



## Board of Education Report

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**File #:** Rep-173-20/21, **Version:** 1

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**Approval of the Renewal Petition for Valor Academy Elementary [PUBLIC HEARING]  
December 8, 2020  
Charter Schools Division**

**Action Proposed:**

Staff recommends approval of the renewal petition for Valor Academy Elementary (“Charter School”), with benchmarks in the area of academics, designated by the state as Middle performing, located in Board District 6 and Local District Northwest, for five (5) years, beginning July 1, 2021 until June 30, 2026, to serve 468 students in grades TK-4 in each year of the charter term. The recommendation is based on findings in the attached Staff Assessment and Recommendation Report. Valor Academy Elementary has a concurrent request for material revision submitted for its current charter on April 3, 2020, to remove its sole statutory member and update enrollment practices and preferences. Please see related Board Report No. 175-20/21.

**Background:**

Valor Academy Elementary is a TK-4 school currently serving 405 students on a private site in Arleta at 8755 Woodman Avenue, Arleta, CA 91331 in Board District 6 and Local District Northwest. Valor Academy Elementary was approved by the LAUSD Board of Education on November 10, 2015.

On September 15, 2020, Valor Academy Elementary Academy 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 14, 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 Valor Academy Elementary governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

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

**Expected Outcomes:**

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

**Board Options and Consequences:**

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

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

This Board Report No. 173-20/21, 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/1trnu80x3ojrjst/AABUbXtT9Jtuq5sviHF5iK-Ia?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:**

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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 173-20/21  
 December 8, 2020

School Name:	<b>Valor Academy Elementary</b>		<b>BOARD IS                  REQUIRED TO                  TAKE ACTION                  BY:                   December 14, 2020</b>
Type of Charter School:	<b>Start-Up Independent Charter School</b>		
Charter Operator	<b>Bright Star Schools</b>		
Location Code:	<b>7580</b>		
Type of Site(s):	<b>Private</b>		
Site Address(es):	<b>8755 Woodman Avenue, Arleta, CA 91331</b>		
Board District(s):	<b>6</b>	Local District(s):	<b>Northwest</b>
Grade Levels Served:	<b>TK-4</b>	Current Enrollment:	<b>405</b>
Grade Levels Authorized in Current Charter:	<b>TK-4</b>	Approved Enrollment in Current Charter:	<b>468</b>
<b>CONSIDERATION:</b>	<b>Renewal</b>		
<b>CDE PERFORMANCE LEVEL:</b>	<b>Middle Performing</b>		
<b>STAFF RECOMMENDATION:</b>	<b>Approval with Benchmarks</b>		
<b>SUMMARY OF STAFF FINDINGS:</b>	<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>Valor Academy Elementary must meet the following benchmarks during the 2021-20226 charter term in order to address concerns regarding academic performance:</p> <ol style="list-style-type: none"> <li>1. The school will achieve Increased or Increased Significantly in Change Level for the majority of its numerically significant subgroups on the California School Dashboard’s English Language Arts (ELA) Indicator over the term of the charter with the goal of achieving a Status level that is the same or higher than the applicable state levels by the time the charter is presented for renewal. The school’s annual progress will be reviewed at the school’s Annual Performance-Based Oversight Visit by the district.</li> <li>2. The school will achieve a Progress Level that is the same or higher than the applicable state levels on the California School Dashboard’s English Learner Progress Indicator (ELPI). The school’s annual progress will be reviewed at the school’s Annual Performance-Based Oversight Visit by the district.</li> </ol> <p>If this benchmark remains unmet by the timeline(s) indicated, at that time the District will review the charter school’s status reports and any additional relevant information, and determine next steps accordingly, up to and including recommendation for revocation during the school’s charter term or recommendation of non-renewal upon submission of a renewal petition at the end of the term of the charter.</p>

# STAFF ASSESSMENT

## I. ACTION PROPOSED

Staff recommends approval with benchmarks of the renewal petition for Valor Academy Elementary (“VAES” or “Charter School”), located in Board District 6 and Local District Northwest, for a term of 5 years, beginning July 1, 2021, until June 30, 2026 to serve up to 468 students in grades TK-4 in each year of the charter term. The school is requesting to materially revise petition Element 4 to reflect the removal of the sole statutory member, and revise petition Element 8 to update enrollment practices and preferences. Related Board Report No. 175-20/21 separately addresses the school’s request for material revision of its charter to update the governance structure and enrollment practices and preferences.

## 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>Valor Academy Elementary</b>
<b>Initial Authorization:</b>	On November 10, 2015, Valor Academy Elementary was authorized by the LAUSD Board of Education to serve 468 students in grades TK-4.
<b>Most Recent Renewal</b>	N/A

	<b>Valor Academy Elementary</b>
<b>Approved Material Revisions of Current Charter:</b>	N/A
<b>Board Benchmarks in Current Charter Term:</b>	N/A
<b>Submission of Renewal Petition Application:</b>	Valor Academy Elementary submitted its renewal petition application on September 15, 2020. The 90-day statutory timeline for Board action on the petition runs through December 14, 2020.
<b>Concurrent Request for Material Revision:</b>	Valor Academy Elementary submitted a request for a material revision for its current charter on April 3, 2020, to remove its sole statutory member and update enrollment practices and preferences. Please see related Board Report No. 175-20/21.

**B. Educational Program**

	<b>Valor Academy Elementary</b>
<b>Key Features of Educational Program:</b>	<p>Valor Academy Elementary offers a TK-4 educational program which includes the following features:</p> <ul style="list-style-type: none"> <li>◆ The Connections and Family Services Program which provides academic, social, and emotional support to the school’s students, families, and alumni.</li> <li>◆ The Restorative Justice Program which emphasizes building a school culture based on community and relationships. The program includes gratitude circles, councils, and restorative conferences to provide a space for teachers and students to connect and build trust.</li> <li>◆ The following set of values: Integridad encourages one to be the best version of themselves and to advocate for others, Ubuntu values kindness and supporting others, Kohyang means hometown and encourages students to build meaningful connections and strong community ties, and Growth means having a mindset to achieve excellence and fulfillment through pursuit of learning and development.</li> </ul>
<b>English Learner Master Plan:</b>	<p>Valor Academy Elementary implements its own English Learner Master Plan which includes the following features:</p> <ul style="list-style-type: none"> <li>◆ An English Language Development (ELD) Coordinator to work with teachers and staff to provide professional development and ELD instruction.</li> <li>◆ An Academic English course to assist with development of cognitive language as well as reading and writing skills.</li> </ul>
<b>Special Education SELPA</b>	Valor Academy Elementary participates in LAUSD SELPA Option 3.



### C. Student Enrollment and Population

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio- economically Disadvantaged	Students with Disabilities	Two or More Races	White
Valor Academy Elementary	373	76.1%	0.0%	0.3%	2.4%	1.9%	43.2%	3.8%	0.3%	0.5%	85.3%	0.0%	0.0%	0.8%	77.5%	5.1%	0.8%	4.8%

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

### D. Charter School Operator

Valor Academy Elementary is operated by Bright Star Schools, a California nonprofit public benefit corporation that also operates eight other LAUSD-authorized charter schools. The school has a sole statutory member, Bright Star Education Group (BSEG), of which the school has currently submitted a material revision to remove. Please see related Board Report No. 175-20/21.

## 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

Valor Academy Elementary 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.

Valor Academy Elementary							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	NPC	NPC	NPC	N/A	4	N/A	5
2019	NPC	NPC	1	N/A	2	N/A	5

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

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

NPC: No performance color

The recommendation for renewal has considered the schoolwide performance and performance of numerically significant subgroups served by the charter school on the state

and local indicators, providing greater weight to performance on measurements of academy performance. In addition to the state and local indicators, the recommendation considered whether there was clear and convincing evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers, as applicable.

Due to Valor Academy Elementary’s slow roll out of grades in its first charter term, the charter school has one year of official academic data.

Please see attached *Valor Academy Elementary* Data Set.

c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Valor Academy Elementary - (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	Change Level	School to State DFS Comparison
All Students	24	No Color	-26.1	-6.0	--	30	No Color	-61.9	-2.5	Increased	Lower
Socioeconomically Disadvantaged	0	--	--	-34.7	--	30	No Color	-61.9	-30.1	Increased	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.

In 2018, the school served grades TK-2 and thus did not have grade levels eligible to take the ELA CAASPP assessment. However, as seen in the above table, the state assigns the school a 2018 schoolwide Distance from Standard (DFS) through the application of the pair share methodology. Per California’s Every Student Succeeds Act (ESSA) Plan, the state assigned Valor Academy Charter Distance from Standard (DFS) results of the schools where grade 2 students would matriculate to as grade 3 students (Pair and Share).

The school first administered CAASPP assessments in the 2018-2019 academic year resulting in test scores for 30 students.

In 2019, the charter school’s DFS was lower than the state’s DFS schoolwide. The school had one numerically significant subgroup (Socioeconomically Disadvantaged) for ELA, which was lower than the state’s DFS.

