



## Board of Education Report

---

**File #:** Rep-160-20/21, **Version:** 1

---

**Approval of the Renewal Petition for Animo James B. Taylor Charter Middle  
[PUBLIC HEARING]  
December 8, 2020  
Charter Schools Division**

**Action Proposed:**

Staff recommends approval of the renewal petition for Animo James B. Taylor Charter Middle (“Charter School”), with benchmarks in the area of academics, designated by the state as Middle performing, located in Board District 7 and Local District South, for five (5) years, beginning July 1, 2021 until June 30, 2026 to serve 525 students in grades 6-8 in each year of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report.

**Background:**

Animo James B. Taylor Charter Middle is a 6-8 school currently serving 465 students on a private facility in the South Los Angeles area of Los Angeles, at 810 E. 111<sup>th</sup> Place, Los Angeles, CA 90059 in Board District 7 and Local District South. Animo James B. Taylor Charter Middle was approved by the LAUSD Board of Education on January 4, 2011. On November 10, 2015, the charter school was renewed for another five-year term to serve 525 students in grades 6-8.

On September 15, 2020, Animo James B. Taylor Charter Middle submitted its charter renewal petition application to the Charter Schools Division. The 90-day statutory timeline for Board action on this renewal petition runs through December 13, 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 Animo James B. Taylor Charter Middle 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, is being performed by the Office of the Inspector General.

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

**Expected Outcomes:**

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

**Board Options and Consequences:**

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

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

This Board Report No. 160-20/21, 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/vszx22ld5sql41d/AACDJqQpndmC4VbA-xd6yix9a?dl=0>

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report

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

Attachment C - Desegregation Impact Statement

**Informatives:**

Not applicable

**Submitted:**

11/18/20

**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 160-20/21  
 December 8, 2020

School Name:	Ánimo James B. Taylor Charter Middle			BOARD IS REQUIRED TO TAKE ACTION BY:  December 13, 2020
Type of Charter School:	Start-Up Independent Charter School			
Charter Operator	Green Dot Public Schools			
Location Code:	5183			
Type of Site(s):	Private			
Site Address(es):	810 E. 111 <sup>th</sup> Place, Los Angeles, CA, 90059			
Board District(s):	7	Local District(s):	South	
Grade Levels Served:	6-8	Current Enrollment:	465	
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	525	
CONSIDERATION:	Renewal			
CDE PERFORMANCE LEVEL:	Middle Performing			
STAFF RECOMMENDATION:	Approval with Benchmarks			
SUMMARY OF STAFF FINDINGS:	<p>Based on a comprehensive review of the renewal petition application and the school's record of performance, staff has determined that the charter school has met the criteria for renewal (Ed. Code § 47605, 47607 and 47607.2).</p> <p><b>Criterion 1:</b></p> <ul style="list-style-type: none"> <li>♦ The charter school has presented a <b>sound educational program</b>.</li> <li>♦ The petition, as revised through the petition review and revisions process, contains <b>reasonably comprehensive descriptions of all required elements</b>, including the Federal, State, and District Required Language.</li> <li>♦ Petitioners are <b>demonstrably likely to successfully implement the educational program</b> set forth in the renewal petition.</li> <li>♦ The petition contains <b>required affirmations, assurances, and declarations</b>.</li> </ul> <p><b>Criterion 2:</b></p> <ul style="list-style-type: none"> <li>♦ 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).</li> </ul>			

	<p><b>Criterion 3:</b></p> <ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ 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.</li> </ul> <p>In addition to the above, the petition contains <b>a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school</b> for purposes of Chapter 10.7. Please see “Staff Review and Assessment” section below for further detail.</p>
<p><b>PROPOSED BENCHMARKS:</b></p>	<p>Ánimo James B. Taylor Charter Middle must meet the following benchmarks during the 2021-2026 charter term in order to address concerns regarding academic performance in Math.</p> <ol style="list-style-type: none"> <li>1. The school will achieve Increased or Increased Significantly in Change Level schoolwide on the California School Dashboard’s Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school’s annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.</li> <li>2. The school will achieve Increased or Increased Significantly in Change Level for its numerically significant subgroups on the California School Dashboard’s Math Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school’s annual progress will be reviewed at the Annual Performance-Based Oversight Visit by the District.</li> </ol> <p>If the benchmarks remain unmet by the timeline indicated, at that time the District will review the charter school’s status reports and any additional relevant information, and determine next steps accordingly, up to and including recommendation for revocation during the school’s charter term or recommendation of non-renewal upon submission of a renewal petition at the end of the term of the charter.</p>

## **STAFF ASSESSMENT**

### **I. ACTION PROPOSED**

Staff recommends approval with benchmarks of the renewal petition for *Ánimo James B. Taylor Charter Middle* (“*Ánimo James B. Taylor*” or “*Charter School*”), located in Board District 7 and Local District South, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 525 students in grades 6-8 in each year of the charter term.

### **II. CRITERIA FOR RENEWAL**

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

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b)). Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant 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**

	<b>Ánimo James B. Taylor Charter Middle</b>
<b>Initial Authorization:</b>	On January 4, 2011, <i>Ánimo James B. Taylor Charter Middle</i> (formerly <i>Ánimo Charter Middle School #2</i> ) was authorized by the LAUSD Board of Education to serve 540 students in grades 6-8.
<b>Most Recent Renewal:</b>	The charter was renewed on November 10, 2015, to serve up to 525 students in grades 6-8.
<b>Approved Material Revisions of Current Charter:</b>	N/A

	<b>Ánimo James B. Taylor Charter Middle</b>
<b>Board Benchmarks in Current Charter Term:</b>	N/A
<b>Submission of Renewal Petition Application:</b>	Ánimo James B. Taylor Charter Middle submitted its renewal petition application on September 15, 2020. The 90-day statutory timeline for Board action on the petition runs through December 13, 2020.
<b>Concurrent Request for Material Revision:</b>	N/A

**B. Educational Program**

	<b>Ánimo James B. Taylor Charter Middle</b>
<b>Key Features of Educational Program:</b>	<p>Ánimo James B. Taylor offers a grades 6-8 educational program which includes the following features:</p> <ul style="list-style-type: none"> <li>♦ An Advisory program for all students by grade level that provides academic and emotional supports and interventions to assist students in college, leadership, and life;</li> <li>♦ Implementation of the College-Ready Teaching Framework to support teacher professional development and student success within Green Dot’s academic model and Signature Strategies;</li> <li>♦ Implementation of the Green Dot Common Assessment Program in all core subjects to measure student mastery on State Content Standards and to personalize instruction for students;</li> <li>♦ A two-week Summer Bridge program for incoming grade 6 students to acclimate them to the school culture and for the school to understand and provide learning supports to individual students during the school year.</li> </ul>
<b>English Learner Master Plan:</b>	<p>Ánimo James B. Taylor implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> <li>♦ English Learners are supported through the implementation of both Integrated and Designated English Language Development (ELD) instruction;</li> <li>♦ The school utilizes the Hampton-Brown EDGE curriculum and formative and summative assessment program to support ELD instruction for English Learners;</li> <li>♦ The English Learner (EL) program is monitored on an annual basis and the data is reviewed by school leadership who make recommendations to the school’s English Language Advisory Committee (ELAC) and School Advisory Council (SAC).</li> </ul>
<b>Special Education SELPA</b>	Ánimo James B. Taylor participates in LAUSD SELPA Option 3.



### C. Student Enrollment and Population

2019-2020 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio- economically Disadvantaged	Students with Disabilities	Two or More Races	White
Ánimo James B. Taylor	467	96.4%	0.0%	0.0%	0.0%	7.7%	26.3%	0.0%	0.0%	2.4%	91.6%	0.0%	0.0%	0.0%	96.8%	10.3%	0.6%	0.0%

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

### D. Charter School Operator

Ánimo James B. Taylor Charter Middle is operated by Green Dot Public Schools California (GDPS CA), a California nonprofit public benefit corporation that also operates 14 other LAUSD-authorized charter schools. GDPS CA is related to Green Dot Public Schools National (GDPSN) through a licensing agreement. Pursuant to the licensing agreement, GDPS CA is granted use of Green Dot National’s intellectual property (name, marks, and any work). In addition, Green Dot National’s Board can elect to remove GDPS CA board members if it fails to uphold requirements in the intellectual property license agreement.

## 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 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

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

##### b. Measurements of Academic Performance on the California School Dashboard

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

<b>Ánimo James B. Taylor Middle</b>							
Years	ELA	Math	EL Progress Indicator*	College/Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate
2018	Orange	Red	NPC	N/A	Red	N/A	Yellow
2019	Yellow	Orange	Green	N/A	Green	N/A	Blue

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

\*For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018). NPC: No performance color

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 academic 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 *Ánimo James B. Taylor* Data Sets.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Ánimo James B. Taylor Middle – (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	444	Orange	-63.1	-6.0	Lower	450	Yellow	-43.9	-2.5	Lower
Black or African American	39	Red	-81.8	-51.8	Lower	39	Orange	-76.4	-47.6	Lower
English Learner	235	Red	-90.5	-47.1	Lower	221	Orange	-80.7	-45.1	Lower
Latino	402	Orange	-60.8	-31.3	Lower	411	Yellow	-40.8	-26.6	Lower
Socioeconomically Disadvantaged	440	Orange	-63.5	-34.7	Lower	448	Yellow	-43.9	-30.1	Lower
Students with Disabilities	53	Red	-128.8	-95.5	Lower	48	Orange	-112.9	-88.1	Lower

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

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

As seen in the above table, in 2018 and 2019, in English Language Arts (ELA), Ánimo James B. Taylor’s Distance from Standard (DFS) schoolwide and for numerically significant subgroups was lower than the state’s DFS.

