



Board of Education Report

File #: Rep-134-20/21, **Version:** 1

**Approval of the Renewal Petition for New Los Angeles Charter Elementary
[PUBLIC HEARING]
November 24, 2020
Charter Schools Division**

Action Proposed:

Staff recommends approval of the renewal petition for New Los Angeles Charter Elementary (“Charter School”) designated by the state as Middle performing, located in Board District 1 and Local District West, for five (5) years, beginning July 1, 2021 until June 30, 2026 to serve 300 students in grades TK-5 in year one, and up to 500 students in grades TK-5 by the end of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report.

Background:

New Los Angeles Charter Elementary is a TK-5 school serving 220 students on the campus of Baldwin Hills Elementary School, currently as a co-location through Proposition 39, at 5421 Obama Rd., Los Angeles, CA 90016 in Board District 1 and Local District West. New Los Angeles Charter Elementary was initially approved by the LAUSD Board of Education on October 13, 2015.

On September 2, 2020, New Los Angeles Charter Elementary 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 December 1, 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 New Los Angeles Charter Elementary governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

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

Expected Outcomes:

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

Board Options and Consequences:

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

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

This Board Report No. 134-20/21, 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/tvcz5wjvvg20531/AACoaMOYmd2uKETrNFNGUpCua?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 134-20/21
November 24, 2020

School Name:	New Los Angeles Charter Elementary		BOARD IS REQUIRED TO TAKE ACTION BY: December 1, 2020
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	New Los Angeles Charter School		
Location Code:	7581		
Type of Site(s):	Proposition 39 Co-Location		
Site Address(es):	5421 Obama Rd., Los Angeles, CA, 90016 (Baldwin Hills Elementary School Campus)		
Board District(s):	1	Local District(s):	West
Grade Levels Served:	TK-5	Current Enrollment:	220
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	500
CONSIDERATION:	Renewal		
CDE PERFORMANCE LEVEL:	Middle Performing		
STAFF RECOMMENDATION:	Approval		
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p>Criterion 1:</p> <ul style="list-style-type: none"> ◆ The charter school has presented a sound educational program. ◆ The petition, as revised through the petition review and revisions process, contains reasonably comprehensive descriptions of all required elements, including the Federal, State, and District Required Language. ◆ Petitioners are demonstrably likely to successfully implement the educational program set forth in the renewal petition. ◆ The petition contains required affirmations, assurances, and declarations. <p>Criterion 2:</p> <ul style="list-style-type: none"> ◆ Charter School qualifies for renewal as a [<i>low, middle, high</i>] performing charter school based on performance indicators and pursuant to the statutory renewal framework. (See full analysis below). <p>Criterion 3:</p>		

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

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for New Los Angeles Charter Elementary (“New Los Angeles Elementary” or “Charter School”), located in Board District 1 and Local District West, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 500 students in grades TK-5 in each year of the charter term.

II. CRITERIA FOR RENEWAL

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	New Los Angeles Charter Elementary
Initial Authorization:	On October 13, 2015, New Los Angeles Charter Elementary was authorized by the LAUSD Board of Education to serve 500 students in grades TK-5.
Most Recent Renewal:	N/A
Approved Material Revisions of Current Charter:	N/A
Board Benchmarks in	N/A

	New Los Angeles Charter Elementary
Current Charter Term:	
Submission of Renewal Petition Application:	New Los Angeles Charter Elementary submitted its renewal petition application on September 2, 2020. The 90-day statutory timeline for Board action on the petition runs through December 1, 2020.
Concurrent Request for Material Revision:	N/A.

B. Educational Program

	New Los Angeles Charter Elementary
Key Features of Educational Program:	<p>New Los Angeles Elementary offers a TK-5 educational program which includes the following features:</p> <ul style="list-style-type: none"> ◆ A mindfulness program to support students in behavior management and participation in a positive schoolwide climate and culture; ◆ A full-time visual and performing arts teacher implementing a schoolwide comprehensive visual arts curricular program; ◆ Implementation of a balanced literacy program to differentiate or personalize reading comprehension supports for students by reading level; ◆ A computer science curriculum in grades K-1 to support early child skill development in coding.
English Learner Master Plan:	New Los Angeles Elementary implements the District’s Master Plan for English Learners and Standard English Learners.
Special Education SELPA	New Los Angeles Elementary participates in LAUSD SELPA Option 3.

C. Student Enrollment and Population

2019-2020 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
New LA	223	86.5%	0.0%	0.9%	0.9%	18.4%	38.1%	0.0%	0.4%	0.0%	74.0%	0.0%	0.0%	0.0%	87.0%	13.0%	2.7%	3.1%

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

D. Charter School Operator

New Los Angeles Charter Elementary is operated by New Los Angeles Charter School, a California non-profit public benefit corporation that operates one 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

New Los Angeles Elementary has been identified by the state as a Middle performing charter school and only has one year of CAASPP academic performance data from spring 2019. 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.

New Los Angeles Elementary							
Years	ELA	Math	EL Progress Indicator*	College/Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate
2018	Yellow	Yellow	NPC	N/A	Yellow	N/A	Blue
2019	NPC	NPC	Red	N/A	Orange	N/A	Blue

Data Source: DataQuest, 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).

NPC: No performance color

In 2017-2018, New Los Angeles Elementary was serving grades TK-2. Thus, the school only has one year of CAASPP academic performance data from spring 2019. Per California’s Every Student Succeeds Act (ESSA) Plan, the state assigned New Los Angeles Elementary ‘Yellow’ indicators in 2018 in ELA and Math based on the Distance From Standard (DFS) results of the schools where grade 2 students would matriculate to as grade 3 students (Pair and Share).

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 *New Los Angeles Elementary Data Set*.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

New Los Angeles Elementary – (ELA Grades) Academic Indicator – CA School Dashboard Indicator					
Subgroup	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	32	No Color	-33.8	-2.5	Lower

Data Source: DataQuest, 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 2019, in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) schoolwide is lower than the state’s DFS. The number of tested students did not result in numerically significant subgroups in ELA. New Los Angeles Elementary was TK-2 in 2018. The school only has one year of CAASPP academic performance data from spring 2019.

Change Level Schoolwide and Numerically Significant Subgroups:

There is no change level data schoolwide as students did not complete the Smarter Balanced Assessment in ELA in 2018. New Los Angeles Elementary was TK-2 in 2018.

In order to improve student academic outcomes in ELA, school leadership shared the school has implemented Interim Assessment Blocks (IABs), in grades 3 and 4, to familiarize students with the format and style of the state’s CAASPP user interface and questions. The organization also stated the school is continuing to partner with a literacy consultant organization to support teacher professional development in implementing the school’s balanced literacy program to improve student performance in ELA.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

New Los Angeles Elementary – (Math Grades) Academic Indicator – CA School Dashboard Indicator					
Subgroup	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	32	No Color	-60.1	-33.5	Lower

Data Source: DataQuest, 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 2019, the charter school’s DFS was lower than the state’s DFS. The number of tested students did not result in numerically significant subgroups in Math. New Los Angeles Elementary was TK-2 in 2018. The school only has one year of CAASPP academic performance data from spring 2019.

