LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hamlin Charter Academy

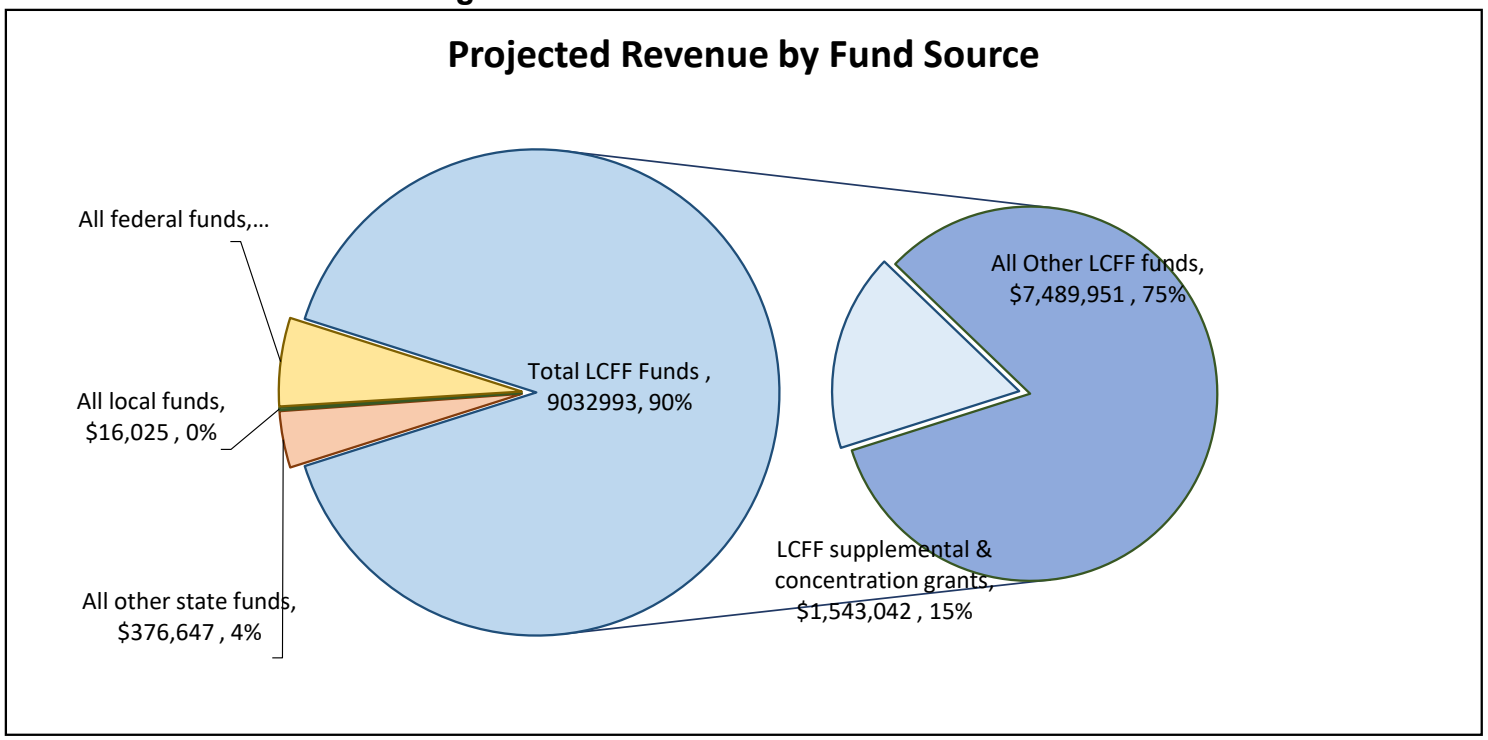
CDS Code: 19 64733 6017438

School Year: 2025-26

LEA contact information: Monica Mutler, Principal; mdm0139@lausd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

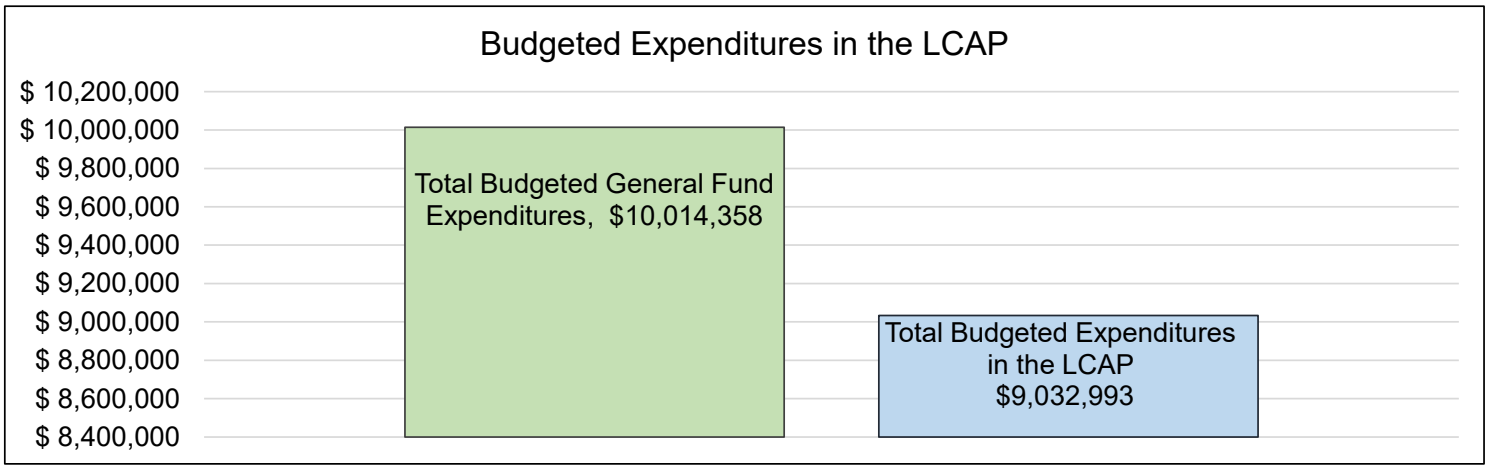


This chart shows the total general purpose revenue Hamlin Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hamlin Charter Academy is $10,014,358.00, of which $9,032,993.00 is Local Control Funding Formula (LCFF), $376,647.00 is other state funds, $16,025.00 is local funds, and $588,693.00 is federal funds. Of the $9,032,993.00 in LCFF Funds, $1,543,042.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Hamlin Charter Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hamlin Charter Academy plans to spend $10,014,358.00 for the 2025-26 school year. Of that amount, $9,032,993.00 is tied to actions/services in the LCAP and $981,365.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