Change Level Schoolwide and Numerically Significant Subgroups:

Ánimo James B. Taylor Middle – (ELA Grades) Academic Indicator – CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	444	Orange	-2.8	Maintained	2.2	Maintained	450	Yellow	19.2	Increased Significantly	3.7	Increased
Black or African American	39	Red	-1.0	Maintained	0.9	Maintained	39	Orange	5.4	Increased	3.7	Increased
English Learner	235	Red	-1.2	Maintained	3.3	Increased	221	Orange	13.0	Increased	3.1	Increased
Latino	402	Orange	-3.3	Declined	3.2	Increased	411	Yellow	20.0	Increased Significantly	4.5	Increased
Socioeconomically Disadvantaged	440	Orange	-2.3	Maintained	4.0	Increased	448	Yellow	19.6	Increased Significantly	4.4	Increased
Students with Disabilities	53	Red	-0.1	Maintained	2.1	Maintained	48	Orange	20.2	Increased Significantly	7.8	Increased

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 2018, Ánimo James B. Taylor’s Change Level Maintained schoolwide and for numerically significant subgroups, with the exception of the Latino subgroup, which Declined. In 2019, Ánimo James B. Taylor Increased Significantly schoolwide and for numerically significant subgroups, with the exceptions of the Black or African American and English Learner (EL) subgroup, which Increased.

In order to improve student academic outcomes in ELA, school leadership shared the organization adopted a new English curriculum and is supporting teachers in the curriculum through ongoing professional development (PD) which includes summer PD.

In addition, the organization states school administrators are planning for implementation of an instructional rounds protocol to help them assess and improve student instruction.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Ánimo James B. Taylor Middle – (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	442	Red	-122.3	-36.4	Lower	448	Orange	-100.2	-33.5	Lower
Black or African American	38	Orange	-137.6	-91.5	Lower	39	Red	-155.9	-87.9	Lower
English Learner	234	Orange	-144.1	-69.9	Lower	220	Orange	-131.6	-68.6	Lower
Latino	401	Red	-120.5	-65.8	Lower	409	Yellow	-94.8	-62.2	Lower
Socioeconomically Disadvantaged	438	Red	-122.8	-67.4	Lower	446	Orange	-100.5	-63.7	Lower
Students with Disabilities	53	Orange	-192.3	-125.3	Lower	47	Orange	-177.0	-119.4	Lower

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

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

As seen in the above table, in both 2018 and 2019, in Math, Ánimo James B. Taylor’s DFS schoolwide and for numerically significant subgroups was lower than the state’s DFS.

Change Level Schoolwide and Numerically Significant Sugroups:

Ánimo James B. Taylor Middle – (Math Grades) Academic Indicator – CA School Dashboard Indicator												
Subgroup	Number of Students with Scores	2018 Color	Change	Change Level	State Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level	State Change	Change Level
All Students	442	Red	2.6	Maintained	1.3	Maintained	448	Orange	22.1	Increased Significantly	2.9	Maintained
Black or African American	38	Orange	11.8	Increased	0.2	Maintained	39	Red	-18.3	Declined Significantly	2.8	Maintained
English Learner	234	Orange	5.1	Increased	1.5	Maintained	220	Orange	14.8	Increased	2.2	Maintained
Latino	401	Red	1.6	Maintained	1.7	Maintained	409	Yellow	25.7	Increased Significantly	3.4	Increased
Socioeconomically Disadvantaged	438	Red	2.9	Maintained	2.3	Maintained	446	Orange	22.3	Increased Significantly	3.4	Increased
Students with Disabilities	53	Orange	6.1	Increased	0.8	Maintained	47	Orange	18.3	Increased Significantly	6.6	Increased

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 2018, *Ánimo James B. Taylor*'s Change Level Maintained schoolwide and for numerically significant subgroups, with the exceptions of the Black or African American, EL, and Students with Disabilities (SWD) subgroups, which Increased. In 2019, the school Increased Significantly schoolwide and for numerically significant subgroups, with the exceptions of the Black or African American subgroup, which Declined Significantly, and the EL subgroup, which Increased.

In order to improve student academic outcomes in Math, school leadership shared the organization is planning to implement an instructional rounds protocol for use by school administrators to observe and improve Math instruction. The organization also stated it is implementing a lesson planning protocol to support teachers in differentiating or personalizing student instruction in Math. It was shared the school has a new math curriculum.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

<b>Ánimo James B. Taylor Middle – English Learner Progress Indicator – CA School Dashboard Indicator</b>					
	<b>2019 School</b>			<b>2019 State</b>	
Subgroup	Number of English Learner Students	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
<b>English Learner</b>	<b>110</b>	<b>62.7%</b>	<b>High</b>	<b>48.3%</b>	<b>Medium</b>

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

As seen in the above table, the 2019 California School Dashboard indicates 62.7% of *Ánimo James B. Taylor*'s EL students were making progress towards English proficiency, higher than the state at 48.3%. The Performance Level for the school was High, while the state's Performance Level was Medium.

f. Standardized Assessments Participation Rates

In 2019, there were participation rate issues in ELA. In ELA, the school did not meet the participation rates (of at least 95%) for the Homeless subgroup (93%).

In order to improve participation rates on state standardized assessments in ELA, school leadership shared the organization has invested in a digital student-level tracking system to monitor student completion of state assessments to meet the 95% participation rate requirement.

g. College/Career Academic Indicator

N/A

h. Verified Data

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

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

Ánimo James B. Taylor Charter Middle provided CORE data in ELA and Math, Curriculum Associates iReady assessment data in Math, and Houghton Mifflin Harcourt (HMH) Reading Inventory assessment data in ELA, which aligns with the above noted definition of verified data.

Per the CORE Academic Growth Model, results are reported on a 0-100 Student Growth Percentile (SGP) scale. On this scale “50” represents students growing at an average rate compared to students with similar test histories and characteristics from across CORE Districts. Numbers higher than “50” represent students growing at a rate faster than average and numbers lower than “50” represent students growing at a rate slower than average (<https://coredistricts.org/faqs>).

Based on the CORE data provided, in ELA in 2016-2017 and 2018-2019, the school grew at a rate faster than average, but in 2017-2018 the school grew at a rate slower than average. In Math, in 2016-2017 and 2017-2018 the school grew at a rate slower than average, but in 2018-2019 the school grew at a rate faster than average.

The school also submitted, iReady data for Math from 2016-2017 through 2019-2020, which demonstrated that the school and the majority of subgroups met the expected/average progress for each year in school.

In reviewing all the verified data submitted by the school, despite meeting expected growth in Math every year based on the iReady assessments, and in ELA with the HMH Reading Inventory, there were inconsistencies in SGP growth levels in ELA and Math, thereby not providing clear and convincing evidence of measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

i. Postsecondary Outcomes [HS only]

N/A

j. Local Indicators

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

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

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

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

Resident Schools Analysis

ELA Distance from Standard Schoolwide and Resident Schools Median:

<b>Ánimo James B. Taylor Middle – (ELA) Academic Indicator – CA School Dashboard Indicator</b>						
<b>Subgroup</b>	<b>2018</b>			<b>2019</b>		
	Number of Students with Scores	<b>2018 Color</b>	School 2018 Average DFS	Number of Students with Scores	<b>2019 Color</b>	School 2019 Average DFS
<b>All Students</b>	<b>444</b>	<b>Orange</b>	<b>-63.1</b>	<b>450</b>	<b>Yellow</b>	<b>-43.9</b>
<b>Resident Schools Median</b>	<b>478</b>	<b>Orange</b>	<b>-78.9</b>	<b>489</b>	<b>Orange</b>	<b>-70.8</b>

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

As seen in the above table, when comparing Ánimo James B. Taylor to the Resident Schools Median (RSM) in ELA, the school’s data indicates that its student performance on California School Dashboard, in 2018 and 2019, was higher than the RSM when measuring DFS.

ELA Change Level Schoolwide and Resident Schools Median:

Ánimo James B. Taylor Middle - (ELA) Academic Indicator – CA School Dashboard Indicator								
Subgroup	2018				2019			
	Number of Students with Scores	2018 Color	Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level
All Students	444	Orange	-2.8	Maintained	450	Yellow	19.2	Increased Significantly
Resident Schools Median	478	Orange	11.6	Increased	489	Orange	5.7	Increased

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

As seen in the above table, when comparing Ánimo James B. Taylor to the Resident Schools Median (RSM) in ELA, in 2018, the data indicates that the school Maintained in Change Level schoolwide and the RSM Increased. In 2019, Ánimo James B. Taylor Increased Significantly in Change Level schoolwide in ELA, while the RSM Increased.

Math Distance from Standard Schoolwide and Resident Schools Median:

Ánimo James B. Taylor Middle – (Math) Academic Indicator – CA School Dashboard Indicator						
Subgroup	2018			2019		
	Number of Students with Scores	2018 Color	School 2018 Average DFS	Number of Students with Scores	2019 Color	School 2019 Average DFS
All Students	442	Red	-122.3	448	Orange	-100.2
Resident Schools Median	472	Orange	-132.9	487	Orange	-124.4

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

As seen in the above table, when comparing Ánimo James B. Taylor to the Resident Schools Median (RSM) in Math, the school’s data indicates that its student performance on California School Dashboard, in 2018 and 2019, was higher than the RSM when measuring DFS.

