File #: Rep-360-24/25, **Version:** 1	**Agenda Date:** 6/3/2025
In Control: Charter Schools Division	

Approval of the Renewal Petition for Haynes Charter for Enriched Studies (Affiliated Charter School) [PUBLIC HEARING]
Charter Schools Division

Brief Description:
(Approval of the Renewal Petition for Haynes Charter for Enriched Studies) Recommends approval of the renewal petition for Haynes Charter for Enriched Studies, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 422 students in grades TK-5 in each year of the charter term.

Action Proposed:
Approve the renewal petition for Haynes Charter for Enriched Studies ("Charter School"), located in Board District 3 and Region North, for six (6) years, beginning July 1, 2025, until June 30, 2031, to serve to up 422 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:
Haynes Charter for Enriched Studies is a TK-5 school currently serving 368 students on a District site at 6624 Lockhurst Drive, West Hills, CA, 91307 in Board District 3 and Region North. Haynes Charter for Enriched Studies was originally approved by the LAUSD Board of Education on June 12, 2012. On May 9, 2017, the charter school was renewed for a five-year term to serve 443 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 Haynes Charter for Enriched Studies expires June 30, 2025.

On March 6, 2025, Haynes Charter for Enriched Studies 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 June 4, 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.

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. 360, 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, Haynes Charter for Enriched Studies 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 - Haynes Charter for Enriched Studies Data Set
Attachment C - Desegregation Impact Statement

Petition will be available prior to the board meeting at the following link:
<https://drive.google.com/drive/folders/1ghIjJyFY4uIED8oRhdHYghHGOGGXC4Av?usp=drive_link>

Submitted:
05/05/25

RESPECTFULLY SUBMITTED,   **APPROVED & PRESENTED BY:**

_____   _____

ALBERTO M. CARVALHO   CAROLYN SPAHT GONZALEZ

Superintendent   Chief Strategy Officer

                                    Office of the Chief Strategy Officer

REVIEWED BY: **APPROVED & PRESENTED BY:**

_____   _____

DEVORA NAVERA REED   JOSÉ COLE-GUTIÉRREZ

General Counsel   Senior Executive Director of Strategy

                                      Office of Chief Strategy Officer

___ Approved as to form.

REVIEWED BY: **APPROVED & PRESENTED BY:**

_____   _____

NOLBERTO DELGADILLO   MARLA WILLMOTT

Deputy Chief Financial Officer   Director (Interim)

                                      Charter Schools Division

___ Approved as to budget impact statement.

ATTACHMENT A
STAFF ASSESSMENT AND RECOMMENDATION REPORT
RENEWAL PETITION
Board of Education Report 360-24/25
June 3, 2025

School Name:	**Haynes Charter for Enriched Studies (Affiliated Charter School)**	**BOARD IS REQUIRED TO TAKE ACTION BY:** **June 4, 2025**
Type of Charter School:	**Conversion Affiliated Charter School**	
Charter Operator	**Los Angeles Unified School District**	
Location Code:	**4473**	
Type of Site(s):	**District Site**	
Site Address(es):	**6624 Lockhurst Drive, West Hills, CA 91307**	
Board District(s):	**3**	Region(s): **North**
Grade Levels Served:	**TK-5**	Current Enrollment: **368**
Grade Levels Authorized in Current Charter:	**TK-5**	Approved Enrollment in Current Charter: **443**
CONSIDERATION:	**Renewal**	
CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION)	**High Performing**	
STAFF RECOMMENDATION:	**Approval for a six (6)-year term (2025-2031)**	
PROPOSED BENCHMARKS:	None	

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Haynes Charter for Enriched Studies ("Haynes Charter" or "Charter School"), located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2025, until June 30, 2031, to serve up to 422 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.

Pursuant to applicable law, charter schools classified as High performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school's performance and operations during the term of the charter include, but are not limited to, the following:

- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; and Organizational Management,

Programs and Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;

- Additional academic considerations (i.e., numerically significant subgroup performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Consideration of qualifying as High Performing under Criterion 1 or Criterion 2

As staff considered Haynes Charter's renewal petition and record, staff recommends a term length of six years.

