



Board of Education Report

File #: Rep-118-20/21, **Version:** 1

**Approval of the Renewal Petition for Alliance Ted K. Tajima High [PUBLIC HEARING]
November 24, 2020
Charter Schools Division**

Action Proposed:

Staff recommends approval of the renewal petition for Alliance Ted K. Tajima High (“Charter School”), with benchmarks in the area of fiscal operations, designated by the state as Middle performing, located in Board District 2 and Local District Central, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 442 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 Ted K. Tajima High is a 9-12 school currently serving 444 students on a private facility in Los Angeles at 1552 W. Rockwood Street, Los Angeles, CA 90026 in Board District 2 and Local District Central. Alliance Ted K. Tajima High was approved by the LAUSD Board of Education on October 20, 2009. 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 Ted K. Tajima 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 Ted K. Tajima 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, with benchmarks, 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. 118-20/21, 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/1q2v1kt542r31fe/AAAuRm3M0CX0Bpd4kK7dl7Bia?dl=0>

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - DFS Data Set 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 118-20/21
 November 24, 2020

School Name:	Alliance Ted K. Tajima High			BOARD IS REQUIRED TO TAKE ACTION BY: November 30, 2020
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Alliance College-Ready Public Schools			
Location Code:	7685			
Type of Site(s):	Private			
Site Address(es):	1552 W. Rockwood Street Los Angeles, CA 90026			
Board District(s):	2	Local District(s):	Central	
Grade Levels Served:	9-12	Current Enrollment:	444	
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	500	
CONSIDERATION:	Renewal			
CDE PERFORMANCE LEVEL:	Middle Performing			
STAFF RECOMMENDATION:	Approval with Benchmarks			
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. 			

	<ul style="list-style-type: none"> ◆ 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>Alliance Ted K. Tajima High must meet the following benchmarks during the 2021-2026 charter term in order to address concerns in fiscal performance.</p> <ol style="list-style-type: none"> 1. By no later than July 1, 2021, the Charter School will provide a five-year budget to the Charter Schools Division that indicates consistent improvement to the school’s fiscal condition. The school’s five-year budget should reflect positive cash flows each year, with a positive change in net assets within two years that results in positive net asset balances by the end of Fiscal Years 2023-2024, 2024-2025, and 2025-2026. 2. Beginning on December 15, 2022 and continuing through December 15, 2026, the Charter School shall provide annual updates to the Charter Schools Division regarding the school’s progress in improving its fiscal condition and successfully executing the five-year budget referenced in the fiscal benchmark above. <p>If any of these benchmarks remain unmet by the timeline(s) indicated, at that time the District will review the charter school’s status reports and any additional relevant information, and determine next steps accordingly, up to and including recommendation for revocation during the school’s charter term or recommendation of non-renewal upon submission of a renewal petition at the end of the term of the charter.</p>

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval, with benchmarks, of the renewal petition for Alliance Ted K. Tajima High (“Alliance Tajima” or “Charter School”), located in Board District 2 and Local District Central, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve 442 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 Ted. K. Tajima High
Initial Authorization:	On October 10, 2009, Alliance Ted K. Tajima High (formerly named Alliance College-Ready Academy High School 16) 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.
Approved Material Revisions of Current Charter:	♦ The Board of Education approved a request for material revision on December 12, 2019, to amend corporate structure and governance model.

	Alliance Ted. K. Tajima High
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 benchmarks to Alliance Tajima:</p> <p>Governance:</p> <ul style="list-style-type: none"> • Alliance College-Ready Academy High School 16 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 College-Ready Academy High School 16 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 College-Ready Academy High School 16, as soon as possible, and in any event on or prior to January 2, 2016. • Alliance College-Ready Academy High School 16’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>Academic</p> <ul style="list-style-type: none"> • Alliance College-Ready Academy High School 16 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 Tajima met all of its benchmarks. Please see the “Staff Review and Assessment” section below.</p>
Submission of Renewal Petition Application:	Alliance Tajima submitted its renewal petition application on September 2, 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 Ted K. Tajima High	
Key Features of Educational Program:	<p>Alliance Tajima 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 in longer instructional blocks of time (100 minutes) to allow for focused in-depth learning. ♦ Instructional focus on literacy that includes analyzing complex texts, citing textual evidence through essay writing, and student engagement in academic discourse.
English Learner Master Plan:	<p>Alliance Tajima 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>English 3D</i> and <i>Springboard ELD</i> to support English Learners (ELs) in developing their listening, speaking, reading and writing skills.
Special Education SELPA	Alliance Tajima participates in LAUSD SELPA Option 3.

C. Student Enrollment and Population

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	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Alliance Ted K. Tajima High	440	96.6%	6.4%	0.0%	0.5%	0.9%	11.8%	1.8%	0.7%	3.2%	96.4%	0.0%	0.0%	0.2%	96.6%	9.8%	0.0%	0.2%

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

D. Charter School Operator

Alliance Ted K. Tajima High is operated by Alliance Ted K. Tajima High School, a California nonprofit public benefit corporation. 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 Ted K. Tajima 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 Tajima 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 Ted K. Tajima High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	Blue	Blue	NPC	Orange	N/A	Orange	Blue
2019	4	Yellow	Yellow	Blue	N/A	Blue	Yellow

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

*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, as applicable.

