--	1	No Color	--	--	No Data	-77.7	2.9	Maintained	--
				Latino	109	Orange	-68.9	-22.0	Declined Significantly	-65.8	1.7	Maintained	Lower	98	Green	-45.3	23.6	Increased Significantly	-62.2	3.4	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	107	Orange	-64.6	-16.4	Declined Significantly	-67.4	2.3	Maintained	Higher	94	Green	-48.2	16.4	Increased Significantly	-63.7	3.4	Increased	Higher
				Students with Disabilities	12	No Color	-207.3	-110.3	Declined Significantly	-125.3	0.8	Maintained	--	21	No Color	-89.7	117.5	Increased Significantly	-119.4	6.6	Increased	--
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	0	--	--	--	--	2.5	0.9	Maintained	--
				White	0	--	--	--	--	-1.0	0.6	Maintained	--	0	--	--	--	--	1.4	2.7	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

Mathematics Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	97%	97%	--	--	82%	--	100%	--	98%	--	98%	80%	--	67%
Participation Rate Met 2018	Yes	Yes	--	--	No	--	Yes	--	Yes	--	Yes	No	--	No
Percent of students tested in 2019	100%	100%	--	100%	100%	--	--	100%	100%	--	100%	100%	--	--
Participation Rate Met 2019	Yes	Yes	--	Yes	Yes	--	--	Yes	Yes	--	Yes	Yes	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Alliance Margaret M. Bloomfield Technology Academy High
English Learner Progress Indicator**

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported.

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

English Learner Progress Indicator - CA School Dashboard Indicator																
LD	BD	Loc Code	School	Subgroup	2018 School				2018 State		2019 School				2019 State	
					Number of English Learner Students	2018 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	English Learner	75						73	No Color	35.6%	Low	48.3	Medium

Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: '0 to 10' = Fewer than 11 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are suppressed) '11 to 29' = Number of EL students with overall PL on ELPAC SA in both prior and current years is 11 thru 29 (Status rate and level are reported but are not used for accountability) '30 and Up' = At least 30 EL students have an overall PL on ELPAC SA in both prior and current years (status rate and level are reported and will be used for accountability)

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

	ELPAC Participation Rate
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	99%
Participation Rate Met 2019	Yes

2018 Student English Language Acquisition Results		
	Alliance Margaret M. Bloomfield Technology Academy High	State
Level 4 - Well Developed	24.0%	30.6%
Level 3 - Moderately Developed	30.7%	34.6%
Level 2 - Somewhat Developed	33.3%	20.2%
Level 1 - Beginning Stage	12.0%	14.6%

2019 Student English Language Acquisition Results		
	Alliance Margaret M. Bloomfield Technology Academy High	State
ELs Who Progressed at Least One ELPI Level	34.2%	42.9%
ELs Who Maintained ELPI Level 4	1.3%	5.3%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	28.7%	31.5%
ELs Who Decreased at Least One ELPI Level	35.6%	20.1%

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Alliance Margaret M. Bloomfield Technology Academy High
Academic Performance - College / Career**