Change Level Schoolwide and Numerically Significant Sugroups:

There is no change level data schoolwide as students did not complete the Smarter Balanced Assessment in Math in 2018. New Los Angeles Elementary was TK-2 in 2018.

In order to improve student academic outcomes in Math, school leadership shared the school is continuing to partner with the UCLA Math Project to assist teachers in providing improved mathematics instruction for students. In addition, the organization stated the school instituted a basic math skills screener with students to better differentiate or personalize individual student instruction in math.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

New Los Angeles Elementary – English Learner Progress Indicator – CA School Dashboard Indicator					
	2019 School			2019 State	
Subgroup	Number of English Learner Students	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	46	21.7%	Very Low	48.3%	Medium

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

As seen in the table above, the 2019 California School Dashboard indicates 21.7% of New Los Angeles Elementary’s English Learner (EL) students are making progress towards English proficiency, lower than the state at 48.3%.

In order to improve English Learner progress toward English language proficiency, school leadership shared the school is working with a professional organization to provide teacher professional development in English Language Development (ELD) to better assist teachers in providing effective ELD instructional supports to English Learners. The organization also shared the school’s principal participated in a series of ELD professional development trainings to support teachers in implementing Designated and Integrated ELD.

f. Standardized Assessments Participation Rates

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

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.

Per the *LAUSD Policy and Procedures for Charter Schools*, until such time that the State Board of Education adopts a pupil-level academic growth measure, for the purposes of this

Policy and Procedures, the District defines “one year’s progress” as growth in achievement in ELA and Math from one academic year to the next. The District's expectation is that a charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter (e.g., seven-year, six-year, five-year, or two-year term). Until such time that the State Board of Education provides postsecondary outcome data, charter schools may submit verified data specific to college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition. Charter schools submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements in the *LAUSD Policy and Procedures for Charter Schools*.

New Los Angeles Elementary provided internal student performance data on Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in literacy and mathematics for all students for the prior four school years; 2016-2017 through 2019-2020. In reviewing the verified data, in some years, students by grade level met annual performance expectations while, in other years, students by grade level did not meet annual performance expectations. Student performance by grade level was not consistent on a year-to-year basis and ultimately did not demonstrate clear and convincing evidence of measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

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 English Language Arts and Mat area(s) 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 ELA and Math in 2019 as compared to the Resident Schools Median related to DFS is higher, and lower compared to the percentage of students meeting or exceeding standards. Staff has recommended the charter school for renewal.

Resident Schools Analysis

ELA Distance from Standard Schoolwide and Resident Schools Median:

New Los Angeles Elementary – (ELA) Academic Indicator – CA School Dashboard Indicator			
Subgroup	2019		
	Number of Students with Scores	2019 Color	School 2019 Average DFS
All Students	32	No Color	-33.8
Resident Schools Median	219	Orange	-41.5

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

Math Distance from Standard Schoolwide and Resident Schools Median:

New Los Angeles Elementary – (Math) Academic Indicator – CA School Dashboard Indicator			
Subgroup	2019		
	Number of Students with Scores	2019 Color	School 2019 Average DFS
All Students	32	No Color	-60.1
Resident Schools Median	217	Yellow	-64.9

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

As indicated in the tables above, when comparing the school to the Resident Schools Median (RSM), New Los Angeles Elementary’s data indicates that its student performance on California School Dashboard in 2019 is higher than the RSM in ELA and Math when measuring DFS.

ELA Smarter Balanced Assessment Data:

Met or Exceeded Percentages

New Los Angeles Elementary – Met or Exceeded Percentage – (ELA) Smarter Balanced Summative Assessment		
Subgroup	2019	
	Students with Scores	Met or Exceeded Percentage
All Students	36	30.55%
Resident Schools Median	222	34.79%

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

Math Smarter Balanced Assessment Data:

Met or Exceeded Percentages

New Los Angeles Elementary – Met or Exceeded Percentage – (Math) Smarter Balanced Summative Assessment		
Subgroup	2019	
	Students with Scores	Met or Exceeded Percentage
All Students	36	19.45%
Resident Schools Median	222	24.07%

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

As indicated in the tables above, when comparing the school to the Resident Schools Median (RSM), New Los Angeles Elementary’s data indicates that its student performance on CAASPP Met or Exceeded Percentage in 2019 is lower than the RSM in ELA and Math.

I. Suspension Rate Indicator

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

Schoolwide and Numerically Significant Subgroups

New Los Angeles Elementary - Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	School 2018 Students suspended at least once	State 2019 Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	School 2018 Students suspended at least once	State 2019 Students suspended at least once	School to State Suspensions Comparison
All Students	168	Blue	0.0%	3.5%	Lower	210	Blue	0.0%	3.4%	Lower
Black or African American	30	No Color	0.0%	9.4%	Lower	43	Blue	0.0%	8.8%	Lower
English Learner	79	Blue	0.0%	3.0%	Lower	82	Blue	0.0%	3.1%	Lower
Latino	126	Blue	0.0%	3.6%	Lower	148	Blue	0.0%	3.5%	Lower
Socioeconomically Disadvantaged	149	Blue	0.0%	4.4%	Lower	181	Blue	0.0%	4.3%	Lower
Students with Disabilities	25	No Color	0.0%	6.8%	--	32	No Color	0.0%	6.2%	Lower

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

As indicated in the table above, in both 2018 and 2019, New Los Angeles Elementary was lower than the state schoolwide and for all numerically significant subgroups.

Change Level Schoolwide and Numerically Significant Subgroups

New Los Angeles Elementary - Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Change	Change Level	State Change	Change Level	Number of Students	2019 Color	Change	Change Level	State Change	Change Level
All Students	168	Blue	0.0%	Maintained	-0.1%	Maintained	210	Blue	0.0%	Maintained	-0.1%	Maintained
Black or African American	30	No Color	0.0%	Maintained	0.4%	Declined	43	Blue	0.0%	Maintained	0.6%	Declined
English Learner	79	Blue	0.0%	Maintained	-0.1%	Maintained	82	Blue	0.0%	Maintained	0.1%	Maintained
Latino	126	Blue	0.0%	Maintained	-0.1%	Maintained	148	Blue	0.0%	Maintained	-0.1%	Maintained
Socioeconomically Disadvantaged	149	Blue	0.0%	Maintained	-0.2%	Maintained	181	Blue	0.0%	Maintained	-0.1%	Maintained
Students with Disabilities	25	No Color	--	No Data	0.3%	Declined	32	No Color	0.0%	Maintained	0.6%	Declined