School leadership shared that to increase student achievement in ELA, they developed plans to improve student interventions and a process for analyzing data. The principal will be supported by the Head of Schools through ongoing coaching sessions focused on data analysis including reflection and review of progress made towards meeting established student achievement goals. The school also shared that students will receive 20-30 minutes of a differentiated skills block to focus on foundational skills and intervention from the Reading Intervention Teachers. Teachers will monitor data with an Instructional Coach who will meet with each teacher weekly. Additionally, instructional assistants will provide small group instruction and intervention.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Subgroups:

Valor Academy Elementary -(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	24	No Color	-22.0	-36.4	--	30	No Color	-57.6	-33.5	Lower
Socioeconomically Disadvantaged	0	--	--	-67.4	--	30	No Color	-57.6	-63.7	Higher

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

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

In 2018, the school served grades TK-2 and thus did not have grade levels eligible to take the Math CAASPP assessment. However, as seen in the above table, the state assigns the school a 2018 schoolwide Distance From Standard (DFS) through the application of the pair share methodology.

The school first administered CAASPP assessments in the 2018-2019 academic year resulting in test scores for 30 students.

In 2019, the charter school’s DFS was lower than the state’s DFS schoolwide. In 2019, the school had one numerically significant subgroup (Socioeconomically Disadvantaged) for Math, which was higher than the state’s DFS.

School leadership shared that to improve student’s Math performance, the school has taken the following steps: paired each teacher with an Instructional Coach to meet weekly and discuss student work samples, end of unit data, observations, and action steps; implemented unit assessments and data reports to monitor progress throughout the year; use of instructional assistants to support small groups; and purchased Moby Max to be used as intervention software to address academic gaps specific to each student’s proficiency level. Additionally, the school will implement a new math curriculum, entitled *Bridges*, in the 2021-2022 academic year.

**Change Level Schoolwide and Numerically Significant Subgroups:**

The school had only one year of CAASPP SBAC data on the California Dashboard. Thus, the school does not have any identified Change Levels.

e. English Learner Progress Academic Indicator

Percentage of English Learners Making Progress Toward English Proficiency:

Valor Academy Charter English Learner Progress Indicator - CA School Dashboard Indicator						
Subgroup	2019 School				2019 State	
	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	74	No Color	21.6%	Very Low	48.3	Medium

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

As seen in the table above, the 2019 California School Dashboard indicates 21.6% of Valor Academy Elementary’s English Learner (EL) students are making progress towards English proficiency, which is lower than the state at 48.3%. The Performance Level for the school is Very Low while the state Performance Level is Medium.

School leadership acknowledged that the lack of fidelity in their implementation of Designated English Language Development (ELD) time and the curriculum providing insufficient ELD lessons and supports contributed to the low percentage of English Learners making progress towards English proficiency. Thus, the school asserts that they will strengthen Designated ELD time and adopt an ELD curriculum. Additionally, the school plans to implement the following: hiring an ELD Coordinator; monitoring ELD progress using the Developmental Reading Assessment (DRA) and conducting progress checks using ELD Standards; providing teachers professional development including Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SADIE) strategies, data analysis of English Language Proficiency Assessment for California (ELPAC) results, and ELD integrated instruction.

Standardized Assessments Participation Rat

In 2019, ELA, Math, and the English Learner Progress Indicator (ELPI), the school met the participation rates (of at least 95%) schoolwide and for its numerically significant subgroup.

f. College/Career Academic Indicator:

N/A

g. Verified Data

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

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*.

Valor Academy Elementary provided Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment data. NWEA data was provided for 2017-2018, 2018-2019, and 2019-2020 school years. While the data showed change in RIT scores, change in percentage of students who met growth targets from Spring to Spring each year, and the RIT scores by cohort increase over time, the SBAC mapping tables provided indicates the mean scores are in the Level 1/Not Meeting category. The data as a whole was not clear and convincing.

h. Postsecondary Outcomes [HS only]  
N/A

i. Local Indicators

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

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

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

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

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

Resident Schools Analysis

ELA Distance from Standard Schoolwide and Resident Schools Median

Valor Academy Elementary (ELA Grades) Academic Indicator - CA School Dashboard Indicator										
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
All Students	24	0	-26.1	11.5	4	30	0	-61.9		0
Resident School Median	314	3	-41.5	7.7	4	309	3	-36.9	6.5	4

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

As indicated in the table above, when comparing the school to the Resident Schools Median (RSM), the charter school's student performance on the California School Dashboard in 2019 is lower than the RSM in ELA when measuring DFS. (Please note the school was assigned a 2018 schoolwide Distance from Standard (DFS) through the application of the pair share methodology).

ELA Smarter Balanced Assessment Data Met or Exceeded Percentages:

English Language Arts/Literacy		2017-18		2018-19		School change from 2018-19
		School		School		
School	Subgroup	Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
Valor Academy Elementary	All Students	--	--	38	26.31%	--
	Resident School Median	332	34.03%	327	36.67%	2.64%

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

As indicated in the table above, when comparing the school to the RSM, Valor Academy Elementary's data indicates that the percentage of students who Met or Exceeded standards in ELA on the CAASPP in 2019 is lower than the RSM.

English Learner Progress Indicator:

English Learner Progress Indicator - CA School Dashboard Indicator					
School	Subgroup	2019 School			
		Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
<b>Valor Academy Elementary</b>	<b>English Learner</b>	<b>74</b>	<b>1</b>	<b>21.6%</b>	<b>Very Low</b>
<b>Resident Schools Median</b>		<b>137</b>	<b>3</b>	<b>52.6%</b>	<b>Medium</b>
<b>Los Angeles Unified</b>		<b>68,139</b>	<b>3</b>	<b>45.0%</b>	<b>Medium</b>

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

As indicated in the table above, when comparing the school to the RSM, Valor Academy Elementary has a lower percentage of English Learners making progress towards English proficiency.

Reclassification Rates:

School	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
<b>Valor Academy Elementary</b>	<b>101</b>	<b>14</b>	<b>13.9</b>	<b>144</b>	<b>4</b>	<b>2.8</b>
<b>Resident Schools Median</b>	<b>291</b>	<b>73</b>	<b>26</b>	<b>226</b>	<b>42</b>	<b>14.1</b>

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

Staff also considered the charter school’s performance compared to Resident Schools in the area of reclassification. As noted in the table above, the school’s performance in reclassification in the prior two years show Valor Elementary Academy’s reclassification rate of 13.9% was lower than the Resident Schools Median of 26.0% in 2018, the school’s reclassification rate of 2.8% was lower than the Resident Schools Median of 14.1% in 2019.

While the overall performance of the CAASPP data along with verified data justifies benchmarks for improvement, the verified data shows some trends in improvement and the only numerically significant subgroup in the Math CAASPP assessment has performed higher than the state DFS, thus resulting in a recommendation of approval with benchmarks.

k. Suspension Rate Indicator

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



## Schoolwide and Numerically Significant Subgroups

Valor Academy Elementary - Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	Students suspended at least once	Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Students suspended at least once	School to State Suspensions Comparison
<b>All Students</b>	<b>222</b>	<b>Blue</b>	<b>0.0%</b>	<b>3.5%</b>	<b>Lower</b>	<b>329</b>	<b>Blue</b>	<b>0.0%</b>	<b>3.4%</b>	<b>Lower</b>
English Learner	108	Blue	0.0%	3.0%	Lower	149	Blue	0.0%	3.1%	Lower
Latino	194	Blue	0.0%	3.6%	Lower	286	Blue	0.0%	3.5%	Lower
Socioeconomically Disadvantaged	193	Blue	0.0%	4.4%	Lower	270	Blue	0.0%	4.3%	Lower

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

As indicated in the table above, for both 2018-2019, the school was lower than the state schoolwide and for all numerically significant subgroups.

