



Board of Education Report

File #: Rep-135-20/21, **Version:** 1

**Approval of the Renewal Petition for PUC Early College Academy for Leaders and Scholars (ECALS)
[PUBLIC HEARING]
November 24, 2020
Charter Schools Division**

Action Proposed:

Staff recommends approval of the renewal petition for PUC Early College Academy for Leaders and Scholars (ECALS) (“Charter School”), with a benchmark in the areas of academics, designated by the state as Middle performing, located in Board District Central and Local District 5, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 300 students in grades 9-12 in year one, and up to 400 students in grades 9-12 by the end of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report.

Background:

PUC Early College Academy for Leaders and Scholars (ECALS) is a 9-12 school currently serving 236 students on a Public School Choice facility at 2050 North San Fernando Road, Los Angeles, CA, 90065 in Board District 5 and Local District Central. UC Early College Academy for Leaders and Scholars was approved by the LAUSD Board of Education on June 21, 2011. On November 10, 2015, the charter school was renewed for another five year term to serve 500 students in grades 9-12.

On September 1, 2020, PUC Early College Academy for Leaders and Scholars (ECALS) submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through November 30, 2020.

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

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

Due Diligence:

Current PUC Early College Academy for Leaders and Scholars (ECALS) governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

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

Expected Outcomes:

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

Board Options and Consequences:

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

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

This Board Report No. 135-20/21, 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/q9v2r9r29xipekv/AABIFHxPeN_luU-nwj5tlehqa?dl=0

Attachments:

Attachment A - Staff Assessment and Recommendation Report

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

Attachment C - Desegregation Impact Statement

Informatives:

Not applicable

Submitted:

11/06/20

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

AUSTIN BEUTNER
Superintendent of Schools

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
Interim General Counsel

___ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION

Board of Education Report 135-20/21
November 24, 2020

School Name:	PUC Early College Academy for Leaders and Scholars (ECALS)		BOARD IS REQUIRED TO TAKE ACTION BY: November 30, 2020
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Partnerships to Uplift Communities Los Angeles		
Location Code:	7687		
Type of Site(s):	Public School Choice (PSC)		
Site Address(es):	2050 North San Fernando Road, Los Angeles, CA, 90065 (Sotomayor Arts and Sciences Magnet)		
Board District(s):	5	Local District(s):	Central
Grade Levels Served:	9-12	Current Enrollment:	236
Grade Levels Authorized in Current Charter:	9-12	Approved Enrollment in Current Charter:	400
CONSIDERATION:	Renewal		
CDE PERFORMANCE LEVEL:	Middle Performing		
STAFF RECOMMENDATION:	Approval with a Benchmark		
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school’s record of performance, staff has determined that the charter school has met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p>Criterion 1:</p> <ul style="list-style-type: none"> ◆ The charter school has presented a sound educational program. ◆ The petition, as revised through the petition review and revisions process, contains reasonably comprehensive descriptions of all required elements, including the Federal, State, and District Required Language. ◆ Petitioners are demonstrably likely to successfully implement the educational program set forth in the renewal petition. ◆ The petition contains required affirmations, assurances, and declarations. <p>Criterion 2:</p> <ul style="list-style-type: none"> ◆ Charter School qualifies for renewal as a [<i>low, middle, high</i>] performing charter school based on performance indicators and pursuant to the statutory renewal framework. (See full analysis below). 		

	<p>Criterion 3:</p> <ul style="list-style-type: none"> ◆ At the time of renewal, Charter School does not have substantial fiscal or substantial governance factors that would lead to a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the renewal petition. ◆ 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>PUC Early College Academy for Leaders and Scholars must meet the following benchmark during the 2021-2026 charter term in order to address concerns regarding academic performance.</p> <p>The school shall provide a written status report to the Charter Schools Division (CSD) in conjunction with the Annual Performance-Based Oversight Visit each year of the charter term demonstrating its progress related to the following:</p> <p>The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the state’s average reclassification rate over the course of the five-year term of their renewal.</p> <p>If the benchmark remain unmet by the timeline(s) indicated, at that time the District will review the charter school’s status reports and any additional relevant information, and determine next steps accordingly, up to and including recommendation for revocation during the school’s charter term or recommendation of non-renewal upon submission of a renewal petition at the end of the term of the charter.</p>

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval, with a benchmark, of the renewal petition for PUC Early College Academy for Leaders and Scholars (“PUC ECALS” or “Charter School”), located in Board District 5 and Local District Central, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve 300 students in grades 9-12 in year one, and up to 400 students in grades 9-12 by the end of the charter term. The school’s renewal petition includes a reduction in enrollment capacity from 500 to 400 to align with the school’s current enrollment trends.

II. CRITERIA FOR RENEWAL

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

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

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

III. GENERAL SCHOOL INFORMATION

A. School History

	PUC Early College Academy for Leaders and Scholars
Initial Authorization:	On June 21, 2011, PUC Early College Academy for Leaders and Scholars was authorized as a Public School Choice (PSC) site by the LAUSD Board of Education to serve 500 students in grades 9-12.
Most Recent Renewal	The charter was renewed on November 20, 2015, to serve up to 720 students in grades 9-12.
Approved Material Revisions of Current Charter:	N/A

	PUC Early College Academy for Leaders and Scholars
Board Benchmarks in Current Charter Term:	<p>On November 10, 2015, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following governance and academic benchmarks to PUC ECALS:</p> <ol style="list-style-type: none"> 1. PUC Early College Academy for Leaders and Scholars will adopt and effectively implement policies and procedures that will result in the timely response to all request for information made by the Los Angeles Unified School District. The timeliness of request responses will be monitored during the course of the fiscal year. 2. PUC Early College Academy for Leaders and Scholars will adopt and effectively implement policies and procedures that will result in the improved fiscal position of the charter school. Net assets on June 30, 2016 will be positive. To monitor the school’s progress, PUC Early College Academy for Leaders and Scholars will submit to the Charter Schools Division monthly balance sheets, income statements and cash flows. The cash flows will include actual amounts for prior months, and the current months will be projections. <p>PUC ECALS met all of its benchmarks. Please see the “Staff Review and Assessment” section below.</p>
Submission of Renewal Petition Application:	PUC Early College Academy for Leaders and Scholars submitted its renewal petition application on September 1, 2020. The 90-day statutory timeline for Board action on the petition runs through November 30, 2020.
Concurrent Request for Material Revision:	N/A