Math Change Level Schoolwide and Resident Schools Median:

Ánimo James B. Taylor Middle - (MATH) Academic Indicator – CA School Dashboard Indicator								
Subgroup	2018				2019			
	Number of Students with Scores	2018 Color	Change	Change Level	Number of Students with Scores	2019 Color	Change	Change Level
All Students	442	Red	2.6	Maintained	448	Orange	22.1	Increased Significantly
Resident Schools Median	472	Orange	5.0	Increased	487	Orange	14.4	Increased Significantly

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

As seen in the above table, when comparing Ánimo James B. Taylor to the Resident Schools Median (RSM) in Math, in 2018, the data indicates that the school Maintained in Change Level schoolwide, while the RSM Increased. In 2019, Ánimo James B. Taylor



Increased Significantly in Change Level schoolwide in Math, while the RSM also Increased Significantly.

ELA Smarter Balanced Assessment Data:  
Met or Exceeded Percentages

<b>Ánimo James B. Taylor Middle - ELA CAASPP Compared to Resident Schools Median</b>					
	2017-18		2018-19		Change from 2018-19
	School		School		
	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
<b>All Students</b>	<b>460</b>	<b>23.70%</b>	<b>462</b>	<b>31.60%</b>	<b>7.90%</b>
<b>Resident Schools Median</b>	<b>555</b>	<b>20.25%</b>	<b>554</b>	<b>24.40%</b>	<b>4.15%</b>

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

As indicated in the above table, when comparing the school to the Resident Schools Median (RSM) in ELA, Ánimo James B. Taylor’s data indicates that its student performance on CAASPP Met or Exceeded Percentage, in both 2018 and 2019, was higher than the RSM.

Math Smarter Balanced Assessment Data  
Met or Exceeded Percentages:

<b>Ánimo James B. Taylor Middle - Math CAASPP Compared to Resident Schools Median</b>					
	2017-18		2018-19		Change from 2018-19
	School		School		
	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
<b>All Students</b>	<b>458</b>	<b>9.17%</b>	<b>464</b>	<b>16.59%</b>	<b>7.42%</b>
<b>Resident Schools Median</b>	<b>551</b>	<b>12.89%</b>	<b>564</b>	<b>11.96%</b>	<b>-0.93%</b>

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

As indicated in the above table, when comparing the school to the Resident Schools Median (RSM) in Math, Ánimo James B. Taylor’s data indicates that its student performance on CAASPP Met or Exceeded Percentage, in 2018, was lower than the RSM, but, in 2019, was higher than the RSM.

1. Suspension Rate Indicator

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

Schoolwide and Numerically Significant Subgroups

Ánimo James B. Taylor Middle - Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	School 2018 Students suspended at least once	State 2018 Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	School 2019 Students suspended at least once	State 2019 Students suspended at least once	School to State Suspensions Comparison
All Students	493	Yellow	8.9%	3.5%	Higher	493	Blue	1.8%	3.4%	Lower
Black or African American	45	Red	26.7%	9.4%	Higher	41	Green	2.4%	8.8%	Lower
English Learner	153	Green	5.2%	3.0%	Higher	131	Green	1.5%	3.1%	Lower
Latino	445	Green	7.0%	3.6%	Higher	452	Blue	1.8%	3.5%	Lower
Socioeconomically Disadvantaged	488	Yellow	9.0%	4.4%	Higher	488	Blue	1.8%	4.3%	Lower
Students with Disabilities	56	Red	14.3%	6.8%	Higher	53	Green	1.9%	6.2%	Lower

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

As indicated in the above table, in 2018, Ánimo James B. Taylor was higher than the state schoolwide and for numerically significant subgroups. In 2019, the school was lower than the state schoolwide and for numerically significant subgroups.

Change Level Schoolwide and Numerically Significant Subgroups

Ánimo James B. Taylor Middle - Suspension Rate Indicator - CA School Dashboard Indicator												
Subgroup	Number of Students	2018 Color	Change	Change Level	State Change	Change Level	Number of Students	2019 Color	Change	Change Level	State Change	Change Level
All Students	493	Yellow	-7.8%	Declined Significantly	-0.1%	Maintained	493	Blue	-7.1%	Declined Significantly	-0.1%	Maintained
Black or African American	45	Red	0.3%	Increased	0.4%	Declined	41	Green	-24.2%	Declined	-0.6%	Declined
English Learner	153	Green	-11.1%	Declined Significantly	-0.1%	Maintained	131	Green	-3.7%	Declined	0.1%	Maintained
Latino	445	Green	-8.1%	Declined Significantly	-0.1%	Maintained	452	Blue	-5.2%	Declined Significantly	-0.1%	Maintained
Socioeconomically Disadvantaged	488	Yellow	-7.8%	Declined Significantly	-0.2%	Maintained	488	Blue	-7.2%	Declined Significantly	-0.1%	Maintained
Students with Disabilities	56	Red	14.3%	Increased	0.3%	Declined	53	Green	-12.4%	Declined	-0.6%	Declined

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

As seen in the above table, in 2018, Ánimo James B. Taylor's Change Level Declined Significantly schoolwide and for numerically significant subgroups, with the exceptions of the Black or African American and Students with Disabilities (SWD) subgroups, which Increased. In 2019, the school Declined Significantly schoolwide and for numerically significant subgroups, with the exceptions of the Black or African American, EL, and SWD subgroups, which Declined.

m. Graduation Rate Indicator [HS only]

N/A

n. Chronic Absenteeism Indicator:

Percentage Schoolwide and Numerically Significant Subgroups

Ánimo James B. Taylor Middle – Chronic Absenteeism – CA School Dashboard										
Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	State 2018 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	State 2019 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison
All Students	478	Red	10.7%	9.0%	Higher	481	Green	9.6%	10.1%	Lower
Black or African American	44	Red	20.5%	17.9%	Higher	40	Green	10.0%	20.6%	Lower
English Learner	147	Orange	9.5%	8.6%	Higher	127	Orange	15.0%	9.9%	Higher
Latino	431	Orange	9.5%	9.7%	Lower	441	Yellow	9.5%	11.0%	Lower
Socioeconomically Disadvantaged	474	Red	10.8%	11.4%	Lower	476	Green	9.7%	12.9%	Lower
Students with Disabilities	55	Orange	10.9%	15.1%	Lower	51	Orange	15.7%	16.3%	Lower

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

As seen in the above table, in 2018, Ánimo James B. Taylor was higher than the state schoolwide and for the Black or African American and English Learner subgroups. The Latino, Socioeconomically Disadvantaged, and Students with Disabilities subgroups were lower. In 2019, the school was lower than the state schoolwide and for numerically significant subgroups, with the exception of the EL subgroup, which was higher.

Change Level Schoolwide and Numerically Significant Subgroups

Ánimo James B. Taylor Middle– Chronic Absenteeism – CA School Dashboard												
Subgroup	Number of students enrolled who meet criteria	2018 Color	Change	Change Level	State Change	Change Level	Number of students enrolled who meet criteria	2019 Color	Change	Change Level	State Change	Change Level
All Students	478	Red	5.0%	Increased Significantly	0.3%	Maintained	481	Green	-1.1%	Declined	1.1%	Increased
Black or African American	44	Red	10.5%	Increased	1.0%	Increased	40	Green	-10.5%	Declined	2.7%	Increased
English Learner	147	Orange	5.8%	Increased	0.6%	Increased	127	Orange	5.4%	Increased	1.4%	Increased
Latino	431	Orange	4.2%	Increased Significantly	0.4%	Maintained	441	Yellow	0.0%	Maintained	1.4%	Increased
Socioeconomically Disadvantaged	474	Red	5.0%	Increased Significantly	0.4%	Maintained	476	Green	-1.1%	Declined	1.5%	Increased
Students with Disabilities	55	Orange	2.7%	Increased	0.4%	Maintained	51	Orange	4.8%	Increased	1.2%	Increased

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

As seen in the above table, in 2018, Ánimo James B. Taylor’s Change Level Increased Significantly schoolwide and for Latino and Socioeconomically Disadvantaged subgroups. The Black or African American, EL, and SWD subgroups Increased. In 2019, the school Declined schoolwide and for numerically significant subgroups, with the exceptions of the EL and SWD subgroups, which Increased, and the Latino subgroup, which Maintained.

In order to reduce chronic absenteeism rates, school leadership shared the school has invested in a digital attendance system providing an early warning indicator to administration regarding students who are at-risk for becoming chronically absent. School leadership also shared a case manager tracks and follows up with absent students and their families regarding attendance.

o. English Learner Performance:

Reclassification Rates:

Year	Students Redesignated FEP	Ánimo James B. Taylor Middle	State	School to State RFEP Comparison
2018-2019	17-18 EL #	141	1,271,150	Higher
	18-19 Reclass #	27	175,746	
	<b>18-19 Reclass Rate</b>	<b>19.1%</b>	<b>13.8%</b>	
2019-2020	18-19 EL #	121	1,195,988	Higher
	19-20 Reclass #	19	164,653	
	<b>19-20 Reclass Rate</b>	<b>15.7%</b>	<b>13.8%</b>	

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

In 2019-2020, Ánimo James B. Taylor’s reclassification rate was 15.7%, which was higher than the state’s reclassification rate of 13.8%. In 2018-2019, Ánimo James B. Taylor’s reclassification rate of 19.1% was higher than the state’s rate of 13.8%.