## Change Level Schoolwide and Numerically Significant Subgroups

Valor Academy Elementary - Suspension Rate Indicator - CA School Dashboard Indicator														
Subgroup	Number of Students	2018 Color	Change	Change Level	State 2018 Color	Change	Change Level	Number of Students	2019 Color	Change	Change Level	State 2019 Color	Change	Change Level
<b>All Students</b>	<b>222</b>	<b>Blue</b>	<b>-1.1%</b>	<b>Declined Significantly</b>	<b>Yellow</b>	<b>-0.1%</b>	<b>Maintained</b>	<b>329</b>	<b>Blue</b>	<b>0.0%</b>	<b>Maintained</b>	<b>Yellow</b>	<b>-0.1%</b>	<b>Maintained</b>
English Learner	108	Blue	0.0%	Maintained	Yellow	-0.1%	Maintained	149	Blue	0.0%	Maintained	Yellow	0.1%	Maintained
Latino	194	Blue	0.0%	Maintained	Yellow	-0.1%	Maintained	286	Blue	0.0%	Maintained	Yellow	-0.1%	Maintained
Socioeconomically Disadvantaged	193	Blue	0.0%	Maintained	Yellow	-0.2%	Maintained	270	Blue	0.0%	Maintained	Yellow	-0.1%	Maintained

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

As seen in the table above, in 2018, the charter school's Change Level Declined Significantly schoolwide. The school's numerically significant subgroups (English Learner, Latino, Socioeconomically Disadvantaged) Maintained. In 2019, the charter school's Change Level Maintained schoolwide and for the numerically significant subgroups.

l. Graduation Rate Indicator [HS only]

N/A

m. Chronic Absenteeism Indicator

## Percentage Schoolwide and Numerically Significant Subgroups:

Valor Academy Elementary Chronic Absenteeism - CA School Dashboard Indicator										
Subgroup	Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	State 2018 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	State 2019 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison
<b>All Students</b>	<b>218</b>	<b>Green</b>	<b>8.7%</b>	<b>9.0%</b>	<b>Lower</b>	<b>318</b>	<b>Orange</b>	<b>11.0%</b>	<b>10.1%</b>	<b>Higher</b>
English Learner	107	Orange	7.5%	8.6%	Lower	144	Orange	10.4%	9.9%	Higher
Latino	191	Yellow	7.9%	9.7%	Lower	277	Red	11.6%	11.0%	Higher
Socioeconomically Disadvantaged	189	Orange	10.1%	11.4%	Lower	265	Orange	12.1%	12.9%	Lower

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

As indicated in the table above, in 2018, the charter school had a lower percentage of Chronic Absenteeism than the state schoolwide and for all of the numerically significant subgroups. In 2019, the charter school had a higher percentage than the state schoolwide and for two numerically significant subgroups (English Learner and Latino), with the exception of Socioeconomically Disadvantaged, which was lower than the state.

## Change Level Schoolwide and Numerically Significant Subgroups

Valor Academy Elementary Chronic Absenteeism - CA School Dashboard Indicator												
Subgroup	Number of students enrolled who meet criteria	2018 Color	Change	Change Level	Change	Change Level	Number of students enrolled who meet criteria	2019 Color	Change	Change Level	Change	Change Level
<b>All Students</b>	<b>218</b>	<b>Green</b>	<b>-0.6%</b>	<b>Declined</b>	<b>0.3%</b>	<b>Maintained</b>	<b>318</b>	<b>Orange</b>	<b>2.3%</b>	<b>Increased</b>	<b>1.1%</b>	<b>Increased</b>
English Learner	107	Orange	1.6%	Increased	0.6%	Increased	144	Orange	2.9%	Increased	1.4%	Increased
Latino	191	Yellow	-0.1%	Maintained	0.4%	Maintained	277	Red	3.7%	Increased Significantly	1.4%	Increased
Socioeconomically Disadvantaged	189	Orange	1.2%	Increased	0.4%	Maintained	265	Orange	2.0%	Increased	1.5%	Increased

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

As seen in the table above, for 2018, the charter school's Change Level Declined schoolwide, Increased for two of the numerically significant subgroups (English Learner and Socioeconomically Disadvantaged), and Maintained for the Latino subgroup. In 2019, the charter school's Change Level Increased schoolwide and for two numerically significant subgroups (English Learner and Socioeconomically Disadvantaged) with the exception of the Latino subgroup, which Increased Significantly.

n. English Learner Performance

Reclassification Rates:

School	Year	Students Redesignated FEP	School	State	School to State RFEF Comparison
Valor Academy Elementary	2018-19	17-18 EL #	101	1,271,150	Higher
		18-19 Reclass #	14	175,746	
		18-19 Reclass Rate	13.9	13.8	
	2019-20	18-19 EL #	144	1,195,988	Lower
		19-20 Reclass #	4	164,653	
		19-20 Reclass Rate	2.8	13.8	

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

In 2019-2020, Valor Academy Elementary’s reclassification rate was 2.8%, which was lower than the state’s reclassification rate of 13.8%. In 2018-2019, Valor Academy Elementary’s reclassification rate of 13.9% was higher than the state’s rate of 13.8%.

Valor Academy Elementary’s reclassification criteria are as follows:

- ◆ Overall ELPAC Performance Level 4
  - ◆ (Teacher Evaluation) English Language Arts composite score of 3 or 4
  - ◆ Basic, Proficient or Advanced score on the Reading Inventory (RI).
- Or
- ◆ Meeting or exceeding proficiency score on Developmental Reading Assessment (DRA). (This is the only necessary Basic Skills Assessment required for Kindergarten)
- Or
- ◆ Standard Met or Standard Exceeded on the ELA SBAC (3rd and 4th grade)
  - ◆ Parent Opinion and Consultation
  - ◆ Note: when a student has met the ELPAC summative and grade level skills criteria for reclassification except for the teacher evaluation requirement, the student’s English proficiency must be reviewed by the Student Support and Progress Team (SSPT) for reclassification readiness

School leadership shared that some students were not able to reclassify based on the reading and writing report card grades. Furthermore, there was a lack of calibration regarding grading of English Language Arts student achievement and proficiency. School leaders provided professional development to teachers in order to calibrate on grading in ELA including what types of information to assess in ELA proficiency.

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

English Learners	2018-19				2019-20			
	Valor Academy		State		Valor Academy		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	7	4.3%	220,738	9.5%	12	6.5%	130,783	5.7%
LTEL 6+ Years	0	0.0%	342,983	14.7%	0	0.0%	204,042	8.9%

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

In 2019-2020, Valor Academy Elementary had 0.0% Long-term English Learners (LTELs), which was lower than the state’s LTEL percentage of 8.9%. In 2018-2019, Valor Academy Elementary’s LTEL percentage of 0.0% was lower than the state’s 14.7%. In 2019-2020, the charter school had 6.5% “At-Risk” (12 students), which was higher than the state’s rate of 5.7%. In 2018-2019, Valor Academy Elementary had 4.3% “At-Risk” (7 students) which was lower than the state at 9.5%.

**2. Annual Oversight Results**

**a. Student Achievement and Educational Performance**

Valor Academy Elementary has earned the ratings of *No Rating* and *Developing* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

The school did not receive a rating in 2018 as it did not generate enough state data due to the school’s grade level roll out. The school earned the rating of *Developing* in 2019 due to the lower academic performance compared to the Resident Schools Median for schoolwide ELA and Math CAASPP (SBAC) results. The school also had a lower reclassification rate compared to the Resident Schools Median.

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Student Achievement and Educational Performance</b>	No Rating	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. Governance**

Valor Academy Elementary’s record of performance and related information demonstrate that the school is likely to succeed in the area of governance.

The school has earned the rating of *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**

Valor Academy Elementary’s record of performance and related information demonstrate that the school is likely to succeed in the area of Organizational Management, Programs, and Operations.

The school has earned the rating of *Accomplished* in the category of Organizational Management, Programs, and Operations on its annual oversight evaluation reports over the past two years and has no unresolved issues pending.

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

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

i. Access and Equity

2019-20 Enrollment by Ethnicity and Subgroup																		
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio- economically Disadvantaged	Students with Disabilities	Two or More Races	White
Valor Academy	373	76.1%	0.0%	0.3%	2.4%	1.9%	43.2%	3.8%	0.3%	0.5%	85.3%	0.0%	0.0%	0.8%	77.5%	5.1%	0.8%	4.8%
State	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%	60.75%	11.7%	3.95%	22.45%
Los Angeles	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

**2019-20 Enrollment by Disability**

School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	= AUT	= DB	= DEAF	= ED	= EMD	= HOH	= ID	= OHI*	= OI	= SLD*	= SLI*	= TBI	= VI
Valor Academy Elementary	373	19	5.1%	0.0%	42.1%	5	0	0	2	0	0	0	1	1	3	7	0	0
State	6,163,001	721,198	11.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	607,723	84,730	13.9%	69.1%	31.0%	16,067	15	336	1,569	5	1,431	4,271	10,828	1,970	35,116	12,579	102	418

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

According to 2019 CALPADS Fall 1 Certified Student Profile List Report, Valor Academy Elementary has a 5.1% 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

None

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

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

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

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

**3. Fiscal Operations**

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

a. Summary

Valor Academy Elementary achieved the ratings of *Developing* and *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years.

The school’s rating of *Developing* in 2018-2019 was due to the school’s receipt of a Notice to Cure (NTC) due to the school’s failure to submit its Fiscal Year 2017-2018 annual independent audit report by the statutory deadline of December 15, 2018. A second NTC was also issued during 2018-2019 due to an audit finding cited in the school’s Fiscal Year 2017-2018 independent audit report regarding the school’s departure from Generally Accepted Accounting Principles (GAAP) regarding its internal control processes. This issue has been resolved.