B. Educational Program

	PUC Early College Academy for Leaders and Scholars
Key Features of Educational Program:	<p>PUC Early College Academy for Leaders and Scholars a 9-12 educational program, which includes the following features:</p> <ul style="list-style-type: none"> ◆ The school focuses on developing students’ strength as readers, writers, researchers, listeners, speakers, and collaborators by developing the reading and writing skills that are the foundation for creative and purposeful expression in language. ◆ Teachers facilitate constructivist learning by supporting the inquiry process as students construct new understanding and meaning. ◆ In all content areas, teachers are considered teachers of literacy, utilizing a balanced literacy model that integrates Language Arts instruction in all content areas to help students develop and expand their knowledge and skills across the curriculum. ◆ An extended day schedule provides additional support and learning opportunities for all students to meet grade-level requirements.
English Learner Master Plan:	<p>PUC Early College Academy for Leaders and Scholars implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> ◆ Teachers implement both Integrated and Designated English Language Development (ELD) instruction. ◆ Emphasis analyzing, writing, and creating complex texts; clarify new language using a variety of strategies including visual and auditory cues, kinesthetic activities, and real-life experiences to support ELs in developing their speaking, listening, reading, and writing skills. ◆ Intensive support in years one and two for newcomers, including newcomer-specific sections of Designated ELD focused on building cultural and school knowledge and comprehensive Integrated ELD during the school day.
Special Education SELPA	<p>PUC Early College Academy for Leaders and Scholars participates in LAUSD SELPA Option 3.</p>

C. Student Enrollment and Population

PUC Early College Academy for Leaders and Scholars (ECALS) - 2019-20 Enrollment by Ethnicity and Subgroup																	
Enrollment	FIR 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
297	91.6%	1.7%	1.0%	0.7%	0.3%	12.5%	2.4%	0.0%	0.0%	92.3%	0.0%	0.0%	2.4%	91.9%	10.4%	0.3%	0.7%

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

D. Charter School Operator

PUC Early College Academy for Leaders and Scholars is operated by Partnerships to Uplift Communities Los Angeles, a California nonprofit public benefit corporation that also operates three other LAUSD-authorized charter schools. Additionally, Partnerships to Uplift Communities Lakeview Terrace, operates two other LAUSD-authorized charter schools. Whereas, Partnerships to Uplift Communities Valley, operates five other LAUSD-authorized charter schools for a total of 11 schools (PUC Schools) under three regional boards.

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

PUC Early College Academy for Leaders and Scholars has been identified by the state as a Middle performing charter school. The charter school has attained some measurable increases in academic achievement schoolwide and for numerically significant student groups.

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.

PUC Early College Academy for Leaders and Scholars (ECALS)							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	Yellow	Yellow	NPC	Green	N/A	Orange	Orange
2019	Green	Yellow	Orange	Orange	N/A	Orange	Orange

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

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 *PUC Early College Academy for Leaders and Scholars* Data Set.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

PUC Early College Academy for Leaders and Scholars (ECALS) - (ELA Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	92	Yellow	4.1	-6.0	Higher	84	Green	10.2	-2.5	Higher
Latino	84	Yellow	0.7	-31.3	Higher	79	Green	12.2	-26.6	Higher
Socioeconomically Disadvantaged	77	Yellow	7.9	-34.7	Higher	62	Yellow	9.1	-30.1	Higher

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 ELA for 2018 and 2019, the charter school's Distance from Standard (DFS) was higher than the state's DFS. In 2018 and 2019, the school had two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). In both 2018 and 2019, the majority of the charter school's numerically significant subgroups were higher than the state's DFS for those subgroups.

Change Level Schoolwide and Numerically Significant Subgroups:

PUC Early College Academy for Leaders and Scholars (ECALS) - (ELA Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	Change	Change Level
All Students	92	Yellow	-21.5	Declined Significantly	2.2	Maintained	84	Green	6.1	Increased	3.7	Increased
Latino	84	Yellow	-24.8	Declined Significantly	3.2	Increased	79	Green	11.5	Increased	4.5	Increased
Socioeconomically Disadvantaged	77	Yellow	-19.0	Declined Significantly	4.0	Increased	62	Yellow	1.2	Maintained	4.4	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 charter school Declined Significantly in Change Level schoolwide and for its numerically significant subgroups. In 2019, the charter school Increased in Change Level schoolwide and the numerically significant subgroups Increased with the exception of the Socioeconomically Disadvantaged subgroup, which Maintained.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

PUC Early College Academy for Leaders and Scholars (ECALS) - (Math Grades) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	91	Yellow	-39.8	-36.4	Lower	85	Yellow	-53.1	-33.5	Lower
Latino	83	Yellow	-40.9	-65.8	Higher	80	Yellow	-50.2	-62.2	Higher
Socioeconomically Disadvantaged	77	Yellow	-36.6	-67.4	Higher	63	Yellow	-55.5	-63.7	Higher

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/>
 For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in Math for 2018 and 2019, the charter school’s DFS was lower than the state’s DFS. In 2018 and 2019, the school had two numerically significant subgroups (Latino and Socioeconomically Disadvantaged). In both 2018 and 2019, the charter school’s numerically significant subgroups were higher than the state’s DFS for those subgroups.

Change Level Schoolwide and Numerically Significant Subgroups:

PUC Early College Academy for Leaders and Scholars (ECALS) - (Math Grades) Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	Change	Change Level
All Students	91	Yellow	-15.7	Declined Significantly	1.3	Maintained	85	Yellow	-13.3	Declined	2.9	Maintained
Latino	83	Yellow	-16.0	Declined Significantly	1.7	Maintained	80	Yellow	-9.3	Declined	3.4	Increased
Socioeconomically Disadvantaged	77	Yellow	-13.4	Declined	2.3	Maintained	63	Yellow	-18.9	Declined Significantly	3.4	Increased

Data Source: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/>
 For classification purposes of High, Middle or Low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the table above, in 2018, the charter school Declined Significantly in Change Level schoolwide, the Latino subgroup Declined Significantly, and the Socioeconomically Disadvantaged subgroup Declined. In 2019, the charter school Declined in Change Level schoolwide, the Latino subgroup Declined, and the Socioeconomically Disadvantaged subgroup Declined Significantly.

The school’s leadership acknowledges the significant declines in math Change Level and attribute these declines in part to the 11th grade teacher’s transition during the 2018-2019 school year. To address these declines, the school shared it has taken the following steps:

- The school leadership works with the PUC Schools Director of Teaching and Learning and the PUC Schools Deputy Superintendent of Academics in order to create coaching plans focusing on mathematical practices as well as individual teacher goals tied to the PUC Schools Teaching Framework.
- The School leadership has bimonthly check-ins with the PUC Schools Superintendent to monitor, reflect and discuss data trends with regards to key results.