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 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

	Haynes Charter for Enriched Studies
Initial Authorization:	On June 12, 2012, Haynes Charter for Enriched Studies was authorized by the LAUSD Board of Education to serve 450 students in grades K-5.
Most Recent Renewal	The charter was renewed on May 9, 2017, for a five-year term (July 1, 2017 - June 30, 2022) to serve up to 443 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 Haynes Charter for Enriched Studies expires June 30, 2025.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Haynes Charter for Enriched Studies submitted its renewal petition application on March 6, 2025. The 90-day statutory timeline for Board action on the petition runs through June 4, 2025.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Haynes Charter implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	As an affiliated charter school, Haynes Charter for Enriched Studies is a member of the LAUSD SELPA.

B. Charter School Operator
As a District-affiliated charter school, Haynes Charter is subject to the governance and control of the LAUSD Board of Education.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. <u>Summary</u>
Haynes Charter has been identified by the state as a High performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups.

Please see the attached Haynes Charter for Enriched Studies Data Set.

b. <u>Measurements of Academic Performance on the California School Dashboard</u>
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.

Haynes Charter for Enriched Studies Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	High	High	No Performance Color	Not Applicable	High	Not Applicable	Very Low
2022-2023	Green	Green	No Performance Color	Not Applicable	Yellow	Not Applicable	Blue
2023-2024	Green	Green	No Performance Color	Not Applicable	Orange	Not Applicable	Blue

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

c. <u>English Language Arts Indicator</u>
In 2022, 2023, and 2024 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 all numerically significant student groups.

Haynes Charter for Enriched Studies - 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**	**High**	**39.2**	**Low**	**-12.2**	**Higher**
Latino	Met	High	26.7	Low	-38.6	Higher
White	Met	High	41.2	High	21.9	Higher
Socioeconomically Disadvantaged	Met	Medium	0.2	Low	-41.4	Higher
Students with Disabilities	Met	Low	-37.8	Very Low	-97.3	Higher

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

Haynes Charter for Enriched Studies - 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**	**Green**	**36.1**	**-3.1**	**Orange**	**-13.6**	**Higher**
Latino	Met	Green	10.8	-15.9	Orange	-40.2	Higher
White	Met	Green	31.0	-10.2	Green	20.8	Higher
Socioeconomically Disadvantaged	Met	Yellow	-2.0	-2.2	Orange	-42.6	Higher

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

Haynes Charter for Enriched Studies - 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**	**Green**	**28.8**	**-7.3**	**Orange**	**-13.2**	**Higher**
Latino	Met	Green	10.6	-0.2	Orange	-39.3	Higher
White	Met	Green	21.9	-9.1	Green	19.2	Higher
Socioeconomically Disadvantaged	Met	Green	12.3	14.3	Orange	-40.9	Higher
Students with Disabilities	Met	No Performance Color*	-24.9	8.4	Red	-95.6	Higher

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

*Note: This student group has no performance color due to the student group not being numerically significant for two consecutive years.

d. <u>Math Indicator</u>

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

Haynes Charter for Enriched Studies - 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**	**High**	**7.3**	**Low**	**-51.7**	**Higher**
Latino	Met	Medium	-13.0	Low	-83.4	Higher
White	Met	High	8.2	Medium	-13.4	Higher
Socioeconomically Disadvantaged	Met	Low	-28.6	Low	-84.0	Higher
Students with Disabilities	Met	Low	-49.5	Very Low	-130.8	Higher

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

Haynes Charter for Enriched Studies - 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**	**Green**	**13.3**	**6.0**	**Orange**	**-49.1**	**Higher**
Latino	Met	Yellow	-11.0	2.1	Orange	-80.8	Higher
White	Met	Green	13.9	5.6	Yellow	-11.1	Higher
Socioeconomically Disadvantaged	Met	Green	-20.7	7.9	Yellow	-80.8	Higher

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

Haynes Charter for Enriched Studies - 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**	**Green**	**7.6**	**-5.7**	**Orange**	**-47.6**	**Higher**
Latino	Met	Yellow	-15.2	-4.2	Orange	-79.2	Higher
White	Met	Green	7.8	-6.1	Yellow	-10.3	Higher
Socioeconomically Disadvantaged	Met	Green	-8.8	11.9	Orange	-78.2	Higher
Students with Disabilities	Met	No Performance Color*	-44.7	18.4	Red	-124.3	Higher