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

	2018-2019	2019-2020
Annual Oversight Evaluation Report Rating in Category of <b>Fiscal Operations</b>	2 Developing	3 Proficient

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

b. Fiscal Condition

Valor Academy Elementary’s fiscal condition is positive and has been upward trending since the 2016-2017 Fiscal Year. According to the 2018-2019 independent audit report, the school had positive net asset \$289,359 and net income of \$70,033. The 2019-2020 Unaudited Actuals Report 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	\$0	\$136,101	\$219,326	\$289,359	\$416,393
Net Income/Loss	\$0	\$24,459	\$83,225	\$70,033	\$127,034
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

According to Bright Star Schools' independent audit report for the Fiscal Year ended June 30, 2019, Bright Star School's fiscal condition is strong. Bright Star Schools and its charter schools reported positive net assets of \$12,207,557 and net income of \$2,399,188. Bright Star Schools, without its charter schools, reported positive net assets of \$910,550 and net income of \$910,550.

During 2019-2020, Valor Academy Elementary paid annual management fees, which amounted to 12% of the school's revenue to Business Office Team (BOT). According to the Intracompany Management Service Guidelines between the BOT and the schools, schools will pay fees to the BOT for support services. This support includes information technology, professional development, technical assistance, educational curricula, instructional models, and classroom structures. Additionally, for new Bright Star schools, the services provided include student recruitment, master program planning, ordering textbooks and supplies, human resources, special education programs, procurements for outsourced vendors, legal counsel, liability, property, and professional insurance policies, and other back office and related services as needed. These fees are calculated based on the revenue of each Bright Star school, in accordance with the provisions of California Education Code Sections 47632(a) and 47632(b).

c. 2018-2019 Independent Audit Report

Audit Opinion: Unmodified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Going Concern: None Reported

d. Other Significant Fiscal Information

Per Bright Star Schools, the charter operator, secured a loan for its charter schools through the U.S. Small Business Administration's (SBA) Payment Protection Program (PPP). Bright Star Schools stated that the charter operator submitted its PPP loan application on April 6, 2020 (seeking to borrow \$5,846,300). The CSD was advised that Bright Star Schools' governing board voted to pursue the PPP loan on April 6, 2020, and, on April 26, 2020, Bright Star Schools received PPP loan proceeds in the amount of \$5,846,300. Bright Star Schools stated that its PPP loan proceeds would support allowable expenditures (including payroll) and are currently recorded as a loan on the school's books. Staff will continue to request information from the school as to its uses of its PPP funds and any reports sent to the federal government as part of ongoing oversight.

# ATTACHMENT B

## Valor Academy Elementary

### Academic Performance - English Language Arts

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

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

(ELA Grades) Academic Indicator - CA School Dashboard Indicator																			
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School Average DFS	Change	Change Level	State Average DFS	Change	Change Level	School Average DFS	Change	Change Level	State Average DFS	Change	Change Level	School to State DFS Comparison
NW	6	7580	Valor Academy Elementary	All Students	24	No Color	-26.1	11.5	Increased	-6.0	2.2	Maintained	**	No Data	No Data	-2.5	3.7	Increased	Lower
				American Indian or Alaska Native	0	--	--	--	--	-36.8	2.3	Maintained	--	No Data	No Data	-34.1	2.1	Maintained	--
				Asian	0	--	--	--	--	62.4	2.0	Maintained	--	--	--	64.8	3.1	Increased	--
				Black or African American	0	--	--	--	--	-51.8	0.9	Maintained	--	No Data	No Data	-47.6	3.7	Increased	--
				English Learner	0	--	--	--	--	-47.1	3.3	Increased	--	No Data	No Data	-45.1	3.1	Increased	--
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	No Data	No Data	46.7	3.6	Increased	--
				Foster Youth	0	--	--	--	--	-79.2	1.4	Maintained	--	--	--	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	--	--	-46.7	3.8	Increased	--
				Latino	0	--	--	--	--	-31.3	3.2	Increased	--	No Data	No Data	-26.6	4.5	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	-34.7	4.0	Increased	--	No Data	No Data	-30.1	4.4	Increased	Lower
				Students with Disabilities	0	--	--	--	--	-95.5	2.1	Maintained	--	No Data	No Data	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	--	--	30.3	2.0	Maintained	--
				White	0	--	--	--	--	27.7	0.8	Maintained	--	No Data	No Data	30.7	3.4	Increased	--

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

English Language Arts Indicator Participation Rate By Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2019	100%	100%	--	100%	100%	100%	--	--	100%	--	100%	100%	--	100%
Participation Rate Met 2019	Yes	Yes	--	Yes	Yes	Yes	--	--	Yes	--	Yes	Yes	--	Yes

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

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

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









Valor Academy Elementary  
Suspension Rate Indicator

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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 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	2019 Color	Students suspended at least once	Change	Change Level	State 2019 Color	Students suspended at least once	Change	Change Level	State 2019 Color	Students suspended at least once	Change	Change Level	School to State Comparison
NW	6	7580	Valor Academy Elementary	All Students	222	Blue	0.0%	-1.1%	Declined Significantly	Yellow	3.5%	-0.1%	Maintained	Yellow	3.4%	-0.1%	Maintained	Lower
				American Indian or Alaska Native	0	--	--	--	--	Yellow	7.2%	0.3%	Declined	Orange	7.2%	0.1%	Maintained	--
				Asian	3	No Color	--	--	No Data	Blue	1.0%	0.0%	Maintained	Blue	1.0%	-0.1%	Maintained	--
				Black or African American	7	No Color	--	--	No Data	Orange	9.4%	0.4%	Declined	Orange	8.8%	0.6%	Declined	--
				English Learner	108	Blue	0.0%	0.0%	Maintained	Yellow	3.0%	-0.1%	Maintained	Yellow	3.1%	0.1%	Maintained	Lower
				Filipino	6	No Color	--	--	No Data	Green	1.3%	-0.1%	Maintained	Green	1.3%	0.0%	Maintained	--
				Foster Youth	1	No Color	--	--	No Data	Red	15.2%	0.1%	Maintained	Orange	14.6%	0.6%	Declined	--
				Homeless	2	No Color	--	--	No Data	Orange	5.6%	-0.1%	Maintained	Orange	6.2%	0.5%	Increased	--
				Latino	194	Blue	0.0%	0.0%	Maintained	Yellow	3.6%	-0.1%	Maintained	Yellow	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	4.7%	0.3%	Declined	Yellow	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	193	Blue	0.0%	0.0%	Maintained	Yellow	4.4%	-0.2%	Maintained	Yellow	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	14	No Color	0.0%	--	No Data	Yellow	6.8%	0.3%	Declined	Yellow	6.2%	0.6%	Declined	--
				Two or More Races	8	No Color	--	--	No Data	Yellow	3.4%	0.0%	Maintained	Yellow	3.3%	-0.1%	Maintained	--
				White	4	No Color	--	--	No Data	Yellow	3.0%	-0.1%	Maintained	Yellow	2.9%	-0.2%	Maintained	--

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

**Valor Academy Elementary  
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools as part of the annual data submission to the Department of Education in October. Data accuracy is not guaranteed by the Department of Education. Data is submitted by LEAs on a voluntary basis and it would not 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/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
NW	6	7580	Valor Academy Elementary	373	76.1%	0.0%	0.3%	2.4%	1.9%	43.2%	3.8%	0.3%	0.5%	85.3%	0.0%	0.0%	0.8%	77.5%	5.1%	0.8%	4.8%
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
NW	6	7580	Valor Academy Elementary	311	99.4%	0.0%	0.6%	1.6%	2.9%	46.3%	2.9%	0.0%	1.6%	86.8%	0.0%	0.0%	0.0%	82.6%	8.7%	1.0%	4.2%
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/td/sd/filesenr.asp>

**Valor Academy Elementary**  
**RECLASSIFICATION RATES**

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

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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 RFEF Comparison
NW	6	7580	Valor Academy Elementary	2018-19	17-18 EL #	101	1,271,150	Higher
					18-19 Reclass #	14	175,746	
					18-19 Reclass Rate	13.9	13.8	
				2019-20	18-19 EL #	144	1,195,988	Lower
					19-20 Reclass #	4	164,653	
					19-20 Reclass Rate	2.8	13.8	

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

**Valor Academy Elementary**  
**"At-Risk" and Long-Term English Learners (LTEL)**

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading 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/ia/ac/crm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	English Learners	2018-19				2019-20			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
NW	6	7580	Valor Academy Elementary	EL 0-3 Years	137	84.0%	607,888	26.1%	144	77.8%	576,805	25.3%
				At-Risk 4-5 Years	7	0	220,738	0	12	0	130,783	0
				LTEL 6+ Years	0	0	342,983	0	0	0	204,042	0
				EL 4+ Years Not At-Risk or LTEL	0	0	24,379	0	5	0	236,394	0
				EL total	144	1	1,195,988	1	161	1	1,148,024	1
				RFEP	19	0	1,131,988	0	24	0	1,133,977	0
				Total (Ever)	163	1	2,327,080	1	185	1	2,282,001	1