- The 11th grade math teacher works collaboratively with an 11th grade team across subject areas to strengthen systems of grade-level intervention.
- The school purchased math software to help students improve their mathematics fundamental skills.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

PUC Early College Academy for Leaders and Scholars (ECALS) - English Learner Progress Indicator - CA School Dashboard Indicator					
Subgroup	2019 School			2019 State	
	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	37	59.5%	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 59.5% of PUC Early College Academy for Leaders and Scholars English Learner (EL) students are making progress towards English proficiency, higher than the state at 48.3%. The Performance Level for the school is Low while the state Performance Level is Medium.

f. Standardized Assessments Participation Rates

In 2019, ELA, Math, and the English Learner Progress Academic Indicator (ELPI) Indicators, the charter school did not meet the participation rates (of at least 95%) schoolwide (93% in ELA and EPI, and 94% in Math). In addition, the school did not meet the participation rates for the Latino and Socioeconomically Disadvantaged subgroups in ELA (Latino 94% and Socioeconomically Disadvantaged 93%) but met the participation rates for both subgroups in Math.

School leadership states that the school did not meet participation rates due to seven students who had not earned sufficient credits to be considered 12th grade students, and did not participate in the exams. Through the school’s improvement plan, the school reports no students with credit deficiencies in the 11th grade, and projected a 95% participation rate for 2020.

g. College/Career Academic Indicator:
Schoolwide and Numerically Significant Subgroups

PUC Early College Academy for Leaders and Scholars (ECALS) - College / Career Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	State 2018 percentage of prepared students	School to State CCI Comparison	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	State 2019 percentage of prepared students	School to State CCI Comparison
All Students	86	Green	58.1%	42.2%	Higher	88	Orange	50.0%	44.1%	Higher
Latino	81	Green	59.3%	33.8%	Higher	78	Orange	50.0%	36.1%	Higher
Socioeconomically Disadvantaged	80	Green	57.5%	33.7%	Higher	86	Orange	48.8%	35.8%	Higher

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

As seen in the table above, in both 2018 and 2019, the charter school performed higher than the state schoolwide and for its numerically significant subgroups (Latino and Socioeconomically Disadvantaged).

Change Level Schoolwide and Numerically Significant Subgroups

PUC Early College Academy for Leaders and Scholars (ECALS) - College / Career Academic Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	86	Green	0.1%	Maintained	1.1%	Maintained	88	Orange	-8.1%	Declined	1.8%	Maintained
Latino	81	Green	2.9%	Increased	1.2%	Maintained	78	Orange	-9.3%	Declined	2.2%	Increased
Socioeconomically Disadvantaged	80	Green	-0.2%	Maintained	1.5%	Maintained	86	Orange	-8.7%	Declined	2.0%	Increased

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

As seen in the chart above, in 2018, the school Maintained in Change Level schoolwide and the Latino subgroup Increased, and the Socioeconomically Disadvantaged subgroup Maintained. In 2019, the school Declined schoolwide and for all numerically significant subgroups.

h. Verified Data

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

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

submitting verified data for this purpose must provide a clear explanation as to its alignment with the requirements in the *LAUSD Policy and Procedures for Charter Schools*.

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

i. Postsecondary Outcomes [HS only]

N/A

j. Local Indicators

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

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

N/A

l. Resident Schools Analysis

N/A

m. Suspension Rate Indicator

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

Schoolwide and Numerically Significant Subgroups

PUC Early College Academy for Leaders and Scholars (ECALS) - Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Students suspended at least once	State 2018 Color	Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	State 2019 Color	Students suspended at least once	School to State Suspensions Comparison
All Students	388	Orange	2.1%	Yellow	3.5%	Lower	370	Orange	4.9%	Yellow	3.4%	Higher
English Learner	45	Blue	0.0%	Yellow	3.0%	Lower	44	Red	15.9%	Yellow	3.1%	Higher
Latino	359	Orange	2.2%	Yellow	3.6%	Lower	342	Orange	4.4%	Yellow	3.5%	Higher
Socioeconomically Disadvantaged	323	Orange	2.2%	Yellow	4.4%	Lower	285	Orange	3.9%	Yellow	4.3%	Lower
Students with Disabilities	60	Green	5.0%	Yellow	6.8%	Lower	64	Red	14.1%	Yellow	6.2%	Higher

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 charter school had a lower percentage of students suspended at least once than the state schoolwide and for all numerically significant subgroups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). In 2019, the charter school’s rate was higher than the state, schoolwide and for the majority of subgroups, with the exception of the Socioeconomically Disadvantaged subgroup, which was lower.

Change Level Schoolwide and Numerically Significant Subgroups

PUC Early College Academy for Leaders and Scholars (ECALS) - Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Change	Change Level	Change	Change Level	Number of Students	2019 Color	Change	Change Level	Change	Change Level
All Students	388	Orange	0.9%	Increased	-0.1%	Maintained	370	Orange	2.8%	Increased	-0.1%	Maintained
English Learner	45	Blue	-2.4%	Declined	-0.1%	Maintained	44	Red	15.9%	Increased	0.1%	Maintained
Latino	359	Orange	1.0%	Increased	-0.1%	Maintained	342	Orange	2.2%	Increased	-0.1%	Maintained
Socioeconomically Disadvantaged	323	Orange	1.1%	Increased	-0.2%	Maintained	285	Orange	1.7%	Increased	-0.1%	Maintained
Students with Disabilities	60	Green	-0.3%	Declined	0.3%	Declined	64	Red	9.1%	Increased	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 2018, the charter school Increased in the percentage of students suspended at least once schoolwide and for the Latino, and Socioeconomically Disadvantaged subgroups. The English Learner, and Students with Disabilities subgroups Declined. In 2019, the charter school Increased in the percentage of students suspended at least once schoolwide and for all the numerically significant subgroups.

n. Graduation Rate Indicator [HS only] Schoolwide and Numerically Significant Subgroups

PUC Early College Academy for Leaders and Scholars (ECALS) - Graduation Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Percentage of graduated students	State 2018 Color	Percentage of graduated students	School to State Graduated Students Comparison	Number of Students with Scores	2019 Color	Percentage of graduated students	State 2019 Color	Percentage of graduated students	School to State Graduated Students Comparison
All Students	86	Orange	89.5%	Yellow	83.5%	Higher	91	Orange	80.2%	Green	85.9%	Lower
Latino	81	Yellow	90.1%	Yellow	81.2%	Higher	81	Orange	80.3%	Green	83.8%	Lower
Socioeconomically Disadvantaged	80	Orange	88.8%	Yellow	80.8%	Higher	89	Orange	79.8%	Green	83.3%	Lower

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 charter school had a higher percentage of graduated students than the state schoolwide and for both numerically significant subgroups (Latino and Socioeconomically Disadvantaged). In 2019, the charter school had a lower percentage of graduated students than the state schoolwide and for its subgroups. PUC Early College Academy for Leaders and Scholars students must meet A-G requirements with a grade of “C” or better.