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

As seen in the table above, in both 2018 and 2019, the New Los Angeles Elementary suspension rate Maintained schoolwide and for all numerically significant subgroups.

m. Graduation Rate Indicator [HS only]

N/A

n. Chronic Absenteeism Indicator

Percentage Schoolwide and Numerically Significant Subgroups

New Los Angeles Elementary – Chronic Absenteeism – CA School Dashboard										
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	164	Yellow	10.4%	9.0%	Higher	205	Orange	13.2%	10.1%	Higher
Black or African American	30	No Color	10.0%	17.9%	Lower	39	Red	20.5%	20.6%	Lower
English Learner	78	Orange	12.8%	8.6%	Higher	81	Green	9.9%	9.9%	Same
Latino	125	Yellow	11.2%	9.7%	Higher	147	Orange	11.6%	11.0%	Higher
Socioeconomically Disadvantaged	145	Yellow	10.3%	11.4%	Lower	179	Red	14.0%	12.9%	Higher
Students with Disabilities	25	No Color	4.0%	15.1%	--	32	No Color	12.5%	16.3%	Lower

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

As indicated in the table above, in 2018, New Los Angeles Elementary was higher than the state schoolwide for two of its numerically significant subgroups (English Learner and Latino). The Black or African American and Socioeconomically Disadvantaged subgroups were lower. In 2019, New Los Angeles Elementary was higher than the state schoolwide for the Latino and Socioeconomically Disadvantaged subgroups. The Black or African American and Students with Disabilities subgroups were lower, and the English Learner subgroup's Change Level was Same.

Change Level Schoolwide and Numerically Significant Subgroups

New Los Angeles Elementary – Chronic Absenteeism – CA School Dashboard												
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	164	Yellow	-4.9%	Declined Significantly	0.3%	Maintained	205	Orange	2.8%	Increased	1.1%	Increased
Black or African American	30	No Color	-11.7%	Declined	1.0%	Increased	39	Red	10.5%	Increased	2.7%	Increased
English Learner	78	Orange	9.0%	Increased	0.6%	Increased	81	Green	-2.9%	Declined	1.4%	Increased
Latino	125	Yellow	-1.7%	Declined	0.4%	Maintained	147	Orange	0.4%	Maintained	1.4%	Increased
Socioeconomically Disadvantaged	145	Yellow	-2.7%	Declined	0.4%	Maintained	179	Red	3.6%	Increased Significantly	1.5%	Increased
Students with Disabilities	25	No Color	0.0%	No Data	0.4%	Maintained	32	No Color	8.5%	Increased	1.2%	Increased

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

As seen in the table above, in 2018, the school’s Change Level was Declined Significantly, while the Black or African American, Latino and Socioeconomically Disadvantaged subgroups declines, and the English Learner subgroup Increased. In 2019, the Change Level schoolwide and for the Black or African American and Students with Disabilities subgroups Increased, the English Learner subgroup Declines, the Latino subgroup Maintained, and the Socioeconomically Disadvantaged subgroup Increased Significantly

In order to decrease student Chronic Absenteeism, New Los Angeles Charter leadership shared the school implemented a number of strategies prior to the COVID-19 pandemic, including: implementation of parent workshops by working with a professional organization to inform parents of the negative effects of Chronic Absenteeism; student awards and recognition for improved attendance; identifying barriers to student attendance and supporting families to improve their child’s attendance.

o. English Learner Performance

Reclassification Rates:

Year	Students Redesignated FEP	New Los Angeles Elementary	State	School to State RFEP Comparison
2018-2019	17-18 EL #	76	1,271,150	Higher
	18-19 Reclass #	16	175,746	
	18-19 Reclass Rate	21.1%	13.8%	
2019-2020	18-19 EL #	78	1,195,988	Higher
	19-20 Reclass #	11	164,653	
	19-20 Reclass Rate	14.1%	13.8%	

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

In 2019-2020, New Los Angeles Elementary’s reclassification rate was 14.1%, which was higher than the state’s reclassification rate of 13.8%. In 2018-2019, New Los Angeles Elementary’s reclassification rate of 21.1% was higher than the state’s rate of 13.8%.

New Los Angeles Elementary follows the District’s Master Plan for English Learners and Standard English Learners.

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

English Learners	2018-2019				2019-2020			
	New Los Angeles Elementary		State		New Los Angeles Elementary		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	2	2.0%	220,738	9.5%	7	6.3%	130,783	5.7%
LTEL 6+ Years	0	0.0%	342,983	14.7%	0	0.0%	204,042	8.9%

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

In 2019-2020, New Los Angeles Elementary’s percentage of Long Term English Learners (LTELs) is 0.0%, compared to the state’s rate of 8.9%. In 2018-2019, New Los Angeles Elementary’s percentage of LTELs is 0.0%, compared to the state’s rate of 14.7%. In 2019-2020, the charter school’s percentage of “At-Risk” English Learners (ELs) is 6.3% (seven students), compared to the state’s rate of 5.7%. In 2018-2019, New Los Angeles Elementary’s percentage of “At-Risk” ELs is 2.0% (two students), compared to the state’s rate of 9.5%.

2. Annual Oversight Results

a. Student Achievement and Educational Performance

New Los Angeles Elementary has achieved a *No Rating* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years due to the school only having one year of CAASPP academic performance data from spring 2019.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Student Achievement and Educational Performance	No Rating	No Rating

*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

New Los Angeles Elementary’s record of performance and related information demonstrates that the school is likely to succeed in the area of governance.

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

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

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

c. Organizational Management, Programs, and Operations

New Los Angeles Elementary’s record of performance and related information demonstrates that the school is likely to succeed in the area of organizational management, programs, and operations.

New Los Angeles Elementary has achieved the ratings of *Accomplished* and *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	4 Accomplished	3 Proficient

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

i. Access and Equity

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
New LA	223	86.5%	0.0%	0.9%	0.9%	18.4%	38.1%	0.0%	0.4%	0.0%	74.0%	0.0%	0.0%	0.0%	87.0%	13.0%	2.7%	3.1%
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: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

ii. Special Education

2019-2020 Enrollment by Disability																		
School	OCT 2019 Enroll #	SpEd Enroll #	SpEd Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLID*	# SLI*	# TBI	# VI
New LA	223	29	13.0%	79.3%	20.7%	6	0	0	0	0	0	0	3	0	10	10	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: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, New Los Angeles Elementary had a 13.0% Special Education enrollment, which is higher than 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.

- iii. Additional Information
N/A.

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

New Los Angeles Elementary’s record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

New Los Angeles Elementary achieved the rating of *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

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

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

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

b. Fiscal Condition

New Los Angeles Elementary’s 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 \$520,003 and net income of \$905. The 2019-2020 Unaudited Actuals projected positive net assets and a net income.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	N/A	\$268,966*	\$519,098	\$520,003	\$676,262
Net Income/Loss	N/A	\$36,409	\$250,132	\$905	\$156,259
Transfers In/Out	N/A	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	N/A	\$0	\$0	\$0	\$0

*Includes the school's beginning net asset balance of \$232,557 for the school's first year of its approved charter term.

