



## Board of Education Report

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**File #:** Rep-314-24/25, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 5/13/2025

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### **Approval of the Renewal Petition for Hamlin Charter Academy (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Hamlin Charter Academy) Recommends approval of the renewal petition for Hamlin Charter Academy, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 326 students in grades TK-5 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Hamlin Charter Academy (“Charter School”), located in Board District 3 and Region North, for five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 326 students in grades TK-5 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### **Background:**

Hamlin Charter Academy is a TK-5 elementary school currently serving 307 students on a District site at 22627 Hamlin Street, West Hills, CA, 91307 in Board District 3 and Region North. Hamlin Charter Academy was originally approved by the LAUSD Board of Education on June 12, 2012. On April 18, 2017, the charter school was renewed for a five-year term to serve 434 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Hamlin Charter Academy expires June 30, 2025.

On February 13, 2025, Hamlin Charter Academy submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its affiliated charter school. The 90-day statutory timeline for Board action on this petition runs through May 14, 2025.

An initial Public Hearing was held on April 8, 2025.

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.

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Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607 (e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

**Expected Outcomes:**

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's 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 charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2025.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal

petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 314, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

**Policy Implications:**

All provisions in the Affiliated FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the Affiliated FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the Affiliated FSDRL shall be updated accordingly.

**Budget Impact:**

As an affiliated charter school, Hamlin Charter Academy is part of the District for purposes of special education.

As an affiliated charter, all revenues generated by the school will be received by LAUSD. The District will allocate school resources in the same manner as it does a non-charter school except as otherwise specified in the statute and in applicable District policies.

**Student Impact:**

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship 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.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

If all applicable 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 as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

**Attachments:**

Attachment A - Staff Assessment and Recommendation Report  
Attachment B - Hamlin Charter Academy Data Set  
Attachment C - Verified Data Reports  
Attachment D - Desegregation Impact Statement

Petition will be available prior to the board meeting at the following link:

[<https://drive.google.com/drive/folders/1AfP9t-uuHs7lyS6hZnfulKd6yA7Slcgg?usp=drive\\_link>](https://drive.google.com/drive/folders/1AfP9t-uuHs7lyS6hZnfulKd6yA7Slcgg?usp=drive_link)

**Submitted:**  
04/08/25

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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ALBERTO M. CARVALHO  
Superintendent

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CAROLYN SPAHT GONZALEZ  
Chief of Staff  
Office of the Superintendent

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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DEVORA NAVERA REED  
General Counsel

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JOSÉ COLE-GUTIÉRREZ  
Director  
Chater Schools Division

\_\_\_ Approved as to form.

**REVIEWED BY:**

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NOLBERTO DELGADILLO  
Deputy Chief Business Officer, Finance

\_\_\_ Approved as to budget impact statement.

# STAFF ASSESSMENT AND RECOMMENDATION REPORT

## RENEWAL PETITION

Board of Education Report 314-24/25  
May 13, 2025

School Name:	<b>Hamlin Charter Academy (Affiliated Charter School)</b>			<b>BOARD IS REQUIRED TO TAKE ACTION BY:  May 14, 2025</b>
Type of Charter School:	<b>Conversion Affiliated Charter School</b>			
Charter Operator	<b>Los Angeles Unified School District</b>			
Location Code:	<b>4349</b>			
Type of Site(s):	<b>District Site</b>			
Site Address(es):	<b>22627 Hamlin Street, West Hills, CA 91307</b>			
Board District(s):	<b>3</b>	Region(s):	<b>North</b>	
Grade Levels Served:	<b>TK-5</b>	Current Enrollment:	<b>307</b>	
Grade Levels Authorized in Current Charter:	<b>TK-5</b>	Approved Enrollment in Current Charter:	<b>434</b>	
CONSIDERATION:	<b>Renewal</b>			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	<b>Middle Performing</b>			
STAFF RECOMMENDATION:	<b>Approval for a five (5)-year term (2025-2030)</b>			
PROPOSED BENCHMARKS:	None			

## STAFF ASSESSMENT

### I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Hamlin Charter Academy (“Charter School”), located in Board District 3 and Region North, for a term of five (5) years, beginning July 1, 2025, until June 30, 2030, to serve up to 326 students in grades TK-5 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy.

### II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

#### Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act.

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).)

**These criteria have been determined not to be bases for denial.**

- **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?

**These criteria have been determined not to be bases for denial.**

- **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).)

**These criteria have been determined not to be bases for denial.**

#### **Charter Petition Requirement:**

Consistent with Education Code section 47611.5, the petition contains a declaration that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

- Does the petition contain a declaration of whether or not the Los Angeles Unified School District shall be deemed the exclusive public employer of the employees of the charter school?

**This requirement has been determined not to be a basis for denial.**

### **III. GENERAL SCHOOL INFORMATION**

#### **A. School History**

	<b>Hamlin Charter Academy</b>
<b>Initial Authorization:</b>	On June 12, 2012, Hamlin Charter Academy was authorized by the LAUSD Board of Education to serve 430 students in grades K-5.
<b>Most Recent Renewal</b>	<p>The charter was renewed on April 18, 2017 for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 434 students in grades TK-5.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Hamlin Charter Academy expires June 30, 2025.</p>

	<b>Hamlin Charter Academy</b>
<b>Approved Material Revisions of Current Charter:</b>	Not applicable
<b>Board Benchmarks in Current Charter Term:</b>	<p>On April 18, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic/operational benchmark to Hamlin Charter Academy:</p> <ul style="list-style-type: none"> <li>• Hamlin shall submit a plan to their Local District and the CSD by June 1, 2017, for ensuring full implementation of the District’s English Learner Master Plan and provide a reclassification rate status report to their Local District and the CSD annually by March 30<sup>th</sup> for the duration of the charter term, reflecting a reclassification rate equal to or greater than the District average.</li> </ul> <p>Please see the “Additional Information” section below.</p>
<b>Submission of Renewal Petition Application:</b>	Hamlin Charter Academy submitted its renewal petition application on February 13, 2025. The 90-day statutory timeline for Board action on the petition runs through May 14, 2025.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	Hamlin Charter Academy implements the District’s Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	As a District-affiliated charter school, Hamlin Charter Academy is a member of the LAUSD SELPA.