Change Level Schoolwide and Numerically Significant Subgroups

PUC Early College Academy for Leaders and Scholars (ECALS) - Graduation Rate Indicator - CA School Dashboard Indicator													
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level	School to State Graduated Students Comparison
All Students	86	Orange	-8.5%	Declined	-0.9%	Maintained	91	Orange	-9.3%	Declined	2.7%	Increased	Lower
Latino	81	Yellow	-8.8%	Declined	-0.8%	Maintained	81	Orange	-9.9%	Declined	3.0%	Increased	Lower
Socioeconomically Disadvantaged	80	Orange	-9.2%	Declined	-0.4%	Maintained	89	Orange	-9.0%	Declined	2.8%	Increased	Lower

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

As seen in the table above, in 2018 and 2019, the charter school Declined in the percentage of graduated students schoolwide and for all numerically significant subgroups.

School leadership states that the 2019 data was the first year that the school fell below the state’s graduation rate of 85.9%. The school indicated that they have made improvements in the areas of in-class systems of intervention, School & College Counselling, and the school’s design around student and family communication.

o. Chronic Absenteeism Indicator
N/A

p. English Learner Performance
Reclassification Rates:

Year	Students Redesignated FEP	PUC Early College Academy for Leaders and Scholars (ECALS)	State	School to State RFEP Comparison
2018-19	17-18 EL #	40	1,271,150	Lower
	18-19 Reclass #	3	175,746	
	18-19 Reclass Rate	7.5	13.8	
2019-20	18-19 EL #	41	1,195,988	Lower
	19-20 Reclass #	0	164,653	
	19-20 Reclass Rate	0.0	13.8	

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

In 2019-2020, PUC Early College Academy for Leaders and Scholars reclassification rate was 0.0%, which was lower than the state’s reclassification rate of 13.8%. In 2018-2019, PUC Early College Academy for Leaders and Scholars reclassification rate of 7.5% was lower than the state’s rate of 13.8%.

School leadership states that through a root cause analysis, the school leadership determined that the reclassification process was not fully completed by the school’s administration, resulting in the zero-reclassification rate. Leadership has provided a plan to the CSD demonstrating that the school is taking specific steps to ensure accurate and timely reporting of reclassification data in the English Language Proficiency Assessments for California (ELPAC) system.

PUC Early College Academy for Leaders and Scholars reclassification criteria are as follows:

- ◆ Overall ELPAC proficiency level is Moderately Developed (Level 3) or higher and: In the Listening, Speaking, Reading, and Writing Domains, there is no more than one domain scored at a Somewhat Developed Level (Level 2)
- ◆ Student scores at “Nearly Met” or higher overall on the CAASPP (SBAC) OR Lexile scores in the range of “Approaching” or higher on the College and Career Readiness Lexile Performance Standards
- ◆ Teacher Evaluation: A grade of “C” or better in ELA

- ◆ Parent consultation

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

English Learners	2018-19				2019-20			
	PUC Early College Academy for Leaders and Scholars (ECALS)		State		PUC Early College Academy for Leaders and Scholars (ECALS)		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	0	0.0%	220,738	9.5%	0	0.0%	130,783	5.7%
LTEL 6+ Years	40	18.1%	342,983	14.7%	22	12.0%	204,042	8.9%

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

In 2019-2020, PUC Early College Academy for Leaders and Scholars had 12.0% Long-term English Learners (LTELs), which was higher than the state’s LTEL percentage of 8.9%. In 2018-2019, PUC Early College Academy for Leaders and Scholars LTEL percentage of 18.1% was higher than the state’s 14.7%. In 2019-2020, the charter school had 0.0% “At-Risk” (no students), which was lower the state’s rate of 5.7%. In 2018-2019, PUC Early College Academy for Leaders and Scholars had 0.0% “At-Risk” which was lower than the state’s 9.5%.

School leadership states that to address the needs of the LTEL students, in addition to Integrated ELD instruction, the students are provided Designated support with the Language and Literacy Specialist in a small group, based on needs as identified on the ELPAC and other formative assessments.

2. Annual Oversight Results

a. Student Achievement and Educational Performance

PUC Early College Academy for Leaders and Scholars has achieved the rating of *Proficient* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

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

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

b. Governance

PUC Early College Academy for Leaders and Scholars record of performance and related information demonstrate that the school is likely to succeed in the area of governance.

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

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

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

c. Organizational Management, Programs, and Operations

PUC Early College Academy for Leaders and Scholars record of performance and related information demonstrate that the school is likely to succeed in the area of organizational management, programs, and operations.

i. Summary

The school has earned the rating of *Proficient* in the category of Organization Management, Programs, and Operations 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 Organizational Management, Programs, and Operations	3 Proficient	3 Proficient

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

ii. Access and Equity

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	FR 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
PUC Early College Academy for Leaders and Scholars (ECALS)	297	91.6%	1.7%	1.0%	0.7%	0.3%	12.5%	2.4%	0.0%	0.0%	92.3%	0.0%	0.0%	2.4%	91.9%	10.4%	0.3%	0.7%
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/>

iii. Special Education

2019-20 Enrollment by Disability																		
School	OCT 2019 Enroll#	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHP	# OI	# SLD*	# SLI*	# TBI	# VI
PUC Early College Academy for Leaders and Scholars (E CALS)	297	31	10.4%	87.1%	12.9%	2	0	0	0	0	1	1	5	0	21	1	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/ds/sd/>

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, PUC Early College Academy for Leaders and Scholars has a 10.4% Special Education enrollment, which is lower than the state’s percentage of 11.7%, and the District’s percentage of 13.9%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iv. Additional Information

The CSD has conferred with staff in the Office of School Design Options, which oversees the PSC program, and no significant concerns have been noted at this time.

As noted earlier in this report, PUC ECALS had two fiscal benchmarks as part of its previous renewal. PUC ECALS has adopted and effectively implemented policies and procedures, resulting in the timely response to all request for information made by the District. PUC ECALS’ fiscal condition is positive and has been upward trending since the 2015-2016 Fiscal Year. The CSD will continue to monitor the school’s progress and compliance with these fiscal benchmarks above through the remainder of the school’s 2016-2021 charter term.

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

PUC ECALS’ record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

PUC ECALS’ achieved the rating of *Developing* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

The rating of *Developing* in the category of Fiscal Operations for 2019-2020 was primarily attributed to PUC Schools’ 2018-2019 audit finding pertaining to its non-compliance relative to the minimum number of annual instructional minutes [relating to PUC International Preparatory Academy (PUC iPrep), which closed during the 2018-2019 school year]. Further details are provided under Section c below.