Ánimo James B. Taylor’s reclassification criteria is as follows:

- ◆ Earn an overall score of 4 on the ELPAC
- ◆ Grade-appropriate Reading Inventory score
- ◆ Teacher approval and/or earn a grade of C or higher in most recent English course
- ◆ Parent or guardian must approve in writing, face-to-face meeting, or phone call

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

English Learners	2018-2019				2019-2020			
	Ánimo James B. Taylor Middle		State		Ánimo James B. Taylor Middle		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	3	0.9%	220,738	9.5%	4	1.2%	130,783	5.7%
LTEL 6+ Years	113	33.4%	342,983	14.7%	64	19.0%	204,042	8.9%

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

In 2019-2020, Ánimo James B. Taylor’s percentage of Long Term English Learners (LTELs) was 19.0% (64 students), which was higher than the state’s rate of 8.9%. In 2018-2019, Ánimo James B. Taylor’s percentage of LTELs was 33.4% (113 students), which was higher than the state’s rate of 14.7%. In 2019-2020, Ánimo James B. Taylor’s percentage of “At-Risk” English Learners (ELs) was 1.2% (four students), which was lower than the state’s rate of 5.7%. In 2018-2019, Ánimo James B. Taylor’s percentage of “At-Risk” ELs was 0.9% (three students), which was lower than the state’s rate of 9.5%.

In order to improve English Learner reclassification rates, school leadership shared the organization is implementing a new reclassification process for Students with Disabilities (SWD). Based on the information shared by the school, approximately 25% of English Learners (ELs) are dually identified as SWD. School leadership also shared the school will continue to provide Designated and Integrated ELD instruction and interventions for ELs.

**2. Annual Oversight Results**

**a. Student Achievement and Educational Performance**

Ánimo James B. Taylor 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 <b>Student Achievement and Educational Performance</b>	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**

Ánimo James B. Taylor’s record of performance and related information demonstrates that the school is likely to succeed in the area of governance.

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

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Governance</b>	4 Accomplished	4 Accomplished

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

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

Ánimo James B. Taylor’s record of performance and related information demonstrates that the school is likely to succeed in the area of organizational management, programs, and operations.

Ánimo James B. Taylor has achieved the ratings of *Proficient* and *Accomplished* in the category of Organization Management, Programs, and Operations on its annual oversight evaluation reports for the last two years and has no unresolved operations issues pending.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Organizational Management, Programs, and Operations</b>	3 Proficient	4 Accomplished

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

i. Access and Equity

2019-2020 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
Ánimo James B. Taylor	467	96.4%	0.0%	0.0%	0.0%	7.7%	26.3%	0.0%	0.0%	2.4%	91.6%	0.0%	0.0%	0.0%	96.8%	10.3%	0.6%	0.0%
Statewide	6,163,001	59.3%	N/A	0.5%	9.3%	5.3%	18.6%	2.4%	0.5%	3.2%	54.9%	0.8%	0.4%	0.9%	60.7%	11.7%	3.9%	22.4%
Los Angeles Unified	596,937	80.3%	10.7%	0.2%	3.6%	7.7%	20.0%	1.9%	0.7%	1.3%	74.1%	0.1%	0.2%	0.4%	81.5%	11.4%	1.6%	10.3%

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

ii. Special Education

2019-2020 Enrollment by Disability																		
School	OCT 2019 Enroll #	SpEd Enroll #	SpEd Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
Ánimo James B. Taylor	467	48	10.3%	91.7%	8.3%	4	0	0	0	0	0	0	5	0	38	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/sd/sd/>

According to the 2019 CALPADS Fall 1 Certified Student Profile List Report, Ánimo James B. Taylor had a 10.3% Special Education enrollment, which is lower than the state’s percentage of 11.7%, and lower than the District’s percentage of 13.9%. The CSD has conferred with staff in the Division of Special Education and no concerns have been noted at this time.

iii. Additional Information

Ánimo James B. Taylor was identified in 2018 for Additional Targeted Support and Improvement (ATSI) by the state due to the Black or African American subgroup receiving three ‘Red’ indicators and one ‘Orange’ indicator on the CA School Dashboard. The school exited ATSI in 2019 as the African-American student group improved to two ‘Green’ indicators (Chronic Absenteeism, Suspension Rate), with one ‘Orange’ indicator (ELA), and one ‘Red’ indicator (Math).

Ánimo James B. Taylor’s teachers are organized as the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association (“CTA”). Classified staff is represented by the Ánimo Classified Employees Association (ACEA), a CTA affiliate that is the collective bargaining unit of classified school staff.

**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**

Animo James B. Taylor Charter Middle’s record of performance and related information demonstrate that the school is likely to succeed in the area of fiscal operations.

a. Summary

Animo James B. Taylor Charter Middle achieved the ratings of *Proficient* and *Developing* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

The rating of *Developing* earned in 2019-2020 was due to a state compliance finding noted in GDPS CA’s 2018-2019 independent audit report. Further details regarding this matter are provided under Item c below.

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

Animo James B. Taylor Charter Middle’s fiscal condition is positive and has been upward trending since the 2015-2016 Fiscal Year. According to the 2018-2019 independent audit report, the school had positive net assets of \$2,618,850 and net income of \$1,229,010. 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	\$164,605	\$574,851	\$1,389,840	\$2,618,850	\$2,917,612
Net Income/Loss	\$866,966	\$410,246	\$814,989	\$1,229,010	\$298,762
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

According to Green Dot Public School California’s independent audit report for the Fiscal Year ended June 30, 2019, Green Dot Public School California’s fiscal condition is strong. Green Dot Public School California and its charter schools reported positive net assets of \$62,837,262 and net income of \$11,286,760. Green Dot Public School California, without its charter schools, reported positive net assets of \$14,412,432 and a net loss of (\$4,783,172). This net loss is due to Green Dot Public School California taking less management fees from its fiscally struggling schools in order to support them.

Animo James B. Taylor Charter Middle paid bi-annual management fees of 14.5% to GDPS CA for administrative services such as: educational support, operational support, and human capital (recruitment). In addition, Green Dot Public Schools National (GDPSN) provides additional administrative services to Animo James B. Taylor Charter Middle School, such as: knowledge management, technology and infrastructure, new school development, finance and accounting support, fundraising, human resources, real estate, and communications. These management fees are calculated at 14.5% of total Federal entitlements and State revenues received by the school (e.g., LCFF monies, lottery funds, etc.).

c. 2018-2019 Independent Audit Report

Audit opinion: Unmodified  
Material Weaknesses: None Reported  
Deficiencies/Findings: State Awards Finding  
Going Concern: None Reported

GDPS CA’s 2018-2019 independent audit report included a state compliance finding which impacted the following 11 LAUSD-authorized GDPS CA schools: Oscar De La Hoya Animo Charter High, Animo South Los Angeles Charter, Animo Western Charter Middle (merged with Phillis Wheatley to form Animo Legacy), Animo Venice Charter High, Animo Westside Charter Middle, Animo Jackie Robinson High, Animo Mae Jemison Charter Middle, Animo Watts College Preparatory Academy, Animo James B. Taylor Charter Middle, Alain Leroy Locke College Preparatory Academy, and Animo College Preparatory Academy.

Animo James B. Taylor Charter Middle was fiscally impacted by this audit finding by \$4,984 (due to the school’s inaccurate Unduplicated Pupil Count, which was over-reported by 10 students).



d. Other Significant Fiscal Information

According to information provided by GDPS CA, for Fiscal Year 2019-2020, GDPS CA charged its 16 schools authorized by LAUSD an average of 13.47% in management fees (via a variable rate structure, with management fees ranging from 0% to 20%). These fees are calculated based on the Average Daily Attendance (ADA) revenues generated per student. Of the 13.47% in management fees, 6.47% is retained by GDPS CA and the remaining 7% is transmitted to GDPSN for shared services, as outlined in the Regional Services Agreement by and between Green Dot Public Schools National and Green Dot Public Schools California (RSA), effective July 1, 2019.

# ATTACHMENT B

## Animo James B. Taylor Charter Middle 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/filesent.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	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	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
5	7	5183	Animo James B. Taylor Charter Middle	All Students	444	Orange	-6.0	-2.8	Maintained	-6.0	2.2	Maintained	Lower	Yellow	-43.9	19.2	Increased Significantly	-2.5	3.7	Increased	Lower
				American Indian or Alaska Native	1	No Color	-36.8	2.3	Maintained	-36.8	2.3	Maintained	--	--	--	--	--	-34.1	2.1	Maintained	--
				Asian	0	--	62.4	2.0	Maintained	62.4	2.0	Maintained	--	--	--	--	--	64.8	3.1	Increased	--
				Black or African American	39	Red	-51.8	-1.0	Maintained	-51.8	0.9	Maintained	Lower	Orange	-76.4	5.4	Increased	-47.6	3.7	Increased	Lower
				English Learner	235	Red	-90.5	-1.2	Maintained	-90.5	3.3	Increased	Lower	Orange	-80.7	13.0	Increased	-45.1	3.1	Increased	Lower
				Filipino	0	--	44.0	2.7	Maintained	44.0	2.7	Maintained	--	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	2	No Color	-79.2	1.4	Maintained	-79.2	1.4	Maintained	--	No Color	--	--	No Data	-71.9	5.7	Increased	--
				Homeless	11	No Color	-41.2	25.2	Increased Significantly	-41.2	3.3	Increased	--	No Color	--	--	13.0	-46.7	3.8	Increased	--
				Latino	402	Orange	-60.8	-3.3	Declined	-60.8	3.2	Increased	Lower	Yellow	-40.8	20.0	Increased Significantly	-26.6	4.5	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	-21.3	0.7	Maintained	-21.3	0.7	Maintained	--	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	440	Orange	-63.5	-2.3	Maintained	-63.5	4.0	Increased	Lower	Yellow	-43.9	19.6	Increased Significantly	-30.1	4.4	Increased	Lower
				Students with Disabilities	53	Red	-128.8	-0.1	Maintained	-128.8	2.1	Maintained	Lower	Orange	-112.9	20.2	Increased Significantly	-88.1	7.8	Increased	Lower
				Two or More Races	1	No Color	28.6	2.3	Maintained	28.6	2.3	Maintained	--	--	--	--	--	30.3	2.0	Maintained	--
				White	1	No Color	27.7	0.8	Maintained	27.7	0.8	Maintained	--	--	--	--	--	30.7	3.4	Increased	--