Please see attached *Alliance Ted K. Tajima High* Data Set.

c. English Language Arts Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Alliance Ted K. Tajima 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	60	Blue	90.4	-6.0	Higher	106	Green	61.7	-2.5	Higher
English Learner	18	No Color	-10.3	-47.1	--	30	No Color	14.5	-45.1	Higher
Latino	55	Blue	88.5	-31.3	Higher	104	Green	62.2	-26.6	Higher
Socioeconomically Disadvantaged	55	Blue	92.1	-34.7	Higher	105	Green	62.3	-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 2018 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state's DFS for schoolwide and the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). Similarly, in 2019, the charter school's Distance from Standard (DFS) was higher than the

state's DFS for schoolwide as well as for the three numerically significant subgroups (English Learner, Latino and Socioeconomically Disadvantaged).

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Ted K. Tajima High: (ELA Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	60	Blue	29.5	Increased Significantly	2.2	Maintained	106	Green	-27.1	Declined Significantly	3.7	Increased
English Learner	18	No Color	-5.6	Declined	3.3	Increased	30	No Color	29.7	Increased Significantly	3.1	Increased
Latino	55	Blue	28.9	Increased Significantly	3.2	Increased	104	Green	-24.7	Declined Significantly	4.5	Increased
Socioeconomically Disadvantaged	55	Blue	31.7	Increased Significantly	4.0	Increased	105	Green	-28.1	Declined Significantly	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 above table, in 2018, the school Increased Significantly in Change Level schoolwide and the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). In 2019, the school Declined Significantly schoolwide and two of the three numerically significant subgroups (Latino and Socioeconomically Disadvantaged), with the exception of the English Learner subgroup which Increased Significantly.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Alliance Ted K. Tajima High- (Math Grades) Academic Indicator - CA School Dashboard Indic										
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	59	Blue	11.4	-36.4	Higher	106	Yellow	-7.5	-33.5	Higher
English Learner	18	No Color	-80.8	-69.9	--	30	No Color	-74.0	-68.6	Lower
Latino	54	Blue	6.0	-65.8	Higher	104	Yellow	-6.7	-62.2	Higher
Socioeconomically Disadvantaged	54	Blue	16.2	-67.4	Higher	105	Yellow	-6.5	-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 for 2018 and 2019, the charter school's DFS was higher than the state's DFS for schoolwide and the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). Similarly, in 2019, the charter school's Distance from Standard (DFS) was higher than the state's DFS for schoolwide and two numerically significant subgroups (Latino and Socioeconomically Disadvantaged), with the exception of the English Learner subgroup which performed below the state's DFS.

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Ted K. Tajima High- (Math Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	59	Blue	54.2	Increased Significantly	1.3	Maintained	106	Yellow	-18.7	Declined Significantly	2.9	Maintained
English Learner	18	No Color	45.7	Increased Significantly	1.5	Maintained	30	No Color	11.2	Increased	2.2	Maintained
Latino	54	Blue	49.5	Increased Significantly	1.7	Maintained	104	Yellow	-12.6	Declined	3.4	Increased
Socioeconomically Disadvantaged	54	Blue	60.1	Increased Significantly	2.3	Maintained	105	Yellow	-22.4	Declined 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 above table, in 2018, the school Increased Significantly in Change Level schoolwide and the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). In 2019, the school Declined Significantly schoolwide as well as the Socioeconomically Disadvantaged subgroup; the Latino subgroup Declined, and the English Learner subgroup Increased.

Percentage of English Learners Making Progress Toward English Proficiency:

Alliance Ted K. Tajima High - English Learner Progress Indicator - CA School Dashboard Indicator					
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
40	No Color	45.0%	Medium	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 48.3% of Alliance Tajima’s English Learner (EL) students are making progress towards English proficiency, lower than the state at 48.3%. The Performance Level for the school is Medium comparable to the state Performance Level of Medium.

Alliance Tajima leadership shared, 1) the ELD Coordinator works in conjunction with mainstream teachers to provide strategies for differentiating supports for ELs that maximize engagement with both core concepts and texts, and 2) to help increase literacy skills of all English Learners, especially Long-Term English Learners, all ELD courses focus on enabling students to meet high cognitive and language demands.

e. 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 all subgroups.

f. College/Career Academic Indicator

Percentage of Prepared Students Schoolwide and Numerically Significant Subgroups:

Alliance Ted K. Tajima 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	65	Orange	58.5%	42.2%	Higher	62	Blue	82.3%	44.1%	Higher
Latino	62	Orange	58.1%	33.8%	Higher	58	Blue	81.0%	36.1%	Higher
Socioeconomically Disadvantaged	65	Orange	58.5%	33.7%	Higher	61	Blue	82.0%	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 school performed higher than the state for both schoolwide and all numerically significant subgroups (Latino and Socioeconomically Disadvantaged).

