



Board of Education Report

File #: Rep-129-20/21, **Version:** 1

Approval of the Renewal Petition for Girls Athletic Leadership School Los Angeles
[PUBLIC HEARING]
November 24, 2020
Charter Schools Division

Action Proposed:

Staff recommends approval of the renewal petition for Girls Athletic Leadership School Los Angeles (“Charter School”), with a benchmark in the area of academics, designated by the state as Middle performing, located in Board District 6 and Local District Northeast, for five (5) years, beginning July 1, 2021 until June 30, 2026 to serve 290 students in grades 6-8 in year one, and up to 330 students in grades 6-8 by the end of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report.

Background:

Girls Athletic Leadership School Los Angeles is a 6-8 school currently serving 227 students on the campus of Panorama High School via Prop 39 at 8015 Van Nuys Blvd., Panorama City, CA 91402, in Board District 6 and Local District Northeast. Girls Athletic Leadership School Los Angeles was approved by the LAUSD Board of Education on April 15, 2015

On September 1, 2020, Girls Athletic Leadership School Los Angeles 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 Girls Athletic Leadership School Los Angeles 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 a benchmark, 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. 129-20/21, 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/dalqoc1xcaih4/AADkp99mkSIECthOLg9_9p0Ha?dl=0

Attachments:

Attachment A - Staff Assessment and Recommendation Report

Attachment B - DFS Data, DFS Resident School Data and High vs Low Performance Data Sets

Attachment C - Desegregation Impact Statement

Informatives:

Not applicable

Submitted:

11/06/20

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

AUSTIN BEUTNER
Superintendent of Schools

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
Interim General Counsel

___ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

___ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 129-20/21
 November 24, 2020

| | | | |
|---|--|---|---|
| School Name: | Girls Athletic Leadership School Los Angeles | | BOARD IS REQUIRED TO TAKE ACTION BY: November 30, 2020 |
| Type of Charter School: | Start-Up Independent Charter School | | |
| Charter Operator | Girls Athletic Schools Los Angeles | | |
| Location Code: | 7585 | | |
| Type of Site(s): | Proposition 39 Co-Location | | |
| Site Address(es): | 8015 Van Nuys Blvd., Panorama City, CA, 91402 (Panorama Senior High Campus) | | |
| Board District(s): | 6 | Local District(s): | Northeast |
| Grade Levels Served: | 6-8 | Current Enrollment: | 227 |
| Grade Levels Authorized in Current Charter: | 6-8 | Approved Enrollment in Current Charter: | 375 |
| CONSIDERATION: | Renewal | | |
| CDE PERFORMANCE LEVEL: | Middle Performing | | |
| STAFF RECOMMENDATION: | Approval with a Benchmark | | |
| 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>Girls Athletic Leadership School Los Angeles must meet the following benchmark during the 2021-2026 charter term in order to address concerns regarding academic performance.</p> <p>The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school’s annual progress will be reviewed at the school’s Annual Performance-Based Oversight Visit by the district.</p> <p>If the benchmark remains 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 a benchmark, of the renewal petition for Girls Athletic Leadership School Los Angeles (“GALS” or “Charter School”), located in Board District 6 and Local District Northeast, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 330 students in grades 6-8 in each year of the charter term. The charter school seeks to reduce its enrollment capacity to align to the school’s current enrollment trends.

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

| | Girls Athletic Leadership School Los Angeles |
|--|---|
| Initial Authorization: | On April 14, 2015, Girls Athletic Leadership School Los Angeles was authorized by the LAUSD Board of Education to serve 375 students in grades 6-8. |
| Most Recent Renewal | N/A |
| Approved Material Revisions of Current Charter: | N/A |

| | Girls Athletic Leadership School Los Angeles |
|--|--|
| Board Benchmarks in Current Charter Term: | N/A |
| Submission of Renewal Petition Application: | GALS submitted its renewal petition application on September 1, 2020. The 90-day statutory timeline for Board action on the petition runs through November 30, 2020. |
| Concurrent Request for Material Revision: | N/A |

B. Educational Program

| | Girls Athletic Leadership School Los Angeles |
|---|---|
| Key Features of Educational Program: | <p>GALS offers a 6-8 educational program, providing a small-school learning environment predicated on best practices in gender-based and active learning for middle school girls, which includes the following features:</p> <ul style="list-style-type: none"> ◆ Integration of a health and wellness curriculum addressing the physical, emotional, and psychosocial needs of female adolescent development. ◆ Intentionally planned integrated physical movement throughout the instructional day via “brain breaks.” ◆ A series of classes called, “GALS 101, 201, and 301,” focusing on the development of the school’s five core themes: mindfulness, wellness, relationships, voice, and goals/intentions. ◆ Classroom instruction and environments are designed to reflect the school’s vision of a place that provides a learning space for young women in which they develop self-efficacy and academic mastery through investigation, reflection and project-based learning. |
| English Learner Master Plan: | <p>GALS 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. ◆ The school uses leveled-reading material during Reading Workshop, Accountable Talk framework, and explicit instruction of key vocabulary and cognates to support English Learners (ELs) in developing their listening, speaking, reading and writing skills. |
| Special Education SELPA | GALS participates in LAUSD SELPA Option 3. |

C. Student Enrollment and Population

| Girls Athletic Leadership School Los Angeles: 2019-20 Enrollment by Ethnicity and Subgroup | | | | | | | | | | | | | | | | | |
|--|----------|------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| 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 |
| 255 | 87.1% | 0.0% | 0.8% | 0.8% | 2.0% | 19.2% | 2.4% | 1.6% | 0.0% | 88.6% | 0.0% | 0.4% | 0.0% | 88.2% | 13.7% | 0.0% | 5.1% |

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

D. Charter School Operator

Girls Athletic Leadership School Los Angeles is operated by Girls Athletic Leadership Schools Los Angeles, a California nonprofit public benefit corporation that does not operate any other LAUSD-authorized charter school.

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

GALS has been identified by the state as a Middle performing charter school. Based on staff’s review of the school’s performance on the California School Dashboard placing a greater weight on academic performance, and considering verified data provided by the charter school, staff conducted a “may deny” analysis and determined that those conditions (in section k below) were not met, thus supporting a recommendation for renewal.

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.

| Girls Athletic Leadership School Los Angeles | | | | | | | |
|--|--------|--------|-------------------------|----------------------------|-----------------|-----------------|-----------------|
| Years | ELA | Math | EL Progress Indicator * | College / Career Indicator | Chronic Absent. | Graduation Rate | Suspension Rate |
| 2018 | Yellow | Yellow | NPC | N/A | Orange | N/A | Blue |
| 2019 | Yellow | Orange | Yellow | N/A | Orange | N/A | Blue |

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 *Girls Athletic Leadership School Los Angeles* Data Set.

c. English Language Arts Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

| Girls Athletic Leadership School Los Angeles - (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 | 183 | Yellow | -25.2 | -6.0 | Lower | 267 | Yellow | -20.2 | -2.5 | Lower |
| English Learner | 89 | Yellow | -55.3 | -47.1 | Lower | 119 | Orange | -55.7 | -45.1 | Lower |
| Latino | 150 | Yellow | -31.1 | -31.3 | Higher | 234 | Yellow | -25.9 | -26.6 | Higher |
| Socioeconomically Disadvantaged | 153 | Yellow | -33.2 | -34.7 | Higher | 220 | Yellow | -29.4 | -30.1 | Higher |
| Students with Disabilities | 26 | No Color | -76.3 | -95.5 | -- | 44 | No Color | -71.0 | -88.1 | 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 both 2018 and 2019, in ELA, the charter school's Distance from Standard (DFS) was lower than the state's DFS. In 2018 the school had three numerically significant subgroups (English Learner, Latino, and Socioeconomically Disadvantaged) for ELA. In 2019, Students with Disabilities became a numerically significant subgroup. In both 2018 and 2019, the charter school's numerically significant subgroups were higher than the state, with the exception of the English Learner (EL) subgroup, which was lower than the state.

School leadership shared that the school has developed a plan to increase intensive support to support student achievement. The plan includes the following: smaller classes, reading mentoring club, improve small group instruction between grade level general education teachers and special education teachers; lexile-band reading support during Academic Success class time; increased school administration classroom observations; professional development with a focus on English Learners; and monthly communication with parents via parent education workshops, with a focus on supporting academic progress at home.

Change Level Schoolwide and Numerically Significant Subgroups:

| Girls Athletic Leadership School Los Angeles: (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 | Change | Change Level |
| All Students | 183 | Yellow | 5.6 | Increased | 2.2 | Maintained | 267 | Yellow | 4.7 | Increased | 3.7 | Increased |
| English Learner | 89 | Yellow | 8.7 | Increased | 3.3 | Increased | 119 | Orange | 0.7 | Maintained | 3.1 | Increased |
| Latino | 150 | Yellow | 13.0 | Increased | 3.2 | Increased | 234 | Yellow | 4.8 | Increased | 4.5 | Increased |
| Socioeconomically Disadvantaged | 153 | Yellow | 10.3 | Increased | 4.0 | Increased | 220 | Yellow | 3.4 | Increased | 4.4 | Increased |
| Students with Disabilities | 26 | No Color | -- | No Data | 2.1 | Maintained | 44 | No Color | -0.1 | Maintained | 7.8 | 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 in Change Level schoolwide and for the three numerically significant subgroups (English Learner, Latino, and Socioeconomically Disadvantaged). In 2019, the school also Increased schoolwide and for two of the four numerically significant subgroups (Latino and Socioeconomically Disadvantaged), with the exception of the English Learner and Students with Disabilities subgroups which both Maintained.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

| Girls Athletic leadership Los Angeles - (Math Grades) Academic Indicator - CA School Dashboard Indicator | | | | | | | | | | |
|--|--------------------------------|------------|-------------------------|------------------------|--------------------------------|--------------------------------|------------|-------------------------|------------------------|--------------------------------|
| Subgroup | Number of Students with Scores | 2018 Color | School 2018 Average DFS | State 2018 Average DFS | School to State DFS Comparison | Number of Students with Scores | 2019 Color | School 2019 Average DFS | State 2019 Average DFS | School to State DFS Comparison |
| All Students | 181 | Yellow | -63.0 | -36.4 | Lower | 267 | Orange | -74.5 | -33.5 | Lower |
| English Learner | 88 | Yellow | -94.1 | -69.9 | Lower | 119 | Red | -115.0 | -68.6 | Lower |
| Latino | 148 | Yellow | -71.2 | -65.8 | Lower | 234 | Orange | -80.7 | -62.2 | Lower |
| Socioeconomically Disadvantaged | 151 | Yellow | -71.6 | -67.4 | Lower | 220 | Orange | -84.5 | -63.7 | Lower |
| Students with Disabilities | 25 | No Color | -94.8 | -125.3 | -- | 44 | No Color | -111.0 | -119.4 | 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 lower than the state's DFS. In 2018, the school had three numerically significant subgroups

(English Learners, Latino, and Socioeconomically Disadvantaged) for Math. In 2019, Students with Disabilities became another numerically significant subgroup. In 2018 and 2019, all but one of the numerically significant subgroups performed lower than the state's DFS for those subgroups, with the exception of Students with Disabilities in 2019.