According to New Los Angeles Charter School's independent audit report for the Fiscal Year ended June 30, 2019, New Los Angeles Charter School's fiscal condition is strong. New Los Angeles Charter School and its charter schools reported positive net assets of \$2,545,778 and net income of \$714,795. New Los Angeles Charter School, without its charter schools, reported positive net assets of \$77,749 and net income of \$32,738.

According to New Los Angeles Charter School, there are no management fees charged to either New Los Angeles Elementary or to the other charter school that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of the Executive Director, the Head of Schools, the Director of Operations, and the Director of Special Education. These costs are allocated based on the enrollment at each of its schools.

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

N/A

ATTACHMENT B

New Los Angeles Charter Elementary 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
W	1	7581	New Los Angeles Charter Elementary	All Students	40	Yellow	-26.1	11.5	Increased	-6.0	2.2	Maintained	Lower	32	No Color	-33.8		No Data	-2.5	3.7	Increased	Lower
				American Indian or Alaska Native	0	--	--	--	--	-36.8	2.3	Maintained	--	0	--	--	--	--	-34.1	2.1	Maintained	--
				Asian	0	--	--	--	--	62.4	2.0	Maintained	--	0	--	--	--	--	64.8	3.1	Increased	--
				Black or African American	0	--	--	--	--	-51.8	0.9	Maintained	--	4	No Color	--	--	No Data	-47.6	3.7	Increased	--
				English Learner	0	--	--	--	--	-47.1	3.3	Increased	--	20	No Color	-60.9	--	No Data	-45.1	3.1	Increased	--
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	0	--	--	--	--	-79.2	1.4	Maintained	--	0	--	--	--	--	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	0	--	--	--	--	-46.7	3.8	Increased	--
				Latino	0	--	--	--	--	-31.3	3.2	Increased	--	25	No Color	-42.7	--	No Data	-26.6	4.5	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	0	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	-34.7	4.0	Increased	--	29	No Color	-41.3	--	No Data	-30.1	4.4	Increased	--
				Students with Disabilities	0	--	--	--	--	-95.5	2.1	Maintained	--	5	No Color	--	--	No Data	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	2	No Color	--	--	No Data	30.3	2.0	Maintained	--
				White	0	--	--	--	--	27.7	0.8	Maintained	--	1	No Color	--	--	No Data	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 Island	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2019	100%	100%	--	100%	100%	--	--	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2019	Yes	Yes	--	Yes	Yes	--	--	--	Yes	--	Yes	Yes	Yes	Yes

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

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

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

New Los Angeles Charter Elementary

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
W	1	7581	New Los Angeles Charter Elementary	All Students	40	Yellow	-22.0	2.9	Maintained	-36.4	1.3	Maintained	Higher	32	No Color	-60.1	--	No Data	-33.5	2.9	Maintained	Lower
				American Indian or Alaska Native	0	--	--	--	--	-73.0	-0.7	Maintained	--	0	--	--	--	--	-69.6	2.8	Maintained	--
				Asian	0	--	--	--	--	56.7	2.4	Maintained	--	0	--	--	--	--	59.8	3.9	Increased	--
				Black or African American	0	--	--	--	--	-91.5	0.2	Maintained	--	4	No Color	--	--	No Data	-87.9	2.8	Maintained	--
				English Learner	0	--	--	--	--	-69.9	1.5	Maintained	--	20	No Color	-80.3	--	No Data	-68.6	2.2	Maintained	--
				Filipino	0	--	--	--	--	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	0	--	--	--	--	-114.0	-0.5	Maintained	--	0	--	--	--	--	-107.2	5.1	Increased	--
				Homeless	0	--	--	--	--	-81.0	1.5	Maintained	--	0	--	--	--	--	-77.7	2.9	Maintained	--
				Latino	0	--	--	--	--	-65.8	1.7	Maintained	--	25	No Color	-67.1	--	No Data	-62.2	3.4	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	-67.4	2.3	Maintained	--	29	No Color	-69.6	--	No Data	-63.7	3.4	Increased	--
				Students with Disabilities	0	--	--	--	--	-125.3	0.8	Maintained	--	5	No Color	--	--	No Data	-119.4	6.6	Increased	--
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	2	No Color	--	--	No Data	2.5	0.9	Maintained	--
				White	0	--	--	--	--	-1.0	0.6	Maintained	--	1	No Color	--	--	No Data	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 Island	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2019	100%	100%	--	100%	100%	--	--	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2019	Yes	Yes	--	Yes	Yes	--	--	--	Yes	--	Yes	Yes	Yes	Yes

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

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

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

New Los Angeles Charter Elementary 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
W	1	7581	New Los Angeles Charter Elementary	English Learner	76						46	No Color	21.7%	Very Low	48.3	Medium

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

ELPAC Participation Rate	
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	100%
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		
	New Los Angeles Charter Elementary	State
Level 4 - Well Developed	55.3%	30.6%
Level 3 - Moderately Developed	34.2%	34.6%
Level 2 - Somewhat Developed	9.2%	20.2%
Level 1 - Beginning Stage	1.3%	14.6%

2019 Student English Language Acquisition Results		
	New Los Angeles Charter Elementary	State
ELs Who Progressed at Least One ELPI Level	17.3%	42.9%
ELs Who Maintained ELPI Level 4	4.3%	5.3%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	36.9%	31.5%
ELs Who Decreased at Least One ELPI Level	41.3%	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/>

