



Board of Education Report

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

Agenda Date: 5/13/2025

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.

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

Submitted:
04/08/25

RESPECTFULLY SUBMITTED,

APPROVED & PRESENTED BY:

ALBERTO M. CARVALHO
Superintendent

CAROLYN SPAHT GONZALEZ
Chief of Staff
Office of the Superintendent

REVIEWED BY:

APPROVED & PRESENTED BY:

DEVORA NAVERA REED
General Counsel

JOSÉ COLE-GUTIÉRREZ
Director
Chater Schools Division

___ Approved as to form.

REVIEWED BY:

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: | Hamlin Charter Academy (Affiliated Charter School) | | BOARD IS REQUIRED TO TAKE ACTION BY: May 14, 2025 |
| Type of Charter School: | Conversion Affiliated Charter School | | |
| Charter Operator | Los Angeles Unified School District | | |
| Location Code: | 4349 | | |
| Type of Site(s): | District Site | | |
| Site Address(es): | 22627 Hamlin Street, West Hills, CA 91307 | | |
| Board District(s): | 3 | Region(s): | North |
| Grade Levels Served: | TK-5 | Current Enrollment: | 307 |
| Grade Levels Authorized in Current Charter: | TK-5 | Approved Enrollment in Current Charter: | 434 |
| CONSIDERATION: | Renewal | | |
| CDE PERFORMANCE CATEGORY: (PER CDE'S 2025 CLASSIFICATION) | Middle Performing | | |
| STAFF RECOMMENDATION: | Approval for a five (5)-year term (2025-2030) | | |
| 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

| | Hamlin Charter Academy |
|-------------------------------|--|
| Initial Authorization: | On June 12, 2012, Hamlin Charter Academy was authorized by the LAUSD Board of Education to serve 430 students in grades K-5. |
| Most Recent Renewal | 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. 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. |

| | Hamlin Charter Academy |
|--|---|
| | |
| Approved Material Revisions of Current Charter: | Not applicable |
| Board Benchmarks in Current Charter Term: | <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"> • 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 30th for the duration of the charter term, reflecting a reclassification rate equal to or greater than the District average. <p>Please see the “Additional Information” section below.</p> |
| Submission of Renewal Petition Application: | 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. |
| Concurrent Request for Material Revision: | Not applicable |
| Master Plan for English Learners and Standard English Learners: | Hamlin Charter Academy implements the District’s Master Plan for English Learners and Standard English Learners. |
| Special Education SELPA | 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 groups¹: 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 targets² 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.

¹ 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).

² 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.

| i-Ready Diagnostic Growth Reading 2023-2024 | | | | |
|--|----------------------------------|------------------------------|--|----------------------------|
| Student Groups | Number of Students Tested | i-Ready Growth Target | Reading: Progress to Annual Typical Growth (Median) | One Year’s Progress |
| 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 groups³: 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

³ 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 targets⁴ 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.

⁴ 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 | | State |
| Hamlin Charter Academy | | |
| 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 | | State |
| Hamlin Charter Academy | | |
| 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/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/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/ds/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

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/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

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/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 (1e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. | | |
| School | | State |
| Hamlin Charter Academy | | |
| 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 (1e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. | | |
| School | | State |
| Hamlin Charter Academy | | |
| 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

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 | 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

LAUSD Location Code: 4349

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/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](#)