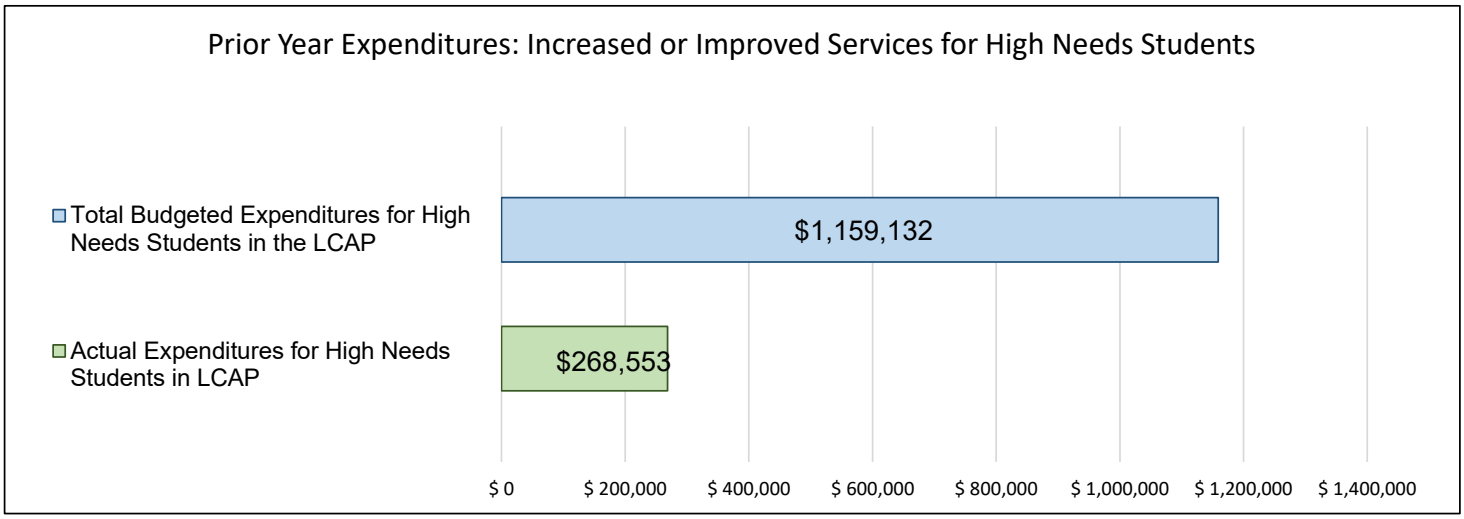
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, our school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within our school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2025-26 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Hamlin Charter Academy is projecting it will receive $1,543,042.00 based on the enrollment of foster youth, English learner, and low-income students. Hamlin Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Hamlin Charter Academy plans to spend $1,543,042.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Hamlin Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hamlin Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Hamlin Charter Academy's LCAP budgeted $1,159,132.00 for planned actions to increase or improve services for high needs students. Hamlin Charter Academy actually spent $268,553.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $890,579.00 had the following impact on Hamlin Charter Academy's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect our school's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized high-need schools and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. Unspent LCFF Supplemental and Concentration funds will continue to be available for schools to use as SENI TSP funds to increase or improve services for students from low-income families, English Learners, and students in foster care, in alignment with District policy.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hamlin Charter Academy	Monica Multer, Principal	mdm0139@lausd.net; 818-348-4741

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Hamlin Charter Academy is a Title 1 Affiliated Charter school located in West Hills, California and serves a diverse population of approximately 300 students. Students come from a variety of cultural backgrounds. The school originally opened in 1959 as Hamlin Street Elementary School and has since been serving residents of West Hills, Woodland Hills and nearby neighborhoods.

Our history of continuous growth and improvement makes Hamlin Charter Academy a top choice for families seeking to enroll students and relocate to the area, competing favorably with nearby private, independent charter and magnet programs. In the immediate geographic area of Hamlin Charter, there are 7 private school options and 9 public school options available to families. A three-mile radius yields 12 additional school choices. When a community is unable to serve the needs of its members, families look elsewhere for those needs to be met. Out of necessity, Hamlin Charter Academy must compete to build and maintain its status as a high achieving elementary school in an area that has several similar schools. The majority of our students come from working class families some of whom have college-educated parents. We have a transitional kindergarten program that prepares students for their future educational experiences. Some of our biggest challenges for the student population is our high transiency rate which we are addressing by encouraging more parent engagement and improving attendance.

At Hamlin our instructional days include, school safety, academic excellence, cultural diversity appreciation, character education, technology integration, arts appreciation, student leadership and innovation. All stakeholders are committed to collaborating and partnering for academic excellence and a positive culture. We focus on equipping our students with the tools necessary to become critical thinkers that will transform their communities.s well as be prepared for both the highly competitive 21st century college and career worlds.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As an overview of the 2023 CA Dashboard, our school had 1 area where All Students are in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023 and 2024 CA Dashboard indicators in the lowest rating:

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard
Chronic Absenteeism	Asians, Students with Disabilities	N/A
Suspension Rate	N/A	N/A
Graduation Rate	N/A	N/A
English Learners	N/A	N/A
College/Career	N/A	N/A
English Language Arts	N/A	N/A
Mathematics	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	N/A

At Hamlin Charter Academy, we are proud to serve a vibrant and diverse community representing more than 47 cultures. This rich cultural tapestry is not only a strength but also a driving force behind our commitment to creating an inclusive, supportive learning environment where every student can thrive specifically for our English Learners per the ELPI scores on the California Dashboard 2024.

While the 2023 California School Dashboard highlighted areas for growth—particularly in the progress of our English Language Learners—we view these insights as opportunities to deepen our impact. We continue to embrace the growing diversity of our student body and have implemented targeted supports to ensure all learners feel welcomed, valued, and equipped to succeed. Our Newcomers Intervention Class, held every Tuesday, provides a warm introduction for newly arrived students and their families, fostering strong school-home connections from the outset. During the school day, we provide a structured, evidence-based literacy program and employ an Instructional Coach to support differentiated instruction. Additionally, weekly after-school interventions further strengthen language acquisition and academic achievement.

A key area of focus this year has been addressing chronic absenteeism—a challenge we've met with a multi-tiered approach. Through strategic home visits, targeted outreach, and the introduction of class-, student-, and school-level attendance incentives, we've seen measurable improvement. These efforts have re-engaged students, strengthened our relationships with families, and fostered a culture of accountability and belonging.

In parallel, we continue to prioritize Social-Emotional Learning (SEL) as a cornerstone of our educational approach. By embedding SEL practices into daily instruction and equipping students with tools to navigate personal and academic challenges, we are nurturing a safe and emotionally responsive learning environment.

We also recognize that meeting students' academic needs requires intentional, individualized support. Our educators employ small-group instruction, differentiated strategies, and data-informed practices to expand each student's academic capacity. This approach ensures that all learners—especially those from historically underserved groups—have access to the resources and opportunities they need for success.