The rating of *Developing* in the category of Fiscal Operations for 2018-2019 was primarily attributed to the school’s non-adherence to its fiscal policies and procedures in areas such as supporting documentation for contracts and a lack of or insufficient written guidelines regarding contracts for specific products or services available from a single source. The school’s fiscal policies and procedures were revised to provide written guidance regarding contracts, and the CSD was advised that the organization would conduct ongoing staff training to further address the matters referenced above. The CSD will continue to monitor these issues through oversight.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of Fiscal Operations	2 Developing	2 Developing

*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

PUC ECALS’ fiscal condition is positive and has been upward trending since the 2015-2016 Fiscal Year. According to the 2018-2019 independent audit report, the school had positive net assets of \$1,116,186 and net income of \$12,861. The 2019-2020 Unaudited Actuals projected positive net assets and net income.

	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Unaudited Actuals)
Net Assets	\$585,085	\$874,972	\$1,102,929	\$1,116,186	\$1,306,725
Net Income/Loss	\$539,845	\$289,887	\$227,957	\$12,861	\$190,539
Transfers In/Out	\$0	\$0	\$0	\$396	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

According to PUC’s independent audit report dated June 30, 2019, PUC’s fiscal condition is strong. PUC and its charter schools reported positive net assets of \$22,146,362 and net income of \$3,481,056. PUC, without its charter schools, reported positive net assets of \$339,886 and net income of \$449,995.

During Fiscal Year 2019-2020, PUC ECALS paid annual management fees which amounted to 9.25% to PUC National for administrative services, such as: governance, financial administration, human resources, office space, contract negotiations, benefits and retirement plan contracts, information technology and data management, web site design, social media and media communications management, college access, alumni relations, operations, facilities identification and acquisition, a nationwide lunch program, fund raising, grant reporting, compliance and professional development, and charter development and authorization. These management fees were calculated based on the school’s total unrestricted operating revenues.

c. 2018-2019 Independent Audit Report

Audit Opinion: Unqualified for the Financial Statement Audit; Qualified on State Programs

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Going Concern: None Reported

Per PUC’s 2018-2019 independent audit report, a State Compliance finding was noted and a Qualified Opinion was issued regarding non-compliance relative to the minimum number of annual instructional minutes [pertaining to the PUC iPrep, which closed during the 2018-2019 school year].

According to PUC’s revised 2018-2019 independent audit report submitted to the CSD on October 16, 2020, the estimated dollar impact to PUC Los Angeles was adjusted to \$36,944—representing the “[Average Daily Attendance (ADA)] estimated value penalty based on derived value of 120 ADA claimed.” On October 21, 2020, PUC shared that the California Department of Education (CDE) provided PUC with an estimated ADA value penalty amount of \$13,722 (which is an approximation subject to further adjustment). This communication from the CDE to PUC, which occurred on October 20, 2020, also indicated that PUC would be billed for this penalty sometime after the 2020-2021 First Principal Apportionment (P-1) certification. PUC advised the CSD that this matter would be resolved once upon the school’s receipt of a final invoice from the CDE (which, PUC

stated, would be paid by PUC Los Angeles). The CSD will continue to monitor this issue through oversight.

d. Other Significant Fiscal Information

Please refer to the “Board Benchmarks in Current Charter Term” section and the “Staff Review and Assessment” section above.

ATTACHMENT B

PUC Early College Academy for Leaders and Scholars (ECALS) 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
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	All Students	92	Yellow	4.1	-21.5	Declined Significantly	-6.0	2.2	Maintained	Higher	84	Green	10.2	6.1	Increased	-2.5	3.7	Increased	Higher
				American Indian or Alaska Native	0	--	--	--	--	-36.8	2.3	Maintained	--	0	--	--	--	--	-34.1	2.1	Maintained	--
				Asian	0	--	--	--	--	62.4	2.0	Maintained	--	1	No Color	--	--	No Data	64.8	3.1	Increased	--
				Black or African American	3	No Color	--	--	No Data	-51.8	0.9	Maintained	--	0	--	--	--	--	-47.6	3.7	Increased	--
				English Learner	13	No Color	-75.3	--	No Data	-47.1	3.3	Increased	--	12	No Color	-69.1	12.3	Increased	-45.1	3.1	Increased	--
				Filipino	4	No Color	--	--	No Data	44.0	2.7	Maintained	--	1	No Color	--	--	No Data	46.7	3.6	Increased	--
				Foster Youth	1	No Color	--	--	No Data	-79.2	1.4	Maintained	--	0	--	--	--	--	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	0	--	--	--	--	-46.7	3.8	Increased	--
				Latino	84	Yellow	0.7	-24.8	Declined Significantly	-31.3	3.2	Increased	Higher	79	Green	12.2	11.5	Increased	-26.6	4.5	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	0	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	77	Yellow	7.9	-19.0	Declined Significantly	-34.7	4.0	Increased	Higher	62	Yellow	9.1	1.2	Maintained	-30.1	4.4	Increased	Higher
				Students with Disabilities	13	No Color	-47.2	--	No Data	-95.5	2.1	Maintained	--	13	No Color	-111.3	-64.0	Declined Significantly	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	1	No Color	--	--	No Data	30.3	2.0	Maintained	--
				White	1	No Color	--	--	No Data	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 Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	100%	100%	--	100%	100%	100%	100%	--	100%	--	100%	100%	--	100%
Participation Rate Met 2018	Yes	Yes	--	Yes	Yes	Yes	Yes	--	Yes	--	Yes	Yes	--	Yes
Percent of students tested in 2019	93%	93%	100%	0%	86%	100%	--	--	94%	--	93%	82%	100%	100%
Participation Rate Met 2019	No	No	Yes	No	No	Yes	--	--	No	--	No	No	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/>

**PUC Early College Academy for Leaders and Scholars (ECALS)
Academic Performance - Math**

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

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

(Math Grades) Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	All Students	91	Yellow	-39.8	-15.7	Declined Significantly	-36.4	1.3	Maintained	Lower	85	Yellow	-53.1	-13.3	Declined	-33.5	2.9	Maintained	Lower
				American Indian or Alaska Native	0	--	--	--	--	-73.0	-0.7	Maintained	--	0	--	--	--	--	-69.6	2.8	Maintained	--
				Asian	0	--	--	--	--	56.7	2.4	Maintained	--	1	No Color	--	--	No Data	59.8	3.9	Increased	--
				Black or African American	3	No Color	--	--	No Data	-91.5	0.2	Maintained	--	0	--	--	--	--	-87.9	2.8	Maintained	--
				English Learner	13	No Color	-95.5	--	No Data	-69.9	1.5	Maintained	--	14	No Color	-166.2	-72.7	Declined Significantly	-68.6	2.2	Maintained	--
				Filipino	4	No Color	--	--	No Data	13.1	2.8	Maintained	--	1	No Color	--	--	No Data	18.0	5.6	Increased	--
				Foster Youth	1	No Color	--	--	No Data	-114.0	-0.5	Maintained	--	0	--	--	--	--	-107.2	5.1	Increased	--
				Homeless	0	--	--	--	--	-81.0	1.5	Maintained	--	0	--	--	--	--	-77.7	2.9	Maintained	--
				Latino	83	Yellow	-40.9	-16.0	Declined Significantly	-65.8	1.7	Maintained	Higher	80	Yellow	-50.2	-9.3	Declined	-62.2	3.4	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	77	Yellow	-36.6	-13.4	Declined	-67.4	2.3	Maintained	Higher	63	Yellow	-55.5	-18.9	Declined Significantly	-63.7	3.4	Increased	Higher
				Students with Disabilities	12	No Color	-142.4	--	No Data	-125.3	0.8	Maintained	--	15	No Color	-189.6	-47.2	Declined Significantly	-119.4	6.6	Increased	--
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	1	No Color	--	--	No Data	2.5	0.9	Maintained	--
				White	1	No Color	--	--	No Data	-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 Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	99%	99%	--	100%	100%	100%	100%	--	99%	--	100%	93%	--	100%
Participation Rate Met 2018	Yes	Yes	--	Yes	Yes	Yes	Yes	--	Yes	--	Yes	No	--	Yes
Percent of students tested in 2019	94%	94%	100%	0%	100%	100%	--	--	95%	--	95%	94%	100%	100%
Participation Rate Met 2019	No	No	Yes	No	Yes	Yes	--	--	Yes	--	Yes	No	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/>