Change Level Schoolwide and Numerically Significant Subgroups:

| Girls Athletic leadership Los Angeles - (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 | 181 | Yellow | 6.7 | Increased | 1.3 | Maintained | 267 | Orange | -12.2 | Declined | 2.9 | Maintained |
| English Learner | 88 | Yellow | 12.9 | Increased | 1.5 | Maintained | 119 | Red | -22.1 | Declined Significantly | 2.2 | Maintained |
| Latino | 148 | Yellow | 11.6 | Increased | 1.7 | Maintained | 234 | Orange | -10.4 | Declined | 3.4 | Increased |
| Socioeconomically Disadvantaged | 151 | Yellow | 10.1 | Increased | 2.3 | Maintained | 220 | Orange | -13.8 | Declined | 3.4 | Increased |
| Students with Disabilities | 25 | No Color | -- | No Data | 0.8 | Maintained | 44 | No Color | -23.1 | Declined Significantly | 6.6 | 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 in Change Level schoolwide and for the three numerically significant subgroups (English Learner, Latino, and Socioeconomically Disadvantaged). In 2019, the school's Change Level Declined schoolwide and for the Latino and Socioeconomically Disadvantaged subgroups, and Declined Significantly for the English Learner and Students with Disabilities subgroups.

School leadership shared that they are meeting the needs of the EL, Latino, and SED student groups by implementing the same plan as indicated for schoolwide. With regard to ELs, given that many have dual classification as EL and SWD, there will be more co-teaching with the Math general education teacher and RSP. Students who are dually identified as SWD and EL will be grouped together and will have weekly quizzes to adjust instruction as needed.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

| Girls Athletic Leadership School Los Angeles - English Learner Progress Indicator - CA School Dashboard Indicator | | | | | | |
|---|------------------------------------|------------|--|-------------------|--|-------------------|
| Subgroup | 2019 School | | | | 2019 State | |
| | Number of English Learner Students | 2019 Color | Percentage of English Learners making progress towards English proficiency | Performance Level | Percentage of English Learners making progress towards English proficiency | Performance Level |
| English Learner | 51 | No Color | 54.9% | 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 54.9% of GALS’ English Learner (EL) students are making progress towards English proficiency, higher than the state at 48.3%. The Performance Level for the school and state is Medium.

f. Standardized Assessments Participation Rates

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

g. College/Career Academic Indicator:

N/A

h. Verified Data

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

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

GALS provided Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and Interim Assessment Block (IAB) assessment data. The data was determined to not meet the definition of verified data for the following reasons: NWEA data was not provided for every year of the charter, but for 2016-2017 and 2017-2018 school years, and while that data showed a majority of students meeting expected growth in ELA and Math for each of those years, the data as a whole was not clear and convincing. As noted by the school in its submission of NWEA data, in 2017-2018, a majority of students reached the expected growth for the year, which is equivalent to one year's growth per NWEA. However, for SWD, a majority of students met the expected growth for ELA, but did not for math. The EL subgroup was close to a majority of students with 47% and 50% of students reaching the expected growth for ELA and Math, respectively. Data from the IAB were not considered pursuant to Education Code section 60642.7, which notes that results from the interim assessments shall not be used for any high-stakes purpose.

i. Postsecondary Outcomes [HS only]

N/A

j. Local Indicators

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

k. “May Deny” Analysis for Middle Performing Charter Schools (if applicable)

Following the review of the foregoing performance data for this charter school placing a greater weight on academic performance on the California School Dashboard, and considering verified data provided by the charter school, staff determined that the school's performance in the area of Math requires further review. Pursuant to the applicable renewal criteria for Middle performing schools, staff proceeded to the step of considering the “may deny” conditions to complete the review of academic achievement.

The LAUSD Board may deny a renewal petition satisfying the middle performing criteria pursuant to section 47607.2(b) upon making each of the following written factual findings: 1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school; 2) The closure of the charter school is in the best interest of the pupils; and, 3) The decision provided greater weight to the performance on the measurements of academic performance. a. When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g. reclassification rates, Long-term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the California Assessment of Student Performance and Progress (CAASPP) as compared to the state averages, California School Dashboard data, four-year cohort graduation rates).

As shown below, the charter school's performance in Math in 2018 and 2019 as compared to the Resident Schools Median is higher. Staff has recommended the charter school for renewal with a benchmark.

1. Resident Schools Analysis

Math Distance from Standard Schoolwide and Resident Schools Median:

| Girls Athletic Leadership School Los Angeles - (MATH Grades) Academic Indicator - CA School Dashboard Indicator | | | | | | |
|---|--------------------------------|---------------|-------------------------|--------------------------------|---------------|-------------------------|
| | 2018 | | | 2019 | | |
| | Number of Students with Scores | 2018 Color | School 2018 Average DFS | Number of Students with Scores | 2019 Color | School 2019 Average DFS |
| All Students | 181 | Yellow | -63.0 | 267 | Orange | -74.5 |
| Resident Schools Median | 1,134 | Orange | -97.3 | 1040 | Orange | -102.5 |

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

As indicated in the table above, when comparing the school to the Resident Schools Median (RSM), GALS' data indicates that its student performance on California School Dashboard in 2018 and 2019 is higher than the RSM in Math when measuring DFS.

Math Change Level Schoolwide and Resident Schools Median:

| Girls Athletic Leadership School Los Angeles - (MATH Grades) Academic Indicator - CA School Dashboard Indicator | | | | | | | | |
|---|--------------------------------|---------------|-------------|-------------------|--------------------------------|---------------|--------------|------------------|
| | 2018 | | | | 2019 | | | |
| | Number of Students with Scores | 2018 Color | Change | Change Level | Number of Students with Scores | 2019 Color | Change | Change Level |
| All Students | 181 | Yellow | 6.7 | Increased | 267 | Orange | -12.2 | Declined |
| Resident Schools Median | 1,134 | Orange | -2.2 | Maintained | 1040 | Orange | 8.6 | Increased |

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

As indicated in the table above, when comparing the school to the Resident Schools Median (RSM), in 2018, GALS' data indicates that the school Increased in Change Level schoolwide in Math, while the RSM Maintained in Change Level. However, in 2019, GALS' Declined in Change Level schoolwide in Math, while the RSM Increased in Change Level.

Math Smarter Balanced Assessment Data
Met or Exceeded Percentages:

| Girls Athletic Leadership School Los Angeles - Math CAASPP Compared to Resident Schools Median | | | | | |
|--|----------------------|----------------------------|----------------------|----------------------------|---------------------|
| | 2017-18 | | 2018-19 | | Change from 2018-19 |
| | School | | School | | |
| | Students with Scores | Met or Exceeded Percentage | Students with Scores | Met or Exceeded Percentage | |
| All Students | 192 | 27.60% | 276 | 19.56% | -8.04% |
| Resident Schools Median | 1,176 | 17.26% | 1,112 | 16.04% | -1.22% |

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

As indicated in the table above, when comparing the school to the RSM, GALS' data indicates that its students Met or Exceeded Percentage in Math on the CAASPP is higher than the RSM.

- m. Suspension Rate Indicator: Schoolwide and Numerically Significant Student Subgroups
Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

| Girls Athletic Leadership School Los Angeles - Suspension Rate Indicator - CA School Dashboard Indicator | | | | | | | | | | |
|--|--------------------|-------------|---|---|--|--------------------|-------------|---|---|--|
| Subgroup | Number of Students | 2018 Color | School 2018 Students suspended at least | State 2018 Students suspended at least once | School to State Suspensions Comparison | Number of Students | 2019 Color | School 2019 Students suspended at least | State 2019 Students suspended at least once | School to State Suspensions Comparison |
| All Students | 219 | Blue | 0.0% | 3.5% | Lower | 311 | Blue | 0.0% | 3.4% | Lower |
| English Learner | 50 | No Color | 0.0% | 3.0% | Lower | 60 | Blue | 0.0% | 3.1% | Lower |
| Latino | 184 | Blue | 0.0% | 3.6% | Lower | 270 | Blue | 0.0% | 3.5% | Lower |
| Socioeconomically Disadvantaged | 183 | Blue | 0.0% | 4.4% | Lower | 250 | Blue | 0.0% | 4.3% | Lower |
| Students with Disabilities | 32 | No Color | 0.0% | 6.8% | Lower | 53 | Blue | 0.0% | 6.2% | Lower |

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

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

Change Level Schoolwide and Numerically Significant Subgroups:

| Girls Athletic Leadership School Los Angeles - 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 | Change | Change Level |
| All Students | 219 | Blue | -0.9% | Declined | -0.1% | Maintained | 311 | Blue | 0.0% | Maintained | -0.1% | Maintained |
| English Learner | 50 | No Color | 0.0% | Maintained | -0.1% | Maintained | 60 | Blue | 0.0% | Maintained | 0.1% | Maintained |
| Latino | 184 | Blue | -1.2% | Declined | -0.1% | Maintained | 270 | Blue | 0.0% | Maintained | -0.1% | Maintained |
| Socioeconomically Disadvantaged | 183 | Blue | -1.2% | Declined | -0.2% | Maintained | 250 | Blue | 0.0% | Maintained | -0.1% | Maintained |
| Students with Disabilities | 32 | No Color | -- | No Data | 0.3% | Declined | 53 | Blue | 0.0% | Maintained | 0.6% | Declined |

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

As seen in the table above, in 2018, the charter school Declined in Change Level schoolwide and for two out of four numerically significant subgroups (Latino and Socioeconomically Disadvantaged). The English Learner subgroup Maintained, while the Students with Disabilities had no data. In 2019, the charter school Maintained Change Level schoolwide and for the numerically significant subgroups.