As we move forward, our Local Control and Accountability Plan (LCAP) remains a vital guide, helping us make equity-driven decisions that reflect our values and aspirations. We are committed to refining our strategies, deepening our partnerships with families, and building a school community where every student is seen, supported, and empowered to reach their full potential.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

Students	At Hamlin Charter Academy, we are committed to providing comprehensive technical assistance that strengthens instructional practices, fosters student engagement, and builds a strong, inclusive school community. Our support ensures alignment with state and local accountability measures while delivering meaningful experiences for students, families, and educators. This year, we have continued to implement a multi-tiered approach to improving attendance and student engagement, introducing monthly attendance incentives such as bubble parties, dance parties, and popsicle parties. We also proudly hosted our first annual Hamlin Hustle, a schoolwide event that promoted physical activity, teamwork, and school spirit. In addition, we have significantly increased enrichment opportunities for students by expanding our STEAM programming both during and after school. We launched a dedicated STEM Lab, broadened coding and robotics offerings, and grew our Robotics Team to give more students hands-on experience in science and technology. To foster a love for science, we hosted two Science Nights, where families were invited to explore hands-on experiments and enjoy a blow-up planetarium—with staff fully embracing the experience by dressing as astronauts. These events brought science to life for students and families alike, strengthening our culture of curiosity and exploration. Our focus on Social-Emotional Learning (SEL) also remains central to our mission. We continued our strong partnership with the district's SEL staff and consistently utilized our on-campus Wellness Center to provide students with additional support. Furthermore, we have deepened our inclusive practices, with our special education population now fully integrated with the general education population, ensuring all students participate in the full academic and social experience. A core priority at Hamlin is instructional support and professional development. Our educators receive continuous coaching and training in evidence-based strategies for small-group learning, differentiated instruction, and student engagement. SEL practices are embedded into daily instruction to promote emotional regulation, resilience, and strong peer relationships. Additionally, our staff receives support in analyzing local and state assessment data to guide instructional decisions, monitor progress, and adjust interventions. We also provide compliance and accountability guidance to ensure alignment with Local Control and Accountability Plan (LCAP) goals and state requirements. Family and community engagement remains a foundation of our approach. We kicked off the school year with a welcome letter from the principal, sharing our school's mission, vision, and key resources. To support new families and incoming kindergarten students, we held an orientation with classroom and yard tours. Before the first day of school, we hosted an ice cream social, giving families a chance to meet teachers, explore classrooms, connect with after-school program providers, and meet our community representative.

	Our Back-to-School Night in August was a tremendous success, featuring classroom presentations and a special guest appearance by Chuck E. Cheese, who helped launch a school fundraiser. Family-centered events such as Lunch on the Lawn have continued to offer valuable opportunities for families to engage with their children and school staff. We are also excited to host our Fall Festival in October and celebrate the end of the year with graduation ceremonies and a final Lunch on the Lawn. Through these initiatives, Hamlin Charter Academy continues to provide the necessary resources, strategies, and community-building opportunities that empower students, support educators, and strengthen family partnerships. By fostering a welcoming, inclusive, and academically rich environment, we are laying the groundwork for sustainable student success and a vibrant school community.

Parents	At Hamlin Charters, we recognize that strong family and community engagement is essential to student success. Through our comprehensive technical assistance, we provide schools with the resources and strategies needed to foster meaningful parent involvement, build a welcoming school culture, and create opportunities for families to actively participate in their child's education. To start the school year, parents were welcomed with a "Welcome Letter" that introduced the principal, outlined the school's mission and vision, and ensured families had access to key information such as the school website, calendar, policies, and procedures. The letter also highlighted the schedule for Coffee with the Principal, providing an open forum for dialogue and collaboration between families and school leadership. Ahead of the first day of school, we hosted an Ice Cream Social, where our PTA and community representative set up booths to help parents sign up for the Parent Portal, explore volunteer opportunities, and connect with essential school resources. Throughout the year, parents are invited to join and support school events such as the Fall Festival, where they play an important role in organizing and participating in seasonal activities that bring the school community together. To further strengthen family-school connections, we have increased our engagement across social media platforms and Blackboard Connect, giving families more timely access to updates, reminders, and event information. In addition, new families are invited to attend our Tuesday Newcomers Class, where students and their parents receive a warm welcome and an introduction to school life—helping ease the transition and foster early relationships. Families have also been key participants in special events designed to build excitement and foster learning. Our Family Science Nights offered students and parents hands-on experiences, including a blow-up planetarium and enthusiastic staff dressed as astronauts. These interactive evenings created memorable moments of discovery and connection. Another standout event was our first annual Hamlin Hustle, which brought together students, staff, and families for a schoolwide athletic challenge promoting fitness, fun, and school pride. To maintain student engagement and encourage consistent attendance, we've expanded our incentive programs to include monthly celebrations such as dance parties, bubble parties, and other fun, community-building rewards. At Hamlin Charters, we believe that when families are actively involved in school life, students are more motivated, connected, and successful. Our technical assistance ensures that schools are equipped to build strong parent partnerships, foster open communication, and nurture a supportive and inclusive school community where all children thrive.

Staff (Certificated and Classified)	At Hamlin Charters, we are committed to fostering a strong professional learning community where educators receive the support, training, and resources they need to ensure student success. Through ongoing technical assistance, we work closely with staff to enhance their instructional practices, build their Social-Emotional Learning (SEL) capacity, and use data-driven decision-making to meet students where they are and support academic growth. To start the school year, staff were welcomed with a letter encouraging participation in professional development opportunities hosted by the school district. Teachers were also greeted with thoughtful “back-to-school” treats to celebrate the new academic year and acknowledge their commitment to students. Administrators supported teachers in preparing their classrooms for Back-to-School Night, helping to ensure warm, engaging environments for students and families. Throughout the year, teachers participate in weekly grade-level meetings where administrators guide them through the Plan-Do-Study-Act (PDSA) cycle. These collaborative sessions support educators in analyzing student data, reflecting on instructional strategies, and making informed adjustments to better meet the needs of all learners. The Local School Leadership Council (LSLC) met early in the year to review the school calendar and share professional development (PD) priorities. These included continued support in SEL, guidance on effectively utilizing the wellness center, and expanding inclusive instructional practices. To strengthen this work, Hamlin Charters has partnered with California State University, Northridge (CSUN) to provide targeted support in building teacher capacity around inclusive practices. This partnership is helping staff deepen their understanding of equity-focused teaching and create more responsive and welcoming classroom environments. Recognizing that teacher well-being is essential to student success, we are also prioritizing staff wellness initiatives that support balance, morale, and professional sustainability. By fostering a culture of continuous learning, collaboration, and care, Hamlin Charters ensures that teachers have the tools and support they need to build inclusive, engaging, and emotionally responsive classrooms. Through targeted PD, university partnerships, SEL integration, and a commitment to teacher wellness, we empower our staff to make a lasting impact on the school community.

Community	At Hamlin Charters, we understand the importance of fostering strong relationships with our local community partners. This year, we have made intentional efforts to introduce ourselves to the surrounding community, strengthen existing relationships, and create new ones that enrich the experiences of our students, families, and staff. One of our proudest accomplishments was hosting the *first annual Hamlin Hustle*—a school-wide event that promoted physical fitness, school pride, and community togetherness. Thanks to generous sponsorships, including from the California Credit Union, the event was a resounding success. Community members, students, and families alike praised the event's positive energy and spirit of collaboration. In our ongoing outreach, we have also partnered with California State University, Northridge (CSUN), working together to expand educational opportunities and community involvement. Additionally, we are actively seeking partnerships with local restaurants to support school events and build stronger ties with neighborhood businesses. We continue to invite community members and professionals to present to our staff based on their expertise, enhancing our professional development and ensuring our educators are connected to relevant, real-world perspectives. As part of our commitment to being respectful neighbors, we maintain daily traffic safety practices, including placing cones to clearly mark routes and parking for our families. These efforts help create a safe and organized environment and demonstrate our consideration for those living and working around our campus. By continuing to grow our partnerships—with universities, local businesses, civic leaders, and our neighbors—Hamlin Charters is building a supportive and inclusive school community that uplifts everyone involved.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In response to parent feedback expressing a desire for more opportunities to engage with the school and stay informed about campus happenings, Hamlin Charters has taken intentional steps to strengthen communication and family involvement. We have enhanced our social media presence to provide families with timely updates, celebrate student achievements, and share important school news. Additionally, we created more opportunities for families to come onto campus and be part of the school community through events like *Science Night* and our *first annual Hamlin Hustle*. These events were met with great enthusiasm and helped strengthen the connection between home and school.