Data Sources: CA School Dashboard Research Files (https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3)
*Note: This student group has no performance color due to the student group not being numerically significant for two consecutive years.

e. <u>English Learner Progress Indicator</u>
ELPI data not reportable due to the low number of English Learners.

f. <u>College/Career Indicator</u>
Not applicable

g. <u>Chronic Absenteeism Indicator</u>
In 2022 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for all six 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 five of six numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for three of six numerically significant student groups.

h. <u>Graduation Indicator [HS only]</u>
Not applicable

i. <u>Suspension Rate Indicator</u>

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

Not applicable

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 Haynes Charter's outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2022-2023	*Proficient*
2023-2024	*Accomplished*
Concerns	No unresolved issues pending

c. <u>Organizational Management, Programs, and Operations</u>

Oversight Ratings/Concerns	
2022-2023	*Accomplished*
2023-2024	*Proficient*
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

As an affiliated charter school, the District is responsible for the fiscal management of Haynes Charter for Enriched Studies.

ATTACHMENT B
Haynes Charter For Enriched Studies

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/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	4473	Haynes Charter For Enriched Studies	All Students	173	39.2	High	-12.2	Low	Higher	168	Green	36.1	-3.1	Declined	Orange	-13.6	-1.4	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-49.3	Low	--	0	--	--	--	--	Orange	-47.9	2.0	Maintained	--
				Asian	15	46.2	No Performance Level	63.0	Very High	--	17	No Color	72.2	26.0	Increased Significantly	Blue	61.8	-1.2	Maintained	--
				Black or African American	*	-	No Performance Level	-57.7	Low	--	*	No Color	--	--	No Change Level	Orange	-59.6	-2.0	Maintained	--
				English Learner	*	-	No Performance Level	-61.2	Low	--	11	No Color	-25.8	--	No Change Level	Orange	-67.7	-6.5	Declined	--
				Filipino	*	-	No Performance Level	42.9	High	--	11	No Color	105.5	--	No Change Level	Green	44.0	1.1	Maintained	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--
				Homeless Youth	0	--	--	-62.9	Low	--	0	--	--	--	--	Orange	-67.9	-5.0	Declined	--
				Latino	31	26.7	High	-38.6	Low	Higher	35	Green	10.8	-15.9	Declined Significantly	Orange	-40.2	-1.7	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--
				Socioeconomically Disadvantaged	47	0.2	Medium	-41.4	Low	Higher	43	Yellow	-2.0	-2.2	Maintained	Orange	-42.6	-1.2	Maintained	Higher
				Students with Disabilities	32	-37.8	Low	-97.3	Very Low	Higher	23	No Color	-33.3	4.5	Increased	Red	-96.3	1.8	Maintained	--
				Two or More Races	16	22.1	No Performance Level	25.1	High	--	14	No Color	59.1	37.1	Increased Significantly	Green	24.3	-0.8	Maintained	--
				White	98	41.2	High	21.9	High	Higher	86	Green	31.0	-10.2	Declined	Green	20.8	-1.2	Maintained	Higher

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	Soceconomically 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%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	99%	--	100%	83%	100%	100%	100%	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2023	Yes	--	Yes	No	Yes	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files

Haynes Charter For Enriched Studies

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

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	4473	Haynes Charter For Enriched Studies	All Students	173	7.3	High	-51.7	Low	Higher	168	Green	13.3	6.0	Increased	Orange	-49.1	2.6	Maintained	Higher
				American Indian or Alaska Native	0	--	--	-90.4	Low	--	0	--	--	--	--	Yellow	-87.3	4.6	Increased	--
				Asian	15	20.7	No Performance Level	48.4	Very High	--	17	No Color	37.4	16.7	Increased Significantly	Blue	50.8	2.3	Maintained	--
				Black or African American	*	-	No Performance Level	-106.9	Very Low	--	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--
				English Learner	11	-35.3	No Performance Level	-92.0	Low	--	11	No Color	-34.8	9.7	Increased	Orange	-93.4	-1.4	Maintained	--
				Filipino	*	-	No Performance Level	2.7	High	--	11	No Color	74.6	--	No Change Level	Green	7.4	4.8	Increased	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--
				Homeless Youth	0	--	--	-101.8	Very Low	--	0	--	--	--	--	Red	-101.3	0.5	Maintained	--
				Latino	31	-13.0	Medium	-83.4	Low	Higher	35	Yellow	-11.0	2.1	Maintained	Orange	-80.8	2.6	Maintained	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--
				Socioeconomically Disadvantaged	47	-28.6	Low	-84.0	Low	Higher	43	Green	-20.7	7.9	Increased	Yellow	-80.8	3.2	Increased	Higher
				Students with Disabilities	32	-49.5	Low	-130.8	Very Low	Higher	23	No Color	-63.1	-13.6	Declined	Orange	-127.3	5.5	Increased	--
				Two or More Races	16	4.9	No Performance Level	-9.9	Medium	--	14	No Color	18.6	13.6	Increased	Yellow	-7.4	2.5	Maintained	--
				White	98	8.2	High	-13.4	Medium	Higher	86	Green	13.9	5.6	Increased	Yellow	-11.1	2.3	Maintained	Higher