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Ted K. Tajima High - College / Career Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	65	Orange	-15.5%	Declined Significantly	1.1%	Maintained	62	Blue	21.1%	Increased	1.8%	Maintained
Latino	62	Orange	-16.4%	Declined Significantly	1.2%	Maintained	58	Blue	21.7%	Increased	2.2%	Increased
Socioeconomically Disadvantaged	65	Orange	-15.0%	Declined Significantly	1.5%	Maintained	61	Blue	20.8%	Increased	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, in 2018, the school Declined Significantly in Change Level schoolwide and for the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). In 2019, the school Increased schoolwide as well as the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged).

g. 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 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). Until such time that the State Board of Education provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition. Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements in the *LAUSD Policy and Procedures for Charter Schools*.

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.

h. Postsecondary Outcomes [HS only]

N/A

i. 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

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

N/A

k. Suspension Rate Indicator

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

Alliance Ted K. Tajima High -Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	Students suspended at least once	Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Students suspended at least once	School to State Suspensions Comparison
All Students	376	Blue	0.5%	3.5%	Lower	420	Yellow	1.0%	3.4%	Lower
English Learner	85	Green	2.4%	3.0%	Lower	55	Green	1.8%	3.1%	Lower
Latino	344	Green	0.6%	3.6%	Lower	395	Yellow	1.0%	3.5%	Lower
Socioeconomically Disadvantaged	355	Green	0.6%	4.4%	Lower	397	Yellow	1.0%	4.3%	Lower
Students with Disabilities	41	Blue	0.0%	6.8%	Lower	40	Orange	5.0%	6.2%	Lower

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

As seen in the table above, in both 2018 and 2019, the charter school had a lower percentage of students suspended at least once than the state for both schoolwide and all numerically significant subgroups (English Learner, Latino, Socioeconomically Disadvantaged and Students with Disabilities).

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Ted K. Tajima High -Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Change	Change Level	State Change	Change Level	Number of Students	2019 Color	Change	Change Level	State Change	Change Level
All Students	376	Blue	-0.4%	Declined	-0.1%	Maintained	420	Yellow	0.4%	Increased	-0.1%	Maintained
English Learner	85	Green	-1.2%	Declined	-0.1%	Maintained	55	Green	-0.5%	Declined	0.1%	Maintained
Latino	344	Green	-0.4%	Declined	-0.1%	Maintained	395	Yellow	0.4%	Increased	-0.1%	Maintained
Socioeconomically Disadvantaged	355	Green	-0.5%	Declined	-0.2%	Maintained	397	Yellow	0.4%	Increased	-0.1%	Maintained
Students with Disabilities	41	Blue	-9.1%	Declined	0.3%	Declined	40	Orange	5.0%	Increased	0.6%	Declined

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

In 2018, Alliance Tajima Declined in Change Level for schoolwide and all numerically significant subgroups (English Learner, Latino, Socioeconomically Disadvantaged and Students with Disabilities). In 2019, the school Increased in the Change level for schoolwide and the majority of numerically significant subgroups (Latino, Socioeconomically Disadvantaged and Students with Disabilities), with the exception of the English Learner subgroup, which Declined.

1. Graduation Rate Indicator [HS Only]

Percentage of Graduated Students Schoolwide and Numerically Significant Subgroups:

Alliance Ted K. Tajima High -Graduation Rate Indicator - CA School Dashboard Indicator									
Subgroup	2018 Color	Percentage of graduated students	Percentage of graduated students	School to State Graduated Students Comparison	Number of Students with Scores	2019 Color	Percentage of graduated students	Percentage of graduated students	School to State Graduated Students Comparison
All Students	Orange	83.1%	83.5%	Lower	64	Blue	96.9%	85.9%	Higher
Latino	Orange	82.3%	81.2%	Higher	60	Blue	96.7%	83.8%	Higher
Socioeconomically Disadvantaged	Orange	83.1%	80.8%	Higher	63	Blue	96.8%	83.3%	Higher

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

As seen in the table above, in 2018, Alliance Tajima’s schoolwide graduation rate was lower than the state’s, and the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged) were higher than the state. In 2019, the school’s schoolwide graduation rate was higher than the state as well as for the two numerically significant subgroups. Alliance Tajima’s students must meet A-G requirements with a grade of “C” or better.

Change Level Schoolwide and Numerically Significant Subgroups:

Alliance Ted K. Tajima High -Graduation Rate Indicator - CA School Dashboard Indicator										
Subgroup	2018 Color	Change	Change Level	State Change	Change Level	2019 Color	Change	Change Level	State Change	Change Level
All Students	Orange	-8.9%	Declined	-0.9%	Maintained	Blue	13.3%	Increased	2.7%	Increased
Latino	Orange	-11.4%	Declined	-0.8%	Maintained	Blue	13.9%	Increased	3.0%	Increased
Socioeconomically Disadvantaged	Orange	-8.8%	Declined	-0.4%	Maintained	Blue	13.3%	Increased	2.8%	Increased

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

In 2018, the school Declined in Change Level schoolwide and for the two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). In 2019, the school Increased both schoolwide and for numerically significant subgroups.