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

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

College / Career Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	Change	Change Level	State 2018 percentage of prepared students	Change	Change Level	School to State CCI Comparison	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	Change	Change Level	State 2019 percentage of prepared students	Change	Change Level	School to State CCI Comparison
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	All Students	114	No Color	65.8%	--	No Data	42.2%	1.1%	Maintained	Higher	111	Yellow	57.7%	-8.7%	Declined	44.1%	1.8%	Maintained	Higher
				American Indian or Alaska Native	0	--	--	--	--	25.2%	0.1%	Maintained	--	0	--	--	--	--	25.9%	0.5%	Maintained	--
				Asian	0	--	--	--	--	74.1%	0.7%	Maintained	--	0	--	--	--	--	74.0%	-0.2%	Maintained	--
				Black or African American	0	--	--	--	--	21.2%	0%	Maintained	--	0	--	--	--	--	23.7%	2.4%	Increased	--
				English Learner	17	No Color	47.1%	--	No Data	14.5%	1.9%	Maintained	--	18	No Color	16.7%	-30.4%	Declined Significantly	16.8%	2.1%	Increased	--
				Filipino	0	--	--	--	--	62.7%	-0.3%	Maintained	--	0	--	--	--	--	64.5%	1.7%	Maintained	--
				Foster Youth	0	--	--	--	--	10.4%	1.3%	Maintained	--	1	No Color	--	--	No Data	13.3%	2.8%	Increased	--
				Homeless	1	No Color	--	--	No Data	24.3%	-1.3%	Maintained	--	1	No Color	--	--	No Data	25.9%	1.4%	Maintained	--
				Latino	112	No Color	66.1%	--	No Data	33.8%	1.2%	Maintained	Higher	108	Yellow	57.4%	-9.3%	Declined	36.1%	2.2%	Increased	Higher
				Native Hawaiian or Pacific Islander	1	No Color	--	--	No Data	31.7%	0.5%	Maintained	--	0	--	--	--	--	33.5%	1.7%	Maintained	--
				Socioeconomically Disadvantaged	113	No Color	65.5%	--	No Data	33.7%	1.5%	Maintained	Higher	110	Yellow	58.2%	-7.9%	Declined	35.8%	2.0%	Increased	Higher
				Students with Disabilities	10	No Color	--	--	No Data	9.2%	1.9%	Maintained	--	15	No Color	6.7%	--	No Data	10.8%	1.5%	Maintained	--
				Two or More Races	0	--	--	--	--	48.6%	1.7%	Maintained	--	0	--	--	--	--	49.7%	0.9%	Maintained	--
				White	1	No Color	--	--	No Data	52.2%	1.2%	Maintained	--	0	--	--	--	--	53.8%	1.4%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

Alliance Margaret M. Bloomfield Technology Academy High
Suspension Rate Indicator

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

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

Suspension Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	State 2018 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Change	Change Level	State 2019 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	All Students	538	Orange	3.3%	2.1%	Increased	Yellow	3.5%	-0.1%	Maintained	Lower	557	Blue	1.3%	-2.1%	Declined Significantly	Yellow	3.4%	-0.1%	Maintained	Lower
				American Indian or Alaska Native	0	--	--	--	--	Yellow	7.2%	0.3%	Declined	--	0	--	--	--	--	Orange	7.2%	0.1%	Maintained	--
				Asian	1	No Color	--	--	No Data	Blue	1.0%	0.0%	Maintained	--	1	No Color	--	--	No Data	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	2	No Color	--	--	No Data	Orange	9.4%	0.4%	Declined	--	2	No Color	--	--	No Data	Orange	8.8%	0.6%	Declined	--
				English Learner	104	Orange	5.8%	4.5%	Increased	Yellow	3.0%	-0.1%	Maintained	Higher	97	Green	3.1%	-2.7%	Declined	Yellow	3.1%	0.1%	Maintained	Same
				Filipino	0	--	--	--	--	Green	1.3%	-0.1%	Maintained	--	0	--	--	--	--	Green	1.3%	0.0%	Maintained	--
				Foster Youth	3	No Color	--	--	No Data	Red	15.2%	0.1%	Maintained	--	3	No Color	--	--	No Data	Orange	14.6%	0.6%	Declined	--
				Homeless	1	No Color	--	--	No Data	Orange	5.6%	-0.1%	Maintained	--	6	No Color	--	--	No Data	Orange	6.2%	0.5%	Increased	--
				Latino	505	Orange	3.6%	2.6%	Increased	Yellow	3.6%	-0.1%	Maintained	Same	524	Blue	1.3%	-2.2%	Declined Significantly	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	1	No Color	--	--	No Data	Yellow	4.7%	0.3%	Declined	--	0	--	--	--	--	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	514	Orange	3.3%	2.0%	Increased	Yellow	4.4%	-0.2%	Maintained	Lower	513	Blue	1.2%	-2.1%	Declined Significantly	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	68	Orange	7.4%	3.4%	Increased	Yellow	6.8%	0.3%	Declined	Higher	80	Green	3.8%	-3.6%	Declined	Yellow	6.2%	0.6%	Declined	Lower
				Two or More Races	28	No Color	0.0%	--	No Data	Yellow	3.4%	0.0%	Maintained	--	25	No Color	0.0%	0.0%	Maintained	Yellow	3.3%	-0.1%	Maintained	--
				White	1	No Color	--	--	No Data	Yellow	3.0%	-0.1%	Maintained	--	5	No Color	--	--	No Data	Yellow	2.9%	-0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