#### **B. Charter School Operator**

As a District-affiliated charter school, Hamlin Charter Academy is subject to the governance and control of the LAUSD Board of Education.

### **IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

#### **a. Summary**

Hamlin Charter Academy has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups; and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school. Although the charter school’s Distance from Standard (DFS) was lower than the state in ELA on the 2024 California School Dashboard schoolwide, it was higher than the state for both numerically significant student



groups. In Math, the charter school's DFS was higher than the state both schoolwide and for both numerically significant student groups. Additionally, the charter school provided one year of verified data in Reading and Math, which demonstrated one year's progress for All Students and for a majority of student groups in Reading, but did not demonstrate one year's progress in Math neither for All Students, nor for a majority of student groups.

Please see the attached Hamlin Charter Academy data sets.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

**Hamlin Charter Academy Dashboard Indicators**

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Medium	Medium	Low	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Orange	Orange	Blue	Not Applicable	Yellow	Not Applicable	Green
2023-2024	Orange	Orange	Red	Not Applicable	Yellow	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2023 in ELA, the charter school's DFS was higher than the state for All Students, and higher than the state for both numerically significant student groups. In 2024 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for both numerically significant student groups.

**Hamlin Charter Academy - English Language Arts Indicator - 2021-2022**

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Medium	-0.8	Low	-12.2	Higher
Latino	Met	Medium	3.9	Low	-38.6	Higher
White	Met	Medium	7.1	High	21.9	Lower
Socioeconomically Disadvantaged	Met	Low	-19.9	Low	-41.4	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Hamlin Charter Academy - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-11.3	-10.4	Orange	-13.6	Higher
Latino	Met	Orange	-14.6	-18.5	Orange	-40.2	Higher
Socioeconomically Disadvantaged	Met	Orange	-28.7	-8.8	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Hamlin Charter Academy - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-24.2	-13.0	Orange	-13.2	Lower
Latino	Met	Yellow	-11.4	3.1	Orange	-39.3	Higher
Socioeconomically Disadvantaged	Met	Orange	-32.8	-4.1	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### d. Math Indicator

In 2022 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2023 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for both numerically significant student groups. In 2024 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for both student groups.

### Hamlin Charter Academy - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Medium	-22.7	Low	-51.7	Higher
Latino	Met	Low	-27.8	Low	-83.4	Higher
White	Met	Medium	-15.8	Medium	-13.4	Lower
Socioeconomically Disadvantaged	Met	Low	-43.9	Low	-84.0	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Hamlin Charter Academy - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-32.5	-9.8	Orange	-49.1	Higher
Latino	Met	Orange	-39.5	-11.7	Orange	-80.8	Higher

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Not Met	Orange	-60.9	-17.0	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Hamlin Charter Academy - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-40.9	-8.4	Orange	-47.6	Higher
Latino	Met	Yellow	-33.0	6.5	Orange	-79.2	Higher
Socioeconomically Disadvantaged	Met	Yellow	-50.1	10.8	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Low was lower than the state's Status Level of Medium and the charter school's English Learner Progress Rate was lower than the state's rate. In 2023 on the ELPI, the charter school's performance color of Blue was higher than the state's color of Yellow and the charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's performance color of Red was lower than the state's color of Orange and the charter school's English Learner Progress Rate was lower than the state.

In light of these outcomes, Hamlin Charter Academy staff shared a description of steps the charter school is taking to support English Learners' progress towards English-language proficiency. Actions the charter school reports taking include, but are not limited to, regular monitoring and analysis of student-level data and schoolwide data trends (e.g., interim assessment data), differentiated supports based on language proficiency (e.g., daily language support for newcomer students), monthly English Language Advisory Council (ELAC) meetings to encourage parent and family involvement, regular opportunities for professional development on topics related to English Language Development (ELD) instruction, and collaborative planning time for teachers to discuss student progress and refine best practices.

### Hamlin Charter Academy - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Low	41.7%	Medium	50.3%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Hamlin Charter Academy - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	66.7%	25.0%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Hamlin Charter Academy - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Red	43.6%	-23.1%	Orange	45.7%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for two of three numerically significant student groups. In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for two of three numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students, and for two of three numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022, 2023 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Reclassification Rates

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

l. Additional Information

As noted above, Hamlin Charter Academy has one benchmark related to academics and operations in its current term. As seen in the table below, the charter school met the

benchmark for three of the four years (2017-2018, 2018-2019, and 2019-2020) in the charter school’s current term for which the state has published reclassification rates.

As of the writing of this report, reclassification data for 2021-2022, 2022-2023, and 2023-2024 have not been published by the state.

Hamlin Charter Academy English Learner Reclassification Rate							
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Hamlin Charter Academy	24.3% MET	28.9% MET	23.5% MET	2.8% NOT MET	N/A	N/A	N/A
LAUSD	20.1%	22.8%	15.8%	24.2%	N/A	N/A	N/A

Please see information under “e. English Learner Progress Indicator,” above, for a description of steps Hamlin Charter Academy staff reports taking to improve outcomes for English Learners.

## V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; and Organizational Management, Programs, and Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Hamlin Charter Academy’s outcomes on its annual oversight evaluation reports for the last two years.

### a. Governance

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Accomplished</i>
Concerns	No unresolved issues pending

### b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	<i>Proficient</i>
2023-2024	<i>Proficient</i>
Concerns	No unresolved issues pending

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

Oversight Ratings/Concerns	
2022-2023	<i>Accomplished</i>
2023-2024	<i>Proficient</i>
Concerns	No unresolved issues pending

## VI. VERIFIED DATA

Charter schools satisfying the middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school’s achieved measurable increases in academic achievement, or strong postsecondary outcomes. (Ed. Code, § 47607.2(b)(3).)