- n. Graduation Rate Indicator: Schoolwide and Numerically Significant Student Subgroups [HS Only]
N/A

- o. Chronic Absenteeism Indicator
Chronic Absenteeism Percentage Schoolwide and Numerically Significant Subgroups:

| Girls Athletic Leadership School Los Angeles - Chronic Absenteeism - CA School Dashboard Indicator | | | | | | | | | | |
|--|---|---------------|--|---|--|---|---------------|--|---|--|
| Subgroup | Number of students enrolled who meet criteria | 2018 Color | School 2018 Chronic Absenteeism Percentage | State 2018 Chronic Absenteeism Percentage | School to State Chronic Absenteeism Comparison | Number of students enrolled who meet criteria | 2019 Color | School 2019 Chronic Absenteeism Percentage | State 2019 Chronic Absenteeism Percentage | School to State Chronic Absenteeism Comparison |
| All Students | 208 | Orange | 6.7% | 9.0% | Lower | 300 | Orange | 8.7% | 10.1% | Lower |
| English Learner | 48 | No Color | 14.6% | 8.6% | Higher | 57 | Yellow | 10.5% | 9.9% | Higher |
| Latino | 174 | Orange | 6.9% | 9.7% | Lower | 260 | Orange | 8.1% | 11.0% | Lower |
| Socioeconomically Disadvantaged | 173 | Yellow | 6.9% | 11.4% | Lower | 246 | Orange | 8.9% | 12.9% | Lower |
| Students with Disabilities | 32 | No Color | 12.5% | 15.1% | Lower | 50 | Yellow | 12.0% | 16.3% | Lower |

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

As seen in the table above, in both 2018 and 2019, the charter school had a lower percentage of chronic absenteeism than the state schoolwide and for numerically significant subgroups (Latino, Socioeconomically Disadvantaged, and Students with Disabilities), with the exception of the English Learner subgroup, which was higher.

Change Level Schoolwide and Numerically Significant Subgroups:

| Girls Athletic Leadership School Los Angeles - Chronic Absenteeism - CA School Dashboard Indicator | | | | | | | | | | | | |
|--|---|------------|--------|--------------|--------------|--------------|---|------------|--------|--------------|--------------|--------------|
| Subgroup | Number of students enrolled who meet criteria | 2018 Color | Change | Change Level | State Change | Change Level | Number of students enrolled who meet criteria | 2019 Color | Change | Change Level | State Change | Change Level |
| All Students | 208 | Orange | 0.7% | Increased | 0.3% | Maintained | 300 | Orange | 1.9% | Increased | 1.1% | Increased |
| English Learner | 48 | No Color | 11.0% | Increased | 0.6% | Increased | 57 | Yellow | -4.1% | Declined | 1.4% | Increased |
| Latino | 174 | Orange | 0.6% | Increased | 0.4% | Maintained | 260 | Orange | 1.2% | Increased | 1.4% | Increased |
| Socioeconomically Disadvantaged | 173 | Yellow | -0.4% | Maintained | 0.4% | Maintained | 246 | Orange | 2.0% | Increased | 1.5% | Increased |
| Students with Disabilities | 32 | No Color | 0.0% | No Data | 0.4% | Maintained | 50 | Yellow | -0.5% | Declined | 1.2% | 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/>

As seen in the table above, the charter school Increased in Change Level schoolwide and for two out of four numerically significant subgroups (English Learner and Latino), with the exception of the Socioeconomically Disadvantaged subgroup (Maintained) and Students with Disabilities (No Data). In 2019, the charter school Increased in Change Level both schoolwide and for the numerically significant subgroups.

p. English Learner Performance

Reclassification Rates:

| Year | Students Redesignated FEP | Girls Athletic Leadership School Los Angeles | State | School to State RFEP Comparison |
|---------|---------------------------|--|-----------|---------------------------------|
| 2018-19 | 17-18 EL # | 45 | 1,271,150 | Higher |
| | 18-19 Reclass # | 13 | 175,746 | |
| | 18-19 Reclass Rate | 28.9 | 13.8 | |
| 2019-20 | 18-19 EL # | 55 | 1,195,988 | Higher |
| | 19-20 Reclass # | 15 | 164,653 | |
| | 19-20 Reclass Rate | 27.3 | 13.8 | |

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

In 2019-2020, GALS' reclassification rate was 27.3%, which was higher than the state's reclassification rate of 13.8%. In 2018-2019, GALS' reclassification rate of 28.9% was higher than the state's rate of 13.8%.

GALS' reclassification criteria are as follows:

- ◆ Student scores on the CAASPP must Meet grade level performance
- ◆ Must score Fluent (Level 4) overall on the ELPAC
- ◆ A score of Basic on internal benchmark assessment for ELA
- ◆ Teacher Evaluation
- ◆ Grade B or better in English core curriculum
- ◆ Parent consultation

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

| English Learners | 2018-19 | | | | 2019-20 | | | |
|-------------------|--|---------|------------|---------|--|---------|------------|---------|
| | Girls Athletic Leadership School Los Angeles | | State | | Girls Athletic Leadership School Los Angeles | | State | |
| | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent | Enrollment | Percent |
| At-Risk 4-5 Years | 2 | 1.2% | 220,738 | 9.5% | 4 | 2.4% | 130,783 | 5.7% |
| LTEL 6+ Years | 45 | 26.5% | 342,983 | 14.7% | 27 | 16.1% | 204,042 | 8.9% |

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

In 2019-2020, GALS’ had 16.1% Long-term English Learners (LTELs), which was higher than the state’s LTEL percentage of 8.9%. In 2018-2019, GALS’ LTEL percentage of 26.5% was higher than the state’s 14.7%. In 2019-2020, the charter school had 2.4% “At-Risk” (4 students), which was lower than the state’s rate of 5.7%. Similarly, in 2018-2019, GALS had 1.2% “At-Risk” students which was lower than the state’s 9.5%.

Per school leadership, to address the needs of the LTEL students, teachers were given professional development to provide additional strategies to better provide English Learners support throughout the school day. Also, in addition to Integrated ELD instruction, the students are provided Designated support via English Language Learner Seminar class, and small group instruction, based on needs as identified on the ELPAC and other formative assessments.

2. *Annual Oversight Results*

a. *Student Achievement and Educational Performance*

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

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

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

b. *Governance*

GALS’ 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 *Accomplished* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

| | | |
|--|-------------------|-------------------|
| | 2018-2019 | 2019-2020 |
| Annual Oversight Evaluation Report Rating in Category of Governance | 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.

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

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

GALS has achieved the rating of *Proficient* 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 | 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.

ii. Access and Equity

| 2019-20 Enrollment by Ethnicity and Subgroup | | | | | | | | | | | | | | | | | | |
|--|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| School | Enrollment | F/R Meal | GATE | American Indian or Alaska Native | Asian | Black or African American | English Learner | Filipino | Foster Youth | Homeless | Latino | Migrant Education | Native Hawaiian or Pacific Islander | Not Reported | Socio-economically Disadvantaged | Students with Disabilities | Two or More Races | White |
| Girls Athletic Leadership School Los Angeles | 255 | 87.1% | 0.0% | 0.8% | 0.8% | 2.0% | 19.2% | 2.4% | 1.6% | 0.0% | 88.6% | 0.0% | 0.4% | 0.0% | 88.2% | 13.7% | 0.0% | 5.1% |
| Statewide | 6,163,001 | 59.3% | N/A | 0.5% | 9.3% | 5.3% | 18.6% | 2.4% | 0.5% | 3.2% | 54.9% | 0.8% | 0.4% | 0.9% | 60.7% | 11.7% | 3.9% | 22.4% |
| Los Angeles Unified | 596,937 | 80.3% | 10.7% | 0.2% | 3.6% | 7.7% | 20.0% | 1.9% | 0.7% | 1.3% | 74.1% | 0.1% | 0.2% | 0.4% | 81.5% | 11.4% | 1.6% | 10.3% |

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

iii. Special Education

| 2019-20 Enrollment by Disability | | | | | | | | | | | | | | | | | | |
|---|----------------------|-------------------|-------------------|---------------------|--------------------|--------|------|--------|-------|-------|-------|-------|--------|-------|--------|--------|-------|------|
| School | OCT 2019 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % | % High Incidence | % Low Incidence | # AUT | # DB | # DEAF | # ED | # EMD | # HOH | # ID | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
| Girls Athletic Leadership School Los Angeles | 255 | 35 | 13.7% | 88.6% | 11.4% | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 27 | 0 | 0 | 0 |
| Statewide | 6,163,001 | 721,198 | 11.7% | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Los Angeles Unified | 607,723 | 84,730 | 13.9% | 69.1% | 31.0% | 16,067 | 15 | 336 | 1,569 | 5 | 1,431 | 4,271 | 10,828 | 1,970 | 35,116 | 12,579 | 102 | 418 |

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

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, GALS has a 13.7% Special Education enrollment, which is higher to the state’s percentage of 11.7%, and lower than the District’s percentage of 13.9%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iv. Additional Information
None

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

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

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

D. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School?
Yes, the petition contains the required declaration.

3. Fiscal Operations

Girls Athletic Leadership School Los Angeles’ record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

Girls Athletic Leadership School Los Angeles achieved the rating of *Accomplished* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

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

| | 2018-2019 | 2019-2020 |
|---|-------------------|-------------------|
| Annual Oversight Evaluation Report Rating in Category of Fiscal Operations | 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.

b. Fiscal Condition

Girls Athletic Leadership School Los Angeles’ fiscal condition is positive and has been upward trending since the 2016-2017 Fiscal Year. According to the 2018-2019 independent audit report, the school had positive net assets of \$518,148 and net income of \$55,892. The 2019-2020 Unaudited Actuals projected positive net assets and a net loss.

| | 2015-2016 (Audited Actuals) | 2016-2017 (Audited Actuals) | 2017-2018 (Audited Actuals) | 2018-2019 (Audited Actuals) | 2019-2020 (Unaudited Actuals) |
|--------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|
| Net Assets | \$0 | \$72,480 | \$462,256 | \$518,148 | \$503,275 |
| Net Income/Loss | \$0 | \$31,261 | \$389,776 | \$55,892 | (\$14,873)* |
| Transfers In/Out | \$0 | \$0 | \$0 | \$0 | \$0 |
| Prior Year Adjustment(s) | \$0 | \$0 | \$0 | \$0 | \$0 |

* The Projected loss of (\$14,873) reflected in the school’s 2019-2020 Unaudited Actuals is primarily due to GALS’ decreased student enrollment in Fiscal Year 2019-2020. The school’s reported 2019-2020 Norm Enrollment declared 257 students, which is 31 fewer students than the school’s 2018-2019 Norm Enrollment figure of 288 students, which represents an 11% reduction. GALS is planning to relocate to a new school site in Fall 2022, and expects to attract more students after moving to its own facility.

c. 2018-2019 Independent Audit Report

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

d. Other Significant Fiscal Information

Per GALS, the school secured a loan through the U.S. Small Business Administration's (SBA) Payment Protection Program (PPP). GALS stated that the school submitted its PPP loan application on May 28, 2020 (seeking to borrow \$420,100). The CSD was advised that the school's governing board voted to pursue the PPP loan on June 3, 2020, and, on June 10, 2020, the school received PPP loan proceeds in the amount of \$420,100. GALS stated that its PPP loan proceeds would support allowable expenditures (including payroll) and are currently recorded as a loan on the school's books. Staff will continue to request information from the school as to its uses of the PPP funds and any reports sent to the federal government as part of ongoing oversight.