m. Chronic Absenteeism Indicator

N/A

n. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	Alliance Tajima High	State	School to State RFEP Comparison
2018-19	17-18 EL #	63	1,271,150	Higher
	18-19 Reclass #	18	175,746	
	18-19 Reclass Rate	28.6%	13.8%	
2019-20	18-19 EL #	49	1,195,988	Lower
	19-20 Reclass #	6	164,653	
	19-20 Reclass Rate	12.2%	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 Tajimas’s reclassification rate was 12.2%, which was lower than the state’s reclassification rate of 13.8%. In 2018-2019, Alliance Tajima’s reclassification rate of 28.6% was higher than the state’s rate of 13.8%. School leadership shared, 1) the school continues to provide Designated and Integrated ELD instruction and 1:1 support from bilingual aides, and 2) the school has identified students who have met all reclassification criteria apart from ELPAC in order to support growth in English proficiency.

Alliance Tajima’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 Ted K. Tajima		State		Alliance Ted K. Tajima		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
EL 0-3 Years	18	5.3%	607,888	26.1%	16	4.3%	576,805	25.3%
At-Risk 4-5 Years	1	0.3%	220,738	9.5%	1	0.3%	130,783	5.7%
LTEL 6+ Years	30	8.9%	342,983	14.7%	27	7.3%	204,042	8.9%

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

In 2019-2020, Alliance Tajima had 7.3% Long-term English Learners (LTELs), which was lower than the state’s LTEL percentage of 8.9%. In 2018-2019, Alliance Tajima’s LTEL percentage of 8.9% was lower than the state’s 14.7%. In 2019-2020, the charter school had 0.3% “At-Risk” (1 student), which was lower than the state’s rate of 5.7%. In 2018-2019, Alliance Tajima had 0.3% “At-Risk” which was lower than the state’s 9.5%.

2. **Annual Oversight Results**

a. **Student Achievement and Educational Performance**

Alliance Tajima has achieved the ratings of *Accomplished* and *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	4 Accomplished	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 Tajima’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 rating of *Proficient* 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	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.

c. **Organizational Management, Programs, and Operations**

Alliance Tajima’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 Tajima has achieved the rating of *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.

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

i. 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	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Alliance Ted K. Tajima High	440	96.6%	6.4%	0.0%	0.5%	0.9%	11.8%	1.8%	0.7%	3.2%	96.4%	0.0%	0.0%	0.2%	96.6%	9.8%	0.0%	0.2%
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/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status

ii. 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 Ted K. Tajima High	440	43	9.8%	86.0%	14.0%	6	0	0	0	0	0	0	8	0	29	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/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 Tajima has a 9.8% 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.

iii. Additional Information

As noted earlier in this report, Alliance Tajima 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.

F. 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

Please see the review of the school’s performance in fiscal operations below. The CSD will continue to monitor the school’s performance in this category as part of annual oversight.

a. Summary

Alliance Ted K. Tajima High achieved the ratings of *Developing* and *Unsatisfactory* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years,

The school’s *Developing* and *Unsatisfactory* ratings for Fiscal Years 2018-2019 and 2019-2020 are primarily due to the school’s negative year-end net assets balances over the last several Fiscal 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	2 Developing	1 Unsatisfactory

*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 Ted K. Tajima High’s fiscal condition is negative. According to the 2018-2019 independent audit report, the school had negative net assets of (\$925,527) and net income of \$460,171. The school’s 2019-2020 Unaudited Actuals projected negative net assets and net income.

The school primarily attributes its negative fiscal condition to increased facilities costs and lower-than-expected enrollment. In Fiscal Year 2015-2016, the school relocated from a Proposition 39 site to a private site, which resulted in significantly higher facilities costs.

With respect to enrollment, while the school was approved for a maximum enrollment of 500 students, the school’s enrollment historically has been below its approved maximum enrollment. The school’s reported Norm Enrollment for 2020-2021 was 444 students.

According to the Alliance Home Office, the leadership and the governing board of Alliance Ted K. Tajima High are committed to operating a fiscally responsible school for the school’s scholars and staff. The organization advised the CSD that a concerted effort was made to improve the school’s financial standing during Fiscal Year 2018-2019. The school recently increased its enrollment modestly and has closely managed its budget.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	(\$20,980)	(\$598,595)	(\$1,385,698)	(\$925,527)	(\$347,900)
Net Income/Loss	(\$701,351)	(\$577,615)	(\$787,103)	\$460,171	\$577,626
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 Ted K. Tajima High 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 Ted K. Tajima High’s total revenues—less 10% of excluded revenues (e.g., school fundraising, proceeds from equipment sales, extraordinary one-time donations, other fees & contracts, etc.).

2018-2019 Independent Audit Report

Audit Opinion: Unmodified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Going Concern: None Reported

c. Other Significant Fiscal Information

On May 26, 2020 a Notice of Concern (NOC) was issued to Alliance Ted K. Tajima High concerning the school's weak fiscal condition, as evidenced in part by the school's negative net assets for the last four completed Fiscal Years (2015-2016, 2016-2017, 2017-2018, and 2018-2019). The school's Unaudited Actuals Report for 2019-2020 projects negative year-end net assets of (\$347,900) and net income of \$577,626.