**PUC Early College Academy for Leaders and Scholars (ECALS)
English Learner Progress Indicator**

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

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

English Learner Progress Indicator - CA School Dashboard Indicator																
LD	BD	Loc Code	School	Subgroup	2018 School				2018 State		2019 School				2019 State	
					Number of English Learner Students	2018 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	English Learner	36						37	No Color	59.5%	Low	48.3	Medium

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

Student English Language Acquisition Results

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

	ELPAC Participation Rate
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	93%
Participation Rate Met 2019	No

2018 Student English Language Acquisition Results		
PUC Early College Academy for Leaders and Scholars (ECALS)	State	
Level 4 - Well Developed	36.1%	30.6%
Level 3 - Moderately Developed	41.7%	34.6%
Level 2 - Somewhat Developed	11.1%	20.2%
Level 1 - Beginning Stage	11.1%	14.6%

2019 Student English Language Acquisition Results		
PUC Early College Academy for Leaders and Scholars (ECALS)	State	
ELs Who Progressed at Least One ELPI Level	45.9%	42.9%
ELs Who Maintained ELPI Level 4	13.5%	5.3%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	18.9%	31.5%
ELs Who Decreased at Least One ELPI Level	21.6%	20.1%

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

**PUC Early College Academy for Leaders and Scholars (ECALS)
Academic Performance - College / Career**

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

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

College / Career Academic Indicator - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 percentage of prepared students	Change	Change Level	State 2018 percentage of prepared students	Change	Change Level	School to State CCI Comparison	Number of Students with Scores	2019 Color	School 2019 percentage of prepared students	Change	Change Level	State 2019 percentage of prepared students	Change	Change Level	School to State CCI Comparison
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	All Students	86	Green	58.1%	0.1%	Maintained	42.2%	1.1%	Maintained	Higher	88	Orange	50.0%	-8.1%	Declined	44.1%	1.8%	Maintained	Higher
				American Indian or Alaska Native	0	--	--	--	--	25.2%	0.1%	Maintained	--	1	No Color	--	--	No Data	25.9%	0.5%	Maintained	--
				Asian	0	--	--	--	--	74.1%	0.7%	Maintained	--	0	--	--	--	--	74.0%	-0.2%	Maintained	--
				Black or African American	2	No Color	--	--	No Data	21.2%	0%	Maintained	--	3	No Color	--	--	No Data	23.7%	2.4%	Increased	--
				English Learner	10	No Color	--	--	No Data	14.5%	1.9%	Maintained	--	10	No Color	--	--	No Data	16.8%	2.1%	Increased	--
				Filipino	2	No Color	--	--	No Data	62.7%	-0.3%	Maintained	--	5	No Color	--	--	No Data	64.5%	1.7%	Maintained	--
				Foster Youth	1	No Color	--	--	No Data	10.4%	1.3%	Maintained	--	1	No Color	--	--	No Data	13.3%	2.8%	Increased	--
				Homeless	0	--	--	--	--	24.3%	-1.3%	Maintained	--	0	--	--	--	--	25.9%	1.4%	Maintained	--
				Latino	81	Green	59.3%	2.9%	Increased	33.8%	1.2%	Maintained	Higher	78	Orange	50.0%	-9.3%	Declined	36.1%	2.2%	Increased	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	31.7%	0.5%	Maintained	--	0	--	--	--	--	33.5%	1.7%	Maintained	--
				Socioeconomically Disadvantaged	80	Green	57.5%	-0.2%	Maintained	33.7%	1.5%	Maintained	Higher	86	Orange	48.8%	-8.7%	Declined	35.8%	2.0%	Increased	Higher
				Students with Disabilities	10	No Color	--	--	No Data	9.2%	1.9%	Maintained	--	13	No Color	15.4%	--	No Data	10.8%	1.5%	Maintained	--
				Two or More Races	0	--	--	--	--	48.6%	1.7%	Maintained	--	0	--	--	--	--	49.7%	0.9%	Maintained	--
				White	0	--	--	--	--	52.2%	1.2%	Maintained	--	1	No Color	--	--	No Data	53.8%	1.4%	Maintained	--

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

**PUC Early College Academy for Leaders and Scholars (ECALS)
Suspension Rate Indicator**

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

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

Suspension Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	State 2018 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Change	Change Level	State 2019 Color	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison
C	S	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	All Students	388	Orange	2.1%	0.9%	Increased	Yellow	3.5%	-0.1%	Maintained	Lower	370	Orange	4.9%	2.8%	Increased	Yellow	3.4%	-0.1%	Maintained	Higher
				American Indian or Alaska Native	1	No Color	--	--	No Data	Yellow	7.2%	0.3%	Declined	--	1	No Color	--	--	No Data	Orange	7.2%	0.1%	Maintained	--
				Asian	2	No Color	--	--	No Data	Blue	1.0%	0.0%	Maintained	--	2	No Color	--	--	No Data	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	7	No Color	--	--	No Data	Orange	9.4%	0.4%	Declined	--	4	No Color	--	--	No Data	Orange	8.8%	0.6%	Declined	--
				English Learner	45	Blue	0.0%	-2.4%	Declined	Yellow	3.0%	-0.1%	Maintained	Lower	44	Red	15.9%	15.9%	Increased	Yellow	3.1%	0.1%	Maintained	Higher
				Filipino	11	No Color	0.0%	--	No Data	Green	1.3%	-0.1%	Maintained	--	10	No Color	--	--	No Data	Green	1.3%	0.0%	Maintained	--
				Foster Youth	2	No Color	--	--	No Data	Red	15.2%	0.1%	Maintained	--	3	No Color	--	--	No Data	Orange	14.6%	0.6%	Declined	--
				Homeless	0	--	--	--	--	Orange	5.6%	-0.1%	Maintained	--	0	--	--	--	--	Orange	6.2%	0.5%	Increased	--
				Latino	359	Orange	2.2%	1.0%	Increased	Yellow	3.6%	-0.1%	Maintained	Lower	342	Orange	4.4%	2.2%	Increased	Yellow	3.5%	-0.1%	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	0.3%	Declined	--	0	--	--	--	--	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	323	Orange	2.2%	1.1%	Increased	Yellow	4.4%	-0.2%	Maintained	Lower	285	Orange	3.9%	1.7%	Increased	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	60	Green	5.0%	-0.3%	Declined	Yellow	6.8%	0.3%	Declined	Lower	64	Red	14.1%	9.1%	Increased	Yellow	6.2%	0.6%	Declined	Higher
				Two or More Races	5	No Color	--	--	No Data	Yellow	3.4%	0.0%	Maintained	--	8	No Color	--	--	No Data	Yellow	3.3%	-0.1%	Maintained	--
				White	3	No Color	--	--	No Data	Yellow	3.0%	-0.1%	Maintained	--	3	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/>