ATTACHMENT B

Girls Athletic Leadership School Los Angeles Academic Performance - English Language Arts

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

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

| (ELA Grades) Academic Indicator - CA School Dashboard Indicator | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------|--|-------------------------------------|--------------------------------|------------|-------------------------|--------|--------------|------------------------|--------|--------------|--------------------------------|--------------------------------|------------|-------------------------|--------|-------------------------|------------------------|--------|--------------|--------------------------------|
| LD | BD | Loc Code | School | Subgroup | Number of Students with Scores | 2018 Color | School 2018 Average DFS | Change | Change Level | State 2018 Average DFS | Change | Change Level | School to State DFS Comparison | Number of Students with Scores | 2019 Color | School 2019 Average DFS | Change | Change Level | State 2019 Average DFS | Change | Change Level | School to State DFS Comparison |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 183 | Yellow | -25.2 | 5.6 | Increased | -6.0 | 2.2 | Maintained | Lower | 267 | Yellow | -20.2 | 4.7 | Increased | -2.5 | 3.7 | Increased | Lower |
| | | | | American Indian or Alaska Native | 0 | -- | -- | -- | -- | -36.8 | 2.3 | Maintained | -- | 0 | -- | -- | -- | -- | -34.1 | 2.1 | Maintained | -- |
| | | | | Asian | 4 | No Color | -- | -- | No Data | 62.4 | 2.0 | Maintained | -- | 3 | No Color | -- | -- | No Data | 64.8 | 3.1 | Increased | -- |
| | | | | Black or African American | 7 | No Color | -- | -- | No Data | -51.8 | 0.9 | Maintained | -- | 6 | No Color | -- | -- | No Data | -47.6 | 3.7 | Increased | -- |
| | | | | English Learner | 89 | Yellow | -55.3 | 8.7 | Increased | -47.1 | 3.3 | Increased | Lower | 119 | Orange | -55.7 | 0.7 | Maintained | -45.1 | 3.1 | Increased | Lower |
| | | | | Filipino | 7 | No Color | -- | -- | No Data | 44.0 | 2.7 | Maintained | -- | 7 | No Color | -- | -- | No Data | 46.7 | 3.6 | Increased | -- |
| | | | | Foster Youth | 1 | No Color | -- | -- | No Data | -79.2 | 1.4 | Maintained | -- | 4 | No Color | -- | -- | No Data | -71.9 | 5.7 | Increased | -- |
| | | | | Homeless | 0 | -- | -- | -- | -- | -51.0 | 3.3 | Increased | -- | 0 | -- | -- | -- | -- | -46.7 | 3.8 | Increased | -- |
| | | | | Latino | 150 | Yellow | -31.1 | 13.0 | Increased | -31.3 | 3.2 | Increased | Higher | 234 | Yellow | -25.9 | 4.8 | Increased | -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 | 153 | Yellow | -33.2 | 10.3 | Increased | -34.7 | 4.0 | Increased | Higher | 220 | Yellow | -29.4 | 3.4 | Increased | -30.1 | 4.4 | Increased | Higher |
| | | | | Students with Disabilities | 26 | No Color | -76.3 | -- | No Data | -95.5 | 2.1 | Maintained | -- | 44 | No Color | -71.0 | -0.1 | Maintained | -88.1 | 7.8 | Increased | Higher |
| | | | | Two or More Races | 0 | -- | -- | -- | -- | 28.6 | 2.3 | Maintained | -- | 0 | -- | -- | -- | -- | 30.3 | 2.0 | Maintained | -- |
| | | | | White | 15 | No Color | -5.9 | -- | No Data | 27.7 | 0.8 | Maintained | -- | 17 | No Color | 28.2 | 34.1 | Increased Significantly | 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% | 100% | -- | 100% |
| Participation Rate Met 2018 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | -- | Yes | -- | Yes | Yes | -- | Yes |
| Percent of students tested in 2019 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | -- | 100% | -- | 100% | 100% | -- | 100% |
| Participation Rate Met 2019 | Yes | Yes | 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/>

Girls Athletic Leadership School Los Angeles
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 |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 181 | Yellow | -63.0 | 6.7 | Increased | -36.4 | 1.3 | Maintained | Lower | 267 | Orange | -74.5 | -12.2 | Declined | -33.5 | 2.9 | Maintained | Lower |
| | | | | American Indian or Alaska Native | 0 | -- | -- | -- | -- | -73.0 | -0.7 | Maintained | -- | 0 | -- | -- | -- | -- | -69.6 | 2.8 | Maintained | -- |
| | | | | Asian | 4 | No Color | -- | -- | No Data | 56.7 | 2.4 | Maintained | -- | 3 | No Color | -- | -- | No Data | 59.8 | 3.9 | Increased | -- |
| | | | | Black or African American | 7 | No Color | -- | -- | No Data | -91.5 | 0.2 | Maintained | -- | 6 | No Color | -- | -- | No Data | -87.9 | 2.8 | Maintained | -- |
| | | | | English Learner | 88 | Yellow | -94.1 | 12.9 | Increased | -69.9 | 1.5 | Maintained | Lower | 119 | Red | -115.0 | -22.1 | Declined Significantly | -68.6 | 2.2 | Maintained | Lower |
| | | | | Filipino | 7 | No Color | -- | -- | No Data | 13.1 | 2.8 | Maintained | -- | 7 | No Color | -- | -- | No Data | 18.0 | 5.6 | Increased | -- |
| | | | | Foster Youth | 1 | No Color | -- | -- | No Data | -114.0 | -0.5 | Maintained | -- | 4 | No Color | -- | -- | No Data | -107.2 | 5.1 | Increased | -- |
| | | | | Homeless | 0 | -- | -- | -- | -- | -81.0 | 1.5 | Maintained | -- | 0 | -- | -- | -- | -- | -77.7 | 2.9 | Maintained | -- |
| | | | | Latino | 148 | Yellow | -71.2 | 11.6 | Increased | -65.8 | 1.7 | Maintained | Lower | 234 | Orange | -80.7 | -10.4 | Declined | -62.2 | 3.4 | Increased | Lower |
| | | | | Native Hawaiian or Pacific Islander | 0 | -- | -- | -- | -- | -52.0 | -0.7 | Maintained | -- | 0 | -- | -- | -- | -- | -49.8 | 2.1 | Maintained | -- |
| | | | | Socioeconomically Disadvantaged | 151 | Yellow | -71.6 | 10.1 | Increased | -67.4 | 2.3 | Maintained | Lower | 220 | Orange | -84.5 | -13.8 | Declined | -63.7 | 3.4 | Increased | Lower |
| | | | | Students with Disabilities | 25 | No Color | -94.8 | -- | No Data | -125.3 | 0.8 | Maintained | -- | 44 | No Color | -111.0 | -23.1 | Declined Significantly | -119.4 | 6.6 | Increased | Higher |
| | | | | Two or More Races | 0 | -- | -- | -- | -- | 1.9 | 1.9 | Maintained | -- | 0 | -- | -- | -- | -- | 2.5 | 0.9 | Maintained | -- |
| | | | | White | 15 | No Color | -37.5 | -- | No Data | -1.0 | 0.6 | Maintained | -- | 17 | No Color | -32.5 | 5.1 | Increased | 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% | 98% | 100% | 100% | -- | 99% | -- | 99% | 97% | -- | 100% |
| Participation Rate Met 2018 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | -- | Yes | -- | Yes | Yes | -- | Yes |
| Percent of students tested in 2019 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | -- | 100% | -- | 100% | 100% | -- | 100% |
| Participation Rate Met 2019 | Yes | Yes | 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/>

**Girls Athletic Leadership School Los Angeles
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 |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | English Learner | 45 | | | | | | 51 | No Color | 54.9% | 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)

| | ELPAC Participation Rate |
|------------------------------------|--------------------------|
| Percent of students tested in 2018 | N/A |
| Participation Rate Met 2018 | N/A |
| Percent of students tested in 2019 | 96% |
| Participation Rate Met 2019 | Yes |

| 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. | | | | |
| 2018 Student English Language Acquisition Results | | | | |
| Girls Athletic Leadership School Los Angeles | | | State | |
| Level 4 - Well Developed | 31.1% | | 30.6% | |
| Level 3 - Moderately Developed | 40.0% | | 34.6% | |
| Level 2 - Somewhat Developed | 20.0% | | 20.2% | |
| Level 1 - Beginning Stage | 8.9% | | 14.6% | |

| 2019 Student English Language Acquisition Results | | | | |
|---|-------|--|-------|--|
| Girls Athletic Leadership School Los Angeles | | | State | |
| ELs Who Progressed at Least One ELPI Level | 49.0% | | 42.9% | |
| ELs Who Maintained ELPI Level 4 | 5.8% | | 5.3% | |
| ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H | 31.3% | | 31.5% | |
| ELs Who Decreased at Least One ELPI Level | 13.7% | | 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/>

Girls Athletic Leadership School Los Angeles
Chronic Absenteeism

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. 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.