In addition to improving engagement, we have expanded our enrichment opportunities to provide students with diverse, hands-on learning experiences. We are preparing to launch intensive tutoring, a Robotics program, and the Soaring Eagles initiative, all designed to support academic achievement while fostering creativity, collaboration, and critical thinking.

To further enrich students' learning in STEM fields, we submitted a grant proposal focused on enhancing our math and science instruction. This initiative will bring dynamic, hands-on enrichment experiences—including experiments and interactive activities—into the classroom. We are also planning to host a *STEAM Night*, inviting families to explore the exciting fields of science, technology, engineering, arts, and mathematics through engaging and interactive displays and activities.

Throughout the year, we continue to offer a wide range of enrichment programs, such as *Enrich LA* gardening classes, *Mundo* tutoring, *Computerwise* technology sessions, and music and fine arts programs. These opportunities help develop well-rounded learners by allowing students to discover and deepen their interests beyond the traditional classroom setting.

By increasing family engagement and diversifying enrichment opportunities, Hamlin Charters is creating a vibrant and inclusive school culture that nurtures student growth, strengthens school-home partnerships, and ensures every child has access to meaningful learning experiences.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)
State Priority 4: Pupil Achievement (Pupil Outcomes)
State Priority 7: Course Access (Conditions of Learning)
State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To ensure that 100% of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Los Angeles Unified and its Affiliated Charter Schools, including Hamlin Charter Academy, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** -12.9 **African American/Black:** -32.1 **Hispanic/Latino:** -15.8 **English Learner:** -61.2 **RFEP:** 54.9 **Standard English Learner:** -19.3 **Students with Disability:** -151.8 **Low Income:** -28.5 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -22 **African American/Black:** -77.7 **Hispanic/Latino:** -13.5 **English Learner:** -45.7 **RFEP:** No Data **Standard English Learner:** -27.4 **Students with Disability:** -134.2 **Low Income:** -36.1 *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** -20 **African American/Black:** -42 **Hispanic/Latino:** -11 **English Learner:** -43 **RFEP:** 56 **Standard English Learner:** -25 **Students with Disabilities:** -132 **Low Income:** -34	**All Students:** -9.10 **African American/Black:** -45.60 **Hispanic/Latino:** +2.30 **English Learner:** +15.50 **RFEP:** ±0 **Standard English Learner:** -8.10 **Students with Disability:** +17.60 **Low Income:** -7.60

2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** -33.9 **African American/Black:** -76.6 **Hispanic/Latino:** -39.4 **English Learner:** -45.4 **RFEP:** 46.4 **Standard English Learner:** -49.7 **Students with Disability:** -138.4 **Low Income:** -58.3 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -37.8 **African American/Black:** -90.5 **Hispanic/Latino:** -33.4 **English Learner:** -38.1 **RFEP:** No Data **Standard English Learner:** -48.9 **Students with Disability:** -113.6 **Low Income:** -47.8 *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** -35 **African American/Black:** -88 **Hispanic/Latino:** -31 **English Larner:** -36 **RFEP:** 48 **Standard English Learner:** -46 **Students with Disabilities:** -111 **Low Income:** -45	**All Students:** -3.90 **African American/Black:** -13.90 **Hispanic/Latino:** +6.00 **English Learner:** +7.30 **RFEP:** ±0 **Standard English Learner:** +0.80 **Students with Disability:** +24.80 **Low Income:** +10.50
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students:** 43.6% **Hispanic/Latino:** 36.8% **Standard English Learner:** 38.9% **Low Income:** 33.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 37% **Hispanic/Latino:** 38.9% **Standard English Learner:** 40% **Low Income:** 34.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 39% **Hispanic/Latino:** 41% **Standard English Learner:** 42 % **Low Income:** 36%	**All Students:** -6.60% **Hispanic/Latino:** +2.10% **Standard English Learner:** +1.10% **Low Income:** +1.30%

4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students:** 37% **Hispanic/Latino:** 38.9% **English Learner:** 42.1% **Standard English Learner:** 40% **Students with Disability:** 29.4% **Low Income:** 34.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 66% **Hispanic/Latino:** 68.4% **English Learner:** 69.2% **Standard English Learner:** 66.7% **Students with Disability:** No Data **Low Income:** 60% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 68% **Hispanic/Latino:** 70% **English Learner:** 71% **Standard English Learner:** 68% **Students with Disabilities:** 31% **Low Income:** 36%	**All Students:** +29.00% **Hispanic/Latino:** +29.50% **English Learner:** +27.10% **Standard English Learner:** +26.70% **Students with Disability:** ±0% **Low Income:** +25.40%
5	**Percent of Students Meeting EarlyLiteracy Benchmarks in Grade 1**	**2022-2023** **All Students:** 76.5% **Hispanic/Latino:** 66.7% **English Learner:** 80% **Standard English Learners:** 66.7% **Students with Disability:** 55.6% **Low Income:** 75% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 62% **Hispanic/Latino:** 58.3% **English Learner:** 46.2% **Standard English Learners:** 66.7% **Students with Disability:** 45% **Low Income:** 60.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 64% **Hispanic/Latino:** 60% **English Learner:** 8% **Standard English Learners:** 68% **Students with Disability:** 47% **Low Income:** 69%	**All Students:** -14.50% **Hispanic/Latino:** -8.40% **English Learner:** -33.80% **Standard English Learners:** 0% **Students with Disability:** -10.60% **Low Income:** -14.50%

6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 80% **Hispanic/Latino:** 77.3% **Standard English Learner:** 69.6% **Low Income:** 84.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 57.5% **Hispanic/Latino:** 60% **Standard English Learner:** 53.3% **Low Income:** 65.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 59% **Hispanic/Latino:** 62% **Standard English Learner:** 55% **Low Income:** 61%	**All Students:** -22.50% **Hispanic/Latino:** -17.30% **Standard English Learner:** -16.30% **Low Income:** %
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 17.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 13.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 15%	**All Students:** -4.20%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 66.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 68%	**All Students:** ±0%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 14.5% **Hispanic/Latino:** 4.8% **Students with Disabilities:** 0% **Low Income:** 15% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 15.3% **Hispanic/Latino:** 20% **Students with Disabilities:** 6.3% **Low Income:** 13.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 16% **Hispanic/Latino:** 17% **Students with Disabilities:** 82% **Low Income:** 17%	**All Students:** +0.80% **Hispanic/Latino:** +15.20% **Students with Disabilities:** +6.30% **Low Income:** -1.50%