**New Los Angeles Charter Elementary
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
W	1	7581	New Los Angeles Charter Elementary	All Students	164	Yellow	10.4%	-4.9%	Declined Significantly	9.0%	0.3%	Maintained	Higher	205	Orange	13.2%	2.8%	Increased	10.1%	1.1%	Increased	Higher
				American Indian or Alaska Native	0	No Color	0.0%	0.0%	No Data	17.8%	-0.3%	Maintained	--	3	No Color	0.0%	0.0%	No Data	18.9%	1.2%	Increased	--
				Asian	1	No Color	0.0%	0.0%	No Data	3.2%	0.3%	Maintained	--	3	No Color	0.0%	0.0%	No Data	3.7%	0.5%	Increased	--
				Black or African American	30	No Color	10.0%	-11.7%	Declined	17.9%	1.0%	Increased	Lower	39	Red	20.5%	10.5%	Increased	20.6%	2.7%	Increased	Lower
				English Learner	78	Orange	12.8%	9.0%	Increased	8.6%	0.6%	Increased	Higher	81	Green	9.9%	-2.9%	Declined	9.9%	1.4%	Increased	Same
				Filipino	0	No Color	0.0%	0.0%	No Data	4.3%	0.2%	Maintained	--	0	No Color	0.0%	0.0%	No Data	5.2%	0.9%	Increased	--
				Foster Youth	0	No Color	0.0%	0.0%	No Data	18.5%	0.0%	Maintained	--	0	No Color	0.0%	0.0%	No Data	20.1%	1.6%	Increased	--
				Homeless	4	No Color	0.0%	0.0%	No Data	19.4%	1.2%	Increased	--	1	No Color	0.0%	0.0%	No Data	21.1%	1.7%	Increased	--
				Latino	125	Yellow	11.2%	-1.7%	Declined	9.7%	0.4%	Maintained	Higher	147	Orange	11.6%	0.4%	Maintained	11.0%	1.4%	Increased	Higher
				Native Hawaiian or Pacific Islander	1	No Color	0.0%	0.0%	No Data	16.1%	2.0%	Increased	--	1	No Color	0.0%	0.0%	No Data	18.8%	2.8%	Increased	--
				Socioeconomically Disadvantaged	145	Yellow	10.3%	-2.7%	Declined	11.4%	0.4%	Maintained	Lower	179	Red	14.0%	3.6%	Increased Significantly	12.9%	1.5%	Increased	Higher
				Students with Disabilities	25	No Color	4.0%	0.0%	No Data	15.1%	0.4%	Maintained	--	32	No Color	12.5%	8.5%	Increased	16.3%	1.2%	Increased	Lower
				Two or More Races	5	No Color	0.0%	0.0%	No Data	9.3%	-0.2%	Maintained	--	7	No Color	0.0%	0.0%	No Data	9.8%	0.5%	Increased	--
				White	2	No Color	0.0%	0.0%	No Data	7.7%	0.0%	Maintained	--	5	No Color	0.0%	0.0%	No Data	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/>

**New Los Angeles Charter Elementary
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
W	1	7581	New Los Angeles Charter Elementary	All Students	168	Blue	0.0%	0.0%	Maintained	Yellow	3.5%	-0.1%	Maintained	Lower	210	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	--	3	No Color	--	--	No Data	Orange	7.2%	0.1%	Maintained	--
				Asian	1	No Color	--	--	No Data	Blue	1.0%	0.0%	Maintained	--	3	No Color	--	--	No Data	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	30	No Color	0.0%	0.0%	Maintained	Orange	9.4%	0.4%	Declined	Lower	43	Blue	0.0%	0.0%	Maintained	Orange	8.8%	0.6%	Declined	Lower
				English Learner	79	Blue	0.0%	0.0%	Maintained	Yellow	3.0%	-0.1%	Maintained	Lower	82	Blue	0.0%	0.0%	Maintained	Yellow	3.1%	0.1%	Maintained	Lower
				Fillipino	0	--	--	--	--	Green	1.3%	-0.1%	Maintained	--	0	--	--	--	--	Green	1.3%	0.0%	Maintained	--
				Foster Youth	0	--	--	--	--	Red	15.2%	0.1%	Maintained	--	1	No Color	--	--	No Data	Orange	14.6%	0.6%	Declined	--
				Homeless	4	No Color	--	--	No Data	Orange	5.6%	-0.1%	Maintained	--	1	No Color	--	--	No Data	Orange	6.2%	0.5%	Increased	--
				Latino	126	Blue	0.0%	0.0%	Maintained	Yellow	3.6%	-0.1%	Maintained	Lower	148	Blue	0.0%	0.0%	Maintained	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	1	No Color	--	--	No Data	Yellow	4.7%	0.3%	Declined	--	1	No Color	--	--	No Data	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	149	Blue	0.0%	0.0%	Maintained	Yellow	4.4%	-0.2%	Maintained	Lower	181	Blue	0.0%	0.0%	Maintained	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	25	No Color	0.0%	--	No Data	Yellow	6.8%	0.3%	Declined	--	32	No Color	0.0%	0.0%	Maintained	Yellow	6.2%	0.6%	Declined	Lower
				Two or More Races	8	No Color	--	--	No Data	Yellow	3.4%	0.0%	Maintained	--	7	No Color	--	--	No Data	Yellow	3.3%	-0.1%	Maintained	--
				White	2	No Color	--	--	No Data	Yellow	3.0%	-0.1%	Maintained	--	5	No Color	--	--	No Data	Yellow	2.9%	-0.2%	Maintained	--

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

**New Los Angeles Charter Elementary
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
W	1	7581	New Los Angeles Charter Elementary	223	86.5%	0.0%	0.9%	0.9%	18.4%	38.1%	0.0%	0.4%	0.0%	74.0%	0.0%	0.0%	0.0%	87.0%	13.0%	2.7%	3.1%
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
W	1	7581	New Los Angeles Charter Elementary	197	88.8%	0.0%	1.5%	1.5%	16.8%	39.6%	0.0%	0.0%	0.5%	74.1%	0.0%	0.5%	0.0%	88.8%	13.2%	3.0%	2.5%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

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

New Los Angeles Charter Elementary 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 RFP Comparison
W	1	7581	New Los Angeles Charter Elementary	2018-19	17-18 EL #	76	1,271,150	Higher
					18-19 Reclass #	16	175,746	
					18-19 Reclass Rate	21.1	13.8	
				2019-20	18-19 EL #	78	1,195,988	Higher
					19-20 Reclass #	11	164,653	
					19-20 Reclass Rate	14.1	13.8	

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

New Los Angeles Charter Elementary

"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
W	1	7581	New Los Angeles Charter Elementary	EL 0-3 Years	76	77.6%	607,888	26.1%	73	65.2%	576,805	25.3%
				At-Risk 4-5 Years	2	2.0%	220,738	9.5%	7	6.3%	130,783	5.7%
				LTEL 6+ Years	0	0.0%	342,983	14.7%	0	0.0%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	24,379	1.0%	5	4.5%	236,394	10.4%
				EL total	78	79.6%	1,195,988	51.4%	85	75.9%	1,148,024	50.3%
				RFEP	20	20.4%	1,131,988	48.6%	27	24.1%	1,133,977	49.7%
				Total (Ever)	98	100.0%	2,327,080	100.0%	112	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>

New Los Angeles Charter Elementary

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
W	1	7581	New Los Angeles Charter Elementary	223	29	13.0%	79.3%	20.7%	6	0	0	0	0	0	0	3	0	10	10	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
W	1	7581	New Los Angeles Charter Elementary	197	27	13.7%	81.5%	18.5%	5	0	0	0	0	0	0	1	0	7	14	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.