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

English Language Arts Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of Students Tested in 2018	100%	100%	--	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%
Participation Rate Met 2018	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes
Percent of Students Tested in 2019	100%	100%	--	100%	100%	--	100%	9.3%	100%	--	100%	100%	--	--
Participation Rate Met 2019	Yes	Yes	Yes	Yes	Yes	--	Yes	No	Yes	--	Yes	Yes	--	--

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

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

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

**Animo James B. Taylor Charter Middle**  
**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 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison			
5	7	5183	Animo James B. Taylor Charter Middle	All Students	442	Red	-122.3	2.6	Maintained	-36.4	1.3	Maintained	Lower	448	Orange	-100.2	22.1	Increased Significantly	-33.5	2.9	Maintained	Lower
				American Indian or Alaska Native	1	No Color	--	--	No Data	-73.0	-0.7	Maintained	--	0	--	--	--	--	-69.6	2.8	Maintained	--
				Asian	0	--	--	--	--	56.7	2.4	Maintained	--	0	--	--	--	--	59.8	3.9	Increased	--
				Black or African American	38	Orange	-137.6	11.8	Increased	-91.5	0.2	Maintained	Lower	39	Red	-155.9	-18.3	Declined Significantly	-87.9	2.8	Maintained	Lower
				English Learner	234	Orange	-144.1	5.1	Increased	-69.9	1.5	Maintained	Lower	220	Orange	-131.6	14.8	Increased	-68.6	2.2	Maintained	Lower
				Filipino	0	--	--	--	--	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	2	No Color	--	--	No Data	-114.0	-0.5	Maintained	--	2	No Color	--	--	No Data	-107.2	5.1	Increased	--
				Homeless	11	No Color	-100.5	45.3	Increased Significantly	-81.0	1.5	Maintained	--	11	No Color	-100.6	-0.1	Maintained	-77.7	2.9	Maintained	--
				Latino	401	Red	-120.5	1.6	Maintained	-65.8	1.7	Maintained	Lower	409	Yellow	-94.8	25.7	Increased Significantly	-62.2	3.4	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	438	Red	-122.8	2.9	Maintained	-67.4	2.3	Maintained	Lower	446	Orange	-100.5	22.3	Increased Significantly	-63.7	3.4	Increased	Lower
				Students with Disabilities	53	Orange	-192.3	6.1	Increased	-125.3	0.8	Maintained	Lower	47	Orange	-177.0	18.3	Increased Significantly	-119.4	6.6	Increased	Lower
				Two or More Races	1	No Color	--	--	No Data	1.9	1.9	Maintained	--	0	--	--	--	--	2.5	0.9	Maintained	--
				White	1	No Color	--	--	No Data	-1.0	0.6	Maintained	--	0	--	--	--	--	1.4	2.7	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the District 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	100%	100%	--	100%	100%	--	100%	100%	100%	--	100%	100%	100%	100%
Participation Rate Met 2018	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2019	100%	100%	--	100%	100%	--	100%	100%	100%	--	100%	98%	--	--
Participation Rate Met 2019	Yes	Yes	--	Yes	Yes	--	Yes	Yes	Yes	--	Yes	Yes	--	--

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

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

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

**Animo James B. Taylor Charter Middle  
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/filesent.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	Subgroup	2018 School			2018 State			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	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	
S	7	5183	Animo James B. Taylor Charter Middle	English Learner	117					110	No Color	62.7%	High	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.

2018 Student English Language Acquisition Results		2019 Student English Language Acquisition Results	
Animo James B. Taylor Charter Middle		State	
Level 4 - Well Developed	17.9%	ELs Who Progressed at Least One ELPI Level	60.9%
Level 3 - Moderately Developed	40.2%	ELs Who Maintained ELPI Level 4	1.8%
Level 2 - Somewhat Developed	34.2%	ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	23.6%
Level 1 - Beginning Stage	7.7%	ELs Who Decreased at Least One ELPI Level	13.6%
			42.9%
			5.3%
			31.5%
			20.1%

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

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/>

**Animo James B. Taylor Charter Middle  
Chronic Absenteeism**

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. An "...," means that data is not currently available.

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

Chronic Absenteeism - CA School Dashboard Indicator																						
LD	BD	Loc Code	School	Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	Change	Change Level	State 2018 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level	State 2019 Chronic Absenteeism Percentage	Change	Change Level	School to State Chronic Absenteeism Comparison
S	7	5183	Animo James B. Taylor Charter Middle	All Students	478	Red	10.7%	5.0%	Increased Significantly	9.0%	0.3%	Maintained	Higher	481	Green	9.6%	-1.1%	Declined	10.1%	1.1%	Increased	Lower
				American Indian or Alaska Native	1	No Color	0.0%	0.0%	No Data	17.8%	-0.3%	Maintained	--	0	No Color	0.0%	0.0%	No Data	18.9%	1.2%	Increased	--
				Asian	0	No Color	0.0%	0.0%	No Data	3.2%	0.3%	Maintained	--	0	No Color	0.0%	0.0%	No Data	3.7%	0.5%	Increased	--
				Black or African American	44	Red	20.5%	10.5%	Increased	17.9%	1.0%	Increased	Higher	40	Green	10.0%	-10.5%	Declined	20.6%	2.7%	Increased	Lower
				English Learner	147	Orange	9.5%	5.8%	Increased	8.6%	0.6%	Increased	Higher	127	Orange	15.0%	5.4%	Increased	9.9%	1.4%	Increased	Higher
				Filipino	0	No Color	0.0%	0.0%	No Data	4.3%	0.2%	Maintained	--	0	No Color	0.0%	0.0%	No Data	5.2%	0.9%	Increased	--
				Foster Youth	4	No Color	0.0%	0.0%	No Data	18.5%	0.0%	Maintained	--	2	No Color	0.0%	0.0%	No Data	20.1%	1.6%	Increased	--
				Homeless	12	No Color	16.7%	10.0%	Increased	19.4%	1.2%	Increased	--	14	No Color	14.3%	-2.4%	Declined	21.1%	1.7%	Increased	--
				Latino	431	Orange	9.5%	4.2%	Increased Significantly	9.7%	0.4%	Maintained	Lower	441	Yellow	9.5%	0.0%	Maintained	11.0%	1.4%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	No Color	0.0%	0.0%	No Data	16.1%	2.0%	Increased	--	0	No Color	0.0%	0.0%	No Data	18.8%	2.8%	Increased	--
				Socioeconomically Disadvantaged	474	Red	10.8%	5.0%	Increased Significantly	11.4%	0.4%	Maintained	Lower	476	Green	9.7%	-1.1%	Declined	12.9%	1.5%	Increased	Lower
				Students with Disabilities	55	Orange	10.9%	2.7%	Increased	15.1%	0.4%	Maintained	Lower	51	Orange	15.7%	4.8%	Increased	16.3%	1.2%	Increased	Lower
				Two or More Races	1	No Color	0.0%	0.0%	No Data	9.3%	-0.2%	Maintained	--	0	No Color	0.0%	0.0%	No Data	9.8%	0.5%	Increased	--
				White	1	No Color	0.0%	0.0%	No Data	7.7%	0.0%	Maintained	--	0	No Color	0.0%	0.0%	No Data	8.1%	0.3%	Maintained	--

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

**Animo James B. Taylor Charter Middle  
Suspension Rate Indicator**

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System at <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 Level	State 2018 Color	Students suspended at least once	Change Level	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Change Level	State 2019 Color	Students suspended at least once	Change Level	School to State Suspensions Comparison			
S	7	5183	Animo James B. Taylor Charter Middle	All Students	493	Yellow	8.9%	-7.8%	Declined Significantly	Yellow	3.5%	-0.1%	Maintained	493	Blue	1.8%	-7.1%	Declined Significantly	Yellow	3.4%	-0.1%	Maintained	Lower
				American Indian or Alaska Native	1	No Color	--	--	No Data	Yellow	7.2%	0.3%	Declined	0	--	--	--	Orange	7.2%	0.1%	Maintained	--	
				Asian	0	--	--	--	--	Blue	1.0%	0.0%	Maintained	0	--	--	--	Blue	1.0%	-0.1%	Maintained	--	
				Black or African American	45	Red	26.7%	0.3%	Increased	Orange	9.4%	0.4%	Declined	41	Green	2.4%	-24.2%	Declined	Orange	8.8%	-0.6%	Declined	Lower
				English Learner	153	Green	5.2%	-11.1%	Declined Significantly	Yellow	3.0%	-0.1%	Maintained	131	Green	1.5%	-3.7%	Declined	Yellow	3.1%	0.1%	Maintained	Lower
				Filipino	0	--	--	--	--	Green	1.3%	-0.1%	Maintained	0	--	--	--	Green	1.3%	0.0%	Maintained	--	
				Foster Youth	5	No Color	--	--	No Data	Red	15.2%	0.1%	Maintained	3	No Color	--	--	No Data	Orange	14.6%	-0.6%	Declined	--
				Homeless	13	No Color	0.0%	-6.7%	Declined	Orange	5.6%	-0.1%	Maintained	14	No Color	0.0%	0.0%	Maintained	Orange	6.2%	0.5%	Increased	--
				Latino	445	Green	7.0%	-8.1%	Declined Significantly	Yellow	3.6%	-0.1%	Maintained	452	Blue	1.8%	-5.2%	Declined Significantly	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	0.3%	Declined	0	--	--	--	Yellow	4.5%	-0.2%	Maintained	--	
				Socioeconomically Disadvantaged	488	Yellow	9.0%	-7.8%	Declined Significantly	Yellow	4.4%	-0.2%	Maintained	488	Blue	1.8%	-7.2%	Declined Significantly	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	56	Red	14.3%	14.3%	Increased	Yellow	6.8%	0.3%	Declined	53	Green	1.9%	-12.4%	Declined	Yellow	6.2%	-0.6%	Declined	Lower
				Two or More Races	1	No Color	--	--	No Data	Yellow	3.4%	0.0%	Maintained	0	--	--	--	Yellow	3.3%	-0.1%	Maintained	--	
				White	1	No Color	--	--	No Data	Yellow	3.0%	-0.1%	Maintained	0	--	--	--	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/>