10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 30% **Hispanic/Latino:** 41.2% **English Learner:** 29.6% **Standard English Learner:** 46.2% **Low Income:** 28.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 45.6% **Hispanic/Latino:** 54.1% **English Learner:** 33.3% **Standard English Learner:** 62.1% **Low Income:** 49.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 47% **Hispanic/Latino:** 56% **English Learner:** 35% **Standard English Learner:** 64% **Low Income:** 51%	**All Students:** +15.60% **Hispanic/Latino:** +12.90% **English Learner:** +3.70% **Standard English Learner:** +15.90% **Low Income:** +20.60%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 83.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 85%	**All Students:** ±0%
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 56.1% **Hispanic/Latino:** 46.4% **English Learner:** 50% **Standard English Learner:** 57.1% **Low Income:** 57.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 72.5% **Hispanic/Latino:** 67.9% **English Learner:** 60% **Standard English Learner:** 81.8% **Low Income:** 79.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 74% **Hispanic/Latino:** 69% **English Learner:** 62% **Standard English Learner:** 83% **Low Income:** 81%	**All Students:** +16.40% **Hispanic/Latino:** +21.50% **English Learner:** +10.00% **Standard English Learner:** +24.70% **Low Income:** +22.10%

Goal Analysis for [2024-2025]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Hamlin Charter Academy remains steadfast in its commitment to providing high-quality instruction that promotes academic excellence and equitable access for all students. We continue to expand and support our Special Education programs to ensure that every student receives the individualized support and services needed to access the curriculum and participate fully in the school community.

Our focus on inclusive learning is reflected in multiple initiatives across campus. This year, we increased the number of Instructional Assistants to provide direct classroom support, allowing teachers to better meet the diverse academic and behavioral needs of their students. We also continue to benefit from the presence of full-time Campus Aides, who contribute to a safe, supportive, and positive learning environment.

In collaboration with California State University, Northridge (CSUN), we are building teacher capacity in inclusive instructional practices through targeted professional development. This partnership supports our educators in implementing equitable and responsive teaching strategies that serve all learners, including English Learners and students with special needs.

Recognizing the importance of early intervention and equity, we continue to implement early education programs that help close opportunity gaps—particularly for English Learners—by focusing on both academic achievement and language development. Our commitment extends to programs like Supplemental Arts Education, which supports targeted students by integrating focused artistic engagement into the learning process, boosting both creativity and academic confidence.

We have also greatly expanded enrichment opportunities that complement classroom learning and engage the whole child. Offerings such as Enrich LA gardening classes, Computerwise for digital literacy, and YMCA psychomotor development promote hands-on learning and support students' physical, emotional, and cognitive development. Events like Science Night, featuring engaging activities such as a blow-up planetarium and science experiments with Professor Egghead, and the first annual Hamlin Hustle, have brought families onto campus and helped build a stronger school community. Additional programs like Mundo tutoring, Accelerated Reader, and Day-to-Day Substitutes ensure academic continuity and personalized support for students.

To further connect with our families and respond to their feedback, we have strengthened our social media presence and expanded opportunities for family involvement. Events such as STEAM Night and other on-campus gatherings are designed to welcome families into the learning process and deepen the partnership between school and home.

Through these comprehensive and inclusive efforts, Hamlin Charter Academy continues to foster a culture where every student is empowered to succeed academically, socially, and emotionally. By supporting educators, involving families, and offering enriching programs, we ensure that all students have access to the tools and opportunities they need to thrive.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Targeted supports remain a key focus at Hamlin Charter Academy as we work to improve students' academic performance and overall well-being. We continue to offer robust intervention programs, including small group and one-on-one support facilitated by our Instructional Coach, who collaborates closely with students to personalize instruction and accelerate learning growth.

In support of our students' social and emotional development, we have expanded programming around our Wellness Center, creating a welcoming space where students can build resilience, manage stress, and develop healthy coping strategies. This initiative is further strengthened through our ongoing partnership with the district's Positive Behavioral Interventions and Supports (PBIS) team, which provides professional development for staff, students, and families. These trainings support a unified, schoolwide approach to promoting positive behavior, cultivating a respectful and inclusive environment, and reinforcing emotional wellness.

Recognizing the vital connection between consistent attendance and student success, Hamlin Charter has also implemented school wide attendance incentives aimed at motivating students to come to school regularly and on time. These efforts include classroom-based recognitions, schoolwide celebrations, and individualized outreach to families, all designed to foster a sense of belonging and encourage strong attendance habits.

Through this comprehensive approach—combining academic interventions, social-emotional supports, positive behavior reinforcement, and attendance incentives—Hamlin Charter Academy continues to create a responsive, inclusive, and nurturing environment where every student is set up to thrive.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2025-2026, Hamlin Charter Academy will implement Supplemental Afterschool Programs as an LCAP action to support Academic Excellence for English Learners, students in foster care, and low income students at our school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	General Fund School Program	Hamlin Charter Academy will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $1,825,162 **School Discretionary Fund Cost: $356,321**	N
2	Base-Funded Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Hamlin Charter Academy to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,267,957	N
3	Charter School Categorical Block Grant	Hamlin Charter Academy will fund Supervision Aides and Campus Aides to ensure a safe, supportive, and well-managed school environment that promotes student well-being and academic focus.	**School Discretionary Fund Cost: $154,067**	N
4	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Hamlin Charter Academy.	District Cost: $375,027	Y
5	Supplemental Arts Education	Hamlin Charter Academy will continue to implement Supplemental Arts Education to support Proficiency for students in foster care, and low income students in our school.	District Cost: $92,777	Y
6	Supplemental Afterschool	Hamlin Charter Academy will implement Supplemental Afterschool Programs to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $13,142	Y
7	Supplemental Early Education	Hamlin will continue to implement early education programs to close equity gaps for English Learners, students in foster care, and low income students.	District Cost: $664,557	Y
8	Charter Supplemental/Concentration Funds in Lieu of EIA	Hamlin Charter Academy will continue to provide targeted academic support and resources for English Learners, foster youth, and low-income students by enhancing instructional	**School Discretionary Fund Cost:**	Y

		programs, intervention services, and enrichment opportunities to promote student success.	**$129,555**	
9	SENI Investments towards Academic Excellence	Hamlin Charter Academy will continue to support academic excellence by providing targeted interventions, instructional resources, and professional development.	**School Discretionary Fund Cost: $386,767**	Y

Goal 2

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order to achieve academic success, we believe that students must have the ability to share and discuss their feelings and have a positive emotional sense of wellbeing. This was the goal as we developed our Joy and Wellness Center in the 2023-2024 school year. The Center has developed into a space of social emotional learning for all students where on a weekly basis, classrooms can visit the Center and teachers can facilitate a lesson of learning that focuses on team building, health and nutrition, and exercise. In addition, the room is a safe space that allows students to be themselves, to connect with one another, and build their capacity for social emotional learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 30.5% **African American/Black:** 36% **Hispanic:** 23.3% **English Learner:** 27.7% **RFEP:** 66.7% **Standard English Learner:** 23.4% **Students with Disability:** 20% **Low Income** 25.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 44.3% **African American/Black:** 35.3% **Hispanic:** 32.4% **English Learner:** 42.9% **RFEP:** 60% **Standard English Learner:** 34% **Students with Disability:** 40% **Low Income** 36.7% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 46% **African American/Black:** 39% **Hispanic/Latino:** 34% **English Learner:** 44% **RFEP:** 62% **Standard English Learner:** 36% **Students with Disabilities:** 42% **Low Income:** 38%	**All Students:** +13.80% **African American/Black:** -0.70% **Hispanic:** +9.10% **English Learner:** +15.20% **RFEP:** -6.70% **Standard English Learner:** +10.60% **Students with Disability:** +20.00% **Low Income** +11.10%