Pursuant to Education Code section 47607.2(c)(2), the State Board of Education (SBE) established criteria to define verified data and identified an approved list of valid and reliable assessments. Charter schools submitting verified data must adhere to the state-approved criteria.

### ELA

Charter School provided data for Reading from “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups<sup>1</sup>: Asian, Black or African American, English Learner, Latino, Students with Disabilities, and White. The charter school did not provide i-Ready data for the Socioeconomically Disadvantaged student group. i-Ready is an adopted academic progress indicator approved by the SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 259 students were assessed in Reading and 284 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data does not appear to include at least 95% of eligible students.

For Reading, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 79%. Per the California SBE May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets<sup>2</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School met for All Students in Reading in 2023-2024.

<sup>1</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).

<sup>2</sup> In 2023, Curriculum Associates revised typical growth targets in Reading to be 75% in Grades K-5 and 45% in Grades 6-8.

As seen in the table below, Charter School provided the most recent data for six student groups and four student groups demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

<b>i-Ready Diagnostic Growth Reading 2023-2024</b>				
<b>Student Groups</b>	<b>Number of Students Tested</b>	<b>i-Ready Growth Target</b>	<b>Reading: Progress to Annual Typical Growth (Median)</b>	<b>One Year’s Progress</b>
All Students Grade K-5	259	Grades K-5: 75%	79%	Met
Asian	35	Grades K-5: 75%	92%	Met
Black or African American	35	Grades K-5: 75%	50%	Not Met
English Learner	127	Grades K-5: 75%	95%	Met
Latino	114	Grades K-5: 75%	86%	Met
Students with Disabilities	59	Grades K-5: 75%	51%	Not Met
White	167	Grades K-5: 75%	81%	Met

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

Charter School submitted only one year of i-Ready reports for verified data consideration.

## MATH

Charter School provided data for Math from an “i-Ready K-8 by Curriculum Associates” (i-Ready) *Diagnostic Growth* report for 2023-2024 (“Final Diagnostic”) for All Students and for the following student groups<sup>3</sup>: Asian, Black or African American, English Learner, Latino, Students with Disabilities, and White. The charter school did not provide i-Ready data for the Socioeconomically Disadvantaged student group. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready’s publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 269 students were assessed in Math and 284 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2023-2024 assessment data does not appear to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 78%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, “Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to

<sup>3</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities” will be labeled as “Special Education” on i-Ready report).



comparable peers.” Therefore, based on i-Ready’s Median Progress to Typical Growth targets<sup>4</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation “that schools that achieve a year’s worth of growth, adjusted for error, have exhibited sufficient growth,” Charter School did not meet growth expectations for All Students in Math in 2023-2024.

As seen in the table below, Charter School provided the most recent data for six student groups and only one student group demonstrated one year’s progress based on i-Ready’s Median Progress to Typical Growth Targets in 2023-2024.

Student Groups	i-Ready Diagnostic Growth Math 2023-2024			
	Number of Students Tested	i-Ready Growth Target	Math: Progress to Annual Typical Growth (Median)	One Year’s Progress
All Students Grade K-5	269	Grades K-5: 80%	78%	Not Met
Asian	36	Grades K-5: 80%	77%	Not Met
Black or African American	37	Grades K-5: 80%	53%	Not Met
English Learner	45	Grades K-5: 80%	72%	Not Met
Latino	119	Grades K-5: 80%	72%	Not Met
Students with Disabilities	62	Grades K-5: 80%	67%	Not Met
White	173	Grades K-5: 80%	81%	Met

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

Charter School submitted only one year of i-Ready reports for verified data consideration.

Based on the review and consideration of verified data, Hamlin Charter Academy included one year of data, including All Students and student group reports (Asian, Black or African American, English Learner, Latino, Students with Disabilities, and White) in ELA and Math. In 2023-2024, Hamlin Charter Academy appears not to have met the 95 percent participation rate in Reading or Math either for All Students or for a majority of student groups.

## VII. FISCAL MANAGEMENT AND PERFORMANCE

As an affiliated charter school, the District is responsible for the fiscal management of Hamlin Charter Academy.

<sup>4</sup> i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.



# ATTACHMENT B

## Hamlin Charter Academy

### 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, DFS) 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. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	3	4349	Hamlin Charter Academy	All Students	105	-0.8	Medium	-12.2	Low	Higher	124	Orange	-11.3	-10.4	Declined	Orange	-13.6	-1.4	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2	Maintained	--
				Asian	*	-	No Performance Level	63	Very High	--	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	13	No Color	-21.3	--	No Change Level	Orange	-59.6	-2	Maintained	--
				English Learner	17	-61.8	No Performance Level	-61.2	Low	--	22	No Color	-25	36.8	Increased Significantly	Orange	-67.7	-6.5	Declined	--
				Filipino	*	-	No Performance Level	42.9	High	--	*	No Color	--	--	No Change Level	Green	44	1.1	Maintained	--
				Foster Youth	0	--	--	-85.6	Very Low	--	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	*	-	No Performance Level	-62.9	Low	--	*	No Color	--	--	No Change Level	Orange	-67.9	-5	Declined	--
				Latino	46	3.9	Medium	-38.6	Low	Higher	63	Orange	-14.6	-18.5	Declined Significantly	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-29.1	Low	--	*	No Color	--	--	No Change Level	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	60	-19.9	Low	-41.4	Low	Higher	69	Orange	-28.7	-8.8	Declined	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	16	-71.6	No Performance Level	-97.3	Very Low	--	23	No Color	-141.0	-69.3	Declined Significantly	Red	-96.3	1.8	Maintained	--
				Two or More Races	*	-	No Performance Level	25.1	High	--	*	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--
				White	31	7.1	Medium	21.9	High	Lower	25	No Color	-27.2	-34.3	Declined Significantly	Green	20.8	-1.2	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	ELA Participation Rate By Student Group													
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 *	100%	--	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	100%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Percent of students tested in 2023	98%	--	92%	100%	96%	100%	--	100%	100%	100%	96%	92%	100%	93%
Participation Rate Met 2023	Yes	--	No	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	No	Yes	No