**PUC Early College Academy for Leaders and Scholars (ECALS)
Graduation Rate Indicator**

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

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

Graduation Rate Indicator - CA School Dashboard Indicator																								
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	State 2018 Color	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level	State 2019 Color	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	All Students	86	Orange	89.5%	-8.5%	Declined	Yellow	83.5%	-0.9%	Maintained	Higher	91	Orange	80.2%	-9.3%	Declined	Green	85.9%	2.7%	Increased	Lower
				American Indian or Alaska Native	0	--	--	--	--	Orange	74.4%	1.8%	Declined	--	1	No Color	100.0%	--	No Data	Yellow	78.4%	4.7%	Increased	--
				Asian	0	--	--	--	--	Green	93.4%	0%	Maintained	--	0	--	--	--	--	Green	93.9%	0.6%	Maintained	--
				Black or African American	2	No Color	--	--	No Data	Orange	72.1%	3.4%	Declined	--	3	No Color	100.0%	50.0%	Increased	Yellow	78.7%	6.7%	Increased	--
				English Learner	10	No Color	--	--	No Data	Orange	70.9%	0%	Maintained	--	11	No Color	72.7%	-17.3%	Declined	Yellow	72.7%	1.7%	Increased	--
				Filipino	2	No Color	--	--	No Data	Green	92.7%	-0.9%	Maintained	--	5	No Color	60.0%	-40.0%	Declined	Green	93.9%	1.3%	Increased	--
				Foster Youth	1	No Color	--	--	No Data	Red	59.0%	1.0%	Increased	--	2	No Color	50.0%	50.0%	Increased	Red	64.2%	5.0%	Increased	--
				Homeless	0	--	--	--	--	Orange	76.0%	2.5%	Declined	--	0	--	--	--	--	Yellow	77.8%	2.2%	Increased	--
				Latino	81	Yellow	90.1%	-8.8%	Declined	Yellow	81.2%	-0.8%	Maintained	Higher	81	Orange	80.3%	-9.9%	Declined	Green	83.8%	3.0%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	81.0%	2.6%	Declined	--	0	--	--	--	--	Green	85.1%	4.3%	Increased	--
				Socioeconomically Disadvantaged	80	Orange	88.8%	-9.2%	Declined	Yellow	80.8%	-0.4%	Maintained	Higher	89	Orange	79.8%	-9.0%	Declined	Green	83.3%	2.8%	Increased	Lower
				Students with Disabilities	10	No Color	--	--	No Data	Orange	71.4%	0.7%	Maintained	--	14	No Color	78.6%	-11.4%	Declined	Orange	70.7%	1.3%	Declined	--
				Two or More Races	0	--	--	--	--	Yellow	84.7%	-0.7%	Maintained	--	0	--	--	--	--	Green	86.9%	2.6%	Increased	--
				White	0	--	--	--	--	Orange	87.7%	1.2%	Declined	--	1	No Color	100.0%	--	No Data	Green	89.1%	1.7%	Increased	--

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

**PUC Early College Academy for Leaders and Scholars (ECALS)
Enrollment Report**

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

2019-20 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	297	91.6%	1.7%	1.0%	0.7%	0.3%	12.5%	2.4%	0.0%	0.0%	92.3%	0.0%	0.0%	2.4%	91.9%	10.4%	0.3%	0.7%
Statewide				6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified				596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

2018-19 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	347	66.9%	1.4%	0.3%	0.6%	1.2%	11.8%	2.9%	0.3%	0.0%	92.2%	0.0%	0.0%	1.7%	75.5%	17.0%	0.3%	0.9%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

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

**PUC Early College Academy for Leaders and Scholars (ECALS)
RECLASSIFICATION RATES**

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

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

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	2018-19	17-18 EL #	40	1,271,150	Lower
					18-19 Reclass #	3	175,746	
					18-19 Reclass Rate	7.5	13.8	
				2019-20	18-19 EL #	41	1,195,988	Lower
					19-20 Reclass #	0	164,653	
					19-20 Reclass Rate	0.0	13.8	

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

**PUC Early College Academy for Leaders and Scholars (ECALS)
"At-Risk" and Long-Term English Learners (LTEL)**

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

LD	BD	Loc Code	School	English Learners	2018-19				2019-20			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	EL 0-3 Years	1	0.5%	607,888	26.1%	1	0.5%	576,805	25.3%
				At-Risk 4-5 Years	0	0.0%	220,738	9.5%	0	0.0%	130,783	5.7%
				LTEL 6+ Years	40	18.1%	342,983	14.7%	22	12.0%	204,042	8.9%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	24,379	1.0%	14	7.7%	236,394	10.4%
				EL total	41	18.6%	1,195,988	51.4%	37	20.2%	1,148,024	50.3%
				RFEP	180	81.4%	1,131,988	48.6%	146	79.8%	1,133,977	49.7%
				Total (Ever)	221	100.0%	2,327,080	100.0%	183	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>

PUC Early College Academy for Leaders and Scholars (ECALS)

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
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	297	31	10.4%	87.1%	12.9%	2	0	0	0	0	1	1	5	0	21	1	0	0
Statewide				6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified				607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

2018-19 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2018 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	347	57	16.4%	87.7%	12.3%	5	0	0	1	0	1	0	8	0	40	2	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.