**Animo James B. Taylor Charter Middle  
Enrollment Report**

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

**2019-20 Enrollment by Ethnicity and Subgroup**

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	5183	Animo James B. Taylor Charter Middle	467	96.4%	0.0%	0.0%	0.0%	7.7%	26.3%	0.0%	0.0%	2.4%	91.6%	0.0%	0.0%	0.0%	96.8%	10.3%	0.6%	0.0%
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
S	7	5183	Animo James B. Taylor Charter Middle	466	100.0%	0.0%	0.2%	0.0%	8.2%	26.0%	0.0%	0.4%	2.4%	91.6%	0.0%	0.0%	0.0%	99.1%	9.9%	0.0%	0.0%
Statewide				6,186,278	59.4%	N/A	0.5%	9.3%	5.4%	19.3%	2.4%	0.5%	3.4%	54.6%	0.8%	0.5%	0.9%	60.9%	11.7%	3.6%	22.9%
Los Angeles Unified				607,723	79.3%	10.7%	0.2%	4.0%	8.4%	20.3%	2.0%	0.7%	2.8%	74.1%	0.1%	0.3%	0.3%	80.8%	13.0%	0.2%	10.7%

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

**Animo James B. Taylor Charter Middle  
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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFP Comparison
S	7	5183	Animo James B. Taylor Charter Middle	2018-19	17-18 EL #	141	1,271,150	Higher
					18-19 Reclass #	27	175,746	
					18-19 Reclass Rate	19.1	13.8	
				2019-20	18-19 EL #	121	1,195,988	Higher
					19-20 Reclass #	19	164,653	
					19-20 Reclass Rate	15.7	13.8	

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



Animo James B. Taylor Charter Middle

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

LD	BD	Loc Code	School	English Learners	2018-19			2019-20				
					School	State	State	School	State	State		
S	7	5183	Animo James B. Taylor Charter Middle	EL 0-3 Years	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent		
				At-Risk 4-5 Years	5	1.5%	607,888	26.1%	5	1.5%	576,805	25.3%
				LTEL 6+ Years	3	0.9%	220,738	9.5%	4	1.2%	130,783	5.7%
				EL 4+ Years Not At-Risk or LTEL	113	33.4%	342,983	14.7%	64	19.0%	204,042	8.9%
				EL total	0	0.0%	24,379	1.0%	50	14.8%	236,394	10.4%
				RFEF	121	35.8%	1,195,988	51.4%	123	36.5%	1,148,024	50.3%
				Total (Ever)	217	64.2%	1,131,988	48.6%	214	63.5%	1,133,977	49.7%
					338	100.0%	2,327,080	100.0%	337	100.0%	2,282,001	100.0%

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

Animo James B. Taylor Charter Middle  
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 superintendent, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE - Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2019-20 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
S	7	5183	Animo James B. Taylor Charter Middle	467	48	10.3%	91.7%	8.3%	4	0	0	0	0	0	0	5	0	38	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
S	7	5183	Animo James B. Taylor Charter Middle	466	46	9.9%	95.7%	4.3%	1	0	0	0	0	0	0	9	1	33	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/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

Animo James B. Taylor Charter Middle

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/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	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
S	7	5183	Animo James B. Taylor Charter Middle	All Students	460	23.70%	3,177,420	49.88%	462	31.60%	3,162,910	51.10%	7.90%
				American Indian or Alaska Native	*		16,100	37.42%	0		15,667	38.41%	
				Asian	--		294,323	76.41%	--		294,155	77.05%	
				Black or African American	41	12.20%	170,923	32.27%	37	24.32%	167,470	33.19%	12.12%
				English Learner	117	0.00%	530,808	12.62%	110	2.73%	511,094	12.81%	2.73%
				Filipino	--		71,470	71.20%	--		69,420	71.57%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		--	--	
				Latino	415	25.06%	1,740,220	39.16%	424	32.31%	1,742,382	40.81%	7.25%
				Native Hawaiian or Pacific Islander	--		14,918	43.16%	--		14,469	43.64%	
				Socioeconomically Disadvantaged	452	23.89%	1,951,520	37.69%	458	31.44%	1,928,948	39.19%	7.55%
				Students with Disabilities	51	5.88%	354,484	14.98%	46	6.52%	365,765	16.35%	0.64%
				Two or More Races	*		117,713	64.75%	--		124,922	65.74%	
				White	*		728,987	64.85%	--		713,484	65.64%	

Mathematics

LD	BD	Loc Code	School	Subgroup	2017-18			2018-19			Change from 2018-19		
					School		State		School			State	
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage		Students with Scores	Met or Exceeded Percentage
S	7	5183	Animo James B. Taylor Charter Middle	All Students	458	9.17%	3,184,720	38.65%	464	16.59%	3,170,971	39.73%	7.42%
				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	40	0.00%	170,417	19.74%	37	5.41%	166,870	20.55%	5.41%
				English Learner	116	0.86%	541,399	12.57%	113	0.88%	523,959	12.58%	0.02%
				Filipino	--		71,722	58.45%	--		69,665	59.52%	
				Foster Youth	--		--	--	--		--	--	
				Homeless	--		--	--	--		--	--	
				Latino	414	10.14%	1,744,154	26.65%	426	17.60%	1,748,298	28.05%	7.46%
				Native Hawaiian or Pacific Islander	--		14,925	31.98%	--		14,430	32.60%	
				Socioeconomically Disadvantaged	450	9.11%	1,956,639	26.23%	459	16.55%	1,934,051	27.48%	7.44%
				Students with Disabilities	51	1.96%	353,174	11.89%	45	6.67%	364,341	12.61%	4.71%
				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 File. <https://caspp-sjpac.cde.ca.gov/caspp/ResearchFiles/7p--tweak/18/Year--2019/All/TestType--Math/Subject--000000>

## Animo James B. Taylor Charter Middle

### Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "-" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/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 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018				2019					
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
S	7	5183	Animo James B. Taylor Charter Middle	All Students	444	Orange	-63.1	-2.8	Maintained	450	Yellow	-43.9	19.2	Increased Significantly
<b>Resident Schools</b>														
S	7	8112	Charles Drew Middle	All Students	671	Orange	-94.5	13.3	Increased	611	Red	-92.3	1.1	Maintained
S	7	8237	Edwin Markham Middle	All Students	621	Orange	-82.7	8.6	Increased	626	Orange	-71.6	10.2	Increased
S	7	5534	Ninety-Ninth Street Elementary	All Students	253	Yellow	-13.9	12.7	Increased	241	Green	-3.0	11.8	Increased
S	7	8160	Samuel Gompers Middle	All Students	334	Orange	-75.0	10.4	Increased	367	Orange	-70.0	-0.2	Maintained
<b>Resident Schools Median</b>					478	Orange	-78.9	11.6	Increased	489	Orange	-70.8	5.7	Increased
<b>Los Angeles Unified</b>					226,587	Yellow	-29.2	5.6	Increased	223,502	Yellow	-23.7	5.5	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/>

## Animo James B. Taylor Charter Middle Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "-" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018				2019					
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
S	7	5183	Animo James B. Taylor Charter Middle	All Students	442	Red	-122.3	2.6	Maintained	448	Orange	-100.2	22.1	Increased Significantly
<b>Resident Schools</b>														
S	7	8112	Charles Drew Middle	All Students	667	Orange	-128.8	19.3	Increased Significantly	609	Red	-140.8	-13.4	Declined
S	7	8237	Edwin Markham Middle	All Students	612	Red	-136.9	-12.5	Declined	620	Orange	-118.0	17.6	Increased Significantly
S	7	5534	Ninety-Ninth Street Elementary	All Students	255	Orange	-40.1	-2.3	Maintained	241	Green	-22.6	18.1	Increased Significantly
S	7	8160	Samuel Gompers Middle	All Students	332	Orange	-148.1	12.3	Increased	364	Orange	-130.7	11.2	Increased
<b>Resident Schools Median</b>					472	Orange	-132.9	5.0	Increased	487	Orange	-124.4	14.4	Increased Significantly
<b>Los Angeles Unified</b>					226,587	Yellow	-29.2	5.6	Increased	223,082	Yellow	-54.1	5.2	Increased

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

## Animo James B. Taylor Charter Middle 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 ELP levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported. Status Level: 1 = Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High, 0 = No Data. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