\* 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 2023

# Hamlin Charter Academy

## 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, DFS) 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. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
RG	BD	Location Code	School	Student Group	School 2022 Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison
N	3	4349	Hamlin Charter Academy	All Students	105	-22.7	Medium	-51.7	Low	Higher	124	Orange	-32.5	-9.8	Declined	Orange	-49.1	2.6	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	*	-	No Performance Level	48.4	Very High	--	11	No Color	-117.3	--	No Change Level	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	13	No Color	-63.6	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	17	-60.9	No Performance Level	-92.0	Low	--	25	No Color	-53.2	7.8	Increased	Orange	-93.4	-1.4	Maintained	--
				Filipino	*	-	No Performance Level	2.7	High	--	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	0	--	--	-126.3	Very Low	--	0	--	--	--	--	Red	-127.4	1.4	Maintained	--
				Homeless Youth	*	-	No Performance Level	-101.8	Very Low	--	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--
				Latino	46	-27.8	Low	-83.4	Low	Higher	63	Orange	-39.5	-11.7	Declined	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-71.3	Low	--	*	No Color	--	--	No Change Level	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	60	-43.9	Low	-84.0	Low	Higher	70	Orange	-60.9	-17.0	Declined Significantly	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	16	-59.9	No Performance Level	-130.8	Very Low	--	23	No Color	-131.3	-71.4	Declined Significantly	Orange	-127.3	5.5	Increased	--
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--
				White	31	-15.8	Medium	-13.4	Medium	Lower	26	No Color	-47.7	-31.9	Declined Significantly	Yellow	-11.1	2.3	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Math Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	100%	--	90%	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	100%
Participation Rate Met 2022 *	Yes	--	No	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Percent of students tested in 2023	96%	--	87%	100%	88%	100%	--	86%	98%	100%	94%	92%	100%	90%
Participation Rate Met 2023	Yes	--	No	Yes	No	Yes	--	No	Yes	Yes	No	No	Yes	No

\* 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 2023

# Hamlin Charter Academy

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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																				
RG	BD	Location Code	School	Student Group	2022 School			2022 State			2023 School				2023 State					
					Number of EL Students with a Performance Level in Both the Current and Prior Year	Percentage of English Learners making progress towards English proficiency	Status Level	Percentage of English Learners making progress towards English proficiency	Status Level	School to State ELPI Comparison	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level	School to State ELPI Comparison
N	3	4349	Hamlin Charter Academy	English Learner	36	41.7%	Low	50.3%	Medium	Lower	36	Blue	66.7%	25.0%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Higher

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

ELPAC Participation				
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	Participation Rate Met
2022	70	68	97.1%	Yes
2023	83	76	97.6%	Yes

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

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

Data Sources: California School Dashboard Research data files 2023

2022 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Hamlin Charter Academy		State
ELs Who Progressed at Least One ELPI Level	41.7%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	38.9%	31.4%
ELs Who Decreased at Least One ELPI Level	19.4%	18.3%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Hamlin Charter Academy		State
ELs Who Progressed at Least One ELPI Level	66.7%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	21.2%	32.7%
ELs Who Decreased at Least One ELPI Level	12.1%	18.6%

# Hamlin Charter Academy

## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" 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																				
R G	B D	Locatio n Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison
N	3	4349	Hamlin Charter Academy	All Students	307	43.6%	Very High	30.0%	Very High	Higher	336	Yellow	33.3%	-10.3%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--	
				Asian	32	25.0%	Very High	11.5%	High	Higher	38	Red	28.9%	3.9%	Increased	Yellow	10.1%	-1.4	Declined	Higher
				Black or African American	25	56.0%	No Performance Level	42.9%	Very High	--	27	No Color	29.6%	-26.4%	Declined	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	85	40.0%	Very High	33.6%	Very High	Higher	91	Orange	37.4%	-2.6%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher
				Filipino	*	--	No Performance Level	16.2%	High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	0	--	--	--	--	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	*	--	No Performance Level	45.1%	Very High	--	11	No Color	63.6%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	129	57.4%	Very High	35.8%	Very High	Higher	146	Orange	38.4%	-19.0%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Higher
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	165	54.5%	Very High	37.4%	Very High	Higher	195	Yellow	37.4%	-17.1%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher
				Students with Disabilities	63	36.5%	Very High	39.6%	Very High	Lower	86	Red	41.9%	5.4%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Higher
				Two or More Races	47	25.5%	Very High	25.1%	Very High	Higher	57	Orange	24.6%	-1.0%	Declined	Yellow	21.6%	-3.5	Declined Significantly	Higher
				White	66	34.8%	No Performance Level	21.9%	Very High	Higher	61	Orange	31.1%	-3.7%	Declined	Yellow	18.5%	-3.5	Declined Significantly	Higher

Data Sources: California School Dashboard Research data files 2023

# Hamlin Charter Academy

## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" 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																				
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspensions Comparison
N	3	4349	Hamlin Charter Academy	All Students	320	0.0%	Very Low	3.1%	Medium	Lower	355	Green	0.3%	0.3%	Increased	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	34	0.0%	Very Low	0.9%	Very Low	Lower	44	Blue	0.0%	0.0%	Maintained	Green	1.1%	0.2%	Maintained	Lower
				Black or African American	27	0.0%	No Performance Level	7.9%	High	--	27	No Color	0.0%	0.0%	Maintained	Red	8.8%	0.9%	Increased	--
				English Learner	87	0.0%	Very Low	3.2%	Medium	Lower	96	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower
				Filipino	*	--	No Performance Level	1.2%	Low	--	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	0	--	--	--	--	Red	13.6%	1.2%	Increased	--
				Homeless Youth	*	--	No Performance Level	5.5%	High	--	12	No Color	0.0%	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	131	0.0%	Very Low	3.3%	Medium	Lower	155	Yellow	0.6%	0.6%	Increased	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--	*	No Color	--	--	No Change Level	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	170	0.0%	Very Low	4.0%	Medium	Lower	202	Green	0.5%	0.5%	Increased	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	64	0.0%	Very Low	5.4%	High	Lower	87	Orange	1.1%	1.1%	Increased	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	53	0.0%	Very Low	2.9%	Medium	Lower	60	Blue	0.0%	0.0%	Maintained	Orange	3.3%	0.4%	Increased	Lower
				White	67	0.0%	Very Low	2.6%	Medium	Lower	62	Blue	0.0%	0.0%	Maintained	Yellow	2.9%	0.2%	Maintained	Lower