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

**Valor Academy Elementary  
Students with Disabilities Report**

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

**2019-20 Enrollment by Disability**

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
NW	6	7580	Valor Academy Elementary	373	19	5.1%	0.0%	42.1%	5	0	0	2	0	0	0	1	1	3	7	0	0
<b>Statewide</b>				<b>6,163,001</b>	<b>721,198</b>	<b>11.7%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Los Angeles Unified</b>				<b>607,723</b>	<b>84,730</b>	<b>13.9%</b>	<b>69.1%</b>	<b>31.0%</b>	<b>16,067</b>	<b>15</b>	<b>336</b>	<b>1,569</b>	<b>5</b>	<b>1,431</b>	<b>4,271</b>	<b>10,828</b>	<b>1,970</b>	<b>35,116</b>	<b>12,579</b>	<b>102</b>	<b>418</b>

**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
NW	6	7580	Valor Academy Elementary	311	17	5.5%	82.4%	17.6%	1	0	0	1	0	0	0	1	1	7	6	0	0
<b>Statewide</b>				<b>6,186,278</b>	<b>725,412</b>	<b>11.7%</b>	<b>73.4%</b>	<b>26.6%</b>	<b>101,348</b>	<b>11</b>	<b>2,610</b>	<b>24,767</b>	<b>0</b>	<b>8,197</b>	<b>36,245</b>	<b>99,480</b>	<b>8,007</b>	<b>298,868</b>	<b>130,441</b>	<b>1,395</b>	<b>2,953</b>
<b>Los Angeles Unified</b>				<b>607,723</b>	<b>79,187</b>	<b>13.0%</b>	<b>69.1%</b>	<b>30.9%</b>	<b>15,224</b>	<b>4</b>	<b>286</b>	<b>1,511</b>	<b>4</b>	<b>1,069</b>	<b>4,154</b>	<b>9,951</b>	<b>1,712</b>	<b>32,950</b>	<b>8,756</b>	<b>93</b>	<b>330</b>

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



2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA  
 Valor Academy Elementary

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 counts are 10 or fewer 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/rs/sd/sd/files/srmt.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/rs/sc/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. 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/rs/sd/sd/files/srmt.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/rs/sc/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.

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
NW	6	7580	Valor Academy Elementary	All Students	**		3,177,420	49.88%	38	26.31%	3,162,910	51.10%	--
				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	**		170,923	32.27%	0		167,470	33.19%	
				English Learner	**		530,808	12.62%	16		511,094	12.81%	
				Filipino	**		71,470	71.20%	0		69,420	71.57%	
				Foster Youth	**		**	**	**		**	**	**
				Homeless	**		**	**	**		**	**	**
				Latino	**		1,740,220	39.16%	29		1,742,382	40.81%	
				Native Hawaiian or Pacific Islander	**		14,918	43.16%	**		14,469	43.64%	
				Socioeconomically Disadvantaged	**		1,951,520	37.69%	31	29.03%	1,928,948	39.19%	--
				Students with Disabilities	**		354,484	14.98%	5		365,765	16.35%	
				Two or More Races	**		11,773	0.6475	**		12,492	0.6574	--
				White	**		728,987	0.6485	0	0	713,484	0.6564	--

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
NW	6	7580	Valor Academy Elementary	All Students	**		318,472	0	38	0	317,097	0	--
				American Indian or Alaska Native	**		16,082	25.68%	*		15,629	26.58%	
				Asian	**		297,422	73.54%	**		296,878	74.37%	
				Black or African American	**		170,417	19.74%	*		166,870	20.55%	
				English Learner	**		541,399	12.57%	16		523,959	12.58%	
				Filipino	**		71,722	58.45%	*		69,665	59.52%	
				Foster Youth	**		**	**	**		**	**	**
				Homeless	**		**	**	**		**	**	**
				Latino	**		1,744,154	26.65%	29		1,748,298	28.05%	
				Native Hawaiian or Pacific Islander	**		14,925	31.98%	**		14,430	32.60%	
				Socioeconomically Disadvantaged	**		1,956,639	26.23%	31	25.81%	1,934,051	27.48%	--
				Students with Disabilities	**		353,174	11.89%	5		364,341	12.61%	
				Two or More Races	**		117,518	54.41%	**		124,685	55.26%	
				White	**		729,186	53.57%	*		713,168	54.23%	

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFiles?ps=true&TestYear=2018&TestType=B&County=0081&District=00000&HSchool=0000000>

**Valor Academy Elementary**  
**Academic Performance - English Language Arts**

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

(ELA Grades) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018				2019					
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
NW	6	7580	Valor Academy Elementary	All Students	24	0	-26.1	11.5	4	30	0	-61.9		0
<b>Resident Schools</b>														
NW	6	7398	Alta California Elementary	All Students	451	3	-36.9	16.7	5	405	3	-23.0	13.9	4
NE	6	2329	Beachy Avenue Elementary	All Students	230	2	-63.4	2.3	3	224	3	-38.4	25.0	5
NW	6	7404	Carlos Santana Arts Academy	All Students	199	1	-73.6	2.8	3	190	1	-79.7	-6.2	2
NW	6	3014	Chase Street Elementary	All Students	261	3	-44.5	14.5	4	235	3	-32.8	11.7	4

(ELA Grades) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018				2019					
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
NW	6	4870	Liggett Street Elementary	All Students	314	2	-39.4	0.2	3	338	3	-31.4	8.0	4
NE	6	2302	Michelle Obama Elementary	All Students	373	3	-38.0	20.3	5	358	2	-43.0	-5.0	2
NE	6	5603	Noble Avenue Elementary	All Students	409	2	-43.3	-3.0	2	375	2	-43.0	0.2	3
NW	3	6027	Parthenia Academy of Arts and Technology	All Students	275	3	-24.6	9.2	4	251	3	-16.4	8.2	4
NW	6	6123	Plummer Elementary	All Students	421	3	-42.8	19.4	5	423	3	-38.9	3.9	4
NE	6	6192	Ranchito Avenue Elementary	All Students	246	3	-19.0	7.7	4	234	3	-12.5	6.5	4
NE	6	6665	Sharp Avenue Elementary	All Students	316	3	-41.5	6.0	4	309	3	-36.9	4.5	4
<b>Resident Schools Median</b>					<b>314</b>	<b>3</b>	<b>-41.5</b>	<b>7.7</b>	<b>4</b>	<b>309</b>	<b>3</b>	<b>-36.9</b>	<b>6.5</b>	<b>4</b>
<b>Los Angeles Unified</b>					<b>226,587</b>	<b>3</b>	<b>-29.2</b>	<b>5.6</b>	<b>4</b>	<b>223,502</b>	<b>3</b>	<b>-23.7</b>	<b>5.5</b>	<b>4</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/>

## Valor Academy Elementary Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

(MATH Grades) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018				2019					
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
NW	6	7580	Valor Academy Elementary	All Students	24	0	-22.0	2.9	3	30	NPC	-57.6	--	0
<b>Resident Schools</b>														
NW	6	7398	Alta California Elementary	All Students	451	3	-37.5	12.5	4	405	4	-12.3	25.1	5
NE	6	2329	Beachy Avenue Elementary	All Students	230	3	-69.0	15.4	5	224	3	-34.5	34.6	5
NW	6	7404	Carlos Santana Arts Academy	All Students	199	2	-86.3	-14.2	2	190	3	-77.8	8.5	4
NW	6	3014	Chase Street Elementary	All Students	261	3	-47.8	7.9	4	235	3	-32.2	15.6	5

(MATH Grades) Academic Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018						2019			
					Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
NW	6	4870	Liggett Street Elementary	All Students	314	3	-50.9	6.0	4	338	2	-48.4	2.6	3
NE	6	2302	Michelle Obama Elementary	All Students	373	3	-57.9	19.9	5	358	3	-50.6	7.3	4
NE	6	5603	Noble Avenue Elementary	All Students	410	2	-36.7	-8.6	2	375	2	-39.9	-3.2	2
NW	3	6027	Parthenia Academy of Arts and Technology	All Students	275	3	-36.3	10.8	4	251	3	-30.2	6.1	4
NW	6	6123	Plummer Elementary	All Students	419	3	-53.7	20.0	5	422	2	-50.9	2.8	3
NE	6	6192	Ranchito Avenue Elementary	All Students	245	4	-22.0	7.1	4	233	4	-18.8	3.2	4
NE	6	6665	Sharp Avenue Elementary	All Students	316	2	-56.8	1.3	3	309	2	-63.5	-6.7	2
<b>Resident Schools Median</b>					<b>314</b>	<b>3</b>	<b>-50.9</b>	<b>7.9</b>	<b>4</b>	<b>309</b>	<b>3</b>	<b>-39.9</b>	<b>6.1</b>	<b>4</b>
<b>Los Angeles Unified</b>					<b>226,587</b>	<b>3</b>	<b>-29.2</b>	<b>5.6</b>	<b>4</b>	<b>223,082</b>	<b>3</b>	<b>-54.1</b>	<b>5.2</b>	<b>4</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/>