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 **	99%	--	98%	100%	92%	100%	100%	--	97%	--	98%	100%	100%	100%
Participation Rate Met 2022 *	Yes	--	Yes	Yes	No	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2023	99%	--	100%	83%	100%	100%	100%	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2023	Yes	--	Yes	No	Yes	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files

Haynes Charter For Enriched Studies

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

					2022 School			2022 State			2023 School				2023 State				
RG	BD	Location Code	School	Student Group	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	4473	Haynes Charter For Enriched Studies	English Learner	*	-	No Performance Level	50.3%	Medium	--	*	No Performance Color	0.0%	0.0%	No Change Level	Yellow	48.7%	-1.6%	Maintained	--

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	9	9	100.0%	Yes
2023	15	15	100.0%	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

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

Haynes Charter For Enriched Studies		State
ELs Who Progressed at Least One ELPI Level	0.0%	47.5%
ELs Who Maintained ELPI Level 4	0.0%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	0.0%	31.4%
ELs Who Decreased at Least One ELPI Level	0.0%	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

Haynes Charter For Enriched Studies		State
ELs Who Progressed at Least One ELPI Level	--	46.4%
ELs Who Maintained ELPI Level 4	--	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	--	32.7%
ELs Who Decreased at Least One ELPI Level	--	18.6%

Haynes Charter For Enriched Studies

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.

		Location 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
RG	BD																			
N	3	4473	Haynes Charter For Enriched Studies	All Students	363	17.6%	High	30.0%	Very High	Lower	403	Yellow	16.6%	-1.0%	Declined	Yellow	24.3%	-5.7	Declined Significantly	Lower
				American Indian or Alaska Native	0	--	--	42.9%	Very High	--	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--
				Asian	41	4.9%	Low	11.5%	High	Lower	42	Green	4.8%	-0.1%	Maintained	Yellow	10.1%	-1.4	Declined	Lower
				Black or African American	11	18.2%	No Performance Level	42.9%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--
				English Learner	12	25.0%	No Performance Level	33.6%	Very High	--	18	No Color	11.1%	-13.9%	Declined	Yellow	26.3%	-7.3	Declined Significantly	--
				Filipino	13	0.0%	No Performance Level	16.2%	High	--	16	No Color	0.0%	0.0%	Maintained	Yellow	13.8%	-2.4	Declined	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--
				Homeless Youth	0	--	--	45.1%	Very High	--	*	No Color	0.0%	0.0%	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--
				Latino	61	26.2%	Very High	35.8%	Very High	Lower	85	Yellow	16.5%	-9.8%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Lower
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--
				Socioeconomically Disadvantaged	109	26.6%	Very High	37.4%	Very High	Lower	118	Yellow	18.6%	-8.0%	Declined	Yellow	29.9%	-7.5	Declined Significantly	Lower
				Students with Disabilities	54	24.1%	Very High	39.6%	Very High	Lower	56	Yellow	12.5%	-11.6%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower
				Two or More Races	35	11.4%	High	25.1%	Very High	Lower	37	Orange	16.2%	4.8%	Increased	Yellow	21.6%	-3.5	Declined Significantly	Lower
				White	202	19.8%	Very High	21.9%	Very High	Lower	215	Orange	19.5%	-0.3%	Maintained	Yellow	18.5%	-3.5	Declined Significantly	Higher