Alliance Margaret M. Bloomfield Technology Academy High
Graduation Rate Indicator

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

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

Graduation Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	State 2018 Color	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level	State 2019 Color	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	All Students	114	No Color	97.4%	--	No Data	Yellow	83.5%	-0.9%	Maintained	Higher	111	Blue	98.2%	0.8%	Maintained	Green	85.9%	2.7%	Increased	Higher
				American Indian or Alaska Native	0	--	--	--	--	Orange	74.4%	1.8%	Declined	--	0	--	--	--	--	Yellow	78.4%	4.7%	Increased	--
				Asian	0	--	--	--	--	Green	93.4%	0%	Maintained	--	0	--	--	--	--	Green	93.9%	0.6%	Maintained	--
				Black or African American	0	--	--	--	--	Orange	72.1%	3.4%	Declined	--	0	--	--	--	--	Yellow	78.7%	6.7%	Increased	--
				English Learner	17	No Color	88.2%	--	No Data	Orange	70.9%	0%	Maintained	--	18	No Color	100.0%	11.8%	Increased	Yellow	72.7%	1.7%	Increased	--
				Filipino	0	--	--	--	--	Green	92.7%	-0.9%	Maintained	--	0	--	--	--	--	Green	93.9%	1.3%	Increased	--
				Foster Youth	0	--	--	--	--	Red	59.0%	1.0%	Increased	--	1	No Color	100.0%	--	No Data	Red	64.2%	5.0%	Increased	--
				Homeless	1	No Color	--	--	No Data	Orange	76.0%	2.5%	Declined	--	1	No Color	100.0%	0.0%	Maintained	Yellow	77.8%	2.2%	Increased	--
				Latino	112	No Color	97.3%	--	No Data	Yellow	81.2%	-0.8%	Maintained	Higher	108	Blue	98.2%	0.8%	Maintained	Green	83.8%	3.0%	Increased	Higher
				Native Hawaiian or Pacific Islander	1	No Color	--	--	No Data	Orange	81.0%	2.6%	Declined	--	0	--	--	--	--	Green	85.1%	4.3%	Increased	--
				Socioeconomically Disadvantaged	113	No Color	97.3%	--	No Data	Yellow	80.8%	-0.4%	Maintained	Higher	110	Blue	98.2%	0.8%	Maintained	Green	83.3%	2.8%	Increased	Higher
				Students with Disabilities	10	No Color	--	--	No Data	Orange	71.4%	0.7%	Maintained	--	15	No Color	100.0%	0.0%	Maintained	Orange	70.7%	1.3%	Declined	--
				Two or More Races	0	--	--	--	--	Yellow	84.7%	-0.7%	Maintained	--	0	--	--	--	--	Green	86.9%	2.6%	Increased	--
				White	1	No Color	--	--	No Data	Orange	87.7%	1.2%	Declined	--	0	--	--	--	--	Green	89.1%	1.7%	Increased	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>

**Alliance Margaret M. Bloomfield Technology Academy High
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

2019-20 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	527	88.2%	4.6%	0.0%	0.4%	0.4%	14.0%	0.0%	0.2%	1.7%	95.4%	0.0%	0.0%	2.8%	92.2%	11.4%	0.0%	0.9%
Statewide				6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

2018-19 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	525	89.3%	5.7%	0.0%	0.2%	0.4%	17.9%	0.0%	0.6%	1.1%	94.1%	0.0%	0.0%	4.4%	92.4%	14.7%	0.0%	1.0%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

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

Alliance Margaret M. Bloomfield Technology Academy High

RECLASSIFICATION RATES

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

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

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	2018-19	17-18 EL #	77	1,271,150	Higher
					18-19 Reclass #	13	175,746	
					18-19 Reclass Rate	16.9	13.8	
				2019-20	18-19 EL #	94	1,195,988	Higher
					19-20 Reclass #	15	164,653	
					19-20 Reclass Rate	16.0	13.8	

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

Alliance Margaret M. Bloomfield Technology Academy High

"At-Risk" and Long-Term English Learners (LTEL)