English Learner Progress Indicator - CA School Dashboard Indicator													
LD	BD	Loc Code	School	Subgroup	2018 School			2019 School					
					Number of English Learner Students	2018 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	
S	7	5183	Animo James B. Taylor Charter Middle	English Learner	117					110	Green	62.7%	High
<b>Resident Schools</b>													
S	7	8112	Charles Drew Middle	English Learner	219					167	Red	24.6%	Very Low
S	7	8237	Edwin Markham Middle	English Learner	161					166	Orange	35.5%	Low
S	7	5534	Ninety-Ninth Street Elementary	English Learner	168					109	Yellow	53.2%	Medium
S	7	8160	Samuel Gompers Middle	English Learner	109					87	Red	27.6%	Very Low
<b>Resident Schools Median</b>					<b>165</b>					<b>138</b>	<b>Orange</b>	<b>31.6%</b>	<b>Low</b>
<b>Los Angeles Unified</b>					<b>100,639</b>					<b>68,139</b>	<b>Yellow</b>	<b>45.0%</b>	<b>Medium</b>

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/>

**Animo James B. Taylor Charter Middle  
Chronic Absenteeism**

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. An "-" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

Chronic Absenteeism - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018				2019				Change Level	
					Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	Change	Change Level	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage		Change
S	7	5183	Animo James B. Taylor Charter Middle	All Students	478	Red	10.7%	5.0%	Increased Significantly	481	Green	9.6%	-1.1%	Declined
<b>Resident Schools</b>														
S	7	8112	Charles Drew Middle	All Students	881	Orange	15.1%	0.7%	Increased	797	Red	18.3%	3.2%	Increased Significantly
S	7	8237	Edwin Markham Middle	All Students	820	Red	27.2%	-0.1%	Maintained	811	Red	30.7%	3.5%	Increased Significantly
S	7	5534	Ninety-Ninth Street Elementary	All Students	604	Orange	16.1%	0.0%	Maintained	617	Red	24.5%	8.4%	Increased Significantly
S	7	8160	Samuel Gompers Middle	All Students	518	Orange	25.3%	-0.9%	Declined	511	Red	35.4%	10.1%	Increased Significantly
<b>Resident Schools Median</b>					712	Orange	20.7%	-0.1%	Maintained	707	Red	27.6%	6.0%	Increased Significantly
<b>Los Angeles Unified</b>					346,238	Orange	10.3%	-0.1%	Maintained	337,845	Red	18.2%	8.0%	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/>

## Animo James B. Taylor Charter Middle Suspension Rate Indicator

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "-" means that data is not currently available. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator														
		2018						2019						
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
S	7	5183	Animo James B. Taylor Charter Middle	All Students	493	Yellow	8.9%	-7.8%	Declined Significantly	493	Blue	1.8%	-7.1%	Declined
<b>Resident Schools</b>														
S	7	8112	Charles Drew Middle	All Students	935	Orange	3.6%	3.4%	Increased	855	Green	1.5%	-2.1%	Declined
S	7	8237	Edwin Markham Middle	All Students	865	Orange	2.2%	0.5%	Increased	862	Blue	0.2%	-2.0%	Declined Significantly
S	7	5534	Ninety-Ninth Street Elementary	All Students	621	Blue	0.0%	0.0%	Maintained	639	Blue	0.0%	0.0%	Declined Significantly
S	7	8160	Samuel Gompers Middle	All Students	582	Green	1.4%	-2.6%	Declined	566	Green	0.7%	-0.7%	Declined
<b>Resident Schools Median</b>					<b>743</b>	<b>Yellow</b>	<b>1.8%</b>	<b>0.3%</b>	<b>Maintained</b>	<b>747</b>	<b>Blue</b>	<b>0.5%</b>	<b>-1.4%</b>	<b>Declined Significantly</b>
<b>Los Angeles Unified</b>					<b>488,944</b>	<b>Blue</b>	<b>0.5%</b>	<b>-0.1%</b>	<b>Maintained</b>	<b>475,140</b>	<b>Blue</b>	<b>0.4%</b>	<b>-0.1%</b>	<b>Maintained</b>

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/>



**Animo James B. Taylor Charter Middle  
2019-20 Enrollment Report**

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

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economic Disadvantaged	Students with Disabilities	Two or More Races	White
S	7	5183	<b>Animo James B. Taylor Charter Middle</b>	<b>467</b>	96.4%	0.0%	0.0%	0.0%	7.7%	26.3%	0.0%	0.0%	2.4%	91.6%	0.0%	0.0%	0.0%	96.8%	10.3%	0.6%	0.0%
<b>Resident Schools</b>																					
S	7	8112	Charles Drew Middle	749	99.6%	6.7%	0.1%	0.0%	14.6%	23.8%	0.0%	1.1%	6.0%	84.1%	0.1%	0.0%	0.0%	99.6%	17.1%	0.5%	0.7%
S	7	8237	Edwin Markham Middle	698	98.0%	4.7%	0.0%	0.7%	23.5%	25.9%	0.0%	3.0%	3.7%	74.6%	0.0%	0.0%	0.0%	98.4%	20.2%	0.6%	0.6%
S	7	5534	Ninety-Ninth Street Elementary	550	96.0%	3.1%	0.0%	0.4%	23.5%	32.9%	0.2%	0.4%	2.5%	74.5%	0.0%	0.0%	0.0%	96.7%	16.0%	0.4%	1.1%
S	7	8160	Samuel Gompers Middle	452	100.0%	2.4%	0.0%	0.0%	33.4%	24.6%	0.0%	2.0%	2.0%	64.6%	0.0%	0.2%	0.2%	100.0%	22.3%	0.7%	0.9%
<b>Resident Schools Median</b>				<b>624</b>	<b>98.8%</b>	<b>3.9%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>23.5%</b>	<b>25.2%</b>	<b>0.0%</b>	<b>1.5%</b>	<b>3.1%</b>	<b>74.6%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>99.0%</b>	<b>18.6%</b>	<b>0.6%</b>	<b>0.8%</b>
<b>Los Angeles Unified</b>				<b>596,937</b>	<b>80.3%</b>	<b>10.7%</b>	<b>0.2%</b>	<b>3.6%</b>	<b>7.7%</b>	<b>20.0%</b>	<b>1.9%</b>	<b>0.7%</b>	<b>1.3%</b>	<b>74.1%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.4%</b>	<b>81.5%</b>	<b>11.4%</b>	<b>1.6%</b>	<b>10.3%</b>

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

**Animo James B. Taylor Charter Middle**  
**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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
S	7	5183	Animo James B. Taylor Charter Middle	141	27	19.1	121	19	15.7
Resident Schools									
S	7	8112	Charles Drew Middle	237	37	15.6	195	39	20.0
S	7	8237	Edwin Markham Middle	189	40	21.2	187	36	19.3
S	7	5534	Ninety-Ninth Street Elementary	195	45	23.1	168	17	10.1
S	7	8160	Samuel Gompers Middle	118	21	17.8	95	3	3.2
<b>Resident Schools Median</b>				<b>192</b>	<b>38.5</b>	<b>19.5</b>	<b>177.5</b>	<b>26.5</b>	<b>14.7</b>
<b>Los Angeles Unified</b>				<b>143,196</b>	<b>32,647</b>	<b>22.8</b>	<b>123,579</b>	<b>19,510</b>	<b>15.8</b>

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

**Animo James B. Taylor Charter Middle**

**2019-20 "At-Risk" and Long-Term English Learners (LTEL)**

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

LD	BD	Loc Code	School	English Learners								EL Total	EL Percent	RFEP	RFEP Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL Percent	EL 4+ Years Not At-Risk or LTEL					
S	7	5183	<b>Animo James B. Taylor Charter Middle</b>	5	1.5%	4	1.2%	64	19.0%	50	14.8%	123	36.5%	214	63.5%	337
<b>Resident Schools</b>																
S	7	8112	Charles Drew Middle	58	12.2%	8	1.7%	81	17.1%	31	6.5%	178	37.5%	297	62.5%	475
S	7	8237	Edwin Markham Middle	28	6.9%	4	1.0%	89	21.9%	60	14.7%	181	44.5%	226	55.5%	407
S	7	5534	Ninety-Ninth Street Elementary	131	53.5%	27	11.0%	4	1.6%	19	7.8%	181	73.9%	64	26.1%	245
S	7	8160	Samuel Compers Middle	25	12.2%	4	2.0%	61	29.8%	21	10.2%	111	54.1%	94	45.9%	205
<b>Resident Schools Median</b>				<b>43</b>	<b>12.2%</b>	<b>6</b>	<b>1.8%</b>	<b>71</b>	<b>19.5%</b>	<b>26</b>	<b>9.0%</b>	<b>179.5</b>	<b>49.3%</b>	<b>160</b>	<b>50.7%</b>	<b>326</b>
<b>Los Angeles Unified</b>				<b>70,004</b>	<b>24.3%</b>	<b>15,980</b>	<b>5.5%</b>	<b>18,011</b>	<b>6.2%</b>	<b>15,631</b>	<b>5.4%</b>	<b>119,626</b>	<b>41.5%</b>	<b>168,945</b>	<b>58.5%</b>	<b>288,571</b>

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



**Animo James B. Taylor Charter Middle**  
**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/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 School		2018-19 School		School change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
S	7	5183	Animo James B. Taylor Charter Middle	All Students	460	23.70%	462	31.60%	7.90%
<b>Resident Schools</b>									
S	7	8112	Charles Drew Middle	All Students	744	19.62%	681	17.33%	-2.29%
S	7	8237	Edwin Markham Middle	All Students	698	18.77%	700	24.14%	5.37%
S	7	5534	Ninety-Ninth Street Elementary	All Students	265	44.91%	246	47.97%	3.06%
S	7	8160	Samuel Gompers Middle	All Students	412	20.87%	426	24.65%	3.78%
<b>Resident Schools Median</b>					555	20.25%	554	24.40%	4.15%
<b>Los Angeles Unified</b>					225,279	42.31%	248,161	44.11%	1.80%

**Mathematics**

LD	BD	Loc Code	School	Subgroup	2017-18 School		2018-19 School		Change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
S	7	5183	Animo James B. Taylor Charter Middle	All Students	458	9.17%	464	16.59%	7.42%
<b>Resident Schools</b>									
S	7	8112	Charles Drew Middle	All Students	743	14.80%	696	9.05%	-5.75%
S	7	8237	Edwin Markham Middle	All Students	693	10.97%	700	14.86%	3.89%
S	7	5534	Ninety-Ninth Street Elementary	All Students	267	33.71%	247	39.68%	5.97%
S	7	8160	Samuel Gompers Middle	All Students	409	7.09%	431	6.26%	-0.83%
<b>Resident Schools Median</b>					551	12.89%	564	11.96%	-0.93%
<b>Los Angeles Unified</b>					256,285	31.62%	249,763	33.47%	1.85%

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFiles?ps=true&listYear=2019&listTestType=B&listCounty=00&listDistrict=00000&listSchool=000000>

AB 1505 Renewal Criteria Analysis - "High Performing" or "Low Performing" 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/sa/sa/filesenr.asp> and California School Dashboard System of Support at <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.