The 3-year budget and cash flows submitted with the renewal petition projects positive net assets and net income at the end of the current Fiscal Year, 2020-2021 and the two subsequent years.

According to ACRPS, as of June 30, 2020, the school had an outstanding intraorganizational loan of approximately \$1.0M due to ACRPS, based on funds the school borrowed from ACRPS to support the school's operating expenses. The budget submitted with the petition indicates that the loan balance will decrease because of payment installments totaling \$400,000 in Fiscal Year 2020-2021, \$200,000 in Fiscal Year 2021-2022, and \$300,000 in Fiscal Year 2022-2023. Including these installments, the school projects net income, positive year-end net assets, and cash reserve levels of 11.92%, 12.09%, and 13.05%, for Fiscal Years 2020-2021, 2021-2022, and 2022-2023, respectively.

The CSD recommends approval with proposed benchmarks that would require the charter school to provide a five-year budget and an annual update of the school's fiscal condition to the Charter Schools Division. Please see the Proposed Benchmarks section above for a detailed description of this requirement.

ATTACHMENT B

Alliance Ted K. Tajima 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/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
C	2	7685	Alliance Ted K. Tajima High	All Students	60	Blue	90.4	29.5	Increased Significantly	-6.0	2.2	Maintained	Higher	106	Green	61.7	-27.1	Declined Significantly	-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	--	1	No Color	--	--	No Data	64.8	3.1	Increased	--
				Black or African American	1	No Color	--	--	No Data	-51.8	0.9	Maintained	--	0	--	--	--	--	-47.6	3.7	Increased	--
				English Learner	18	No Color	-10.3	-5.6	Declined	-47.1	3.3	Increased	--	30	No Color	14.5	29.7	Increased Significantly	-45.1	3.1	Increased	Higher
				Filipino	2	No Color	--	--	No Data	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	0	--	--	--	--	-79.2	1.4	Maintained	--	1	No Color	--	--	No Data	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	6	No Color	--	--	No Data	-46.7	3.8	Increased	--
				Latino	55	Blue	88.5	28.9	Increased Significantly	-31.3	3.2	Increased	Higher	104	Green	62.2	-24.7	Declined Significantly	-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	55	Blue	92.1	31.7	Increased Significantly	-34.7	4.0	Increased	Higher	105	Green	62.3	-28.1	Declined Significantly	-30.1	4.4	Increased	Higher
				Students with Disabilities	8	No Color	--	--	No Data	-95.5	2.1	Maintained	--	10	No Color	--	--	No Data	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	0	--	--	--	--	30.3	2.0	Maintained	--
				White	2	No Color	--	--	No Data	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	100%	100%	--	100%	100%	100%	--	--	100%	--	100%	100%	--	100%
Participation Rate Met 2018	Yes	Yes	--	Yes	Yes	Yes	--	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2019	100%	100%	100%	--	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2019	Yes	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 Ted K. Tajima 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
C	2	7685	Alliance Ted K. Tajima High	All Students	59	Blue	11.4	54.2	Increased Significantly	-36.4	1.3	Maintained	Higher	106	Yellow	-7.5	-18.7	Declined Significantly	-33.5	2.9	Maintained	Higher
				American Indian or Alaska Native	0	--	--	--	--	-73.0	-0.7	Maintained	--	0	--	--	--	--	-69.6	2.8	Maintained	--
				Asian	0	--	--	--	--	56.7	2.4	Maintained	--	1	No Color	--	--	No Data	59.8	3.9	Increased	--
				Black or African American	1	No Color	--	--	No Data	-91.5	0.2	Maintained	--	0	--	--	--	--	-87.9	2.8	Maintained	--
				English Learner	18	No Color	-80.8	45.7	Increased Significantly	-69.9	1.5	Maintained	--	30	No Color	-74.0	11.2	Increased	-68.6	2.2	Maintained	Lower
				Filipino	2	No Color	--	--	No Data	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	0	--	--	--	--	-114.0	-0.5	Maintained	--	1	No Color	--	--	No Data	-107.2	5.1	Increased	--
				Homeless	0	--	--	--	--	-81.0	1.5	Maintained	--	6	No Color	--	--	No Data	-77.7	2.9	Maintained	--
				Latino	54	Blue	6.0	49.5	Increased Significantly	-65.8	1.7	Maintained	Higher	104	Yellow	-6.7	-12.6	Declined	-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	54	Blue	16.2	60.1	Increased Significantly	-67.4	2.3	Maintained	Higher	105	Yellow	-6.5	-22.4	Declined Significantly	-63.7	3.4	Increased	Higher
				Students with Disabilities	8	No Color	--	--	No Data	-125.3	0.8	Maintained	--	10	No Color	--	--	No Data	-119.4	6.6	Increased	--
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	0	--	--	--	--	2.5	0.9	Maintained	--
				White	2	No Color	--	--	No Data	-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	99%	99%	--	100%	100%	100%	--	--	99%	--	99%	100%	--	100%
Participation Rate Met 2018	Yes	Yes	--	Yes	Yes	Yes	--	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2019	100%	100%	100%	--	100%	--	100%	100%	100%	--	100%	100%	--	--
Participation Rate Met 2019	Yes	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 Ted K. Tajima 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
C	2	7685	Alliance Ted K. Tajima High	English Learner	57						40	No Color	45.0%	Medium	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	98%
Participation Rate Met 2019	Yes