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	English Learners	2018-19				2019-20			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	EL 0-3 Years	8	2.1%	607,888	26.1%	11	2.9%	576,805	25.3%
				At-Risk 4-5 Years	7	1.8%	220,738	9.5%	4	1.1%	130,783	5.7%
				LTEL 6+ Years	79	20.6%	342,983	14.7%	43	11.3%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	24,379	1.0%	16	4.2%	236,394	10.4%
				EL total	94	24.5%	1,195,988	51.4%	74	19.5%	1,148,024	50.3%
				RFEP	290	75.5%	1,131,988	48.6%	305	80.5%	1,133,977	49.7%
				Total (Ever)	384	100.0%	2,327,080	100.0%	379	100.0%	2,282,001	100.0%

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

**Alliance Margaret M. Bloomfield Technology Academy High
Students with Disabilities Report**

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. **Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2019-20 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

2019-20 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	527	60	11.4%	83.3%	16.7%	7	0	0	0	0	2	1	10	0	40	0	0	0
Statewide				6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

2018-19 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	525	75	14.3%	82.7%	17.3%	8	0	0	1	0	2	2	15	0	47	0	0	0
Statewide				6,186,278	725,412	11.7%	73.4%	26.6%	101,348	11	2,610	24,767	0	8,197	36,245	99,480	8,007	298,868	130,441	1,395	2,953
Los Angeles Unified				607,723	79,187	13.0%	69.1%	30.9%	15,224	4	286	1,511	4	1,069	4,154	9,951	1,712	32,950	8,756	93	330

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

**Alliance Margaret M. Bloomfield Technology Academy High
2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

English Language Arts/Literacy

LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				School change from 2018-19
					School		State		School		State		
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	All Students	114	84.21%	3,177,420	49.88%	100	78.00%	3,162,910	51.10%	-6.21%
				American Indian or Alaska Native	--		16,100	37.42%	--		15,667	38.41%	
				Asian	--		294,323	76.41%	--		294,155	77.05%	
				Black or African American	--		170,923	32.27%	0		167,470	33.19%	
				English Learner	14		530,808	12.62%	17		511,094	12.81%	
				Filipino	--		71,470	71.20%	--		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	0		113,303	32.86%	
				Latino	112	83.93%	1,740,220	39.16%	97	80.42%	1,742,382	40.81%	-3.51%
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	110	85.45%	1,951,520	37.69%	93	77.42%	1,928,948	39.19%	-8.03%
				Students with Disabilities	12		354,484	14.98%	20		365,765	16.35%	
				Two or More Races	--		117,713	64.75%	--		124,922	65.74%	
				White	--		728,987	64.85%	--		713,484	65.64%	

Mathematics

LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				Change from 2018-19
					School		State		School		State		
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
E	5	7686	Alliance Margaret M. Bloomfield Technology Academy High	All Students	113	24.78%	3,184,720	38.65%	100	36.00%	3,170,971	39.73%	11.22%
				American Indian or Alaska Native	--		16,082	25.68%	--		15,629	26.58%	
				Asian	--		297,422	73.54%	--		296,878	74.37%	
				Black or African American	--		170,417	19.74%	*		166,870	20.55%	
				English Learner	13		541,399	12.57%	17		523,959	12.58%	
				Filipino	--		71,722	58.45%	--		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	*		114,801	22.69%	
				Latino	111	24.32%	1,744,154	26.65%	97	37.12%	1,748,298	28.05%	12.80%
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	109	24.77%	1,956,639	26.23%	93	37.64%	1,934,051	27.48%	12.87%
				Students with Disabilities	12		353,174	11.89%	20		364,341	12.61%	
				Two or More Races	--		117,518	54.41%	--		124,685	55.26%	
				White	--		729,186	53.57%	--		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&lstTestYear=2019&lstTestType=B&lstCounty=00&lstDistrict=00000&lstSchool=0000000>

AB 1505 Renewal Criteria Analysis - "High Performing" or "Low Performing" School

KEY	
Color	CA Dashboard Indicator rating. For student groups, colors represent numerically significant subgroups [i.e. 30 or more, (15+ for Foster Youth and Homeless students)]. ELPI use status level as a proxy for color on the 2019 Dashboard.
NPC	No Performance Color when student groups are not numerically significant.
--	0
Missing Data	CALPADS error; Test Irregularities; or No CDE data
N/A	Not Applicable (e.g., elementary school not needing to have CCI data or Graduation Rate data)

CRITERIA TO QUALIFY AS "**HIGH PERFORMING**" (HP) or "**LOW PERFORMING**" (LP)

HP1a [LP1a]- Does the charter school have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding renewal?