KEY	
<b>Color</b>	<b>CA Dashboard I indicator rating.</b> 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.
<b>NPC</b>	<b>No Performance Color</b> when student groups are not numerically significant.
--	0
<b>Missing Data</b>	<b>CALPADS error; Test Irregularities; or No CDE data</b>
<b>N/A</b>	<b>Not Applicable</b> (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**

Animo James B. Taylor Charter Middle				
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator
2018	Orange	Red	NPC	N/A
2019	Yellow	Orange	Green	N/A

1. If "YES" - proceed to **HP1b [LP1b]** below.

2. If "No" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

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

Animo James B. Taylor Charter Middle							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	Orange	Red	NPC	N/A	Red	N/A	Yellow
2019	Yellow	Orange	Green	N/A	Green	N/A	Blue

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.
    - 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.
3.  **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	5	African American; Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
ELA 2019	5	African American; Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
Math 2018	5	African American; Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
Math 2019	5	African American; Latino; English Learners; Socioeconomically Disadvantaged; Students with Disabilities
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	N/A	N/A
College/Career 2019	N/A	N/A

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

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

Indicator	Animo James B. Taylor Charter Middle			State		Status Comparison to State Average
	Performance Level	Status		Performance Level	Status	
	ELA 2018	Orange	-63.1		Orange	
ELA 2019	Yellow	-43.9		Green	-2.5	Lower
Math 2018	Red	-122.3		Orange	-36.4	Lower
Math 2019	Orange	-100.2		Orange	-33.5	Lower
EL Progress 2018	NPC	N/A		NPC	N/A	--
EL Progress 2019 *	Green	62.7%		Yellow	48.3%	Higher
College/Career 2018	N/A	N/A		Yellow	42.2%	N/A
College/Career 2019	N/A	N/A		Yellow	44.1%	N/A

- 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**.
- 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**.
- 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.

**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**

Subgroup	ELA											
	2018						2019					
	School			State			School			State		
	# of Stud.	Perf. Level	Status	Perf. Level	Status	Comparison to State Average	# of Stud.	Perf. Level	Status	Perf. Level	Status	Comparison to State Average
All Students	444	Orange	-63.1	Orange	-6.0	Lower	450	Yellow	-43.9	Green	-2.5	Lower
English Learner	235	Red	-90.5	Yellow	-47.1	Lower	221	Orange	-80.7	Yellow	-45.1	Lower
Foster Youth	2	No Color	--	Red	-79.2		2	No Color	--	Orange	-71.9	
Homeless	11	No Color	-41.2	Yellow	-51.0		11	No Color	-28.2	Yellow	-46.7	
Socioeconomically Disadvantaged	440	Orange	-63.5	Yellow	-34.7	Lower	448	Yellow	-43.9	Yellow	-30.1	Lower
Students with Disabilities	53	Red	-128.8	Red	-95.5	Lower	48	Orange	-112.9	Orange	-88.1	Lower
African American	39	Red	-81.8	Orange	-51.8	Lower	39	Orange	-76.4	Yellow	-47.6	Lower
American Indian or Alaska Native	1	No Color	--	Orange	-36.8		--	--	--	Orange	-34.1	



Subgroup	ELA												Status Comparison to State Average
	2018						2019						
	# of Stud.	School		State		Status Comparison to State Average	# of Stud.	School		State		Status Comparison to State Average	
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status		
Asian	--	--	Blue	62.4	Blue	64.8	--	--	Blue	64.8			
Filipino	--	--	Green	44.0	Blue	46.7	--	--	Blue	46.7			
Latino	402	Orange	Yellow	-31.3	Yellow	-26.6	411	Yellow	Yellow	-40.8	Yellow	Lower	
Native Hawaiian or Pacific Islander	--	--	Orange	-21.3	Orange	-19.5	--	--	Orange	Orange	-19.5		
White	1	No Color	Green	27.7	Green	30.7	--	--	Green	Green	30.7		
Two or More Races	1	No Color	Green	28.6	Green	30.3	--	--	Green	Green	30.3		

Subgroup	MATH												Status Comparison to State Average
	2018						2019						
	# of Stud.	School		State		Status Comparison to State Average	# of Stud.	School		State		Status Comparison to State Average	
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status		
All Students	442	Red	Orange	-36.4	Orange	-33.5	448	Orange	Orange	-100.2	Orange	Lower	
English Learner	234	Orange	Orange	-144.1	Orange	-68.6	220	Orange	Orange	-131.6	Orange	Lower	
Foster Youth	2	No Color	Red	-114.0	Red	-107.2	2	No Color	Orange	--	Orange		
Homeless	11	No Color	Orange	-100.5	Orange	-81.0	11	No Color	Orange	-100.6	Orange		
Socioeconomically Disadvantaged	438	Red	Orange	-122.8	Orange	-63.7	446	Orange	Orange	-100.5	Yellow	Lower	
Students with Disabilities	53	Orange	Red	-192.3	Red	-119.4	47	Orange	Orange	-177.0	Orange	Lower	
African American	38	Orange	Orange	-137.6	Orange	-87.9	39	Orange	Red	-155.9	Orange	Lower	
American Indian or Alaska Native	1	No Color	Orange	-73.0	Orange	-69.6	--	--	Orange	--	Orange		
Asian	--	--	Blue	56.7	Blue	59.8	--	--	Blue	Blue	59.8		
Filipino	--	--	Green	13.1	Green	18.0	--	--	Green	Green	18.0		
Latino	401	Red	Orange	-120.5	Orange	-62.2	409	Yellow	Yellow	-94.8	Yellow	Lower	
Native Hawaiian or Pacific Islander	--	--	Orange	-52.0	Orange	-49.8	--	--	Orange	Orange	-49.8		
White	1	No Color	Yellow	-1.0	Yellow	1.4	--	--	Green	Green	1.4		
Two or More Races	--	--	Green	1.9	Green	2.5	--	--	Green	Green	2.5		

Subgroup	EL Progress Indicator * (ELPI)										Status Comparison to State Average	
	2018					# of Stud.	2019					
	School Perf. Level	School Status	State Perf. Level	State Status	State Comparison to State Average		School Perf. Level	School Status	State Perf. Level	State Status		State Comparison to State Average
English Learner	N/A	N/A	NPC	N/A	N/A	110	Green	62.7%	Yellow	48.3%	Higher	

Subgroup	College / Career Indicator (CCI)										Status Comparison to State Average	
	2018					# of Stud.	2019					
	School Perf. Level	School Status	State Perf. Level	State Status	State Comparison to State Average		School Perf. Level	School Status	State Perf. Level	State Status		State Comparison to State Average
All Students	--	--	Yellow	42.2%		--	--	Yellow	44.1%			
English Learner	--	--	Orange	14.5%		--	--	Yellow	16.8%			
Foster Youth	--	--	Orange	10.4%		--	--	Yellow	13.3%			
Homeless	--	--	Orange	24.3%		--	--	Orange	25.9%			
Socioeconomically Disadvantaged	--	--	Orange	33.7%		--	--	Green	35.8%			
Students with Disabilities	--	--	Red	9.2%		--	--	Orange	10.8%			
African American	--	--	Orange	21.2%		--	--	Yellow	23.7%			
American Indian or Alaska Native	--	--	Orange	25.2%		--	--	Orange	25.9%			
Asian	--	--	Blue	74.1%		--	--	Blue	74.0%			
Filipino	--	--	Green	62.7%		--	--	Green	64.5%			
Latino	--	--	Orange	33.8%		--	--	Green	36.1%			
Native Hawaiian or Pacific Islander	--	--	Orange	31.7%		--	--	Orange	33.5%			
White	--	--	Yellow	52.2%		--	--	Yellow	53.8%			
Two or More Races	--	--	Yellow	48.6%		--	--	Yellow	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/cmy/>

ATTACHMENT C

DESEGREGATION IMPACT STATEMENT (DIS)  
ANIMO JAMES B. TAYLOR CHARTER MIDDLE  
BOARD OF EDUCATION REPORT 160 – 20/21  
December 8, 2020

I. Category of Proposed Action:

The proposed action would renew the charter for Animo James B. Taylor Charter Middle, beginning July 1, 2021 until June 30, 2026 to serve 525 students in grades 6-8 in each year of its charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted single charter status for a maximum of five (5) years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of Animo James B. Taylor Charter Middle for five (5) years beginning July 1, 2021 until June 30, 2026.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

APPROVED BY:

ERIK ELWARD, Ed.D.  
Specialist  
Charter Schools Division

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services