## Valor Academy Elementary English Learner Progress Indicator

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported. Status Level: 1 = Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High, 0 = No Data. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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			Performance Level	
					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
NW	6	7580	Valor Academy Elementary	English Learner	88				74	1	21.6%	Very Low
<b>Resident Schools</b>												
NW	6	7398	Alta California Elementary	English Learner	275				185	4	57.8%	High
NE	6	2329	Beachy Avenue Elementary	English Learner	150				79	3	50.6%	Medium
NW	6	7404	Carlos Santana Arts Academy	English Learner	211				136	2	42.6%	Low
NW	6	3014	Chase Street Elementary	English Learner	259				137	3	53.3%	Medium
NW	6	4870	Liggett Street Elementary	English Learner	254				175	3	53.1%	Medium

English Learner Progress Indicator - CA School Dashboard Indicator												
LD	BD	Loc Code	School	Subgroup	2018 School			2019 School				
					Number of English Learner Students	2018 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
NE	6	2302	Michelle Obama Elementary	English Learner	413				247	3	53.0%	Medium
NE	6	5603	Noble Avenue Elementary	English Learner	456				289	3	52.6%	Medium
NW	3	6027	Parthenia Academy of Arts and Technology	English Learner	169				102	3	53.9%	Medium
NW	6	6123	Plummer Elementary	English Learner	405				256	3	48.0%	Medium
NE	6	6192	Ranchito Avenue Elementary	English Learner	182				97	1	29.9%	Very Low
NE	6	6665	Sharp Avenue Elementary	English Learner	246				128	2	39.1%	Low
<b>Resident Schools Median</b>					<b>254</b>				<b>137</b>	<b>3</b>	<b>52.6%</b>	<b>Medium</b>
<b>Los Angeles Unified</b>					<b>100,639</b>				<b>68,139</b>	<b>3</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/cmv/>

### Valor Academy Elementary Chronic Absenteeism

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

Chronic Absenteeism - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018				2019					
					Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	Change	Change Level	Number of students enrolled who meet criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level
NW	6	7580	Valor Academy Elementary	All Students	218	4	8.7%	-0.6%	4	318	2	11.0%	2.3%	2
<b>Resident Schools</b>														
NW	6	7398	Alta California Elementary	All Students	764	3	11.3%	-2.7%	4	705	1	19.7%	8.5%	1
NE	6	2329	Beachy Avenue Elementary	All Students	551	4	7.4%	-1.9%	4	519	1	20.0%	12.6%	1
NW	6	7404	Carlos Santana Arts Academy	All Students	506	3	13.0%	-3.5%	5	483	1	18.2%	5.2%	1
NW	6	3014	Chase Street Elementary	All Students	607	3	8.4%	-0.3%	3	581	1	19.3%	10.9%	1
NW	6	4870	Liggett Street Elementary	All Students	748	2	7.9%	2.3%	2	742	1	16.7%	8.8%	1
NE	6	2302	Michelle Obama Elementary	All Students	819	4	7.1%	-3.0%	5	793	1	17.5%	10.4%	1



Chronic Absenteeism - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018				2019					
					Number of students enrolled who meet criteria	2018 Color	School 2018 Chronic Absenteeism Percentage	Change	Change Level	Number of students enrolled who met criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level
NE	6	5603	Noble Avenue Elementary	All Students	945	3	5.9%	0.0%	3	889	1	10.1%	4.2%	1
NW	3	6027	Parthenia Academy of Arts and Technology	All Students	626	4	8.3%	-0.6%	4	597	1	16.9%	8.6%	1
NW	6	6123	Plummer Elementary	All Students	882	4	6.9%	-5.2%	5	878	1	13.8%	6.9%	1
NE	6	6192	Ranchito Avenue Elementary	All Students	545	4	9.4%	-2.4%	4	543	1	19.3%	10.0%	1
NE	6	6665	Sharp Avenue Elementary	All Students	728	2	11.1%	2.3%	2	705	1	15.9%	4.8%	1
<b>Resident Schools Median</b>					<b>728</b>	<b>3</b>	<b>8.3%</b>	<b>-1.9%</b>	<b>4</b>	<b>705</b>	<b>1</b>	<b>17.5%</b>	<b>8.6%</b>	<b>1</b>
<b>Los Angeles Unified</b>					<b>346,238</b>	<b>2</b>	<b>10.3%</b>	<b>-0.1%</b>	<b>3</b>	<b>337,845</b>	<b>1</b>	<b>18.2%</b>	<b>8.0%</b>	<b>2</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/>

## Valor Academy Elementary Suspension Rate Indicator

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available. Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/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
NW	6	7580	Valor Academy Elementary	All Students	222	5	0.0%	-1.1%	5	329	5	0.0%	0.0%	5
<b>Resident Schools</b>														
NW	6	7398	Alta California Elementary	All Students	786	5	0.1%	-0.2%	3	730	4	0.5%	0.4%	5
NE	6	2329	Beachy Avenue Elementary	All Students	571	3	0.7%	0.4%	2	531	4	0.8%	0.1%	4
NW	6	7404	Carlos Santana Arts Academy	All Students	531	5	0.2%	0.0%	3	505	5	0.2%	0.0%	5
NW	6	3014	Chase Street Elementary	All Students	620	5	0.2%	0.2%	3	596	5	0.0%	-0.2%	5
NW	6	4870	Liggett Street Elementary	All Students	768	5	0.1%	-0.1%	3	753	5	0.0%	-0.1%	5

Suspension Rate Indicator - CA School Dashboard Indicator														
LD	BD	Loc Code	School	Subgroup	2018					2019				
					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
NE	6	2302	Michelle Obama Elementary	All Students	844	2	1.2%	0.4%	2	812	4	0.9%	-0.3%	4
NE	6	5603	Noble Avenue Elementary	All Students	1,000	5	0.1%	-0.6%	4	948	5	0.0%	-0.1%	5
NW	3	6027	Parthenia Academy of Arts and Technology	All Students	647	5	0.2%	0.0%	3	621	5	0.2%	0.0%	5
NW	6	6123	Plummer Elementary	All Students	907	5	0.0%	-0.2%	3	898	5	0.1%	0.1%	5
NE	6	6192	Ranchito Avenue Elementary	All Students	561	5	0.2%	-0.3%	4	552	5	0.2%	0.0%	5
NE	6	6665	Sharp Avenue Elementary	All Students	744	5	0.0%	0.0%	3	725	5	0.1%	0.1%	5
<b>Resident Schools Median</b>					<b>744</b>	<b>5</b>	<b>0.2%</b>	<b>0.0%</b>	<b>3</b>	<b>725</b>	<b>5</b>	<b>0.2%</b>	<b>0.0%</b>	<b>5</b>
<b>Los Angeles Unified</b>					<b>488,944</b>	<b>5</b>	<b>0.5%</b>	<b>-0.1%</b>	<b>3</b>	<b>475,140</b>	<b>5</b>	<b>0.4%</b>	<b>-0.1%</b>	<b>3</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/>

**Valor Academy Elementary  
2019-20 Enrollment Report**

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

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvantaged	Students with Disabilities	Two or More Races	White
NW	6	7580	Valor Academy Elementary	373	76.1%	0.0%	0.3%	2.4%	1.9%	43.2%	3.8%	0.3%	0.5%	85.3%	0.0%	0.0%	0.8%	77.5%	5.1%	0.8%	4.8%
Resident Schools																					
NW	6	7398	Alta California Elementary	653	97.1%	4.6%	0.0%	1.2%	0.8%	41.2%	1.4%	0.3%	0.9%	94.0%	0.0%	0.2%	0.0%	97.1%	13.6%	0.8%	1.7%
NE	6	2329	Beachy Avenue Elementary	456	85.5%	2.4%	0.0%	0.4%	1.1%	23.7%	1.5%	0.0%	0.2%	93.6%	0.2%	0.0%	0.0%	87.5%	14.7%	0.0%	3.3%
NW	6	7404	Carlos Santana Arts Academy	474	94.3%	2.3%	0.4%	0.4%	5.5%	42.4%	1.5%	1.1%	3.8%	82.7%	0.0%	0.0%	0.2%	95.8%	12.4%	1.1%	8.2%
NW	6	3014	Chase Street Elementary	544	94.9%	4.4%	0.0%	2.6%	0.7%	44.1%	5.5%	0.0%	0.9%	87.1%	0.0%	0.0%	0.4%	95.6%	13.4%	0.2%	3.5%
NW	6	4870	Liggett Street Elementary	648	86.9%	3.7%	0.2%	0.5%	2.0%	38.3%	2.9%	1.2%	0.6%	90.6%	0.0%	0.2%	0.3%	88.9%	14.2%	0.6%	2.8%
NE	6	2302	Michelle Obama Elementary	697	97.4%	4.2%	0.0%	0.4%	0.6%	48.1%	4.9%	0.9%	1.1%	90.2%	0.0%	0.1%	0.3%	98.0%	8.2%	0.4%	3.0%
NE	6	5603	Noble Avenue Elementary	799	93.9%	5.0%	0.0%	1.3%	0.9%	47.4%	1.9%	0.0%	1.5%	92.5%	0.0%	0.5%	0.0%	95.0%	13.0%	0.4%	2.6%
NW	3	6027	Parthenia Academy of Arts and Technology	555	90.5%	2.9%	0.0%	2.3%	4.5%	30.3%	2.3%	0.5%	1.1%	85.4%	0.2%	0.2%	0.2%	91.4%	9.5%	2.0%	3.1%
NW	6	6123	Plummer Elementary	804	84.7%	4.9%	0.0%	1.7%	2.4%	44.8%	6.0%	0.7%	1.7%	86.1%	0.0%	0.4%	0.2%	88.9%	14.8%	0.5%	2.7%
NE	6	6192	Ranchito Avenue Elementary	484	86.2%	6.4%	0.0%	0.8%	0.6%	34.9%	5.6%	1.7%	3.5%	81.6%	0.0%	0.0%	1.0%	87.0%	12.4%	0.6%	9.7%
NE	6	6665	Sharp Avenue Elementary	618	86.9%	6.5%	0.2%	0.8%	0.2%	30.1%	1.1%	1.0%	0.3%	94.8%	0.2%	0.2%	1.0%	90.3%	11.0%	0.0%	1.8%
<b>Resident Schools Median</b>				<b>618</b>	<b>90.5%</b>	<b>4.4%</b>	<b>0.0%</b>	<b>0.8%</b>	<b>0.9%</b>	<b>41.2%</b>	<b>2.3%</b>	<b>0.7%</b>	<b>1.1%</b>	<b>90.2%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>0.2%</b>	<b>91.4%</b>	<b>13.0%</b>	<b>0.5%</b>	<b>3.0%</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/fd/fdresenr.asp>