2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 33.3% **African American/Black:** 29.6% **Hispanic/Latino:** 38.4% **English Learner:** 38.8% **RFEP:** 22.2% **Standard English Learner:** 35.7% **Students with Disability:** 40.5% **Low Income:** 37.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 20% **African American/Black:** 25% **Hispanic/Latino:** 26% **English Learner:** 23% **RFEP:** 0% **Standard English Learner:** 25% **Students with Disability:** 23% **Low Income:** 23% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 18% **African American/Black:** 23% **Hispanic/Latino:** 24% **English Learner:** 21**%** **RFEP:** 0% **Standard English Learner:** 23% **Students with Disabilities:** 21**%** **Low Income:** 21%	**All Students:** -13.3% **African American/Black:** -4.6% **Hispanic/Latino:** -12.4% **English Learner:** -15.8**%** **RFEP:** +22.2% **Standard English Learner:** -10.7% **Students with Disabilities:** -17.5**%** **Low Income:** -14.4%

3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 39.9% **African American/Black:** 32% **Hispanic/Latino:** 48.7% **English Learner:** 45.8% **RFEP:** 16.7% **Standard English Learner:** 45.4% **Students with Disability:** 56.3% **Low Income:** 42.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 28.1% **African American/Black:** 29.4% **Hispanic/Latino:** 36.6% **English Learner:** 27.3% **RFEP:** 13.3% **Standard English Learner:** 33.3% **Students with Disability:** 32.2% **Low Income:** 32.4% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 26% **African American/Black:** 27% **Hispanic/Latino:** 34% **English Learner:** 25% **RFEP:** 11% **Standard English Learner:** 31% **Students with Disabilities:** 30% **Low Income:** 30%	**All Students:** -11.80% **African American/Black:** -2.60% **Hispanic/Latino:** -12.10% **English Learner:** -18.50% **RFEP:** -3.40% **Standard English Learner:** -12.10% **Students with Disability:** -24.10% **Low Income:** -10.40%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 46.8% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 75.4% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 77%	**All Staff:** +28.60%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.29% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.27% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 0%	**All Students:** -0.02%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 1 *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 0	**All Students:** +1

7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 82.1% **African American/Black:** 87.5% **Hispanic/Latino:** 81.6% **English Learner:** 100% **Standard English Learner:** 79.1% **Students with Disability:** 72.7% **Low Income:** 84.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 85.6% **African American/Black:** 81.8% **Hispanic/Latino:** 92.9% **English Learner:** 69.2% **Standard English Learner:** 90% **Students with Disability:** 88.2% **Low Income:** 83% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 87% **African American/Black:** 83.8% **Hispanic/Latino:** 94% **English Learner:** 71% **Standard English Learner:** 92% **Students with Disability:** 90.2% **Low Income:** 85%	**All Students:** +3.50% **African American/Black:** -5.70% **Hispanic/Latino:** +11.30% **English Learner:** -30.80% **Standard English Learner:** +10.90% **Students with Disability:** +15.50% **Low Income:** -1.40%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 90.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 94.7% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 96%	**All Parents:** +3.80%
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 94.7% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 100% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 100%	**All Staff:** +5.30%

11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 74.1% **African American/Black:** 77.8% **Hispanic/Latino:** 73.7% **English Learner:** 66.7% **Standard English Learner:** 72.7% **Students with Disability:** 81.8% **Low Income:** 76.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 76.3% **African American/Black:** 50% **Hispanic/Latino:** 81.8% **English Learner:** 85.7% **Standard English Learner:** 73.1% **Students with Disability:** 82.4% **Low Income** 67.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 78% **African American/Black:** 52% **Hispanic/Latino:** 83% **English Learner:** 87% **Standard English Learner:** 75% **Students with Disability:** 84.4% **Low Income:** 69%	**All Students:** +2.20% **African American/Black:** -27.80% **Hispanic/Latino:** +8.10% **English Learner:** +19.00% **Standard English Learner:** +0.40% **Students with Disability:** +0.60% **Low Income** -8.80%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 94% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 96.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 98%	**All Parents:** +2.60%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 71.4% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 81.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 83%	**All Staff:** +10.10%

Goal Analysis for [2024-2025]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

We continue to prioritize student well-being by fostering a safe and supportive environment where students can share and discuss their feelings. In partnership with district PBIS supports, we provide professional development (PD) for teachers and small group instruction for students, focusing on best practices in restorative justice.

Our Wellness Center remains a dedicated space for social-emotional learning, offering students a safe environment to develop their emotional well-being. With support from the district PBIS team, the center is used weekly for social-emotional learning sessions, where classrooms engage in team-building activities, health and nutrition lessons, exercise, and positivity-focused discussions.

Teachers continue to facilitate lessons in the Wellness Center, helping students build relationships, develop self-awareness, and strengthen emotional resilience. The space is designed to be a welcoming, inclusive area where students can connect with one another, express themselves, and cultivate the skills needed for lifelong emotional well-being.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Through our work in the Wellness Center and collaboration with the district's PBIS supports, we continue to strengthen our understanding and implementation of best practices in conflict resolution and restorative justice. These efforts are increasing the effectiveness of both teachers and students, helping them build their capacity to create inclusive classrooms that welcome all learners.

Teachers are using the Wellness Center weekly, applying strategies and insights shared by PBIS district staff to foster positive interactions, emotional regulation, and problem-solving skills. Staff is continually encouraged to implement positive behavior supports, promoting a safe, respectful, and inclusive learning environment where all students feel valued and supported.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant planned changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for low-income students, students in foster care, and English Learners, Hamlin Charter Academy will continue to receive additional nursing support.	District Cost: $176,014	N
2	Base-Funded School Climate Support Staff	Hamlin Charter Academy will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,807	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Hamlin Charter Academy will also provide supplemental school climate support staffing.	District Cost: $7,938	Y
4	SENI Investments towards Joy and Wellness	Hamlin Charter Academy will fund a school psychologist and a supervision aide to provide essential mental health support and ensure a safe and welcoming campus for students.	**School Discretionary Fund Cost: $2,971**	Y

Goal 3

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement (Engagement)
State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Hamlin has prioritized building its parent and family engagement. With the Parent Center and a full-time community representation, we have secured the necessary space that is needed to bring in our parent community. However, it has been challenging to meet the needs of our working families and provide the necessary means to bring this goal to fruition. We are working towards developing our Parent Center so that it many be a hub for parent workshops, a meeting space, and a center of community so that our engagement goal can be met.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 83.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 89.3% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 91%	**All Parents:** +5.80%
2	**Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"**	**2022-2023** **All Parents:** 79.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 92.7% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 94%	**All Parents:** +13.20%
3	**Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."**	**2022-2023** **All Parents:** 80.9% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 89% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 91%	**All Parents:** +8.10%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 91.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 95.5% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 97%	**All Parents:** +4.20%

Goal Analysis for [2024-2025]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Hamlin is fortunate to have a full-time community representative who oversees our Parent Center, ensuring that families have access to the resources and support they need. The Parent Center is designed to accommodate working families by offering flexible opportunities to stay informed and engaged. Parents can now call and make appointments to receive assistance at their convenience.