| Chronic Absenteeism - CA School Dashboard Indicator | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----------|--|-------------------------------------|---|------------|--|--------|--------------|---|--------|--------------|--|---|------------|--|--------|--------------|---|--------|--------------|--|
| LD | BD | Loc Code | School | Subgroup | Number of students enrolled who meet criteria | 2018 Color | School 2018 Chronic Absenteeism Percentage | Change | Change Level | State 2018 Chronic Absenteeism Percentage | Change | Change Level | School to State Chronic Absenteeism Comparison | Number of students enrolled who meet criteria | 2019 Color | School 2019 Chronic Absenteeism Percentage | Change | Change Level | State 2019 Chronic Absenteeism Percentage | Change | Change Level | School to State Chronic Absenteeism Comparison |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 208 | Orange | 6.7% | 0.7% | Increased | 9.0% | 0.3% | Maintained | Lower | 300 | Orange | 8.7% | 1.9% | Increased | 10.1% | 1.1% | Increased | Lower |
| | | | | American Indian or Alaska Native | 0 | No Color | 0.0% | 0.0% | No Data | 17.8% | -0.3% | Maintained | -- | 0 | No Color | 0.0% | 0.0% | No Data | 18.9% | 1.2% | Increased | -- |
| | | | | Asian | 4 | No Color | 0.0% | 0.0% | No Data | 3.2% | 0.3% | Maintained | -- | 4 | No Color | 0.0% | 0.0% | No Data | 3.7% | 0.5% | Increased | -- |
| | | | | Black or African American | 7 | No Color | 0.0% | 0.0% | No Data | 17.9% | 1.0% | Increased | -- | 10 | No Color | 0.0% | 0.0% | No Data | 20.6% | 2.7% | Increased | -- |
| | | | | English Learner | 48 | No Color | 14.6% | 11.0% | Increased | 8.6% | 0.6% | Increased | Higher | 57 | Yellow | 10.5% | -4.1% | Declined | 9.9% | 1.4% | Increased | Higher |
| | | | | Filipino | 7 | No Color | 0.0% | 0.0% | No Data | 4.3% | 0.2% | Maintained | -- | 8 | No Color | 0.0% | 0.0% | No Data | 5.2% | 0.9% | Increased | -- |
| | | | | Foster Youth | 3 | No Color | 0.0% | 0.0% | No Data | 18.5% | 0.0% | Maintained | -- | 5 | No Color | 0.0% | 0.0% | No Data | 20.1% | 1.6% | Increased | -- |
| | | | | Homeless | 0 | No Color | 0.0% | 0.0% | No Data | 19.4% | 1.2% | Increased | -- | 0 | No Color | 0.0% | 0.0% | No Data | 21.1% | 1.7% | Increased | -- |
| | | | | Latino | 174 | Orange | 6.9% | 0.6% | Increased | 9.7% | 0.4% | Maintained | Lower | 260 | Orange | 8.1% | 1.2% | Increased | 11.0% | 1.4% | Increased | Lower |
| | | | | Native Hawaiian or Pacific Islander | 0 | No Color | 0.0% | 0.0% | No Data | 16.1% | 2.0% | Increased | -- | 0 | No Color | 0.0% | 0.0% | No Data | 18.8% | 2.8% | Increased | -- |
| | | | | Socioeconomically Disadvantaged | 173 | Yellow | 6.9% | -0.4% | Maintained | 11.4% | 0.4% | Maintained | Lower | 246 | Orange | 8.9% | 2.0% | Increased | 12.9% | 1.5% | Increased | Lower |
| | | | | Students with Disabilities | 32 | No Color | 12.5% | 0.0% | No Data | 15.1% | 0.4% | Maintained | Lower | 50 | Yellow | 12.0% | -0.5% | Declined | 16.3% | 1.2% | Increased | Lower |
| | | | | Two or More Races | 0 | No Color | 0.0% | 0.0% | No Data | 9.3% | -0.2% | Maintained | -- | 0 | No Color | 0.0% | 0.0% | No Data | 9.8% | 0.5% | Increased | -- |
| | | | | White | 16 | No Color | 12.5% | 12.5% | Increased | 7.7% | 0.0% | Maintained | -- | 18 | No Color | 16.7% | 4.2% | Increased | 8.1% | 0.3% | 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/>

**Girls Athletic Leadership School Los Angeles
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 |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 219 | Blue | 0.0% | -0.9% | Declined | Yellow | 3.5% | -0.1% | Maintained | Lower | 311 | Blue | 0.0% | 0.0% | Maintained | 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 | 4 | No Color | -- | -- | No Data | Blue | 1.0% | 0.0% | Maintained | -- | 4 | No Color | -- | -- | No Data | Blue | 1.0% | -0.1% | Maintained | -- |
| | | | | Black or African American | 8 | No Color | -- | -- | No Data | Orange | 9.4% | 0.4% | Declined | -- | 10 | No Color | -- | -- | No Data | Orange | 8.8% | 0.6% | Declined | -- |
| | | | | English Learner | 50 | No Color | 0.0% | 0.0% | Maintained | Yellow | 3.0% | -0.1% | Maintained | Lower | 60 | Blue | 0.0% | 0.0% | Maintained | Yellow | 3.1% | 0.1% | Maintained | Lower |
| | | | | Filipino | 7 | No Color | -- | -- | No Data | Green | 1.3% | -0.1% | Maintained | -- | 8 | No Color | -- | -- | No Data | Green | 1.3% | 0.0% | Maintained | -- |
| | | | | Foster Youth | 3 | No Color | -- | -- | No Data | Red | 15.2% | 0.1% | Maintained | -- | 5 | No Color | -- | -- | No Data | Orange | 14.6% | 0.6% | Declined | -- |
| | | | | Homeless | 0 | -- | -- | -- | -- | Orange | 5.6% | -0.1% | Maintained | -- | 0 | -- | -- | -- | -- | Orange | 6.2% | 0.5% | Increased | -- |
| | | | | Latino | 184 | Blue | 0.0% | -1.2% | Declined | Yellow | 3.6% | -0.1% | Maintained | Lower | 270 | Blue | 0.0% | 0.0% | Maintained | 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 | 183 | Blue | 0.0% | -1.2% | Declined | Yellow | 4.4% | -0.2% | Maintained | Lower | 250 | Blue | 0.0% | 0.0% | Maintained | Yellow | 4.3% | -0.1% | Maintained | Lower |
| | | | | Students with Disabilities | 32 | No Color | 0.0% | -- | No Data | Yellow | 6.8% | 0.3% | Declined | Lower | 53 | Blue | 0.0% | 0.0% | Maintained | Yellow | 6.2% | 0.6% | Declined | Lower |
| | | | | Two or More Races | 0 | -- | -- | -- | -- | Yellow | 3.4% | 0.0% | Maintained | -- | 0 | -- | -- | -- | -- | Yellow | 3.3% | -0.1% | Maintained | -- |
| | | | | White | 16 | No Color | 0.0% | 0.0% | Maintained | Yellow | 3.0% | -0.1% | Maintained | -- | 19 | No Color | 0.0% | 0.0% | Maintained | 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/>

**Girls Athletic Leadership School Los Angeles
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/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 |
|---------------------|----|----------|--|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | 255 | 87.1% | 0.0% | 0.8% | 0.8% | 2.0% | 19.2% | 2.4% | 1.6% | 0.0% | 88.6% | 0.0% | 0.4% | 0.0% | 88.2% | 13.7% | 0.0% | 5.1% |
| 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 |
|---------------------|----|----------|--|------------|----------|-------|----------------------------------|-------|---------------------------|-----------------|----------|--------------|----------|--------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|-------|
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | 286 | 78.7% | 0.0% | 0.0% | 1.0% | 3.1% | 19.2% | 2.8% | 1.0% | 0.0% | 86.7% | 0.0% | 0.0% | 0.0% | 81.1% | 14.7% | 0.0% | 6.3% |
| 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/filesenr.asp>

**Girls Athletic Leadership School Los Angeles
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 |
|----|----|----------|--|---------|---------------------------|---------|-----------|---------------------------------|
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | 2018-19 | 17-18 EL # | 45 | 1,271,150 | Higher |
| | | | 18-19 Reclass # | | 13 | 175,746 | | |
| | | | 18-19 Reclass Rate | | 28.9 | 13.8 | | |
| | | | | 2019-20 | 18-19 EL # | 55 | 1,195,988 | Higher |
| | | | 19-20 Reclass # | | 15 | 164,653 | | |
| | | | 19-20 Reclass Rate | | 27.3 | 13.8 | | |

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

**Girls Athletic Leadership School Los Angeles
"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 |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | EL 0-3 Years | 8 | 4.7% | 607,888 | 26.1% | 6 | 3.6% | 576,805 | 25.3% |
| | | | | At-Risk 4-5 Years | 2 | 1.2% | 220,738 | 9.5% | 4 | 2.4% | 130,783 | 5.7% |
| | | | | LTEL 6+ Years | 45 | 26.5% | 342,983 | 14.7% | 27 | 16.1% | 204,042 | 8.9% |
| | | | | EL 4+ Years Not At-Risk or LTEL | 0 | 0.0% | 24,379 | 1.0% | 12 | 7.1% | 236,394 | 10.4% |
| | | | | EL total | 55 | 32.4% | 1,195,988 | 51.4% | 49 | 29.2% | 1,148,024 | 50.3% |
| | | | | RFEP | 115 | 67.6% | 1,131,988 | 48.6% | 119 | 70.8% | 1,133,977 | 49.7% |
| | | | | Total (Ever) | 170 | 100.0% | 2,327,080 | 100.0% | 168 | 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/filesitel.asp>

Girls Athletic Leadership School Los Angeles

Students with Disabilities Report

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

2019-20 Enrollment by Disability

| LD | BD | Loc Code | School | OCT 2019 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % | % High Incidence | % Low Incidence | # AUT | # DB | # DEAF | # ED | # EMD | # HOH | # ID | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|---------------------|----|----------|--|-------------------|----------------|----------------|------------------|-----------------|--------|------|--------|-------|-------|-------|-------|--------|-------|--------|--------|-------|------|
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | 255 | 35 | 13.7% | 88.6% | 11.4% | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 27 | 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 |
|---------------------|----|----------|--|-------------------|----------------|----------------|------------------|-----------------|---------|------|--------|--------|-------|-------|--------|--------|-------|---------|---------|-------|-------|
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | 286 | 42 | 14.7% | 88.1% | 11.9% | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | 0 | 28 | 0 | 0 | 0 |
| Statewide | | | | 6,186,278 | 725,412 | 11.7% | 73.4% | 26.6% | 101,348 | 11 | 2,610 | 24,767 | 0 | 8,197 | 36,245 | 99,480 | 8,007 | 298,868 | 130,441 | 1,395 | 2,953 |
| Los Angeles Unified | | | | 607,723 | 79,187 | 13.0% | 69.1% | 30.9% | 15,224 | 4 | 286 | 1,511 | 4 | 1,069 | 4,154 | 9,951 | 1,712 | 32,950 | 8,756 | 93 | 330 |