**Valor Academy Elementary  
RECLASSIFICATION RATES**

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs. **Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.**

LD	BD	Loc Code	School	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate	
NW	6	7580	Valor Academy Elementary	101	14	13.9	144	4	2.8	
Resident Schools										
NW	6	7398	Alta California Elementary	322	74	23	273	46	16.8	
NE	6	2329	Beachy Avenue Elementary	178	51	28.7	136	18	13.2	
NW	6	7404	Carlos Santana Arts Academy	255	73	28.6	183	24	13.1	
NW	6	3014	Chase Street Elementary	316	101	32	226	17	7.5	
NW	6	4870	Liggett Street Elementary	291	63	21.6	267	42	15.7	
NE	6	2302	Michelle Obama Elementary	443	103	23.3	357	49	13.7	

LD	BD	Loc Code	School	17-18 EL #	18-19 Reclass #	18-19 Reclass Rate	18-19 EL #	19-20 Reclass #	19-20 Reclass Rate
NE	6	5603	Noble Avenue Elementary	472	77	16.3	434	61	14.1
NW	3	6027	Parthenia Academy of Arts and Technology	204	66	32.4	157	28	17.8
NW	6	6123	Plummer Elementary	462	115	24.9	376	43	11.4
NE	6	6192	Ranchito Avenue Elementary	192	50	26	160	23	14.4
NE	6	6665	Sharp Avenue Elementary	268	70	26.1	216	45	20.8
<b>Resident Schools Median</b>				<b>291</b>	<b>73</b>	<b>26</b>	<b>226</b>	<b>42</b>	<b>14.1</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>

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

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEF" column plus the data in 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										EL Total	EL Percent	RFEF	RFEF Percent	Total (Ever-EL)
				EL 0-3 Years Number	EL 0-3 Years Percent	At-Risk 4-5 Years Number	At-Risk 4-5 Years Percent	LTEL 6+ Years Number	LTEL 6+ Years Percent	EL 4+ Years Not At-Risk or LTEL	EL 4+ Years Not At-Risk or LTEL Percent							
<b>NW</b>	<b>6</b>	<b>7580</b>	<b>Valor Academy Elementary</b>	144	77.8%	12	6.5%	0	0.0%	5	2.7%	161	87.0%	24	13.0%	185		
<b>Resident Schools</b>																		
NW	6	7398	Alta California Elementary	177	39.9%	64	14.4%	0	0.0%	28	6.3%	269	60.6%	175	39.4%	444		
NE	6	2329	Beachy Avenue Elementary	85	47.0%	19	10.5%	0	0.0%	4	2.2%	108	59.7%	73	40.3%	181		
NW	6	7404	Carlos Santana Arts Academy	157	56.3%	33	11.8%	0	0.0%	11	3.9%	201	72.0%	78	28.0%	279		
NW	6	3014	Chase Street Elementary	193	55.8%	30	8.7%	0	0.0%	17	4.9%	240	69.4%	106	30.6%	346		
NW	6	4870	Liggett Street Elementary	189	50.3%	40	10.6%	0	0.0%	19	5.1%	248	66.0%	128	34.0%	376		
NE	6	2302	Michelle Obama Elementary	253	50.8%	56	11.2%	0	0.0%	26	5.2%	335	67.3%	163	32.7%	498		
NE	6	5603	Noble Avenue Elementary	300	57.5%	51	9.8%	0	0.0%	28	5.4%	379	72.6%	143	27.4%	522		
NW	3	6027	Parthenia Academy of Arts and Technology	135	53.4%	18	7.1%	0	0.0%	15	5.9%	168	66.4%	85	33.6%	253		
NW	6	6123	Plummer Elementary	246	45.2%	62	11.4%	15	2.8%	37	6.8%	360	66.2%	184	33.8%	544		
NE	6	6192	Ranchito Avenue Elementary	136	53.8%	21	8.3%	0	0.0%	12	4.7%	169	66.8%	84	33.2%	253		
NE	6	6665	Sharp Avenue Elementary	145	42.6%	27	7.9%	0	0.0%	14	4.1%	186	54.7%	154	45.3%	340		
<b>Resident Schools Median</b>				<b>177</b>	<b>50.8%</b>	<b>33</b>	<b>10.5%</b>	<b>0</b>	<b>0.0%</b>	<b>17</b>	<b>5.1%</b>	<b>240</b>	<b>66.4%</b>	<b>128</b>	<b>33.6%</b>	<b>346</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/filesiteel.asp>

**Valor Academy Elementary**

**Students with Disabilities Report**

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

LD	BD	Loc Code	School	OCT 2019 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SID*	# SLI*	# TBI	# VI
NW	6	7580	Valor Academy Elementary	373	19	5.1%	0.0%	42.1%	5	0	0	2	0	0	0	1	1	3	7	0	0
<b>Resident Schools</b>																					
NW	6	7398	Alta California Elementary	653	89	13.6%	83.1%	16.9%	10	0	0	0	0	2	2	9	1	42	23	0	0
NE	6	2329	Beachy Avenue Elementary	456	67	14.7%	59.7%	40.3%	22	0	0	3	0	2	0	6	0	20	14	0	0
NW	6	7404	Carlos Santana Arts Academy	474	59	12.4%	91.5%	8.5%	4	0	0	0	0	0	1	4	0	27	23	0	0
NW	6	3014	Chase Street Elementary	544	73	13.4%	58.9%	41.1%	29	0	0	0	0	0	1	9	0	20	14	0	0
NW	6	4870	Liggitt Street Elementary	648	92	14.2%	79.3%	20.7%	17	0	0	0	0	1	0	15	1	31	27	0	0
NE	6	2302	Michelle Obama Elementary	697	57	8.2%	73.7%	26.3%	11	0	0	0	0	1	2	10	1	18	14	0	0
NE	6	5603	Noble Avenue Elementary	799	104	13.0%	75.0%	25.0%	23	0	0	0	0	0	3	8	0	39	31	0	0
NW	3	6027	Parthenia Academy of Arts and Technology	555	53	9.5%	52.8%	47.2%	23	0	0	0	0	0	0	5	1	9	14	1	0
NW	6	6123	Plummer Elementary	804	119	14.8%	68.1%	31.9%	34	0	0	0	0	2	1	18	0	46	17	1	0
NE	6	6192	Ranchito Avenue Elementary	484	60	12.4%	75.0%	25.0%	12	0	0	0	0	0	1	5	2	19	21	0	0
NE	6	6665	Sharp Avenue Elementary	618	68	11.0%	72.1%	27.9%	14	0	0	2	0	0	1	19	1	14	16	0	1
<b>Resident Schools Median</b>				<b>618</b>	<b>68</b>	<b>13.0%</b>	<b>73.7%</b>	<b>26.3%</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>20</b>	<b>17</b>	<b>0</b>	<b>0</b>
<b>Los Angeles Unified</b>				<b>607,723</b>	<b>84,730</b>	<b>13.9%</b>	<b>69.1%</b>	<b>31.0%</b>	<b>16,067</b>	<b>15</b>	<b>336</b>	<b>1,569</b>	<b>5</b>	<b>1,431</b>	<b>4,271</b>	<b>10,828</b>	<b>1,970</b>	<b>35,116</b>	<b>12,579</b>	<b>102</b>	<b>418</b>

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.