2018 Student English Language Acquisition Results		
Alliance Ted K. Tajima High	State	
Level 4 - Well Developed	17.5%	30.6%
Level 3 - Moderately Developed	17.5%	34.6%
Level 2 - Somewhat Developed	36.8%	20.2%
Level 1 - Beginning Stage	28.1%	14.6%

2019 Student English Language Acquisition Results		
Alliance Ted K. Tajima High	State	
ELs Who Progressed at Least One ELPI Level	42.5%	42.9%
ELs Who Maintained ELPI Level 4	2.5%	5.3%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	45.0%	31.5%
ELs Who Decreased at Least One ELPI Level	10.0%	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 Ted K. Tajima 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
C	2	7685	Alliance Ted K. Tajima High	All Students	65	Orange	58.5%	###	Declined Significantly	42.2%	1.1%	Maintained	Higher	62	Blue	82.3%	21.1%	Increased	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	2	No Color	--	--	No Data	21.2%	0%	Maintained	--	0	--	--	--	--	23.7%	2.4%	Increased	--
				English Learner	22	No Color	36.4%	-21.5%	Declined Significantly	14.5%	1.9%	Maintained	--	12	No Color	50.0%	8.3%	Increased	16.8%	2.1%	Increased	--
				Filipino	1	No Color	--	--	No Data	62.7%	-0.3%	Maintained	--	2	No Color	--	--	No Data	64.5%	1.7%	Maintained	--
				Foster Youth	0	--	--	--	--	10.4%	1.3%	Maintained	--	1	No Color	--	--	No Data	13.3%	2.8%	Increased	--
				Homeless	2	No Color	--	--	No Data	24.3%	-1.3%	Maintained	--	7	No Color	--	--	No Data	25.9%	1.4%	Maintained	--
				Latino	62	Orange	58.1%	-16.4%	Declined Significantly	33.8%	1.2%	Maintained	Higher	58	Blue	81.0%	21.7%	Increased	36.1%	2.2%	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	31.7%	0.5%	Maintained	--	0	--	--	--	--	33.5%	1.7%	Maintained	--
				Socioeconomically Disadvantaged	65	Orange	58.5%	-15.0%	Declined Significantly	33.7%	1.5%	Maintained	Higher	61	Blue	82.0%	20.8%	Increased	35.8%	2.0%	Increased	Higher
				Students with Disabilities	4	No Color	--	--	No Data	9.2%	1.9%	Maintained	--	10	No Color	--	--	No Data	10.8%	1.5%	Maintained	--
				Two or More Races	0	--	--	--	--	48.6%	1.7%	Maintained	--	0	--	--	--	--	49.7%	0.9%	Maintained	--
				White	0	--	--	--	--	52.2%	1.2%	Maintained	--	1	No Color	--	--	No Data	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 Ted K. Tajima 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/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
C	2	7685	Alliance Ted K. Tajima High	All Students	376	Blue	0.5%	-0.4%	Declined	Yellow	3.5%	-0.1%	Maintained	Lower	420	Yellow	1.0%	0.4%	Increased	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	2	No Color	--	--	No Data	Blue	1.0%	0.0%	Maintained	--	3	No Color	--	--	No Data	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	5	No Color	--	--	No Data	Orange	9.4%	0.4%	Declined	--	3	No Color	--	--	No Data	Orange	8.8%	-0.6%	Declined	--
				English Learner	85	Green	2.4%	-1.2%	Declined	Yellow	3.0%	-0.1%	Maintained	Lower	55	Green	1.8%	-0.5%	Declined	Yellow	3.1%	0.1%	Maintained	Lower
				Filipino	9	No Color	--	--	No Data	Green	1.3%	-0.1%	Maintained	--	11	No Color	0.0%	--	No Data	Green	1.3%	0.0%	Maintained	--
				Foster Youth	3	No Color	--	--	No Data	Red	15.2%	0.1%	Maintained	--	1	No Color	--	--	No Data	Orange	14.6%	-0.6%	Declined	--
				Homeless	5	No Color	--	--	No Data	Orange	5.6%	-0.1%	Maintained	--	19	No Color	0.0%	--	No Data	Orange	6.2%	0.5%	Increased	--