Data Sources: California School Dashboard Research data files 2023

# Hamlin Charter Academy

## Enrollment Report

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

2023-2024 Enrollment by Ethnicity and Student Group																					
RG	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
N	3	4349	Hamlin Charter Academy	308	58.1%	2.3%	0.0%	12.3%	8.8%	24.7%	1.6%	0.0%	1.9%	44.2%	0.0%	0.3%	9.4%	58.1%	26.0%	4.2%	19.2%
Statewide				5,837,690	61.7%	N/A	0.4%	9.9%	4.9%	18.4%	2.2%	0.5%	3.6%	56.1%	0.8%	0.4%	1.1%	62.7%	13.7%	4.6%	20.3%
Los Angeles Unified				529,902	80.7%	11.0%	0.1%	3.4%	7.3%	20.1%	1.7%	0.6%	2.1%	73.8%	0.2%	0.1%	1.8%	81.3%	14.8%	2.0%	9.8%

2022-2023 Enrollment by Ethnicity and Student Group																					
RG	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
N	3	4349	Hamlin Charter Academy	306	57.5%	2.3%	8.5%	7.8%	8.5%	22.5%	1.6%	0.3%	1.3%	45.1%	0.0%	0.3%	12.7%	58.2%	23.9%	5.6%	18.3%
Statewide				5,852,544	59.9%	N/A	0.4%	9.5%	4.7%	19.0%	2.2%	0.5%	3.2%	56.1%	0.7%	0.4%	2.2%	61.5%	13.1%	4.3%	20.1%
Los Angeles Unified				538,295	81.0%	11.1%	5.9%	3.4%	7.4%	21.3%	1.6%	0.7%	1.7%	74.2%	0.1%	0.2%	1.5%	82.0%	14.1%	2.0%	9.7%

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

# Hamlin Charter Academy

## 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.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
N	3	4349	Hamlin Charter Academy	2021-2022*	2020-2021 Number of English Language Learners	--	--	--
					2021-2022 Number of Students Reclassified	--	--	
					2021-2022 Reclassification Rate	--	--	
				2022-2023*	2021-2022 Number of English Language Learners	--	--	--
					2022-2023 Number of Students Reclassified	--	--	
					2022-2023 Reclassification Rate	--	--	

Note: \*Reclassification data for 2021-2022 and 2022-2023 has not been published by the State as of the creation of this data set. After the California Department of Education releases the 2021-2022 and 2022-2023 Annual Reclassification (RFEP) Counts and Rates this tab will be updated accordingly.

A double dash "--" means that data is not currently available.

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

# Hamlin Charter Academy

## Long-Term English Learners (LTEL) and "At-Risk"

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

RG	BD	Loc Code	School	English Learners	2022-2023				2023-2024			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
N	3	4349	Hamlin Charter Academy	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	10.6%
				At-Risk 4-5 Years	6	7.9%	144,190	7.1%	2	2.5%	136,190	6.8%
				EL 0-3 Years	61	80.3%	505,487	24.8%	69	85.2%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	2	2.6%	236,323	11.6%	5	6.2%	207,773	10.4%
				EL total	69	90.8%	1,112,535	54.5%	76	93.8%	1,074,833	53.8%
				RFEP	7	9.2%	927,723	45.5%	5	6.2%	924,460	46.2%
				Total (Ever)	76	100.0%	2,040,258	100.0%	81	100.0%	1,999,293	100.0%

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



# Hamlin Charter Academy

## 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 2021-22 Enrollment by Student Group counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (\*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

**2023-2024 Special Education Enrollment**

RG	BD	Location Code	School	OCT 2023 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	4349	Hamlin Charter Academy	308	80	26.0%
Statewide				5,837,690	799,980	13.7%
Los Angeles Unified				529,902	79,906	14.8%

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	OCT 2022 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
N	3	4349	Hamlin Charter Academy	306	73	23.9%
Statewide				5,852,544	765,169	13.1%
Los Angeles Unified				538,295	75,935	14.1%

**2023-2024 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	4349	Hamlin Charter Academy	20.0%	80.0%	52	0	0	0	0	0	8	1	5	3	6	5	0	0
Los Angeles Unified				66.7%	33.3%	19,082	6	200	1,178	0	988	3,410	978	11,302	543	30,274	11,688	66	189

**2022-2023 Special Education Enrollment**

RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	MD	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
N	3	4349	Hamlin Charter Academy	26.0%	74.0%	46	0	0	0	0	0	8	0	6	0	5	8	0	0
Los Angeles Unified				68.3%	31.6%	16,427	5	226	1,143	1	994	3,495	354	10,342	1,065	29,411	12,139	64	248

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability	MD	Multiple Disabilities

Data Source: CALPADS 8.1 FALL 1 Certified Report 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).