To better serve our families, Hamlin actively seeks parent input on how they prefer professional development (PD) sessions, including the option of Zoom sessions to increase participation. The Parent Center serves as a welcoming space where our community can attend workshops, schedule meetings, and engage in meaningful conversations about student success. Additionally, we are expanding in-person, whole-family opportunities to foster greater community involvement and collaboration.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We continue to have a community representative overseeing our Parent Center, ensuring that we meet the needs of our working families and provide essential resources. To better support our parents, we will be sending out a survey to gather input on how they would like professional development (PD) sessions delivered, including the option of Zoom sessions to increase accessibility.

Our Parent Center remains a welcoming space where families can attend workshops, schedule meetings, and connect with school resources. To accommodate different schedules, we encourage families to reach out and make appointments so we can better meet their availability and provide the support they need.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant planned changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	Hamlin Charter Academy will support initiatives that enhance family involvement, professional collaboration among educators, and student engagement in school activities. Additionally, Hamlin will continue to host events that bring families and community partners together, ensuring that all educational partners play an active role in student success.	**School Discretionary Fund Cost: $14,750**	Y

Goal 4

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Hamlin will continue to maintain a safe and clean facilities, ensure all teachers are appropriately credentialed, provide students with standards-based instructional materials and comply with all other operational mandates in line with the LA Unified school district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0

Goal Analysis for [2024-2025]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Hamlin strives to maintain safe and clean facilities. Hamlin wants to ensure all teachers are appropriately credentialed and that they provide students with rigorous standards-based instruction where the materials comply with all operational mandates in accordance with LAUSD district mandates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

We are maintaining a safe and clean facility. The plant manager and principal meet together at least twice a month to go over district mandates and facilities requests and maintenance. The principal stays on top of the iStars, updating as necessary. We did a walk-through prior to the Williams Survey to make sure that teachers knew how to check the new CKLA ELA curriculum requesting support from neighboring schools.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No significant planned changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Hamlin Charter Academy will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $1,542,180	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$534,043.00 (School Discretionary Funds - new S/C revenues) $1,543,042.00 (Total District and School S/C funds, including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2025-26 LCAP. Please refer to the District LCAP.

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
104.63%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2025-26 District LCAP. Please refer to the District LCAP.	104.63%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 4	**Action:** Class Size Reduction and School Level Supports for Personalized Learning Interventions **Need:** Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Hamlin Charter. **Scope:** School-wide	Los Angeles Unified School District, including Hamlin Charter, continues to serve over 550,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the stakeholder engagement process in 2020-21, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. This was further supported in District-level engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers.	• Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 • Percent of Students Meeting Early Literacy Benchmarks in Kindergarten • Percent of Students Meeting Early Literacy Benchmarks in Grade 1 • Percent of Students Meeting Early Literacy Benchmarks in Grade 2

Goal 1 Action 5	**Action:** Supplemental Arts Education **Need:** Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Hamlin Charter. **Scope**: School-wide	Los Angeles Unified School District, including Hamlin Charter, receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Hamlin Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs.	• Smarter Balanced Assessment: ELA-Grades 3-8 • Smarter Balanced Assessment: Math-Grades 3-8 • Student Attendance: Percent of All Students with Excellent Attendance (96% or higher) • Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5

Goal 1 Action 6	**Action:** Supplemental Afterschool Programs **Need:** Students from low income families, English Learners, and students in foster care face limited access to high-quality after school programming that can provide academic support and enrichment as well as learning experiences in the arts and physical fitness. Within educational partner feedback, particularly parents and families, a stated desire is for District elementary and middle schools to provide opportunities for a safe and structured learning environment for students after school as many of our families of high-needs students work or have other responsibilities where an afterschool program is beneficial for their child(ren). **Scope:** School-wide	Low-income students often face limited access to high-quality after school programming. In order to address this need, Beyond the Bell (BTB) will expand accessibility of these programs so that these students will have the opportunity to sample and engage in an array of diverse after school activities throughout their experience in BTB programming. These funds will support schools serving English learners, low-income students, and students in foster care with more staffing and resources for their afterschool programs. These programs will be designed with an intention to connect students to interest based pathways that can support their learning experiences in elementary and middle school and beyond. Trained coaches will utilize the supplies and equipment provided to design and implement high quality learning experiences for students within the realms of arts, physical fitness, team sports, dance, and academic enrichment. Site staff will also be trained, coached, and assisted throughout the course of programming. Research demonstrates that afterschool and summer school programs have positive impacts on academics, social and emotional skills and competencies, and overall well-being to help students re-engage in learning and become strong, resilient, and hopeful. Low-income students will experience the greatest benefits to their attendance and engagement based on their existing needs and limited access to high quality afterschool programming.	• Smarter Balanced Assessment: ELA- Grades 3-5 • Smarter Balanced Assessment: Math- Grades 3-5 • Met/Exceed Standard on CST- Grades 5

		In addition, we recognize that all students will benefit from supplemental afterschool programs and therefore these supports are provided Districtwide, including Hamlin Charter.	
Goal 1 Action 7	**Action:** Supplemental Early Education **Need:** Increase the opportunity for students from low income families to have access to early education. Many low-income students are exposed to adverse childhood experiences that impact their ability to reach proficiency. The Journal of Epidemiology and Community Health explored the cause of adverse early childhood experiences and their effects into adolescents. The lack of access to early care and education is relevant because children in these vulnerable populations need equitable access to high quality early education programs. Within educational partner feedback, a stated desire is to increase the academic success of low income students by implementing Universal Transitional Kindergarten (UTK) earlier than the state mandate of 2025-26. **Scope:** School-wide	To address the needs of students from low income families, the District continues to implement the following support, at Affiliated Charter Schools such as Hamlin Charter: ● Full implementation of Universal Transitional Kindergarten (UTK) classes at elementary schools for students who turn five between September 2, 2023 and September 1, 2024 ● For 2025-26, Los Angeles Unified continues to operate a full-day UTK program over 180 days to support students and families. The state does not require school districts to provide a full-day UTK program; however the District supports a full-day UTK program to ensure students are at grade-level as they matriculate through elementary and secondary school.	● DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2

Goal 1 Action 8	**Action:** Charter Supplemental/Concentration Funds in Lieu of EIA **Need:** Hamlin Charter will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	Charter Supplemental Funds will continue to support essential programs designed to meet the unique needs of English Learners, Foster Youth, students with disabilities, and low-income students. These funds will help sustain key services such as Computerwise digital literacy instruction, YMCA psychomotor development, instructional assistants, Supervision Aides, the Accelerated Reader program, and Day-to-Day Substitutes. By ensuring access to academic support, enrichment, and a safe, well-managed learning environment, these initiatives aim to provide targeted assistance that promotes academic achievement, equity, and overall student well-being for our most vulnerable populations.	• Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 • Percent of Students Meeting Early Literacy Benchmarks in Kindergarten • Percent of Students Meeting Early Literacy Benchmarks in Grade 1 • Percent of Students Meeting Early Literacy Benchmarks in Grade 2 • Percent Met/Exceed Standard on California Science Test - Grade 5 • English Learner Reclassification Rate