**New Los Angeles Charter Elementary
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	
W	1	7581	New Los Angeles Charter Elementary	All Students	--		3,177,420	49.88%	36	30.55%	3,162,910	51.10%	--
				American Indian or Alaska Native	--		16,100	37.42%	--		15,667	38.41%	
				Asian	--		294,323	76.41%	--		294,155	77.05%	
				Black or African American	--		170,923	32.27%	7		167,470	33.19%	
				English Learner	--		530,808	12.62%	16		511,094	12.81%	
				Filipino	--		71,470	71.20%	--		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		113,303	32.86%	
				Latino	--		1,740,220	39.16%	25		1,742,382	40.81%	
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	--		1,951,520	37.69%	16		1,928,948	39.19%	
				Students with Disabilities	--		354,484	14.98%	5		365,765	16.35%	
				Two or More Races	--		117,713	64.75%	0		124,922	65.74%	
				White	--		728,987	64.85%	0		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	
W	1	7581	New Los Angeles Charter Elementary	All Students	--		3,184,720	38.65%	36	19.45%	3,170,971	39.73%	--
				American Indian or Alaska Native	--		16,082	25.68%	--		15,629	26.58%	
				Asian	--		297,422	73.54%	--		296,878	74.37%	
				Black or African American	--		170,417	19.74%	7		166,870	20.55%	
				English Learner	--		541,399	12.57%	16		523,959	12.58%	
				Filipino	--		71,722	58.45%	--		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		114,801	22.69%	
				Latino	--		1,744,154	26.65%	25		1,748,298	28.05%	
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	--		1,956,639	26.23%	16		1,934,051	27.48%	
				Students with Disabilities	--		353,174	11.89%	5		364,341	12.61%	
				Two or More Races	--		117,518	54.41%	*		124,685	55.26%	
				White	--		729,186	53.57%	*		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList?ps=true&stTestYear=2019&stTestType=B&stCounty=00&stDistrict=00000&stSchool=0000000>

New Los Angeles Charter Elementary 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
W	1	7581	New Los Angeles Charter Elementary	All Students	40	3	-26.1	11.5	4	32	0	-33.8		0
Resident Schools														
W	1	2274	Baldwin Hills Elementary	All Students	186	4	9.7	13.1	4	207	3	6.0	-1.9	3
W	1	3068	Cienega Elementary	All Students	230	3	-27.3	3.2	4	233	2	-24.7	2.3	3
W	1	3178	Coliseum Street Elementary	All Students	76	1	-116.2	-16.7	1	59	1	-115.8	0.4	3
W	1	4528	Hillcrest Drive Elementary	All Students	277	2	-73.5	14.0	4	276	1	-75.6	-2.1	3
W	1	5178	Marvin Elementary	All Students	409	3	-6.4	19.1	5	362	2	-7.3	-0.9	3

(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
W	1	2644	Saturn Street Elementary	All Students	163	3	-43.4	18.8	5	148	3	-35.2	8.2	4
W	1	6781	Sixth Avenue Elementary	All Students	245	2	-85.8	15.8	5	231	3	-65.2	20.6	5
W	1	7575	Virginia Road Elementary	All Students	150	3	-41.7	18.4	5	142	2	-47.7	-6.0	2
Resident Schools Median					208	3	-42.6	14.9	5	219	2	-41.5	-0.3	3
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/>

New Los Angeles Charter Elementary 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
W	1	7581	New Los Angeles Charter Elementary	All Students	40	3	-22.0	2.9	3	32	0	-60.1	--	0
Resident Schools														
W	1	2274	Baldwin Hills Elementary	All Students	186	4	-20.7	10.4	4	206	3	-23.0	-0.4	3
W	1	3068	Cienega Elementary	All Students	230	2	-36.3	-4.5	2	233	3	-33.0	3.5	4
W	1	3178	Coliseum Street Elementary	All Students	76	1	-121.9	-6.2	2	59	2	-112.7	9.2	4
W	1	4528	Hillcrest Drive Elementary	All Students	277	3	-67.6	18.6	5	276	2	-72.8	-5.3	2

(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
W	1	5178	Marvin Elementary	All Students	409	4	-23.3	17.6	5	361	3	-22.7	0.6	3
W	1	2644	Saturn Street Elementary	All Students	163	3	-61.1	12.5	4	148	2	-66.1	-5.0	2
W	1	6781	Sixth Avenue Elementary	All Students	242	3	-92.8	6.7	4	228	3	-78.8	14.0	4
W	1	7575	Virginia Road Elementary	All Students	149	3	-54.6	18.6	5	142	2	-63.6	-9.0	2
Resident Schools Median					208	3	-57.9	11.5	4	217	3	-64.9	0.1	3
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/>

New Los Angeles Charter Elementary 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
W	1	7581	New Los Angeles Charter Elementary	English Learner	76				46	1	21.7%	Very Low
Resident Schools												
W	1	2274	Baldwin Hills Elementary	English Learner	20				14	2	35.7%	Low
W	1	3068	Cienega Elementary	English Learner	228				124	2	37.9%	Low
W	1	3178	Coliseum Street Elementary	English Learner	64				30	2	43.3%	Low
W	1	4528	Hillcrest Drive Elementary	English Learner	184				116	2	41.4%	Low
W	1	5178	Marvin Elementary	English Learner	265				154	3	51.3%	Medium
W	1	2644	Saturn Street Elementary	English Learner	110				64	1	32.8%	Very Low
W	1	6781	Sixth Avenue Elementary	English Learner	246				144	2	41.0%	Low
W	1	7575	Virginia Road Elementary	English Learner	77				47	4	55.3%	High
Resident Schools Median					147				90	2	41.2%	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/>

**New Los Angeles Charter Elementary
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
W	1	7581	New Los Angeles Charter Elementary	All Students	164	3	10.4%	-4.9%	5	205	2	13.2%	2.8%	2
Resident Schools														
W	1	2274	Baldwin Hills Elementary	All Students	402	3	14.7%	-1.1%	4	431	1	27.8%	13.2%	1
W	1	3068	Cienega Elementary	All Students	619	3	14.7%	-1.6%	4	600	1	27.2%	12.5%	1
W	1	3178	Coliseum Street Elementary	All Students	235	3	19.1%	-1.7%	4	197	1	29.4%	10.3%	1
W	1	4528	Hillcrest Drive Elementary	All Students	669	3	24.5%	-4.0%	5	667	1	37.5%	13.0%	1
W	1	5178	Marvin Elementary	All Students	819	3	8.7%	-0.3%	3	758	1	17.3%	8.6%	1
W	1	2644	Saturn Street Elementary	All Students	362	3	14.9%	-2.3%	4	343	1	21.6%	6.7%	1
W	1	6781	Sixth Avenue Elementary	All Students	615	3	16.9%	-4.8%	5	566	1	35.2%	18.2%	1
W	1	7575	Virginia Road Elementary	All Students	374	2	15.5%	0.7%	2	318	1	23.3%	7.8%	1
Resident Schools Median					509	3	15.2%	-1.7%	4	498.5	1	27.5%	11.4%	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/>