# Hamlin Charter Academy

LAUSD Location Code: 4349

Region: North

Board District: 3

## 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, DFS) 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. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless 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 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

Student Group	2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	2024 Number of Students with Scores	School 2024 Performance Level (color)	School 2024 Average DFS	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	124	Orange	-11.3	-10.4	Declined	Orange	-13.6	-1.4	Maintained	Higher	115	Orange	-24.2	-13.0	Declined	Orange	-13.2	0.4	Maintained	Lower
American Indian or Alaska Native	0	--	--	--	--	Orange	-47.9	2.0	Maintained	--	0	--	--	--	--	Orange	-49.0	-1.1	Maintained	--
Asian	*	No Color	--	--	No Change Level	Blue	61.8	-1.2	Maintained	--	*	No Color	--	--	No Change Level	Blue	60.7	-1.2	Maintained	--
Black or African American	13	No Color	-21.3	--	No Change Level	Orange	-59.6	-2.0	Maintained	--	13	No Color	-87.9	-66.6	Declined Significantly	Orange	-58.9	0.8	Maintained	--
English Learner	22	No Color	-25.0	36.8	Increased Significantly	Orange	-67.7	-6.5	Declined	--	20	No Color	-45.6	-20.6	Declined Significantly	Orange	-67.6	0.2	Maintained	--
Filipino	*	No Color	--	--	No Change Level	Green	44.0	1.1	Maintained	--	*	No Color	--	--	No Change Level	Blue	45.8	1.8	Maintained	--
Foster Youth	0	--	--	--	--	Red	-89.2	-2.5	Maintained	--	0	--	--	--	--	Red	-87.3	1.9	Maintained	--
Homeless Youth	*	No Color	--	--	No Change Level	Orange	-67.9	-5.0	Declined	--	*	No Color	--	--	No Change Level	Red	-70.4	-2.5	Maintained	--
Latino	63	Orange	-14.6	-18.5	Declined Significantly	Orange	-40.2	-1.7	Maintained	Higher	59	Yellow	-11.4	3.1	Increased	Orange	-39.3	0.9	Maintained	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Red	-109.6	3.4	Declined	--
Native Hawaiian or Pacific Islander	*	No Color	--	--	No Change Level	Orange	-32.5	-3.4	Declined	--	*	No Color	--	--	No Change Level	Orange	-34.7	-2.2	Maintained	--
Socioeconomically Disadvantaged	69	Orange	-28.7	-8.8	Declined	Orange	-42.6	-1.2	Maintained	Higher	70	Orange	-32.8	-4.1	Declined	Orange	-40.9	1.8	Maintained	Higher
Students with Disabilities	23	No Color	-141.0	-69.3	Declined Significantly	Red	-96.3	1.8	Maintained	--	24	No Color	-125.3	15.7	Increased Significantly	Red	-95.6	0.7	Maintained	--
Two or More Races	*	No Color	--	--	No Change Level	Green	24.3	-0.8	Maintained	--	*	No Color	--	--	No Change Level	Green	24.3	0.0	Maintained	--
White	25	No Color	-27.2	-34.3	Declined Significantly	Green	20.8	-1.2	Maintained	--	25	No Color	-37.8	-10.7	Declined	Green	19.2	-1.6	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

	ELA Participation Rate By Student Group														
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	LTEL	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	98%	--	92%	100%	96%	100%	--	100%	100%	N/A	100%	96%	92%	100%	93%
Participation Rate Met 2023 *	Yes	--	No	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	No	Yes	No
Percent of students tested in 2024	98%	--	85%	100%	100%	100%	--	100%	100%	100%	100%	99%	92%	100%	100%
Participation Rate Met 2024	Yes	--	No	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes

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

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

Data Sources: [California School Dashboard Research data files.](#)

# Hamlin Charter Academy

LAUSD Location Code: 4349

Region: North

Board District: 3

## 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, DFS) 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. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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

### Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator

Student Group	School 2023 Number of Students with Scores	School 2023 Performance Level (color)	School 2023 Average DFS	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Average DFS	State 2023 Change	State 2023 Change Level	School to State DFS Comparison	School 2024 Number of Students with Scores	School 2024 Performance Level (color)	School 2024 Average DFS	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Average DFS	State 2024 Change	State 2024 Change Level	School to State DFS Comparison
All Students	124	Orange	-32.5	-9.8	Declined	Orange	-49.1	2.6	Maintained	Higher	117	Orange	-40.9	-8.4	Declined	Orange	-47.6	1.5	Maintained	Higher
American Indian or Alaska Native	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--	0	--	--	--	--	Orange	-86.6	0.7	Maintained	--
Asian	11	No Color	-117.3	--	No Change Level	Blue	50.8	2.3	Maintained	--	11	No Color	-62.3	55.0	Increased Significantly	Blue	49.5	-1.3	Maintained	--
Black or African American	13	No Color	-63.6	--	No Change Level	Red	-104.5	2.6	Maintained	--	13	No Color	-102.1	-38.5	Declined Significantly	Red	-102.2	2.4	Maintained	--
English Learner	25	No Color	-53.2	7.8	Increased	Orange	-93.4	-1.4	Maintained	--	22	No Color	-32.7	20.4	Increased Significantly	Orange	-93.4	0.0	Maintained	--
Filipino	*	No Color	--	--	No Change Level	Green	7.4	4.8	Increased	--	*	No Color	--	--	No Change Level	Green	10.4	3.0	Increased	--
Foster Youth	0	--	--	--	--	Red	-127.4	1.4	Maintained	--	0	--	--	--	--	Red	-125.1	2.3	Maintained	--
Homeless Youth	*	No Color	--	--	No Change Level	Red	-101.3	0.5	Maintained	--	*	No Color	--	--	No Change Level	Red	-106.0	-4.7	Maintained	--
Latino	63	Orange	-39.5	-11.7	Declined	Orange	-80.8	2.6	Maintained	Higher	59	Yellow	-33.0	6.5	Increased	Orange	-79.2	1.6	Maintained	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Red	-163.5	-0.4	Maintained	--
Native Hawaiian or Pacific Islander	*	No Color	--	--	No Change Level	Orange	-71.3	0.0	Maintained	--	*	No Color	--	--	No Change Level	Orange	-72.5	-1.2	Maintained	--
Socioeconomically Disadvantaged	70	Orange	-60.9	-17.0	Declined Significantly	Yellow	-80.8	3.2	Increased	Higher	71	Yellow	-50.1	10.8	Increased	Orange	-78.2	2.6	Maintained	Higher
Students with Disabilities	23	No Color	-131.3	-71.4	Declined Significantly	Orange	-127.3	5.5	Increased	--	24	No Color	-117.8	13.6	Increased	Red	-124.3	2.9	Maintained	--
Two or More Races	*	No Color	--	--	No Change Level	Yellow	-7.4	2.5	Maintained	--	*	No Color	--	--	No Change Level	Yellow	-5.3	2.1	Maintained	--
White	26	No Color	-47.7	-31.9	Declined Significantly	Yellow	-11.1	2.3	Maintained	--	26	No Color	-48.6	-0.9	Maintained	Yellow	-10.3	0.7	Maintained	--