Data Sources: California School Dashboard Research data files

Haynes Charter For Enriched Studies

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/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	4473	Haynes Charter For Enriched Studies	All Students	372	0.3%	Very Low	3.1%	Medium	Lower	409	Blue	0.0%	-0.3%	Declined	Orange	3.5%	0.4%	Increased	Lower
				American Indian or Alaska Native	0	--	--	6.4%	High	--	0	--	--	--	--	Orange	7.4%	1.0%	Increased	--
				Asian	42	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	12	0.0%	No Performance Level	7.9%	High	--	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--
				English Learner	12	0.0%	No Performance Level	3.2%	Medium	--	18	No Color	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	--
				Filipino	13	0.0%	No Performance Level	1.2%	Low	--	16	No Color	0.0%	0.0%	Maintained	Green	1.3%	0.1%	Maintained	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--
				Homeless Youth	0	--	--	5.5%	High	--	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--
				Latino	62	0.0%	Very Low	3.3%	Medium	Lower	85	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--
				Socioeconomically Disadvantaged	113	0.0%	Very Low	4.0%	Medium	Lower	118	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower
				Students with Disabilities	55	1.8%	Medium	5.4%	High	Lower	56	Blue	0.0%	-1.8%	Declined	Orange	5.9%	0.5%	Increased	Lower
				Two or More Races	35	0.0%	Very Low	2.9%	Medium	Lower	39	Blue	0.0%	0.0%	Maintained	Orange	3.3%	0.4%	Increased	Lower
				White	208	0.5%	Very Low	2.6%	Medium	Lower	217	Blue	0.0%	-0.5%	Declined	Yellow	2.9%	0.2%	Maintained	Lower

Data Sources: California School Dashboard Research data files

Haynes Charter For Enriched Studies

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/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	4473	Haynes Charter For Enriched Studies	392	34.2%	11.0%	0.0%	9.9%	2.0%	4.8%	4.3%	0.5%	0.3%	19.4%	0.0%	0.0%	4.6%	34.2%	11.7%	6.4%	53.3%
			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	4473	Haynes Charter For Enriched Studies	402	27.9%	10.2%	2.0%	10.4%	2.0%	4.0%	2.5%	0.5%	0.0%	21.1%	0.0%	0.0%	2.7%	28.4%	10.0%	7.7%	53.5%
			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

Haynes Charter For Enriched Studies

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	4473	Haynes Charter For Enriched Studies	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 Langauge 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

Haynes Charter For Enriched Studies

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.

| | | | | | 2022-2023 | | | | 2023-2024 | | | |
| | | | | | School | | State | | School | | State | |
RG	BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
N	3	4473	Haynes Charter For Enriched Studies	LTEL 6+ Years	0	0.0%	226,535	11.1%	0	0.0%	211,218	10.6%
				At-Risk 4-5 Years	3	11.5%	144,190	7.1%	1	3.2%	136,190	6.8%
				EL 0-3 Years	12	46.2%	505,487	24.8%	16	51.6%	519,652	26.0%
				EL 4+ Years Not At-Risk or LTEL	1	3.8%	236,323	11.6%	2	6.5%	207,773	10.4%
				EL total	16	61.5%	1,112,535	54.5%	19	61.3%	1,074,833	53.8%
				RFEP	10	38.5%	927,723	45.5%	12	38.7%	924,460	46.2%
				Total (Ever)	26	100.0%	2,040,258	100.0%	31	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

Haynes Charter For Enriched Studies

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/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	4473	Haynes Charter For Enriched Studies	392	46	11.7%
			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	4473	Haynes Charter For Enriched Studies	402	40	10.0%
			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	4473	Haynes Charter For Enriched Studies	91.3%	8.7%	4	0	0	0	0	0	0	0	14	0	10	18	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	4473	Haynes Charter For Enriched Studies	82.5%	17.5%	6	0	1	0	0	0	0	0	9	0	6	18	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).