New Los Angeles Charter Elementary 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														
2018											2019			
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
W	1	7581	New Los Angeles Charter Elementary	All Students	168	5	0.0%	0.0%	3	210	5	0.0%	0.0%	5
Resident Schools														
W	1	2274	Baldwin Hills Elementary	All Students	416	5	0.0%	-0.2%	3	445	5	0.2%	0.2%	5
W	1	3068	Cienega Elementary	All Students	631	5	0.2%	-0.1%	3	619	4	0.5%	0.3%	5
W	1	3178	Coliseum Street Elementary	All Students	251	2	1.2%	0.5%	2	226	4	0.9%	-0.3%	4
W	1	4528	Hillcrest Drive Elementary	All Students	733	2	2.9%	1.1%	2	738	2	3.5%	0.7%	2
W	1	5178	Marvin Elementary	All Students	837	5	0.0%	0.0%	3	775	5	0.1%	0.1%	5
W	1	2644	Saturn Street Elementary	All Students	371	5	0.0%	0.0%	3	369	5	0.0%	0.0%	5
W	1	6781	Sixth Avenue Elementary	All Students	649	3	0.8%	0.6%	2	593	5	0.2%	-0.6%	5
W	1	7575	Virginia Road Elementary	All Students	389	5	0.5%	-0.2%	3	334	5	0.3%	-0.2%	5
Resident Schools Median					524	5	0.4%	0.0%	3	519	5	0.3%	0.1%	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/>

**New Los Angeles Charter Elementary
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
W	1	7581	New Los Angeles Charter Elementary	223	86.5%	0.0%	0.9%	0.9%	18.4%	38.1%	0.0%	0.4%	0.0%	74.0%	0.0%	0.0%	0.0%	87.0%	13.0%	2.7%	3.1%
Resident Schools																					
W	1	2274	Baldwin Hills Elementary	417	77.0%	9.4%	0.2%	1.0%	74.8%	5.0%	0.0%	1.4%	0.2%	16.8%	0.0%	0.2%	0.2%	77.7%	7.0%	5.8%	1.0%
W	1	3068	Cienega Elementary	529	93.0%	4.2%	0.0%	0.0%	12.9%	36.5%	0.4%	0.6%	0.0%	81.3%	0.0%	0.0%	0.8%	93.4%	17.2%	0.4%	4.3%
W	1	3178	Coliseum Street Elementary	172	89.5%	2.9%	0.0%	0.0%	50.0%	22.7%	0.0%	1.2%	0.6%	44.2%	0.0%	0.0%	0.6%	91.3%	19.2%	3.5%	1.7%
W	1	4528	Hillcrest Drive Elementary	591	98.1%	2.2%	0.2%	0.0%	47.5%	27.6%	0.0%	1.7%	5.1%	46.4%	0.0%	0.0%	1.9%	98.6%	10.7%	2.4%	1.7%
W	1	5178	Marvin Elementary	707	92.6%	5.8%	0.1%	0.0%	6.4%	30.7%	0.3%	0.0%	0.8%	90.0%	0.1%	0.1%	0.8%	93.9%	11.0%	0.6%	1.7%
W	1	2644	Saturn Street Elementary	311	90.7%	2.6%	0.0%	0.0%	18.6%	31.5%	0.3%	0.0%	1.6%	73.3%	0.0%	0.6%	0.3%	91.6%	23.5%	0.6%	6.1%
W	1	6781	Sixth Avenue Elementary	429	87.2%	1.6%	0.0%	0.7%	16.3%	40.1%	0.0%	0.5%	0.7%	80.2%	0.0%	0.0%	0.0%	90.4%	9.6%	0.7%	2.1%
W	1	7575	Virginia Road Elementary	259	92.7%	3.5%	0.0%	0.0%	32.8%	22.8%	0.0%	2.7%	0.8%	64.5%	0.0%	0.4%	0.4%	92.7%	16.6%	1.2%	0.8%
Resident Schools				423	91.7%	3.2%	0.0%	0.0%	25.7%	29.1%	0.0%	0.9%	0.7%	68.9%	0.0%	0.1%	0.5%	92.2%	13.8%	0.9%	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>

New Los Angeles Charter Elementary 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
W	1	7581	New Los Angeles Charter Elementary	76	16	21.1	78	11	14.1
Resident Schools									
W	1	2274	Baldwin Hills Elementary	26	10	38.5	24	3	12.5
W	1	3068	Cienega Elementary	269	62	23	221	23	10.4
W	1	3178	Coliseum Street Elementary	65	6	9.2	44	4	9.1
W	1	4528	Hillcrest Drive Elementary	188	20	10.6	160	11	6.9
W	1	5178	Marvin Elementary	285	68	23.9	239	49	20.5
W	1	2644	Saturn Street Elementary	125	28	22.4	101	10	9.9
W	1	6781	Sixth Avenue Elementary	252	53	21	222	15	6.8
W	1	7575	Virginia Road Elementary	87	20	23	69	12	17.4
Resident Schools Median				156.5	24	22.7	130.5	11.5	10.2
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>

New Los Angeles Charter Elementary

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					
W	1	7581	New Los Angeles Charter Elementary	73	65.2%	7	6.3%	0	0.0%	5	4.5%	85	75.9%	27	24.1%	112
Resident Schools																
W	1	2274	Baldwin Hills Elementary	18	54.5%	3	9.1%	0	0.0%	0	0.0%	21	63.6%	12	36.4%	33
W	1	3068	Cienega Elementary	147	54.9%	29	10.8%	0	0.0%	17	6.3%	193	72.0%	75	28.0%	268
W	1	3178	Coliseum Street Elementary	32	68.1%	5	10.6%	0	0.0%	2	4.3%	39	83.0%	8	17.0%	47
W	1	4528	Hillcrest Drive Elementary	114	58.8%	34	17.5%	0	0.0%	15	7.7%	163	84.0%	31	16.0%	194
W	1	5178	Marvin Elementary	161	43.9%	38	10.4%	0	0.0%	18	4.9%	217	59.1%	150	40.9%	367
W	1	2644	Saturn Street Elementary	74	54.4%	13	9.6%	0	0.0%	11	8.1%	98	72.1%	38	27.9%	136
W	1	6781	Sixth Avenue Elementary	134	58.8%	32	14.0%	0	0.0%	6	2.6%	172	75.4%	56	24.6%	228
W	1	7575	Virginia Road Elementary	42	46.2%	15	16.5%	0	0.0%	2	2.2%	59	64.8%	32	35.2%	91
Resident Schools Median				94	54.7%	22	10.7%	0	0.0%	8.5	4.6%	130.5	72.0%	35	28.0%	165
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>