That is, a charter school must have been assigned a color (performance level) for at least two of the four measurements of academic performance (ELA, Math, EL Progress, College/Career) in each of the two years preceding renewal. **YES – NO**

Alliance Margaret M. Bloomfield Technology Academy High				
Years	ELA	Math	EL Progress Indicator *	College / Career
				Indicator
2018	5	2	NPC	NPC
2019	4	4	2	3

1. If "**YES**" - proceed to **HP1b [LP1b]** below.
2. If "**No**" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

HP1b [LP1b] - Did the charter school receive the *two highest [LP1b – two lowest]* performance levels schoolwide on *all* state indicators included on the California Dashboard (all **blue** and/or **green**) [**LP1b** – all **red** and/or **orange**] for which it receives performance levels in each of the two consecutive years immediately preceding renewal? **YES – NO**

Alliance Margaret M. Bloomfield Technology Academy High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	5	2	NPC	NPC	N/A	NPC	2
2019	4	4	2	3	N/A	5	5

1. If "**YES**" to **HP1b (two highest performance levels)** - the school is "High Performing" and may be recommended for a 7-year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.
2. If "**YES**" to **LP1b (two lowest performance levels)** - the school is "Low Performing" and may be recommended for a 0 or 2 - year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

However, **MAY RENEW ONLY** upon making both of the following written factual findings:

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;
AND
- 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school;
OR
 - b. Strong postsecondary outcomes equal to similar peers.
3. If **"NO"** - then proceed to HP2a [LP2a] below
 - a. If the charter school receives a combination of performance colors (red, orange, yellow, green, and blue) proceed to **HP2a [LP2a]** below.

* **HP1b** -

* **LP1b** -

HP2a [LP2a] - Does the charter school have performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal? **YES – NO**

Indicator	Number of Subgroups	Subgroups
ELA 2018	2	Latino; Socioeconomically Disadvantaged
ELA 2019	2	Latino; Socioeconomically Disadvantaged
Math 2018	2	Latino; Socioeconomically Disadvantaged
Math 2019	2	Latino; Socioeconomically Disadvantaged
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	N/A	N/A
College/Career 2019	2	Latino; Socioeconomically Disadvantaged

1. If **"YES"** – proceed to **HP2b [LP2b]** below.
2. If **"No"** – A charter school without performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal cannot be considered within the "High Performing" or "Low Performing" renewal criteria. Proceed to the "Middle Performing" analysis.

*

HP2b [LP2b] - Did the charter school receive performance levels schoolwide (all students) that are the *same or higher* [LP2b – same or lower] than the state average for all four measurements of academic performance? **YES – NO**

Indicator	Alliance Margaret M. Bloomfield Technology Academy High		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	5	76.0	2	-6.0	Higher
ELA 2019	4	64.3	4	-2.5	Higher
Math 2018	2	-68.9	2	-36.4	Lower
Math 2019	4	-49.8	2	-33.5	Lower
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	2	35.6%	3	48.3%	Lower
College/Career 2018	NPC	65.8%	3	42.2%	Higher
College/Career 2019	3	57.7%	3	44.1%	Higher

1. If **“YES”** to **HP2b (received performance levels schoolwide that are the same or higher than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607 (c)(2)(A)(ii). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607 (c)(2)(A)(ii). Move on to **HP2c**.

2. If **“YES”** to **LP2c (received performance levels schoolwide that are the same or lower than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607.2 (a)(1)(B). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607.2 (a)(1)(B). Move on to **LP2c**.

3. If **“No”** – If all of the performance levels schoolwide are the “Same” or a combination of **“Higher”** and **“Lower”** proceed to the “Middle Performing” analysis.
- **HP2b** -

- **LP2b** -

HP2c [LP2c] - For the state subgroups that are performing below the state average in each of the four measurements of academic performance in each respective year, did the majority of the school's subgroups receive performance levels that are higher [lower] than the state average? **YES – NO**