[Participation Rate Report](#) below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Math Participation Rate By Student Group															
	ALL	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless Youth	Latino	LTEL	Native Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	96%	--	87%	100%	88%	100%	--	86%	98%	N/A	100%	94%	92%	100%	90%
Participation Rate Met 2023 *	Yes	--	No	Yes	No	Yes	--	No	Yes	--	Yes	No	No	Yes	No
Percent of students tested in 2024	98%	--	86%	100%	100%	100%	--	100%	100%	--	100%	99%	92%	100%	100%
Participation Rate Met 2024	Yes	--	No	Yes	Yes	Yes	--	Yes	Yes	--	Yes	Yes	No	Yes	Yes

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

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

Data Sources: California School Dashboard Research data files.

# Hamlin Charter Academy

LAUSD Location Code: 4349

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Board District: 3

## English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

English Learner Progress Indicator - CA School Dashboard Indicator																				
Student Group	2023 School					2023 State				School to State ELPI Comparison	2024 School					2024 State				School to State ELPI Comparison
	Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2023 Change	State 2023 Change Level		Number of EL Students with a Performance Level in Both the Current and Prior Year	School 2024 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	Percentage of English Learners making progress towards English proficiency	State 2024 Change	State 2024 Change Level	
English Learner	36	Blue	66.7%	25.0%	Increased Significantly	Yellow	48.7%	-1.6%	Maintained	Higher	39	Red	43.6%	-23.1%	Declined Significantly	Orange	45.7%	-3.0%	Declined	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Orange	45.8%	-3.9%	Declined	--

[Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window \(February 1 to May 31\) will receive a modified ELPI rate on the California School Dashboard \(Dashboard\). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.](#)

ELPAC Participation								
Year	Number of EL Student Enrolled	Number of EL Students Tested	Percent of EL Students Tested	EL Participation Rate Met	Number of LTEL Student Enrolled	Number of LTEL Students Tested	Percent of LTEL Students Tested	LTEL Participation Rate Met
2024	74	72	97%	Yes	0	0	0%	No
2023	83	76	92%	No	N/A	N/A	N/A	N/A

Note: Schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard).

2024 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Hamlin Charter Academy		State
ELs Who Progressed at Least One ELPI Level	38.5%	43.8%
ELs Who Maintained ELPI Level 4	0.0%	1.9%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	38.5%	34.9%
ELs Who Decreased at Least One ELPI Level	12.8%	19.4%

2023 Student English Language Acquisition Results		
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.		
School		
Hamlin Charter Academy		State
ELs Who Progressed at Least One ELPI Level	66.7%	46.4%
ELs Who Maintained ELPI Level 4	0.0%	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	21.2%	32.7%
ELs Who Decreased at Least One ELPI Level	12.1%	18.6%

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.  
[Data Sources: California School Dashboard Research data files.](#)

# Hamlin Charter Academy

LAUSD Location Code: 4349

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## Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year. For most state indicators, the desired outcome is to have a high percentage of performance in the current year. However, chronic absenteeism has a reverse goal of having the lowest percentage of students chronically absent in the current year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of Chronic Absenteeism in 2023 than it did in 2022) or did worse (i.e., had a higher rate in 2023). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" means that data is not currently available.

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

Student Group	Number of students enrolled who meet criteria	School 2023 Performance Level (color)	School 2023 Chronic Absenteeism Percentage	School 2023 Change	School 2023 Change Level	State 2023 Performance Level (color)	State 2023 Chronic Absenteeism Percentage	State 2023 Change	State 2023 Change Level	School to State Chronic Absenteeism Percentage Comparison	Number of students enrolled who meet criteria	School 2024 Performance Level (color)	School 2024 Chronic Absenteeism Percentage	School 2024 Change	School 2024 Change Level	State 2024 Performance Level (color)	State 2024 Chronic Absenteeism Percentage	State 2024 Change	State 2024 Change Level	School to State Chronic Absenteeism Percentage Comparison
All Students	336	Yellow	33.3%	-10.3%	Declined Significantly	Yellow	24.3%	-5.7	Declined Significantly	Higher	341	Yellow	21.1%	-12.2%	Declined Significantly	Yellow	18.6%	-5.7%	Declined	Higher
American Indian or Alaska Native	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--	0	--	--	--	--	Yellow	30.6%	-5.4%	Declined	--
Asian	38	Red	28.9%	3.9%	Increased	Yellow	10.1%	-1.4	Declined	Higher	47	Yellow	14.9%	-14.1%	Declined	Green	7.5%	-2.5%	Declined	Higher
Black or African American	27	No Color	29.6%	-26.4%	Declined	Yellow	36.4%	-6.5	Declined Significantly	--	34	No Color	26.5%	-3.2%	Declined	Yellow	31.3%	-5.1%	Declined	Lower
English Learner	91	Orange	37.4%	-2.6%	Declined	Yellow	26.3%	-7.3	Declined Significantly	Higher	87	Orange	20.7%	-16.7%	Declined	Yellow	20.1%	-6.1%	Declined	Higher
Filipino	*	No Color	--	--	No Change Level	Yellow	13.8%	-2.4	Declined	--	*	No Color	--	--	No Change Level	Green	9.6%	-4.2%	Declined	--
Foster Youth	0	--	--	--	--	Yellow	33.6%	-8.5	Declined Significantly	--	*	No Color	--	--	No Change Level	Yellow	30.5%	-3.1%	Declined	--
Homeless Youth	11	No Color	63.6%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--	*	No Color	--	--	No Change Level	Yellow	32.7%	-6.0%	Declined	--
Latino	146	Orange	38.4%	-19.0%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Higher	145	Orange	27.6%	-10.8%	Declined	Yellow	21.7%	-6.7%	Declined	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Yellow	23.9%	-4.3%	Declined	--
Native Hawaiian or Pacific Islander	*	No Color	--	--	No Change Level	Yellow	37.6%	-6.3	Declined Significantly	--	*	No Color	--	--	No Change Level	Yellow	32.6%	-5.0%	Declined	--
Socioeconomically Disadvantaged	195	Yellow	37.4%	-17.1%	Declined Significantly	Yellow	29.9%	-7.5	Declined Significantly	Higher	205	Yellow	23.9%	-13.5%	Declined Significantly	Yellow	23.4%	-6.6%	Declined	Higher
Students with Disabilities	86	Red	41.9%	5.4%	Increased	Yellow	33.1%	-6.5	Declined Significantly	Higher	91	Orange	24.2%	-17.7%	Declined	Yellow	26.3%	-6.8%	Declined	Lower
Two or More Races	57	Orange	24.6%	-1.0%	Declined	Yellow	21.6%	-3.5	Declined Significantly	Higher	45	Yellow	13.3%	-11.2%	Declined	Yellow	16.2%	-5.4%	Declined	Lower
White	61	Orange	31.1%	-3.7%	Declined	Yellow	18.5%	-3.5	Declined Significantly	Higher	64	Yellow	14.1%	-17.1%	Declined	Yellow	13.5%	-4.9%	Declined	Higher