Haynes Charter For Enriched Studies

Academic Performace - 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/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	168	Green	36.1	-3.1	Declined	Orange	-13.6	-1.4	Maintained	Higher	165	Green	28.8	-7.3	Declined	Orange	-13.2	0.4	Maintained	Higher
American Indian or Alaska Native	0	--	--	--	--	Orange	-47.9	2.0	Maintained	--	0	--	--	--	--	Orange	-49.0	-1.1	Maintained	--
Asian	17	No Color	72.2	26.0	Increased Significantly	Blue	61.8	-1.2	Maintained	--	15	No Color	72.3	0.0	Maintained	Blue	60.7	-1.2	Maintained	--
Black or African American	*	No Color	--	--	No Change Level	Orange	-59.6	-2.0	Maintained	--	*	No Color	--	--	No Change Level	Orange	-58.9	0.8	Maintained	--
English Learner	11	No Color	-25.8	--	No Change Level	Orange	-67.7	-6.5	Declined	--	14	No Color	-13.7	12.1	Increased	Orange	-67.6	0.2	Maintained	--
Filipino	11	No Color	105.5	--	No Change Level	Green	44.0	1.1	Maintained	--	*	No Color	--	--	No Change Level	Blue	45.8	1.8	Maintained	--
Foster Youth	*	No Color	--	--	No Change Level	Red	-89.2	-2.5	Maintained	--	*	No Color	--	--	No Change Level	Red	-87.3	1.9	Maintained	--
Homeless Youth	0	--	--	--	--	Orange	-67.9	-5.0	Declined	--	0	--	--	--	--	Red	-70.4	-2.5	Maintained	--
Latino	35	Green	10.8	-15.9	Declined Significantly	Orange	-40.2	-1.7	Maintained	Higher	37	Green	10.6	-0.2	Maintained	Orange	-39.3	0.9	Maintained	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Red	-109.6	3.4	Declined	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	-32.5	-3.4	Declined	--	0	--	--	--	--	Orange	-34.7	-2.2	Maintained	--
Socioeconomically Disadvantaged	43	Yellow	-2.0	-2.2	Maintained	Orange	-42.6	-1.2	Maintained	Higher	61	Green	12.3	14.3	Increased	Orange	-40.9	1.8	Maintained	Higher
Students with Disabilities	23	No Color	-33.3	4.5	Increased	Red	-96.3	1.8	Maintained	--	33	No Color	-24.9	8.4	Increased	Red	-95.6	0.7	Maintained	Higher
Two or More Races	14	No Color	59.1	37.1	Increased Significantly	Green	24.3	-0.8	Maintained	--	14	No Color	57.1	-2.1	Maintained	Green	24.3	0.0	Maintained	--
White	86	Green	31.0	-10.2	Declined	Green	20.8	-1.2	Maintained	Higher	81	Green	21.9	-9.1	Declined	Green	19.2	-1.6	Maintained	Higher

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	Soceconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2023 **	99%	--	100%	83%	100%	100%	100%	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2023 *	Yes	--	Yes	No	Yes	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2024	100%	--	100%	100%	100%	100%	100%	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2024	Yes	--	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes

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

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

Data Sources: California School Dashboard Research data files.

Haynes Charter For Enriched Studies

LAUSD Location Code: 4473   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/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	168	Green	13.3	6.0	Increased	Orange	-49.1	2.6	Maintained	Higher	166	Green	7.6	-5.7	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	17	No Color	37.4	16.7	Increased Significantly	Blue	50.8	2.3	Maintained	--	15	No Color	54.2	16.8	Increased Significantly	Blue	49.5	-1.3	Maintained	--
Black or African American	*	No Color	--	--	No Change Level	Red	-104.5	2.6	Maintained	--	*	No Color	--	--	No Change Level	Red	-102.2	2.4	Maintained	--
English Learner	11	No Color	-34.8	9.7	Increased	Orange	-93.4	-1.4	Maintained	--	15	No Color	-43.5	-8.7	Declined	Orange	-93.4	0.0	Maintained	--
Filipino	11	No Color	74.6	--	No Change Level	Green	7.4	4.8	Increased	--	*	No Color	--	--	No Change Level	Green	10.4	3.0	Increased	--
Foster Youth	*	No Color	--	--	No Change Level	Red	-127.4	1.4	Maintained	--	*	No Color	--	--	No Change Level	Red	-125.1	2.3	Maintained	--
Homeless Youth	0	--	--	--	--	Red	-101.3	0.5	Maintained	--	0	--	--	--	--	Red	-106.0	-4.7	Maintained	--
Latino	35	Yellow	-11	2.1	Maintained	Orange	-80.8	2.6	Maintained	Higher	37	Yellow	-15.2	-4.2	Declined	Orange	-79.2	1.6	Maintained	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Red	-163.5	-0.4	Maintained	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Orange	-71.3	0.0	Maintained	--	0	--	--	--	--	Orange	-72.5	-1.2	Maintained	--
Socioeconomically Disadvantaged	43	Green	-20.7	7.9	Increased	Yellow	-80.8	3.2	Increased	Higher	61	Green	-8.8	11.9	Increased	Orange	-78.2	2.6	Maintained	Higher
Students with Disabilities	23	No Color	-63.1	-13.6	Declined	Orange	-127.3	5.5	Increased	--	33	No Color	-44.7	18.4	Increased Significantly	Red	-124.3	2.9	Maintained	Higher
Two or More Races	14	No Color	18.6	13.6	Increased	Yellow	-7.4	2.5	Maintained	--	14	No Color	24.4	5.8	Increased	Yellow	-5.3	2.1	Maintained	--
White	86	Green	13.9	5.6	Increased	Yellow	-11.1	2.3	Maintained	Higher	82	Green	7.8	-6.1	Declined	Yellow	-10.3	0.7	Maintained	Higher