				Latino	344	Green	0.6%	-0.4%	Declined	Yellow	3.6%	-0.1%	Maintained	Lower	395	Yellow	1.0%	0.4%	Increased	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	0.3%	Declined	--	0	--	--	--	--	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	355	Green	0.6%	-0.5%	Declined	Yellow	4.4%	-0.2%	Maintained	Lower	397	Yellow	1.0%	0.4%	Increased	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	41	Blue	0.0%	-9.1%	Declined	Yellow	6.8%	0.3%	Declined	Lower	40	Orange	5.0%	5.0%	Increased	Yellow	6.2%	-0.6%	Declined	Lower
				Two or More Races	11	No Color	0.0%	--	No Data	Yellow	3.4%	0.0%	Maintained	--	6	No Color	--	--	No Data	Yellow	3.3%	-0.1%	Maintained	--
				White	5	No Color	--	--	No Data	Yellow	3.0%	-0.1%	Maintained	--	2	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 Ted K. Tajima 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/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
C	2	7685	Alliance Ted K. Tajima High	All Students	65	Orange	83.1%	-8.9%	Declined	Yellow	83.5%	-0.9%	Maintained	Lower	64	Blue	96.9%	13.3%	Increased	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	2	No Color	--	--	No Data	Orange	72.1%	3.4%	Declined	--	0	--	--	--	--	Yellow	78.7%	6.7%	Increased	--
				English Learner	22	No Color	68.2%	-16.0%	Declined	Orange	70.9%	0%	Maintained	--	13	No Color	92.3%	21.5%	Increased	Yellow	72.7%	1.7%	Increased	--
				Filipino	1	No Color	--	--	No Data	Green	92.7%	-0.9%	Maintained	--	2	No Color	100.0%	0.0%	Maintained	Green	93.9%	1.3%	Increased	--
				Foster Youth	0	--	--	--	--	Red	59.0%	1.0%	Increased	--	1	No Color	0.0%	--	No Data	Red	64.2%	5.0%	Increased	--
				Homeless	2	No Color	--	--	No Data	Orange	76.0%	2.5%	Declined	--	7	No Color	71.4%	-28.6%	Declined	Yellow	77.8%	2.2%	Increased	--
				Latino	62	Orange	82.3%	-11.4%	Declined	Yellow	81.2%	-0.8%	Maintained	Higher	60	Blue	96.7%	13.9%	Increased	Green	83.8%	3.0%	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	81.0%	2.6%	Declined	--	0	--	--	--	--	Green	85.1%	4.3%	Increased	--
				Socioeconomically Disadvantaged	65	Orange	83.1%	-8.8%	Declined	Yellow	80.8%	-0.4%	Maintained	Higher	63	Blue	96.8%	13.3%	Increased	Green	83.3%	2.8%	Increased	Higher
				Students with Disabilities	4	No Color	--	--	No Data	Orange	71.4%	0.7%	Maintained	--	11	No Color	81.8%	31.8%	Increased	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	0	--	--	--	--	Orange	87.7%	1.2%	Declined	--	1	No Color	100.0%	--	No Data	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 Ted K. Tajima 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
C	2	7685	Alliance Ted K. Tajima High	440	96.6%	6.4%	0.0%	0.5%	0.9%	11.8%	1.8%	0.7%	3.2%	96.4%	0.0%	0.0%	0.2%	96.6%	9.8%	0.0%	0.2%
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
C	2	7685	Alliance Ted K. Tajima High	400	93.3%	9.8%	0.0%	0.8%	0.3%	12.3%	2.3%	0.3%	1.5%	94.8%	0.0%	0.0%	1.5%	95.3%	9.3%	0.0%	0.5%
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 Ted K. Tajima 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
C	2	7685	Alliance Ted K. Tajima High	2018-19	17-18 EL #	63	1,271,150	Higher
					18-19 Reclass #	18	175,746	
					18-19 Reclass Rate	28.6	13.8	
				2019-20	18-19 EL #	49	1,195,988	Lower
					19-20 Reclass #	6	164,653	
					19-20 Reclass Rate	12.2	13.8	