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

Data Sources: [California School Dashboard Research data files](#).

# Hamlin Charter Academy

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## Suspension Rate Indicator

This report shows the number of students who have an aggregate suspension of at least one full day. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. For most state indicators, the desired outcome is a high percentage of performance in the current year and an increase from the prior year. However, for the Suspension Rate Indicator, the desired outcome is a low rate in the current year and a decline from the prior year. Current and prior year data is compared to see whether a school made improvement (i.e., had a lower rate of suspension in 2022-23 than it did in 2021-22) or did worse (i.e., had a higher rate in 2022-23 than in 2021-22). Taken together, current year data and its comparison with prior year data will give a performance level (color). A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students and is not reported for privacy reasons. For student groups with 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and no performance level (color) will be reported. A double dash "--" 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																				
Student Group	Number of Students	School 2023 Performance level (color)	School 2023 Percentage of Students suspended at least once	School 2023 Change	School 2023 Change Level	State 2023 Performance level (color)	State 2023 Percentage of Students suspended at least once	State 2023 Change	State 2023 Change Level	School to State Suspension Rate Percentage Comparison	Number of Students	School 2024 Performance level (color)	School 2024 Percentage of Students suspended at least once	School 2024 Change	School 2024 Change Level	State 2024 Performance level (color)	State 2024 Percentage of Students suspended at least once	State 2024 Change	State 2024 Change Level	School to State Suspensions Comparison
All Students	355	Green	0.3%	0.3%	Increased	Orange	3.5%	0.4%	Increased	Lower	369	Blue	0.3%	0.0%	Maintained	Green	3.2%	-0.3%	Declined	Lower
American Indian or Alaska Native	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--	0	--	--	--	--	Yellow	7.0%	-0.4%	Declined	--
Asian	44	Blue	0.0%	0.0%	Maintained	Green	1.1%	0.2%	Maintained	Lower	50	Blue	0.0%	0.0%	Maintained	Blue	1.0%	0.0%	Maintained	Lower
Black or African American	27	No Color	0.0%	0.0%	Maintained	Red	8.8%	0.9%	Increased	--	37	No Color	0.0%	0.0%	Maintained	Orange	8.4%	-0.4%	Declined	Lower
English Learner	96	Blue	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	Lower	91	Blue	0.0%	0.0%	Maintained	Green	3.4%	-0.3%	Declined	Lower
Filipino	*	No Color	--	--	No Change Level	Green	1.3%	0.1%	Maintained	--	*	No Color	--	--	No Change Level	Green	1.2%	-0.1%	Maintained	--
Foster Youth	0	--	--	--	--	Red	13.6%	1.2%	Increased	--	*	No Color	--	--	No Change Level	Orange	13.2%	-0.4%	Declined	--
Homeless Youth	12	No Color	0.0%	--	No Change Level	Orange	6.5%	1.0%	Increased	--	12	No Color	0.0%	0.0%	Maintained	Yellow	5.7%	-0.8%	Declined	--
Latino	155	Yellow	0.6%	0.6%	Increased	Orange	3.8%	0.5%	Increased	Lower	153	Green	0.7%	0.0%	Maintained	Green	3.4%	-0.4%	Declined	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Orange	8.1%	-0.9%	Declined	--
Native Hawaiian or Pacific Islander	*	No Color	--	--	No Change Level	Orange	4.9%	0.4%	Increased	--	*	No Color	--	--	No Change Level	Green	4.4%	-0.5%	Declined	--
SocioeconomicMRy Disadvantaged	202	Green	0.5%	0.5%	Increased	Orange	4.5%	0.5%	Increased	Lower	217	Blue	0.5%	0.0%	Maintained	Green	4.0%	-0.5%	Declined	Lower
Students with Disabilities	87	Orange	1.1%	1.1%	Increased	Orange	5.9%	0.5%	Increased	Lower	95	Yellow	1.1%	-0.1%	Maintained	Yellow	5.4%	-0.5%	Declined	Lower
Two or More Races	60	Blue	0.0%	0.0%	Maintained	Orange	3.3%	0.4%	Increased	Lower	51	Blue	0.0%	0.0%	Maintained	Green	3.0%	-0.3%	Declined	Lower
White	62	Blue	0.0%	0.0%	Maintained	Yellow	2.9%	0.2%	Maintained	Lower	71	Blue	0.0%	0.0%	Maintained	Green	2.6%	0.3%	Declined	Lower

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

[Data Sources: California School Dashboard Research data files](#)