Goal 1 Action 9	**Action:** SENI Investments towards Academic Excellence **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Hamlin Charter will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	Hamlin will implement the PDSA cycle three times per year based on the iReady data from diagnostic testing through the school year. The grade level teams will come together to discuss the student outcomes and create action plans to address the needs of students based on the data. The TSP Coordinator will support leadership with conduct data chats with grade levels to target the needs of students in the Strategic and Intensive categories, specifically the EL Students, Low-Income Students and Students in Foster Care. The Instructional Coach will provide asset based intervention through the week to address the needs of these priority students in an effort to increase capacity and student success rates. IReady will provide data to ensure students are progressing towards academic success. According to the ELA/ELD framework, ELs may require additional time, appropriate instructional support and aligned assessments as they acquire both English Language proficiency and content area knowledge. All ELs must have full access to the types of high quality curriculum and instruction for ELA/Literacy and other content areas as they concurrently progress through the continuum of English Language Development. Student progress will be evaluated based on student ELA, Math and ELD assessments.	• Percent of Students Meeting Early Literacy Benchmarks in Kindergarten • Percent of Students Meeting Early Literacy Benchmarks in Grade 1 • Percent of Students Meeting Early Literacy Benchmarks in Grade 2 • Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 • Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

Goal 2 Action 3	**Action:** Supplemental School Climate Support Staff **Need:** To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Hamlin Charter Center will also provide supplemental school climate support staffing. **Scope:** School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Hamlin Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	• Percent of Students Who Feel Safe at School (per School Experience Survey) • Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 2 Action 4	**Action:** SENI Investments to Increase Access to Programs and Supports for Joy and Wellness **Need:** Increase attendance rate for English Learners, students from low income families, and students in foster care. Within educational partner feedback, a stated desire is to ensure all students, particularly English Learners, students from low income families, and students in foster care, have a high rate of attendance. **Scope:** School-wide	Hamlin will improve attendance and learning outcomes through integrated tiered child welfare and attendance services/supports. These include monitoring attendance data and practices, engaging students and parents, recognizing good and improved attendance, providing personalized early outreach, and developing programmatic responses to barriers. A dedicated school team that includes leadership will concentrate efforts and resources to the outreach of Emerging Bilinguals, students in foster care, and designated as low-income. Research from the Center of Disease Control indicates that children with a high number of ACEs have difficulty learning and participating in a regular classroom setting without support. Supporting low income students and their families dealing with trauma will prepare students with coping skills to attend to learning. Students surveys will reflect the increased sense of safety and connectedness to supportive adults at school. Office referrals will decrease in response to increase the use of trauma informed strategies.	• Percent of All Students with Excellent Attendance (96% or Higher) • State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 • Single Student Suspension Rate • Percent of Students Who Feel Safe at School (per School Experience Survey) • Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Build families' capacity to engage in and support student learning by registering parents of students in grades K-5 on the parent portal through informational and hands-on workshops, access to technology devices, and providing opportunities for supporting school instructional goals. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** School-wide	In order to provide a safe and welcoming environment for all students including those in target groups, Hamlin will fund a 3 hour Community Representative. In addition, families will be offered workshops throughout the year led by leadership with support from the Community Representative on various topics such as Parent Portal, School Experience Survey and other school / cyber safety. Workshops will be provided during times when families deem most convenient to participate and attend, as well as hybrid engagement opportunities. The positive behavior support program created a culture of kindness throughout the campus. There have been multiple opportunities where students participated in an effort to increase campus morale such as Awards Assemblies, Morning Assemblies, and Student Council. The priority for our families is student safety. With the continuation of a full time Campus Aid, parents have reported 91% safety approval rating according to the School Experience Survey of 2023-2024.	• Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." • Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" • Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." • Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Not Applicable	Not Applicable	Not Applicable

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Hamlin Charter has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. Hamlin Charter will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	*Not applicable*	28.89 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 307 students (As of May 02, 2025) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	27.94 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 307 students (As of May 02, 2025) **Note that these figures are also included in the LAUSD LCAP.*

Hamlin Charter Academy 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,159,132.00	$ 268,553.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	General Fund School Program	No	$ 465,101	$ 94,315
1	3	Charter School Categorical Block Grant	No	$ 302,507	$ 86,676
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 78,582	$ 7,338
1	7	SENI Investments towards Academic Excellence	Yes	$ 114,116	$ 25,692
2	4	SENI Investments towards Joy and Wellness		$ 92,934	$ 19,614
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 105,892	$ 34,918

Hamlin Charter Academy 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 391,524	$ 1,159,132	$ 268,553	$ 890,579	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	General Fund School Program	No	$ 465,101	$ 94,315	0.000%	0.000%
1	3	Charter School Categorical Block Grant	No	$ 302,507	$ 86,676	0.000%	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 78,582	$ 7,338	0.000%	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	$ 114,116	$ 25,692	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness		$ 92,934	$ 19,614	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 105,892	$ 34,918	0.000%	0.000%

Hamlin Charter Academy 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 767,608	$ 391,524	0.000%	51.006%	$ 268,553	0.000%	34.986%	$0.00 - No Carryover	0.00% - No Carryover

Hamlin Charter Academy 2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Hamlin Charter Academy 2025-2026	$ 510,388	$ 534,043	104.635%	0.000%	104.635%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,044,431	$ -	$ -	$ -	$ 1,044,431.00	$ 833,475	$ 210,956

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	General Fund School Program	All Students	No	Schoolwide	All Students	Schoolwide	Ongoing	$ 341,612	$ 14,709	$ 356,321	$ -	$ -	$ -	$ 356,321	0.000%
1	3	Charter School Categorical Block Grant	All Students	No	Schoolwide	All Students	Schoolwide	Ongoing	$ 83,395	$ 70,672	$ 154,067	$ -	$ -	$ -	$ 154,067	0.000%
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 27,175	$ 102,380	$ 129,555	$ -	$ -	$ -	$ 129,555	0.000%
1	9	SENI Investments towards Academic Excellence	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 366,543	$ 20,224	$ 386,767	$ -	$ -	$ -	$ 386,767	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English	Schoolwide	Ongoing	$ -	$ 2,971	$ 2,971	$ -	$ -	$ -	$ 2,971	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	Ongoing	$ 14,750	$ -	$ 14,750	$ -	$ -	$ -	$ 14,750	0.000%

Hamlin Charter Academy 2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 510,388	$ 534,043	104.635%	0.000%	104.635%	$ 534,043	0.000%	104.635%	**Total:**	$ 534,043
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 534,043

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	8	Charter Supplemental/Concentration Fund	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 129,555	0.000%
1	9	SENI Investments towards Academic Exce	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 386,767	0.000%
2	4	SENI Investments towards Joy and Wellne	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 2,971	0.000%
3	1	SENI Investments towards Engagement a	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 14,750	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,

- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *o* As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).