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 2023 **	99%	--	100%	83%	100%	100%	100%	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2023 *	Yes	--	Yes	No	Yes	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes
Percent of students tested in 2024	100%	--	100%	100%	100%	100%	100%	--	100%	--	100%	100%	100%	100%
Participation Rate Met 2024	Yes	--	Yes	Yes	Yes	Yes	Yes	--	Yes	--	Yes	Yes	Yes	Yes

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.
Data Sources: California School Dashboard Research data files.

Haynes Charter For Enriched Studies

LAUSD Location Code: 4473   Region: North   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	*	No Performance Color	0.0%	0.0%	No Change Level	Yellow	48.7%	-1.6%	Maintained	--	10	No Performance Color	--	--	No Change Level	Orange	45.7%	-3.0%	Declined	--
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	Particpation Rate Met
2024	22	22	100%	Yes
2023	15	15	100%	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).

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		
Haynes Charter For Enriched Studies		State
ELs Who Progressed at Least One ELPI Level	--	43.8%
ELs Who Maintained ELPI Level 4	--	1.9%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	--	34.9%
ELs Who Decreased at Least One ELPI Level	--	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		
Haynes Charter For Enriched Studies		State
ELs Who Progressed at Least One ELPI Level	--	46.4%
ELs Who Maintained ELPI Level 4	--	2.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	--	32.7%
ELs Who Decreased at Least One ELPI Level	--	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.](#)