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

Alliance Ted K. Tajima 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
C	2	7685	Alliance Ted K. Tajima High	EL 0-3 Years	18	5.3%	607,888	26.1%	16	4.3%	576,805	25.3%
				At-Risk 4-5 Years	1	0.3%	220,738	9.5%	1	0.3%	130,783	5.7%
				LTEL 6+ Years	30	8.9%	342,983	14.7%	27	7.3%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	24,379	1.0%	8	2.2%	236,394	10.4%
				EL total	49	14.5%	1,195,988	51.4%	52	14.0%	1,148,024	50.3%
				RFEP	288	85.5%	1,131,988	48.6%	320	86.0%	1,133,977	49.7%
				Total (Ever)	337	100.0%	2,327,080	100.0%	372	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/filestel.asp>

**Alliance Ted K. Tajima 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/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
C	2	7685	Alliance Ted K. Tajima High	440	43	9.8%	86.0%	14.0%	6	0	0	0	0	0	0	8	0	29	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
C	2	7685	Alliance Ted K. Tajima High	400	36	9.0%	86.1%	13.9%	5	0	0	0	0	0	0	5	0	26	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/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

Alliance Ted K. Tajima 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	
C	2	7685	Alliance Ted K. Tajima High	All Students	61	83.61%	3,177,420	49.88%	108	75.00%	3,162,910	51.10%	-8.61%
				American Indian or Alaska Native	--		16,100	37.42%	--		15,667	38.41%	
				Asian	--		294,323	76.41%	0		294,155	77.05%	
				Black or African American	--		170,923	32.27%	--		167,470	33.19%	
				English Learner	*		530,808	12.62%	14		511,094	12.81%	
				Filipino	*		71,470	71.20%	--		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	5		113,303	32.86%	
				Latino	56	82.14%	1,740,220	39.16%	106	75.47%	1,742,382	40.81%	-6.67%
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	54	83.33%	1,951,520	37.69%	106	74.53%	1,928,948	39.19%	-8.80%
				Students with Disabilities	*		354,484	14.98%	9		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	
C	2	7685	Alliance Ted K. Tajima High	All Students	60	55.00%	3,184,720	38.65%	108	53.71%	3,170,971	39.73%	-1.29%
				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	*		541,399	12.57%	14		523,959	12.58%	
				Filipino	*		71,722	58.45%	--		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	5		114,801	22.69%	
				Latino	55	54.55%	1,744,154	26.65%	106	53.78%	1,748,298	28.05%	-0.77%
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	53	56.60%	1,956,639	26.23%	106	53.78%	1,934,051	27.48%	-2.82%
				Students with Disabilities	*		353,174	11.89%	9		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/ResearchFilesList?ps=true&stYear=2017&stTestType=B&stCounty=00&stDistrict=00000&stSchool=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 Ted K. Tajima High				
Years	ELA	Math	EL Progress Indicator *	College / Career
				Indicator
2018	5	5	NPC	2
2019	4	3	3	5

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 Ted K. Tajima High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	5	5	NPC	2	N/A	2	5
2019	4	3	3	5	N/A	5	3

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	2	Latino; Socioeconomically Disadvantaged
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 Ted K. Tajima High		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	5	90.4	2	-6.0	Higher
ELA 2019	4	61.7	4	-2.5	Higher
Math 2018	5	11.4	2	-36.4	Higher
Math 2019	3	-7.5	2	-33.5	Higher
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	3	45.0%	3	48.3%	Lower
College/Career 2018	2	58.5%	3	42.2%	Higher
College/Career 2019	5	82.3%	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					
	# of Stud.	School		State		# of Stud.		School		State		Status Comparison to State Average	
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status		
All Students	60	5	90.4	2	-6.0	Higher	106	4	61.7	4	-2.5	Higher	
English Learner	18	NPC	-10.3	3	-47.1		30	NPC	14.5	3	-45.1		
Foster Youth	--	--	--	1	-79.2		1	NPC	--	2	-71.9		
Homeless	--	--	--	3	-51.0		6	NPC	--	3	-46.7		
Socioeconomically Disadvantaged	55	5	92.1	3	-34.7	Higher	105	4	62.3	3	-30.1	Higher	
Students with Disabilities	8	NPC	--	1	-95.5		10	NPC	--	2	-88.1		
African American	1	NPC	--	2	-51.8		--	--	--	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		1	NPC	--	5	64.8	
Filipino	2	NPC	--	4	44.0		--	--	--	5	46.7	
Latino	55	5	88.5	3	-31.3	Higher	104	4	62.2	3	-26.6	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3		--	--	--	2	-19.5	
White	2	NPC	--	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	59	5	11.4	2	-36.4	Higher	106	3	-7.5	2	-33.5	Higher
English Learner	18	NPC	-80.8	2	-69.9		30	NPC	-74.0	2	-68.6	
Foster Youth	--	--	--	1	-114.0		1	NPC	--	2	-107.2	
Homeless	--	--	--	2	-81.0		6	NPC	--	2	-77.7	
Socioeconomically Disadvantaged	54	5	16.2	2	-67.4	Higher	105	3	-6.5	3	-63.7	Higher
Students with Disabilities	8	NPC	--	1	-125.3		10	NPC	--	2	-119.4	
African American	1	NPC	--	2	-91.5		--	--	--	2	-87.9	
American Indian or Alaska Native	--	--	--	2	-73.0		--	--	--	2	-69.6	
Asian	--	--	--	5	56.7		1	NPC	--	5	59.8	
Filipino	2	NPC	--	4	13.1		--	--	--	4	18.0	
Latino	54	5	6.0	2	-65.8	Higher	104	3	-6.7	3	-62.2	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0		--	--	--	2	-49.8	
White	2	NPC	--	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	57	N/A	N/A	NPC	N/A		40	3	45.0%	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	65	2	58.5%	3	42.2%	Higher	62	5	82.3%	3	44.1%	Higher
English Learner	22	NPC	36.4%	2	14.5%		12	NPC	50.0%	3	16.8%	
Foster Youth	--	--	--	2	10.4%		--	--	--	3	13.3%	
Homeless	2	NPC	--	2	24.3%		--	--	--	2	25.9%	
Socioeconomically Disadvantaged	65	2	58.5%	2	33.7%	Higher	61	5	82.0%	4	35.8%	Higher
Students with Disabilities	4	NPC	--	1	9.2%		10	NPC	--	2	10.8%	
African American	2	NPC	--	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	1	NPC	--	4	62.7%		2	NPC	--	4	64.5%	
Latino	62	2	58.1%	2	33.8%	Higher	58	5	81.0%	4	36.1%	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	31.7%		--	--	--	2	33.5%	
White	--	--	--	3	52.2%		1	NPC	--	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/cmv/>