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

**Girls Athletic Leadership School Los Angeles
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 | |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 194 | 35.05% | 3,177,420 | 49.88% | 275 | 38.90% | 3,162,910 | 51.10% | 3.85% |
| | | | | American Indian or Alaska Native | -- | | 16,100 | 37.42% | -- | | 15,667 | 38.41% | |
| | | | | Asian | * | | 294,323 | 76.41% | 4 | | 294,155 | 77.05% | |
| | | | | Black or African American | * | | 170,923 | 32.27% | 6 | | 167,470 | 33.19% | |
| | | | | English Learner | 42 | 4.76% | 530,808 | 12.62% | 49 | 4.08% | 511,094 | 12.81% | -0.68% |
| | | | | Filipino | * | | 71,470 | 71.20% | 7 | | 69,420 | 71.57% | |
| | | | | Foster Youth | -- | | -- | -- | -- | | -- | -- | |
| | | | | Homeless | -- | | -- | -- | -- | | 113,303 | 32.86% | |
| | | | | Latino | 161 | 31.68% | 1,740,220 | 39.16% | 242 | 36.78% | 1,742,382 | 40.81% | 5.10% |
| | | | | Native Hawaiian or Pacific Islander | -- | | 14,918 | 43.16% | -- | | 14,469 | 43.64% | |
| | | | | Socioeconomically Disadvantaged | 158 | 31.65% | 1,951,520 | 37.69% | 224 | 33.93% | 1,928,948 | 39.19% | 2.28% |
| | | | | Students with Disabilities | 27 | | 354,484 | 14.98% | 37 | 8.11% | 365,765 | 16.35% | -6.70% |
| | | | | Two or More Races | -- | | 117,713 | 64.75% | -- | | 124,922 | 65.74% | |
| | | | | White | 15 | | 728,987 | 64.85% | 16 | | 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 | |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 192 | 27.60% | 3,184,720 | 38.65% | 276 | 19.56% | 3,170,971 | 39.73% | -8.04% |
| | | | | American Indian or Alaska Native | -- | | 16,082 | 25.68% | -- | | 15,629 | 26.58% | |
| | | | | Asian | * | | 297,422 | 73.54% | 4 | | 296,878 | 74.37% | |
| | | | | Black or African American | * | | 170,417 | 19.74% | 6 | | 166,870 | 20.55% | |
| | | | | English Learner | 42 | 2.38% | 541,399 | 12.57% | 49 | 2.04% | 523,959 | 12.58% | -0.34% |
| | | | | Filipino | * | | 71,722 | 58.45% | 7 | | 69,665 | 59.52% | |
| | | | | Foster Youth | -- | | -- | -- | -- | | -- | -- | |
| | | | | Homeless | -- | | -- | -- | -- | | 114,801 | 22.69% | |
| | | | | Latino | 159 | 23.27% | 1,744,154 | 26.65% | 242 | 17.36% | 1,748,298 | 28.05% | -5.91% |
| | | | | Native Hawaiian or Pacific Islander | -- | | 14,925 | 31.98% | -- | | 14,430 | 32.60% | |
| | | | | Socioeconomically Disadvantaged | 156 | 22.44% | 1,956,639 | 26.23% | 224 | 15.63% | 1,934,051 | 27.48% | -6.81% |
| | | | | Students with Disabilities | 26 | | 353,174 | 11.89% | 37 | 5.41% | 364,341 | 12.61% | -9.97% |
| | | | | Two or More Races | -- | | 117,518 | 54.41% | -- | | 124,685 | 55.26% | |
| | | | | White | 15 | | 729,186 | 53.57% | 16 | | 713,168 | 54.23% | |

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&testYear=2019&testType=B&county=00&district=000000&school=000000>

Girls Athletic Leadership School Los Angeles 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. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

| (ELA Grades) Academic Indicator - CA School Dashboard Indicator | | | | | | | | | | | | | | |
|---|----|----------|--|--------------|--------------------------------|------------|-------------------------|-------------|--------------|--------------------------------|------------|-------------------------|-------------|--------------|
| LD | BD | Loc Code | School | Subgroup | 2018 | | | | | 2019 | | | | |
| | | | | | Number of Students with Scores | 2018 Color | School 2018 Average DFS | Change | Change Level | Number of Students with Scores | 2019 Color | School 2019 Average DFS | Change | Change Level |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 183 | 3 | -25.2 | 5.6 | 4 | 267 | 3 | -20.2 | 4.7 | 4 |
| Resident Schools | | | | | | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | All Students | 1,168 | 1 | -87.1 | 2.4 | 3 | 1,082 | 2 | -71.0 | 14.9 | 4 |
| NE | 6 | 8321 | Pacoima Middle | All Students | 1,129 | 2 | -52.9 | -1.2 | 3 | 1,040 | 3 | -42.8 | 10.0 | 4 |
| NE | 6 | 8080 | Richard E. Byrd Middle | All Students | 1,367 | 2 | -55.5 | -6.5 | 2 | 1,309 | 3 | -39.8 | 15.3 | 5 |
| NE | 6 | 8142 | Robert Fulton College Preparatory | All Students | 871 | 1 | -74.4 | -13.7 | 2 | 812 | 3 | -64.7 | 9.7 | 4 |
| NE | 6 | 8117 | Vista Middle | All Students | 1,079 | 2 | -74.1 | 17.6 | 5 | 1,053 | 3 | -53.1 | 20.8 | 5 |
| Resident Schools Median | | | | | 1,129 | 2 | -74.1 | -1.2 | 3 | 1,053 | 3 | -53.1 | 14.9 | 4 |
| Los Angeles Unified | | | | | 226,587 | 3 | -29.2 | 5.6 | 4 | 223,502 | 3 | -23.7 | 5.5 | 4 |

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/>

Girls Athletic Leadership School Los Angeles

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. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. 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 | 2018 | | | | | 2019 | | | | |
| | | | | | Number of Students with Scores | 2018 Color | School 2018 Average DFS | Change | Change Level | Number of Students with Scores | 2019 Color | School 2019 Average DFS | Change | Change Level |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 181 | 3 | -63.0 | 6.7 | 4 | 267 | 2 | -74.5 | -12.2 | 2 |
| Resident Schools | | | | | | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | All Students | 1,168 | 1 | -124.8 | -2.2 | 3 | 1,077 | 2 | -115.7 | 8.0 | 4 |
| NE | 6 | 8321 | Pacoima Middle | All Students | 1,134 | 2 | -97.3 | 5.5 | 4 | 1,040 | 1 | -102.5 | -5.2 | 2 |
| NE | 6 | 8080 | Richard E. Byrd Middle | All Students | 1,365 | 2 | -88.9 | -4.6 | 2 | 1,294 | 3 | -76.4 | 11.8 | 4 |
| NE | 6 | 8142 | Robert Fulton College Preparatory | All Students | 871 | 1 | -142.9 | -21.2 | 1 | 811 | 2 | -124.5 | 18.4 | 5 |
| NE | 6 | 8117 | Vista Middle | All Students | 1,076 | 3 | -93.4 | 39.9 | 5 | 1,040 | 3 | -84.7 | 8.6 | 4 |
| Resident Schools Median | | | | | 1,134 | 2 | -97.3 | -2.2 | 3 | 1040 | 2 | -102.5 | 8.6 | 4 |
| Los Angeles Unified | | | | | 226,587 | 3 | -29.2 | 5.6 | 4 | 223,082 | 3 | -54.1 | 5.2 | 4 |

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/>

**Girls Athletic Leadership School Los Angeles
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. Status Level: 1 = Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High, 0 = No Data. **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 | | | | 2019 School | | | |
| | | | | | Number of English Learner Students | 2018 Status Level | Percentage of English Learners making progress towards English proficiency | Performance Level | Number of English Learner Students | 2019 Status Level | Percentage of English Learners making progress towards English proficiency | Performance Level |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | English Learner | 45 | | | | 51 | 3 | 54.9% | Medium |
| Resident Schools | | | | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | English Learner | 289 | | | | 205 | 2 | 39.0% | Low |
| NE | 6 | 8321 | Pacoima Middle | English Learner | 116 | | | | 120 | 2 | 36.7% | Low |
| NE | 6 | 8080 | Richard E. Byrd Middle | English Learner | 140 | | | | 141 | 2 | 51.8% | Low |
| NE | 6 | 8142 | Robert Fulton College Preparatory | English Learner | 319 | | | | 277 | 3 | 47.7% | Medium |
| NE | 6 | 8117 | Vista Middle | English Learner | 274 | | | | 240 | 2 | 37.9% | Low |
| Resident Schools Median | | | | | 274 | | | | 205 | 2 | 39.0% | Low |
| Los Angeles Unified | | | | | 100,639 | | | | 68,139 | 3 | 45.0% | 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/>

Girls Athletic Leadership School Los Angeles Chronic Absenteeism

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. 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.**

| Chronic Absenteeism - CA School Dashboard Indicator | | | | | | | | | | | | | | |
|---|----|----------|--|--------------|---|------------|--|--------------|--------------|--|------------|--|-------------|--------------|
| LD | BD | Loc Code | School | Subgroup | 2018 | | | | | 2019 | | | | |
| | | | | | Number of students enrolled who meet criteria | 2018 Color | School 2018 Chronic Absenteeism Percentage | Change | Change Level | Number of students enrolled who met criteria | 2019 Color | School 2019 Chronic Absenteeism Percentage | Change | Change Level |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 208 | 2 | 6.7% | 0.7% | 2 | 300 | 2 | 8.7% | 1.9% | 2 |
| Resident Schools | | | | | | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | All Students | 1,380 | 2 | 11.2% | 2.6% | 2 | 1,293 | 1 | 17.4% | 6.2% | 1 |
| NE | 6 | 8321 | Pacoima Middle | All Students | 1,225 | 2 | 9.9% | 3.4% | 1 | 1,155 | 1 | 16.3% | 6.4% | 1 |
| NE | 6 | 8080 | Richard E. Byrd Middle | All Students | 1,498 | 2 | 9.0% | 1.8% | 2 | 1,444 | 2 | 11.6% | 2.6% | 2 |
| NE | 6 | 8142 | Robert Fulton College Preparatory | All Students | 856 | 3 | 12.3% | -0.7% | 4 | 774 | 1 | 17.3% | 5.0% | 1 |
| NE | 6 | 8117 | Vista Middle | All Students | 1,231 | 2 | 13.2% | 0.0% | 3 | 1,230 | 1 | 18.5% | 5.3% | 1 |
| Resident Schools Median | | | | | 1,231 | 2 | 11.2% | 1.8% | 2 | 1230 | 1 | 17.3% | 5.3% | 1 |
| Los Angeles Unified | | | | | 346,238 | 2 | 10.3% | -0.1% | 3 | 337,845 | 1 | 18.2% | 8.0% | 2 |