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	110	5	76.0	2	-6.0	Higher	101	4	64.3	4	-2.5	Higher
English Learner	19	NPC	-30.8	3	-47.1		32	NPC	2.3	3	-45.1	
Foster Youth	1	NPC	--	1	-79.2		--	--	--	2	-71.9	
Homeless	--	--	--	3	-51.0		1	NPC	--	3	-46.7	
Socioeconomically Disadvantaged	108	5	78.7	3	-34.7	Higher	94	4	64.5	3	-30.1	Higher
Students with Disabilities	12	NPC	-62.7	1	-95.5		21	NPC	-15.3	2	-88.1	
African American	--	--	--	2	-51.8		1	NPC	--	3	-47.6	

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
American Indian or Alaska Native	--	--	--	2	-36.8		--	--	--	2	-34.1	
Asian	--	--	--	5	62.4		--	--	--	5	64.8	
Filipino	--	--	--	4	44.0		--	--	--	5	46.7	
Latino	110	5	76.0	3	-31.3	Higher	98	4	69.2	3	-26.6	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3		--	--	--	2	-19.5	
White	--	--	--	4	27.7		--	--	--	4	30.7	
Two or More Races	--	--	--	4	28.6		--	--	--	4	30.3	

MATH												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	109	2	-68.9	2	-36.4	Lower	101	4	-49.8	2	-33.5	Lower
English Learner	18	NPC	-156.1	2	-69.9		32	NPC	-104.8	2	-68.6	
Foster Youth	1	NPC	--	1	-114.0		--	--	--	2	-107.2	
Homeless	--	--	--	2	-81.0		1	NPC	--	2	-77.7	
Socioeconomically Disadvantaged	107	2	-64.6	2	-67.4	Higher	94	4	-48.2	3	-63.7	Higher
Students with Disabilities	12	NPC	-207.3	1	-125.3		21	NPC	-89.7	2	-119.4	
African American	--	--	--	2	-91.5		1	NPC	--	2	-87.9	
American Indian or Alaska Native	--	--	--	2	-73.0		--	--	--	2	-69.6	
Asian	--	--	--	5	56.7		--	--	--	5	59.8	
Filipino	--	--	--	4	13.1		--	--	--	4	18.0	
Latino	109	2	-68.9	2	-65.8	Lower	98	4	-45.3	3	-62.2	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0		--	--	--	2	-49.8	
White	--	--	--	3	-1.0		--	--	--	4	1.4	
Two or More Races	--	--	--	4	1.9		--	--	--	4	2.5	

EL Progress Indicator * (ELPI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Status Level	Status	Status Level	Status	
English Learner	75	N/A	N/A	NPC	N/A		73	2	35.6%	3	48.3%	Lower

College / Career Indicator (CCI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	114	NPC	65.8%	3	42.2%		111	3	57.7%	3	44.1%	Higher
English Learner	17	NPC	47.1%	2	14.5%		18	NPC	16.7%	3	16.8%	
Foster Youth	--	--	--	2	10.4%		--	--	--	3	13.3%	
Homeless	1	NPC	--	2	24.3%		--	--	--	2	25.9%	
Socioeconomically Disadvantaged	113	NPC	65.5%	2	33.7%		110	3	58.2%	4	35.8%	Higher
Students with Disabilities	10	NPC	--	1	9.2%		15	NPC	6.7%	2	10.8%	
African American	--	--	--	2	21.2%		--	--	--	3	23.7%	
American Indian or Alaska Native	--	--	--	2	25.2%		--	--	--	2	25.9%	
Asian	--	--	--	5	74.1%		--	--	--	5	74.0%	
Filipino	--	--	--	4	62.7%		--	--	--	4	64.5%	
Latino	112	NPC	66.1%	2	33.8%		108	3	57.4%	4	36.1%	Higher
Native Hawaiian or Pacific Islander	1	NPC	--	2	31.7%		--	--	--	2	33.5%	
White	1	NPC	--	3	52.2%		--	--	--	3	53.8%	
Two or More Races	--	--	--	3	48.6%		--	--	--	3	49.7%	

* A charter school is considered high performing and eligible for presumptive renewal if all state indicators have blue/green colors and the ELPI has a "High" or "Very High" Status with 30 or more students in the 2019 Dashboard. A charter school is considered low performing and eligible for presumptive non-renewal if all state indicators have red/orange and the ELPI has a "Low" or "Very Low" Status with 30 or more students in the 2019 Dashboard.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 <https://www.cde.ca.gov/ta/ac/cm/>