**New Los Angeles Charter Elementary
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.**

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
W	1	7581	New Los Angeles Charter Elementary	223	29	13.0%	79.3%	20.7%	6	0	0	0	0	0	0	3	0	10	10	0	0
Resident Schools																					
W	1	2274	Baldwin Hills Elementary	417	29	7.0%	55.2%	44.8%	11	0	0	0	0	1	0	1	1	12	3	0	0
W	1	3068	Cienega Elementary	529	91	17.2%	59.3%	40.7%	15	0	0	0	0	0	19	10	3	20	24	0	0
W	1	3178	Coliseum Street Elementary	172	33	19.2%	36.4%	63.6%	21	0	0	0	0	0	0	3	0	5	4	0	0
W	1	4528	Hillcrest Drive Elementary	591	63	10.7%	73.0%	27.0%	17	0	0	0	0	0	0	10	0	21	15	0	0
W	1	5178	Marvin Elementary	707	78	11.0%	80.8%	19.2%	10	0	0	0	0	4	0	13	1	27	23	0	0
W	1	2644	Saturn Street Elementary	311	73	23.5%	56.2%	43.8%	32	0	0	0	0	0	0	4	0	18	19	0	0
W	1	6781	Sixth Avenue Elementary	429	41	9.6%	92.7%	7.3%	2	0	0	0	0	0	1	6	0	13	19	0	0
W	1	7575	Virginia Road Elementary	259	43	16.6%	69.8%	30.2%	13	0	0	0	0	0	0	10	0	17	3	0	0
Resident Schools Median				423	53	13.8%	64.6%	35.4%	14	0	0	0	0	0	0	8	0	17.5	17	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/sd/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

New Los Angeles Charter Elementary

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		School		
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
W	1	7581	New Los Angeles Charter Elementary	All Students	--	--	36	30.55%	--
Resident Schools									
W	1	2274	Baldwin Hills Elementary	All Students	190	56.32%	205	55.12%	-1.20%
W	1	3068	Cienega Elementary	All Students	236	43.22%	239	41.84%	-1.38%
W	1	3178	Coliseum Street Elementary	All Students	85	14.12%	68	8.82%	-5.30%
W	1	4528	Hillcrest Drive Elementary	All Students	303	20.79%	303	18.15%	-2.64%
W	1	5178	Marvin Elementary	All Students	416	48.32%	372	42.74%	-5.58%
W	1	2644	Saturn Street Elementary	All Students	167	35.93%	155	38.71%	2.78%
W	1	6781	Sixth Avenue Elementary	All Students	263	15.59%	243	26.75%	11.16%
W	1	7575	Virginia Road Elementary	All Students	160	32.50%	149	30.87%	-1.63%
Resident Schools Median				All Students	213	34.22%	222	34.79%	0.57%
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
					School		School		
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
W	1	7581	New Los Angeles Charter Elementary	All Students	--	--	36	19.45%	--
Resident Schools									
W	1	2274	Baldwin Hills Elementary	All Students	190	43.68%	203	40.40%	-3.28%
W	1	3068	Cienega Elementary	All Students	238	35.71%	245	37.14%	1.43%
W	1	3178	Coliseum Street Elementary	All Students	85	11.76%	68	4.41%	-7.35%
W	1	4528	Hillcrest Drive Elementary	All Students	307	21.50%	309	17.79%	-3.71%
W	1	5178	Marvin Elementary	All Students	419	39.38%	372	38.17%	-1.21%
W	1	2644	Saturn Street Elementary	All Students	168	23.21%	158	25.32%	2.11%
W	1	6781	Sixth Avenue Elementary	All Students	262	12.60%	241	15.35%	2.75%
W	1	7575	Virginia Road Elementary	All Students	159	23.90%	149	22.82%	-1.08%
Resident Schools Median				All Students	214	23.56%	222	24.07%	0.52%
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=000000>

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**

New Los Angeles Charter Elementary				
Years	ELA	Math	EL Progress Indicator *	College / Career
				Indicator
2018	3	3	NPC	N/A
2019	NPC	NPC	1	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**

New Los Angeles Charter Elementary							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	3	3	NPC	N/A	3	N/A	5
2019	NPC	NPC	1	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	0	
ELA 2019	0	
Math 2018	0	
Math 2019	0	
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	New Los Angeles Charter Elementary		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	3	-26.1	2	-6.0	Lower
ELA 2019	NPC	-33.8	4	-2.5	Lower
Math 2018	3	-22.0	2	-36.4	Higher
Math 2019	NPC	-60.1	2	-33.5	Lower
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	1	21.7%	3	48.3%	Lower
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	40	3	-26.1	2	-6.0	Lower	32	NPC	-33.8	4	-2.5	
English Learner	--	--	--	3	-47.1		20	NPC	-60.9	3	-45.1	
Foster Youth	--	--	--	1	-79.2		--	--	--	2	-71.9	
Homeless	--	--	--	3	-51.0		--	--	--	3	-46.7	
Socioeconomically Disadvantaged	--	--	--	3	-34.7		29	NPC	-41.3	3	-30.1	
Students with Disabilities	--	--	--	1	-95.5		5	NPC	--	2	-88.1	
African American	--	--	--	2	-51.8		4	NPC	--	3	-47.6	

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
American Indian or Alaska Native	--	--	--	2	-36.8		--	--	--	2	-34.1	
Asian	--	--	--	5	62.4		--	--	--	5	64.8	
Filipino	--	--	--	4	44.0		--	--	--	5	46.7	
Latino	--	--	--	3	-31.3		25	NPC	-42.7	3	-26.6	
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3		--	--	--	2	-19.5	
White	--	--	--	4	27.7		1	NPC	--	4	30.7	
Two or More Races	--	--	--	4	28.6		2	NPC	--	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	40	3	-22.0	2	-36.4	Higher	32	NPC	-60.1	2	-33.5	
English Learner	--	--	--	2	-69.9		20	NPC	-80.3	2	-68.6	
Foster Youth	--	--	--	1	-114.0		--	--	--	2	-107.2	
Homeless	--	--	--	2	-81.0		--	--	--	2	-77.7	
Socioeconomically Disadvantaged	--	--	--	2	-67.4		29	NPC	-69.6	3	-63.7	
Students with Disabilities	--	--	--	1	-125.3		5	NPC	--	2	-119.4	
African American	--	--	--	2	-91.5		4	NPC	--	2	-87.9	
American Indian or Alaska Native	--	--	--	2	-73.0		--	--	--	2	-69.6	
Asian	--	--	--	5	56.7		--	--	--	5	59.8	
Filipino	--	--	--	4	13.1		--	--	--	4	18.0	
Latino	--	--	--	2	-65.8		25	NPC	-67.1	3	-62.2	
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0		--	--	--	2	-49.8	
White	--	--	--	3	-1.0		1	NPC	--	4	1.4	
Two or More Races	--	--	--	4	1.9		2	NPC	--	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	76	N/A	N/A	NPC	N/A		46	1	21.7%	3	48.3%	Lower

College / Career Indicator (CCI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	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/>