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/>

Girls Athletic Leadership School Los Angeles 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. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. 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.**

| Suspension Rate Indicator - CA School Dashboard Indicator | | | | | | | | | | | | | | |
|---|----|----------|--|--------------|--------------------|------------|----------------------------------|--------------|--------------|--------------------|------------|----------------------------------|--------------|--------------|
| LD | BD | Loc Code | School | Subgroup | Number of Students | 2018 | | | | 2019 | | | | |
| | | | | | | 2018 Color | Students suspended at least once | Change | Change Level | Number of Students | 2019 Color | Students suspended at least once | Change | Change Level |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 219 | 5 | 0.0% | -0.9% | 4 | 311 | 5 | 0.0% | 0.0% | 5 |
| Resident Schools | | | | | | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | All Students | 1,422 | 4 | 2.0% | -0.2% | 3 | 1,327 | 4 | 1.7% | -0.3% | 4 |
| NE | 6 | 8321 | Pacoima Middle | All Students | 1,255 | 5 | 0.0% | -0.8% | 4 | 1,178 | 5 | 0.0% | 0.0% | 5 |
| NE | 6 | 8080 | Richard E. Byrd Middle | All Students | 1,538 | 3 | 1.8% | 1.2% | 2 | 1,476 | 5 | 0.3% | -1.5% | 5 |
| NE | 6 | 8142 | Robert Fulton College Preparatory | All Students | 1,682 | 4 | 0.8% | 0.3% | 2 | 1,544 | 5 | 0.6% | -0.2% | 5 |
| NE | 6 | 8117 | Vista Middle | All Students | 1,273 | 5 | 0.1% | 0.0% | 3 | 1,265 | 5 | 0.3% | 0.2% | 5 |
| Resident Schools Median | | | | | 1,422 | 4 | 0.8% | 0.0% | 3 | 1327 | 5 | 0.3% | -0.2% | 5 |
| Los Angeles Unified | | | | | 488,944 | 5 | 0.5% | -0.1% | 3 | 475,140 | 5 | 0.4% | -0.1% | 3 |

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/>

Girls Athletic Leadership School Los Angeles

2019-20 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.**

| 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 |
|----------------------------|----|----------|--|----------------|--------------|--------------|----------------------------------|-------------|---------------------------|-----------------|-------------|--------------|-------------|--------------|-------------------|-------------------------------------|--------------|----------------------------------|----------------------------|-------------------|--------------|
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | 255 | 87.1% | 0.0% | 0.8% | 0.8% | 2.0% | 19.2% | 2.4% | 1.6% | 0.0% | 88.6% | 0.0% | 0.4% | 0.0% | 88.2% | 13.7% | 0.0% | 5.1% |
| Resident Schools | | | | | | | | | | | | | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | 1,197 | 92.1% | 13.5% | 0.3% | 3.2% | 2.9% | 23.4% | 3.3% | 0.2% | 4.4% | 87.5% | 0.0% | 0.3% | 0.0% | 93.1% | 15.8% | 0.9% | 1.7% |
| NE | 6 | 8321 | Pacoima Middle | 1,114 | 89.7% | 8.5% | 0.1% | 0.1% | 0.9% | 16.9% | 0.2% | 0.8% | 2.5% | 96.9% | 0.1% | 0.2% | 0.3% | 91.7% | 13.4% | 0.4% | 1.0% |
| NE | 6 | 8080 | Richard E. Byrd Middle | 1,380 | 86.0% | 10.1% | 0.0% | 2.8% | 0.7% | 15.4% | 1.4% | 0.7% | 0.5% | 91.8% | 0.1% | 0.4% | 0.0% | 88.3% | 14.4% | 0.1% | 2.9% |
| NE | 6 | 8142 | Robert Fulton College Preparatory | 1,366 | 96.1% | 8.9% | 0.2% | 2.0% | 2.3% | 24.7% | 3.8% | 0.6% | 0.7% | 87.4% | 0.1% | 0.4% | 0.0% | 96.8% | 11.6% | 0.2% | 3.7% |
| NE | 6 | 8117 | Vista Middle | 1,214 | 97.4% | 7.9% | 0.2% | 1.5% | 0.9% | 27.1% | 2.1% | 0.6% | 0.6% | 93.1% | 0.0% | 0.3% | 0.1% | 97.8% | 15.7% | 0.3% | 1.6% |
| Resident Schools | | | | 1,214 | 92.1% | 8.9% | 0.2% | 2.0% | 0.9% | 23.4% | 2.1% | 0.6% | 0.7% | 91.8% | 0.1% | 0.3% | 0.0% | 93.1% | 14.4% | 0.3% | 1.7% |
| Los Angeles Unified | | | | 596,937 | 80.3% | 10.7% | 0.2% | 3.6% | 7.7% | 20.0% | 1.9% | 0.7% | 1.3% | 74.1% | 0.1% | 0.2% | 0.4% | 81.5% | 11.4% | 1.6% | 10.3% |

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

**Girls Athletic Leadership School Los Angeles
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 | 17-18 EL # | 18-19 Reclass # | 18-19 Reclass Rate | 18-19 EL # | 19-20 Reclass # | 19-20 Reclass Rate |
|--------------------------------|----|----------|--|----------------|--------------------|-----------------------|----------------|--------------------|-----------------------|
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | 45 | 13 | 28.9 | 55 | 15 | 27.3 |
| Resident Schools | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | 325 | 54 | 16.6 | 246 | 60 | 24.4 |
| NE | 6 | 8321 | Pacoima Middle | 168 | 51 | 30.4 | 153 | 29 | 19.0 |
| NE | 6 | 8080 | Richard E. Byrd Middle | 188 | 58 | 30.9 | 177 | 39 | 22.0 |
| NE | 6 | 8142 | Robert Fulton College Preparatory | 380 | 83 | 21.8 | 332 | 61 | 18.4 |
| NE | 6 | 8117 | Vista Middle | 349 | 99 | 28.4 | 339 | 115 | 33.9 |
| Resident Schools Median | | | | 325 | 58 | 28.4 | 246 | 60 | 22.0 |
| Los Angeles Unified | | | | 143,196 | 32,647 | 22.8 | 123,579 | 19,510 | 15.8 |

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

Girls Athletic Leadership School Los Angeles

2019-20 "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 | | | | | | | | EL Total | EL Percent | RFEP | RFEP Percent | Total (Ever-EL) |
|--------------------------------|----|----------|--|---------------------|----------------------|--------------------------|---------------------------|----------------------|-----------------------|---------------------------------|---|----------------|--------------|----------------|--------------|-----------------|
| | | | | EL 0-3 Years Number | EL 0-3 Years Percent | At-Risk 4-5 Years Number | At-Risk 4-5 Years Percent | LTEL 6+ Years Number | LTEL 6+ Years Percent | EL 4+ Years Not At-Risk or LTEL | EL 4+ Years Not At-Risk or LTEL Percent | | | | | |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | 6 | 3.6% | 4 | 2.4% | 27 | 16.1% | 12 | 7.1% | 49 | 29.2% | 119 | 70.8% | 168 |
| Resident Schools | | | | | | | | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | 77 | 8.9% | 8 | 0.9% | 133 | 15.3% | 62 | 7.1% | 280 | 32.3% | 588 | 67.7% | 868 |
| NE | 6 | 8321 | Pacoima Middle | 37 | 5.8% | 4 | 0.6% | 95 | 14.8% | 52 | 8.1% | 188 | 29.4% | 452 | 70.6% | 640 |
| NE | 6 | 8080 | Richard E. Byrd Middle | 36 | 4.5% | 11 | 1.4% | 106 | 13.2% | 60 | 7.5% | 213 | 26.6% | 588 | 73.4% | 801 |
| NE | 6 | 8142 | Robert Fulton College Preparatory | 145 | 14.9% | 41 | 4.2% | 104 | 10.7% | 48 | 4.9% | 338 | 34.8% | 632 | 65.2% | 970 |
| NE | 6 | 8117 | Vista Middle | 95 | 10.1% | 28 | 3.0% | 110 | 11.7% | 96 | 10.2% | 329 | 34.9% | 613 | 65.1% | 942 |
| Resident Schools Median | | | | 77 | 8.9% | 11 | 1.4% | 106 | 13.2% | 60 | 7.5% | 280 | 32.3% | 588 | 67.7% | 868 |
| Los Angeles Unified | | | | 70,004 | 24.3% | 15,980 | 5.5% | 18,011 | 6.2% | 15,631 | 5.4% | 119,626 | 41.5% | 168,945 | 58.5% | 288,571 |

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

Girls Athletic Leadership School Los Angeles

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.**

| LD | BD | Loc Code | School | OCT 2019 Enroll # | Sp Ed Enroll # | Sp Ed Enroll % | % High Incidence | % Low Incidence | # AUT | # DB | # DEAF | # ED | # EMD | # HOH | # 1D | # OHI* | # OI | # SLD* | # SLI* | # TBI | # VI |
|--------------------------------|----|----------|--|-------------------|----------------|----------------|------------------|-----------------|---------------|-----------|------------|--------------|----------|--------------|--------------|---------------|--------------|---------------|---------------|------------|------------|
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | 255 | 35 | 13.7% | 88.6% | 11.4% | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 0 | 27 | 0 | 0 | 0 |
| Resident Schools | | | | | | | | | | | | | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | 1,197 | 189 | 15.8% | 80.4% | 19.6% | 10 | 0 | 0 | 2 | 0 | 5 | 16 | 23 | 2 | 128 | 1 | 2 | 0 |
| NE | 6 | 8321 | Pacoima Middle | 1,114 | 149 | 13.4% | 90.6% | 9.4% | 8 | 0 | 0 | 3 | 0 | 1 | 2 | 25 | 0 | 106 | 4 | 0 | 0 |
| NE | 6 | 8080 | Richard E. Byrd Middle | 1,380 | 199 | 14.4% | 75.9% | 24.1% | 35 | 0 | 0 | 0 | 0 | 5 | 3 | 31 | 4 | 117 | 3 | 1 | 0 |
| NE | 6 | 8142 | Robert Fulton College Preparatory | 1,366 | 158 | 11.6% | 76.6% | 23.4% | 24 | 0 | 0 | 3 | 0 | 3 | 6 | 28 | 1 | 91 | 2 | 0 | 0 |
| NE | 6 | 8117 | Vista Middle | 1,214 | 191 | 15.7% | 75.4% | 24.6% | 18 | 0 | 8 | 5 | 0 | 12 | 0 | 20 | 4 | 122 | 2 | 0 | 0 |
| Resident Schools Median | | | | 1,214 | 189 | 14.4% | 76.6% | 23.4% | 18 | 0 | 0 | 3 | 0 | 5 | 3 | 25 | 2 | 117 | 2 | 0 | 0 |
| 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.