**PUC Early College Academy for Leaders and Scholars (ECALS)
2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

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

English Language Arts/Literacy													
LD	BD	Loc Code	School	Subgroup	2017-18				2018-19				School change from 2018-19
					School		State		School		State		
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	All Students	94	56.38%	3,177,420	49.88%	85	58.82%	3,162,910	51.10%	2.44%
				American Indian or Alaska Native	*		16,100	37.42%	--		15,667	38.41%	
				Asian	--		294,323	76.41%	0		294,155	77.05%	
				Black or African American	*		170,923	32.27%	0		167,470	33.19%	
				English Learner	*		530,808	12.62%	9		511,094	12.81%	
				Filipino	*		71,470	71.20%	0		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		113,303	32.86%	
				Latino	85	55.29%	1,740,220	39.16%	80	58.75%	1,742,382	40.81%	3.46%
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	65	58.46%	1,951,520	37.69%	62	59.68%	1,928,948	39.19%	1.22%
				Students with Disabilities	11		354,484	14.98%	13		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	
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	All Students	93	35.48%	3,184,720	38.65%	86	32.56%	3,170,971	39.73%	-2.92%
				American Indian or Alaska Native	*		16,082	25.68%	--		15,629	26.58%	
				Asian	--		297,422	73.54%	*		296,878	74.37%	
				Black or African American	*		170,417	19.74%	*		166,870	20.55%	
				English Learner	*		541,399	12.57%	11		523,959	12.58%	
				Filipino	*		71,722	58.45%	*		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		114,801	22.69%	
				Latino	84	34.52%	1,744,154	26.65%	81	32.10%	1,748,298	28.05%	-2.42%
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	65	38.46%	1,956,639	26.23%	63	31.75%	1,934,051	27.48%	-6.71%
				Students with Disabilities	11		353,174	11.89%	15		364,341	12.61%	
				Two or More Races	--		117,518	54.41%	*		124,685	55.26%	
				White	*		729,186	53.57%	*		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFilesList?ps=true&stTestYear=2019&stTestType=B&stCounty=00&stDistrict=0000&stSchool=0000000>

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

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

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

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

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

PUC Early College Academy for Leaders and Scholars (ECALS)				
Years	ELA	Math	EL Progress Indicator *	College / Career
				Indicator
2018	3	3	NPC	4
2019	4	3	2	2

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.

PUC Early College Academy for Leaders and Scholars (ECALS)							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	Yellow	Yellow	NPC	Green	N/A	Orange	Orange
2019	Green	Yellow	Orange	Orange	N/A	Orange	Orange

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

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

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

* **HP1b** -

* **LP1b** -

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

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

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

*

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

Indicator	PUC Early College Academy for Leaders and Scholars (ECALS)		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	3	4.1	2	-6.0	Higher
ELA 2019	4	10.2	4	-2.5	Higher
Math 2018	3	-39.8	2	-36.4	Lower
Math 2019	3	-53.1	2	-33.5	Lower
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	2	59.5%	3	48.3%	Higher
College/Career 2018	4	58.1%	3	42.2%	Higher
College/Career 2019	2	50.0%	3	44.1%	Higher

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

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

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

LP2b -

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

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	92	3	4.1	2	-6.0	Higher	84	4	10.2	4	-2.5	Higher
English Learner	13	NPC	-75.3	3	-47.1		12	NPC	-69.1	3	-45.1	
Foster Youth	1	NPC	--	1	-79.2		--	--	--	2	-71.9	
Homeless	--	--	--	3	-51.0		--	--	--	3	-46.7	
Socioeconomically Disadvantaged	77	3	7.9	3	-34.7	Higher	62	3	9.1	3	-30.1	Higher
Students with Disabilities	13	NPC	-47.2	1	-95.5		13	NPC	-111.3	2	-88.1	
African American	3	NPC	--	2	-51.8		--	--	--	3	-47.6	

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
American Indian or Alaska Native	--	--	--	2	-36.8		--	--	--	2	-34.1	
Asian	--	--	--	5	62.4		1	NPC	--	5	64.8	
Filipino	4	NPC	--	4	44.0		1	NPC	--	5	46.7	
Latino	84	3	0.7	3	-31.3	Higher	79	4	12.2	3	-26.6	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3		--	--	--	2	-19.5	
White	1	NPC	--	4	27.7		1	NPC	--	4	30.7	
Two or More Races	--	--	--	4	28.6		1	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	91	3	-39.8	2	-36.4	Lower	85	3	-53.1	2	-33.5	Lower
English Learner	13	NPC	-95.5	2	-69.9		14	NPC	-166.2	2	-68.6	
Foster Youth	1	NPC	--	1	-114.0		--	--	--	2	-107.2	
Homeless	--	--	--	2	-81.0		--	--	--	2	-77.7	
Socioeconomically Disadvantaged	77	3	-36.6	2	-67.4	Higher	63	3	-55.5	3	-63.7	Higher
Students with Disabilities	12	NPC	-142.4	1	-125.3		15	NPC	-189.6	2	-119.4	
African American	3	NPC	--	2	-91.5		--	--	--	2	-87.9	
American Indian or Alaska Native	--	--	--	2	-73.0		--	--	--	2	-69.6	
Asian	--	--	--	5	56.7		1	NPC	--	5	59.8	
Filipino	4	NPC	--	4	13.1		1	NPC	--	4	18.0	
	83	3	-40.9	2	-65.8	Higher	80	3	-50.2	3	-62.2	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0		--	--	--	2	-49.8	
White	1	NPC	--	3	-1.0		1	NPC	--	4	1.4	
Two or More Races	--	--	--	4	1.9		1	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	36	N/A	N/A	NPC	N/A		37	2	59.5%	3	48.3%	Higher

College / Career Indicator (CCI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	86	4	58.1%	3	42.2%	Higher	88	2	50.0%	3	44.1%	Higher
English Learner	10	NPC	--	2	14.5%		10	NPC	--	3	16.8%	
Foster Youth	1	NPC	--	2	10.4%		--	--	--	3	13.3%	
Homeless	--	--	--	2	24.3%		--	--	--	2	25.9%	
Socioeconomically Disadvantaged	80	4	57.5%	2	33.7%	Higher	86	2	48.8%	4	35.8%	Higher
Students with Disabilities	10	NPC	--	1	9.2%		13	NPC	15.4%	2	10.8%	
African American	2	NPC	--	2	21.2%		3	NPC	--	3	23.7%	
American Indian or Alaska Native	--	--	--	2	25.2%		No Color	No Color	No Color	2	25.9%	
Asian	--	--	--	5	74.1%		--	--	--	5	74.0%	
Filipino	2	NPC	--	4	62.7%		5	NPC	--	4	64.5%	
Latino	81	4	59.3%	2	33.8%	Higher	78	2	50.0%	4	36.1%	Higher
Native Hawaiian or Pacific Islander	--	--	--	2	31.7%		--	--	--	2	33.5%	
White	--	--	--	3	52.2%		1	NPC	--	3	53.8%	
Two or More Races	--	--	--	3	48.6%		--	--	--	3	49.7%	

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

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