**Valor Academy Elementary**  
**2017-18 and 2018-19 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA**

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

English Language Arts/Literacy									
LD	BD	Loc Code	School	Subgroup	2017-18		2018-19		School change from 2018-19
					Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
NW	6	7580	Valor Academy Elementary	All Students	--	--	38	26.31%	--
<b>Resident Schools</b>									
NW	6	7398	Alta California Elementary	All Students	463	37.58%	413	44.07%	6.49%
NE	6	2329	Beachy Avenue Elementary	All Students	237	27.43%	230	34.78%	7.35%
NW	6	7404	Carlos Santana Arts Academy	All Students	207	16.91%	200	16.00%	-0.91%
NW	6	3014	Chase Street Elementary	All Students	265	35.47%	248	35.89%	0.42%
NW	6	4870	Liggett Street Elementary	All Students	336	33.33%	350	36.86%	3.53%
NE	6	2302	Michelle Obama Elementary	All Students	382	34.03%	368	32.06%	-1.97%
NE	6	5603	Noble Avenue Elementary	All Students	429	32.87%	392	32.65%	-0.22%
NW	3	6027	Parthenia Academy of Arts and Technology	All Students	289	37.72%	264	40.15%	2.43%
NW	6	6123	Plummer Elementary	All Students	429	30.30%	439	36.67%	6.37%
NE	6	6192	Ranchito Avenue Elementary	All Students	255	38.82%	244	43.03%	4.21%
NE	6	6665	Sharp Avenue Elementary	All Students	332	37.05%	327	36.70%	-0.35%
<b>Resident Schools Median</b>					<b>332</b>	<b>34.03%</b>	<b>327</b>	<b>36.67%</b>	<b>2.64%</b>
<b>Los Angeles Unified</b>					<b>225,279</b>	<b>42.31%</b>	<b>248,161</b>	<b>44.11%</b>	<b>1.80%</b>

Mathematics

LD	BD	Loc Code	School	2017-18 School		2018-19 School		Change from 2018-19
				Students with Scores	Met or Exceeded Percentage	Students with Scores	Met or Exceeded Percentage	
NW	6	7580	Valor Academy Elementary	All Students	--	38	23.68%	--
<b>Resident Schools</b>								
NW	6	7398	Alta California Elementary	All Students	468	34.19%	43.94%	9.75%
NE	6	2329	Beachy Avenue Elementary	All Students	239	18.41%	34.20%	15.79%
NW	6	7404	Carlos Santana Arts Academy	All Students	209	11.00%	12.50%	1.50%
NW	6	3014	Chase Street Elementary	All Students	270	30.74%	37.60%	6.86%
NW	6	4870	Liggett Street Elementary	All Students	337	28.19%	31.90%	3.71%
NE	6	2302	Michelle Obama Elementary	All Students	388	19.59%	26.66%	7.07%
NE	6	5603	Noble Avenue Elementary	All Students	433	32.10%	30.15%	-1.95%
NW	3	6027	Parthenia Academy of Arts and Technology	All Students	290	31.03%	33.84%	2.81%
NW	6	6123	Plummer Elementary	All Students	429	26.57%	30.76%	4.19%
NE	6	6192	Ranchito Avenue Elementary	All Students	255	43.14%	40.66%	-2.48%
NE	6	6665	Sharp Avenue Elementary	All Students	336	27.68%	24.09%	-3.59%
<b>Resident Schools Median</b>				<b>All Students</b>	<b>336</b>	<b>28.19%</b>	<b>31.90%</b>	<b>3.71%</b>
<b>Los Angeles Unified</b>				<b>All Students</b>	<b>256,285</b>	<b>31.62%</b>	<b>33.47%</b>	<b>1.85%</b>

Data Source: California Assessment of Student Performance and Progress (CAASPP) Research Data Files. <https://caaspp-elpac.cde.ca.gov/caaspp/ResearchDataFiles?ps=true&listType=8&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/sd/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/ac/crm/>. 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 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.
<b>--</b>	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.1** - 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**

Valor Academy Elementary				
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator
2018	NPC	NPC	NPC	N/A
2019	NPC	NPC	1	N/A

1. If "YES" - proceed to **HP1b [LP1b]** below.
2. If "No" - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

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

Valor Academy Elementary							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	NPC	NPC	NPC	N/A	4	N/A	5
2019	NPC	NPC	1	N/A	2	N/A	5

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

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

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

\* HP1b -

\* LP1b -

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

Indicator	Number of Subgroups	Subgroups
ELA 2018	0	
ELA 2019	0	
Math 2018	0	
Math 2019	0	
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	N/A	N/A
College/Career 2019	N/A	N/A

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

\*

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

Indicator	Valor Academy Elementary		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2019	NPC	-61.9	4	-2.5	Lower
Math 2018	NPC	-22.0	2	-36.4	Higher
Math 2019	NPC	-57.6	2	-33.5	Lower
EL Progress 2018	NPC	N/A	NPC	N/A	--
EL Progress 2019 *	1	21.6%	3	48.3%	Lower
College/Career 2018	N/A	N/A	3	42.2%	N/A
College/Career 2019	N/A	N/A	3	44.1%	N/A

- 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.

**LP2b -**

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

Subgroup	ELA											
	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			
All Students	24	NPC	-26.1	2	-6.0	30	NPC	-61.9	4	-2.5		
English Learner	--	--	--	3	-47.1	18	NPC	-72.6	3	-45.1		
Foster Youth	--	--	--	1	-79.2	--	--	--	2	-71.9		
Homeless	--	--	--	3	-51.0	--	--	--	3	-46.7		
Socioeconomically Disadvantaged	--	--	--	3	-34.7	30	NPC	-61.9	3	-30.1		
Students with Disabilities	--	--	--	1	-95.5	5	NPC	--	2	-88.1		
African American	--	--	--	2	-51.8	1	NPC	--	3	-47.6		

ELA												
Subgroup	2018				Status Comparison to State Average	2019				Status Comparison to State Average		
	# of Stud.	School		State		# of Stud.	School		State			
		Perf. Level	Status	Perf. Level			Status	Perf. Level	Status		Perf. Level	Status
American Indian or Alaska Native	--	--	--	2	-36.8	1	NPC	--	2	-34.1		
Asian	--	--	--	5	62.4	--	--	--	5	64.8		
Filipino	--	--	--	4	44.0	1	NPC	--	5	46.7		
Latino	--	--	--	3	-31.3	26	NPC	-72.2	3	-26.6		
Native Hawaiian or Pacific Islander	--	--	--	2	-21.3	--	--	--	2	-19.5		
White	--	--	--	4	27.7	1	NPC	--	4	30.7		
Two or More Races	--	--	--	4	28.6	--	--	--	4	30.3		

MATH												
Subgroup	2018				Status Comparison to State Average	2019				Status Comparison to State Average		
	# of Stud.	School		State		# of Stud.	School		State			
		Perf. Level	Status	Perf. Level			Status	Perf. Level	Status		Perf. Level	Status
All Students	24	NPC	-22.0	2	-36.4	30	NPC	-57.6	2	-33.5		
English Learner	--	--	--	2	-69.9	18	NPC	-66.3	2	-68.6		
Foster Youth	--	--	--	1	-114.0	--	--	--	2	-107.2		
Homeless	--	--	--	2	-81.0	--	--	--	2	-77.7		
Socioeconomically Disadvantaged	--	--	--	2	-67.4	30	NPC	-57.6	3	-63.7		
Students with Disabilities	--	--	--	1	-125.3	5	NPC	--	2	-119.4		
African American	--	--	--	2	-91.5	1	NPC	--	2	-87.9		
American Indian or Alaska Native	--	--	--	2	-73.0	1	NPC	--	2	-69.6		
Asian	--	--	--	5	56.7	--	--	--	5	59.8		
Filipino	--	--	--	4	13.1	1	NPC	--	4	18.0		
Latino	--	--	--	2	-65.8	26	NPC	-67.5	3	-62.2		
Native Hawaiian or Pacific Islander	--	--	--	2	-52.0	--	--	--	2	-49.8		
White	--	--	--	3	-1.0	1	NPC	--	4	1.4		
Two or More Races	--	--	--	4	1.9	--	--	--	4	2.5		

EL Progress Indicator * (ELPI)												
Subgroup	2018				Status Comparison to State Average	2019				Status Comparison to State Average		
	# of Stud.	School		State		# of Stud.	School		State			
		Perf. Level	Status	Perf. Level			Status	Perf. Level	Status		Perf. Level	Status
English Learner	88	N/A	N/A	NPC	N/A	74	1	21.6%	3	48.3%	Lower	

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

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

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

ATTACHMENT C

DESEGREGATION IMPACT STATEMENT (DIS)  
Valor Academy Elementary  
BOARD OF EDUCATION REPORT 173 – 20/21  
December 8, 2020

I. Category of Proposed Action:

The proposed action would renew the charter for Valor Charter Elementary, beginning July 1, 2021 until June 30, 2026 to serve up to 468 students in grades TK-4 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 Valor Academy Elementary 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.

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.

V. 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:

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