Haynes Charter For Enriched Studies

LAUSD Location Code: 4473   Region: North   Board District: 3

[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	403	Yellow	16.6%	-1.0%	Declined	Yellow	24.3%	-5.7	Declined Significantly	Lower	413	Orange	16.5%	-0.2%	Maintained	Yellow	18.6%	-5.7%	Declined	Lower
American Indian or Alaska Native	0	--	--	--	--	Yellow	36.1%	-6.8	Declined Significantly	--	0	--	--	--	--	Yellow	30.6%	-5.4%	Declined	--
Asian	42	Green	4.8%	-0.1%	Maintained	Yellow	10.1%	-1.4	Declined	Lower	39	Orange	7.7%	2.9%	Increased	Green	7.5%	-2.5%	Declined	Higher
Black or African American	*	No Color	--	--	No Change Level	Yellow	36.4%	-6.5	Declined Significantly	--	12	No Color	33.3%	0.0%	No Change Level	Yellow	31.3%	-5.1%	Declined	--
English Learner	18	No Color	11.1%	-13.9%	Declined	Yellow	26.3%	-7.3	Declined Significantly	--	24	No Color	25.0%	13.9%	Increased	Yellow	20.1%	-6.1%	Declined	--
Filipino	16	No Color	0.0%	0.0%	Maintained	Yellow	13.8%	-2.4	Declined	--	17	No Color	5.9%	5.9%	Increased	Green	9.6%	-4.2%	Declined	--
Foster Youth	*	No Color	--	--	No Change Level	Yellow	33.6%	-8.5	Declined Significantly	--	*	No Color	--	--	No Change Level	Yellow	30.5%	-3.1%	Declined	--
Homeless Youth	*	No Color	--	--	No Change Level	Yellow	38.7%	-6.4	Declined Significantly	--	*	No Color	--	--	No Change Level	Yellow	32.7%	-6.0%	Declined	--
Latino	85	Yellow	16.5%	-9.8%	Declined	Yellow	28.4%	-7.4	Declined Significantly	Lower	80	Red	23.8%	7.3%	Increased	Yellow	21.7%	-6.7%	Declined	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	0	--	--	--	--	Yellow	23.9%	-4.3%	Declined	--
Native Hawaiian or Pacific Islander	0	--	--	--	--	Yellow	37.6%	-6.3	Declined Significantly	--	0	--	--	--	--	Yellow	32.6%	-5.0%	Declined	--
Socioeconomically Disadvantaged	118	Yellow	18.6%	-8.0%	Declined	Yellow	29.9%	-7.5	Declined Significantly	Lower	156	Red	22.4%	3.8%	Increased Significantly	Yellow	23.4%	-6.6%	Declined	Lower
Students with Disabilities	56	Yellow	12.5%	-11.6%	Declined	Yellow	33.1%	-6.5	Declined Significantly	Lower	61	Orange	13.1%	0.6%	Increased	Yellow	26.3%	-6.8%	Declined	Lower
Two or More Races	37	Orange	16.2%	4.8%	Increased	Yellow	21.6%	-3.5	Declined Significantly	Lower	43	Yellow	11.6%	-4.6%	Declined	Yellow	16.2%	-5.4%	Declined	Lower
White	215	Orange	19.5%	-0.3%	Maintained	Yellow	18.5%	-3.5	Declined Significantly	Higher	222	Yellow	16.2%	-3.3%	Declined Significantly	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.](#)

Haynes Charter For Enriched Studies

LAUSD Location Code: 4473   Region: North   Board District: 3

[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/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	409	Blue	0.0%	-0.3%	Declined	Orange	3.5%	0.4%	Increased	Lower	421	Blue	0.0%	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	42	Blue	0.0%	0.0%	Maintained	Blue	1.0%	0.0%	Maintained	Lower
Black or African American	*	No Color	--	--	No Change Level	Red	8.8%	0.9%	Increased	--	12	No Color	0.0%	--	No Change Level	Orange	8.4%	-0.4%	Declined	--
English Learner	18	No Color	0.0%	0.0%	Maintained	Orange	3.7%	0.5%	Increased	--	27	No Color	0.0%	0.0%	Maintained	Green	3.4%	-0.3%	Declined	--
Filipino	16	No Color	0.0%	0.0%	Maintained	Green	1.3%	0.1%	Maintained	--	17	No Color	0.0%	0.0%	Maintained	Green	1.2%	-0.1%	Maintained	--
Foster Youth	*	No Color	--	--	No Change Level	Red	13.6%	1.2%	Increased	--	*	No Color	--	--	No Change Level	Orange	13.2%	-0.4%	Declined	--
Homeless Youth	*	No Color	--	--	No Change Level	Orange	6.5%	1.0%	Increased	--	*	No Color	--	--	No Change Level	Yellow	5.7%	-0.8%	Declined	--
Latino	85	Blue	0.0%	0.0%	Maintained	Orange	3.8%	0.5%	Increased	Lower	80	Blue	0.0%	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	0	--	--	--	--	Orange	4.9%	0.4%	Increased	--	0	--	--	--	--	Green	4.4%	-0.5%	Declined	--
SocioeconomicMRy Disadvantaged	118	Blue	0.0%	0.0%	Maintained	Orange	4.5%	0.5%	Increased	Lower	158	Blue	0.0%	0.0%	Maintained	Green	4.0%	-0.5%	Declined	Lower
Students with Disabilities	56	Blue	0.0%	-1.8%	Declined	Orange	5.9%	0.5%	Increased	Lower	61	Blue	0.0%	0.0%	Maintained	Yellow	5.4%	-0.5%	Declined	Lower
Two or More Races	39	Blue	0.0%	0.0%	Maintained	Orange	3.3%	0.4%	Increased	Lower	43	Blue	0.0%	0.0%	Maintained	Green	3.0%	-0.3%	Declined	Lower
White	217	Blue	0.0%	-0.5%	Declined	Yellow	2.9%	0.2%	Maintained	Lower	227	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 2023]