**Girls Athletic Leadership School Los Angeles
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 |
|--------------------------------|----|----------|--|---------------------|----------------------|----------------------------|----------------------|----------------------------|----------------------------|
| | | | | | Students with Scores | Met or Exceeded Percentage | Students with Scores | Met or Exceeded Percentage | |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 194 | 35.05% | 275 | 38.90% | 3.85% |
| Resident Schools | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | All Students | 1,220 | 20.98% | 1,150 | 22.96% | 1.98% |
| NE | 6 | 8321 | Pacoima Middle | All Students | 1,164 | 30.76% | 1,072 | 35.17% | 4.41% |
| NE | 6 | 8080 | Richard E. Byrd Middle | All Students | 1,408 | 28.48% | 1,331 | 33.28% | 4.80% |
| NE | 6 | 8142 | Robert Fulton College Preparatory | All Students | 922 | 22.89% | 839 | 28.01% | 5.12% |
| NE | 6 | 8117 | Vista Middle | All Students | 1,122 | 23.26% | 1,115 | 29.33% | 6.07% |
| Resident Schools Median | | | | All Students | 1,164 | 23.26% | 1,115 | 29.33% | 6.07% |
| Los Angeles Unified | | | | All Students | 225,279 | 42.31% | 248,161 | 44.11% | 1.80% |

Mathematics

| LD | BD | Loc Code | School | | 2017-18 | | 2018-19 | | Change from 2018-19 |
|--------------------------------|----|----------|--|---------------------|----------------------|----------------------------|----------------------|----------------------------|---------------------|
| | | | | | Students with Scores | Met or Exceeded Percentage | Students with Scores | Met or Exceeded Percentage | |
| NE | 6 | 7585 | Girls Athletic Leadership School Los Angeles | All Students | 192 | 27.60% | 276 | 19.56% | -8.04% |
| Resident Schools | | | | | | | | | |
| NW | 6 | 8363 | Francisco Sepulveda Middle | All Students | 1,238 | 14.14% | 1,153 | 15.61% | 1.47% |
| NE | 6 | 8321 | Pacoima Middle | All Students | 1,176 | 17.26% | 1,085 | 16.04% | -1.22% |
| NE | 6 | 8080 | Richard E. Byrd Middle | All Students | 1,412 | 19.69% | 1,329 | 22.27% | 2.58% |
| NE | 6 | 8142 | Robert Fulton College Preparatory | All Students | 947 | 8.03% | 861 | 10.92% | 2.89% |
| NE | 6 | 8117 | Vista Middle | All Students | 1,141 | 17.27% | 1,112 | 19.87% | 2.60% |
| Resident Schools Median | | | | All Students | 1,176 | 17.26% | 1,112 | 16.04% | -1.22% |
| Los Angeles Unified | | | | All Students | 256,285 | 31.62% | 249,763 | 33.47% | 1.85% |

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

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

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

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

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

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

| Girls Athletic Leadership School Los Angeles | | | | |
|--|-----|------|-------------------------|------------------|
| Years | ELA | Math | EL Progress Indicator * | College / Career |
| | | | | Indicator |
| 2018 | 3 | 3 | NPC | N/A |
| 2019 | 3 | 2 | 3 | N/A |

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**

| Girls Athletic Leadership School Los Angeles | | | | | | | |
|--|-----|------|-------------------------|----------------------------|-----------------|-----------------|-----------------|
| Years | ELA | Math | EL Progress Indicator * | College / Career Indicator | Chronic Absent. | Graduation Rate | Suspension Rate |
| 2018 | 3 | 3 | NPC | N/A | 2 | N/A | 5 |
| 2019 | 3 | 2 | 3 | N/A | 2 | N/A | 5 |

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

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

- 1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;
AND
 - 2) There is clear and convincing evidence, demonstrated by verified data, showing either:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school;
OR
 - b. Strong postsecondary outcomes equal to similar peers.
 3. If “NO” - then proceed to HP2a [LP2a] below
 - a. If the charter school receives a combination of performance colors (red, orange, yellow, green, and blue) proceed to HP2a [LP2a] below.
- * HP1b -
- * LP1b -

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

| Indicator | Number of Subgroups | Subgroups |
|---------------------|---------------------|---|
| ELA 2018 | 3 | Latino; English Learners; Socioeconomically Disadvantaged |
| ELA 2019 | 3 | Latino; English Learners; Socioeconomically Disadvantaged |
| Math 2018 | 3 | Latino; English Learners; Socioeconomically Disadvantaged |
| Math 2019 | 3 | Latino; English Learners; Socioeconomically Disadvantaged |
| EL Progress 2018 | N/A | N/A |
| EL Progress 2019 * | 1 | English Learner |
| College/Career 2018 | N/A | N/A |
| College/Career 2019 | N/A | N/A |

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 | Girls Athletic Leadership School Los Angeles | | State | | Status Comparison to State Average |
|---------------------|--|--------|-------------------|--------|------------------------------------|
| | Performance Level | Status | Performance Level | Status | |
| ELA 2018 | 3 | -25.2 | 2 | -6.0 | Lower |
| ELA 2019 | 3 | -20.2 | 4 | -2.5 | Lower |
| Math 2018 | 3 | -63.0 | 2 | -36.4 | Lower |
| Math 2019 | 2 | -74.5 | 2 | -33.5 | Lower |
| EL Progress 2018 | NPC | N/A | NPC | N/A | -- |
| EL Progress 2019 * | 3 | 54.9% | 3 | 48.3% | Higher |
| College/Career 2018 | N/A | N/A | 3 | 42.2% | N/A |
| College/Career 2019 | N/A | N/A | 3 | 44.1% | N/A |

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

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

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

LP2b -

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

| ELA | | | | | | | | | | | | |
|-----------------|------------|-------------|--------|-------------|--------|------------------------------------|------------|-------------|--------|-------------|--------|------------------------------------|
| Subgroup | 2018 | | | | | Status Comparison to State Average | 2019 | | | | | Status Comparison to State Average |
| | # of Stud. | School | | State | | | # of Stud. | School | | State | | |
| | | Perf. Level | Status | Perf. Level | Status | | | Perf. Level | Status | Perf. Level | Status | |
| All Students | 183 | 3 | -25.2 | 2 | -6.0 | Lower | 267 | 3 | -20.2 | 4 | -2.5 | Lower |
| English Learner | 89 | 3 | -55.3 | 3 | -47.1 | Lower | 119 | 2 | -55.7 | 3 | -45.1 | Lower |
| Foster Youth | 1 | NPC | -- | 1 | -79.2 | | 4 | NPC | -- | 2 | -71.9 | |

| 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 | |
| Homeless | -- | -- | -- | 3 | -51.0 | | -- | -- | -- | 3 | -46.7 | |
| Socioeconomically Disadvantaged | 153 | 3 | -33.2 | 3 | -34.7 | Higher | 220 | 3 | -29.4 | 3 | -30.1 | Higher |
| Students with Disabilities | 26 | NPC | -76.3 | 1 | -95.5 | | 44 | NPC | -71.0 | 2 | -88.1 | Higher |
| African American | 7 | NPC | -- | 2 | -51.8 | | 6 | NPC | -- | 3 | -47.6 | |
| American Indian or Alaska Native | -- | -- | -- | 2 | -36.8 | | -- | -- | -- | 2 | -34.1 | |
| Asian | 4 | NPC | -- | 5 | 62.4 | | 3 | NPC | -- | 5 | 64.8 | |
| Filipino | 7 | NPC | -- | 4 | 44.0 | | 7 | NPC | -- | 5 | 46.7 | |
| Latino | 150 | 3 | -31.1 | 3 | -31.3 | Higher | 234 | 3 | -25.9 | 3 | -26.6 | Higher |
| Native Hawaiian or Pacific Islander | -- | -- | -- | 2 | -21.3 | | -- | -- | -- | 2 | -19.5 | |
| White | 15 | NPC | -5.9 | 4 | 27.7 | | 17 | NPC | 28.2 | 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 | 181 | 3 | -63.0 | 2 | -36.4 | Lower | 267 | 2 | -74.5 | 2 | -33.5 | Lower |
| English Learner | 88 | 3 | -94.1 | 2 | -69.9 | Lower | 119 | 1 | -115.0 | 2 | -68.6 | Lower |
| Foster Youth | 1 | NPC | -- | 1 | -114.0 | | 4 | NPC | -- | 2 | -107.2 | |
| Homeless | -- | -- | -- | 2 | -81.0 | | -- | -- | -- | 2 | -77.7 | |
| Socioeconomically Disadvantaged | 151 | 3 | -71.6 | 2 | -67.4 | Lower | 220 | 2 | -84.5 | 3 | -63.7 | Lower |
| Students with Disabilities | 25 | NPC | -94.8 | 1 | -125.3 | | 44 | NPC | -111.0 | 2 | -119.4 | |
| African American | 7 | NPC | -- | 2 | -91.5 | | 6 | NPC | -- | 2 | -87.9 | |
| American Indian or Alaska Native | -- | -- | -- | 2 | -73.0 | | -- | -- | -- | 2 | -69.6 | |
| Asian | 4 | NPC | -- | 5 | 56.7 | | 3 | NPC | -- | 5 | 59.8 | |
| Filipino | 7 | NPC | -- | 4 | 13.1 | | 7 | NPC | -- | 4 | 18.0 | |
| Latino | 148 | 3 | -71.2 | 2 | -65.8 | Lower | 234 | 2 | -80.7 | 3 | -62.2 | Lower |
| Native Hawaiian or Pacific Islander | -- | -- | -- | 2 | -52.0 | | -- | -- | -- | 2 | -49.8 | |
| White | 15 | NPC | -37.5 | 3 | -1.0 | | 17 | NPC | -32.5 | 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 | 45 | N/A | N/A | NPC | N/A | | 51 | 3 | 54.9% | 3 | 48.3% | Higher |

| 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 | -- | -- | -- | 3 | 42.2% | | -- | -- | -- | 3 | 44.1% | |
| English Learner | -- | -- | -- | 2 | 14.5% | | -- | -- | -- | 3 | 16.8% | |
| Foster Youth | -- | -- | -- | 2 | 10.4% | | -- | -- | -- | 3 | 13.3% | |
| Homeless | -- | -- | -- | 2 | 24.3% | | -- | -- | -- | 2 | 25.9% | |
| Socioeconomically Disadvantaged | -- | -- | -- | 2 | 33.7% | | -- | -- | -- | 4 | 35.8% | |
| Students with Disabilities | -- | -- | -- | 1 | 9.2% | | -- | -- | -- | 2 | 10.8% | |
| African American | -- | -- | -- | 2 | 21.2% | | -- | -- | -- | 3 | 23.7% | |
| American Indian or Alaska Native | -- | -- | -- | 2 | 25.2% | | -- | -- | -- | 2 | 25.9% | |
| Asian | -- | -- | -- | 5 | 74.1% | | -- | -- | -- | 5 | 74.0% | |
| Filipino | -- | -- | -- | 4 | 62.7% | | -- | -- | -- | 4 | 64.5% | |
| Latino | -- | -- | -- | 2 | 33.8% | | -- | -- | -- | 4 | 36.1% | |
| Native Hawaiian or Pacific Islander | -- | -- | -- | 2 | 31.7% | | -- | -- | -- | 2 | 33.5% | |
| White | -- | -- | -- | 3 | 52.2% | | -- | -- | -- | 3 | 53.8% | |
| Two or More Races | -- | -- | -- | 3 | 48.6% | | -- | -- | -- | 3 | 49.7% | |

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

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