LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Hamlin Charter Academy

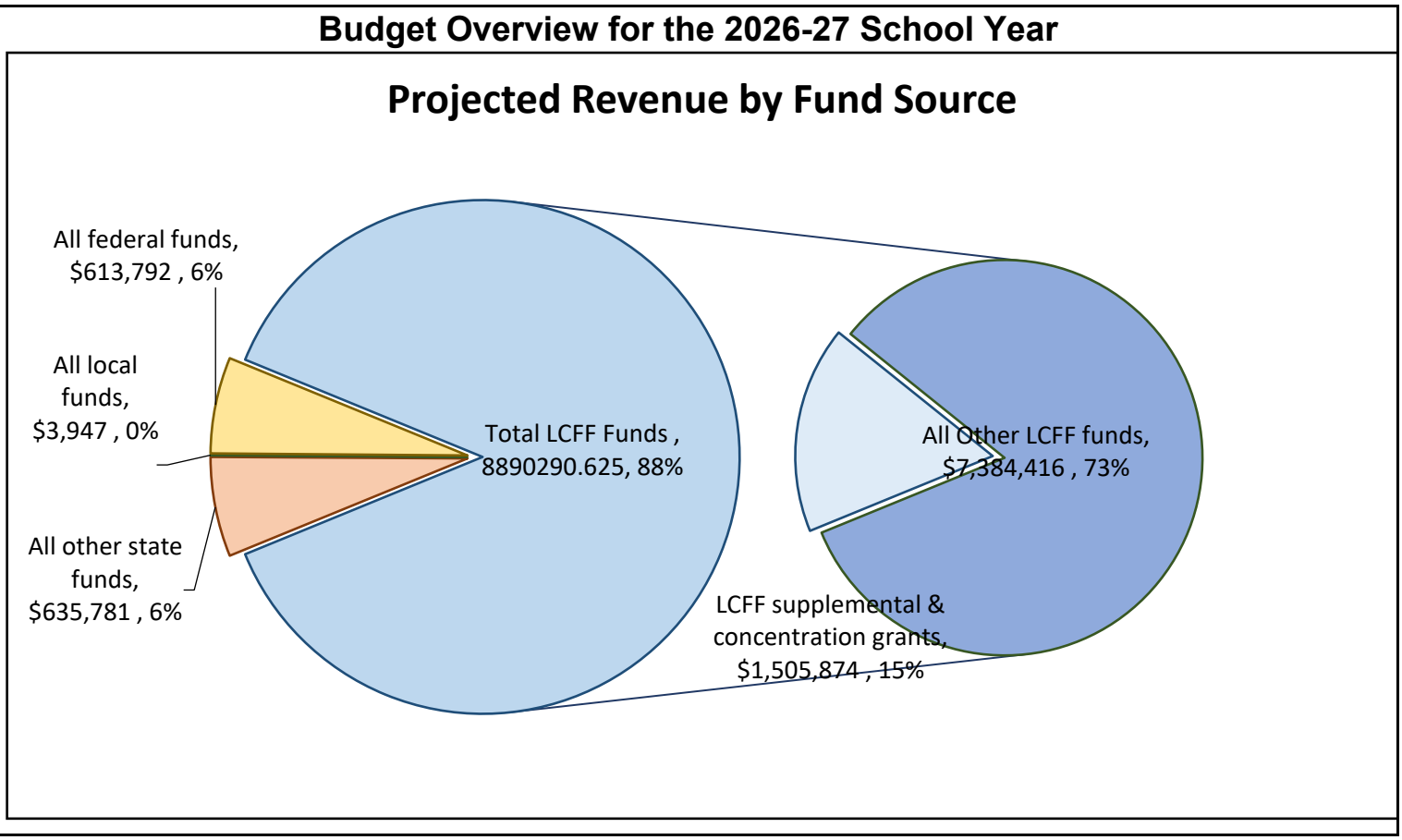
CDS Code: 19 64733 6017438

School Year: 2026-27

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 2026-27 School Year

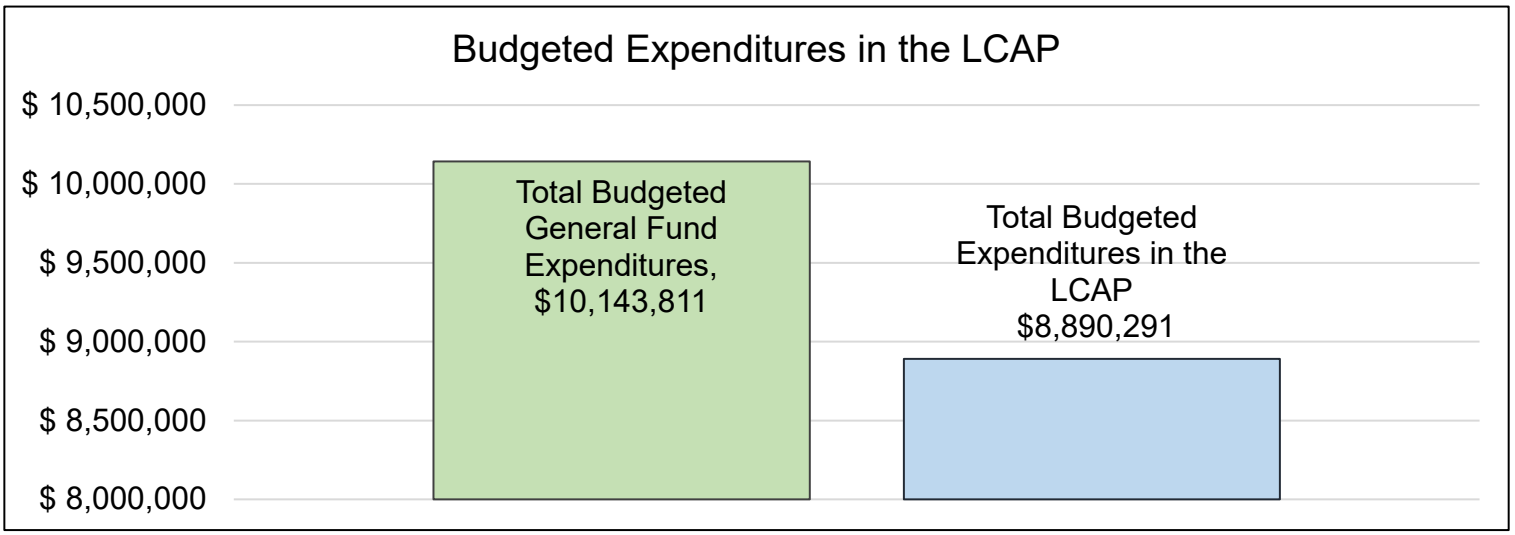


This chart shows the total general purpose revenue Hamlin Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hamlin Charter Academy is $10,143,810.63, of which $8,890,290.63 is Local Control Funding Formula (LCFF), $635,781.00 is other state funds, $3,947.00 is local funds, and $613,792.00 is federal funds. Of the $8,890,290.63 in LCFF Funds, $1,505,874.21 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Hamlin Charter Academy plans to spend for 2026-27. 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 $10,143,810.63 for the 2026-27 school year. Of that amount, $8,890,290.63 is tied to actions/services in the LCAP and $1,253,520.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

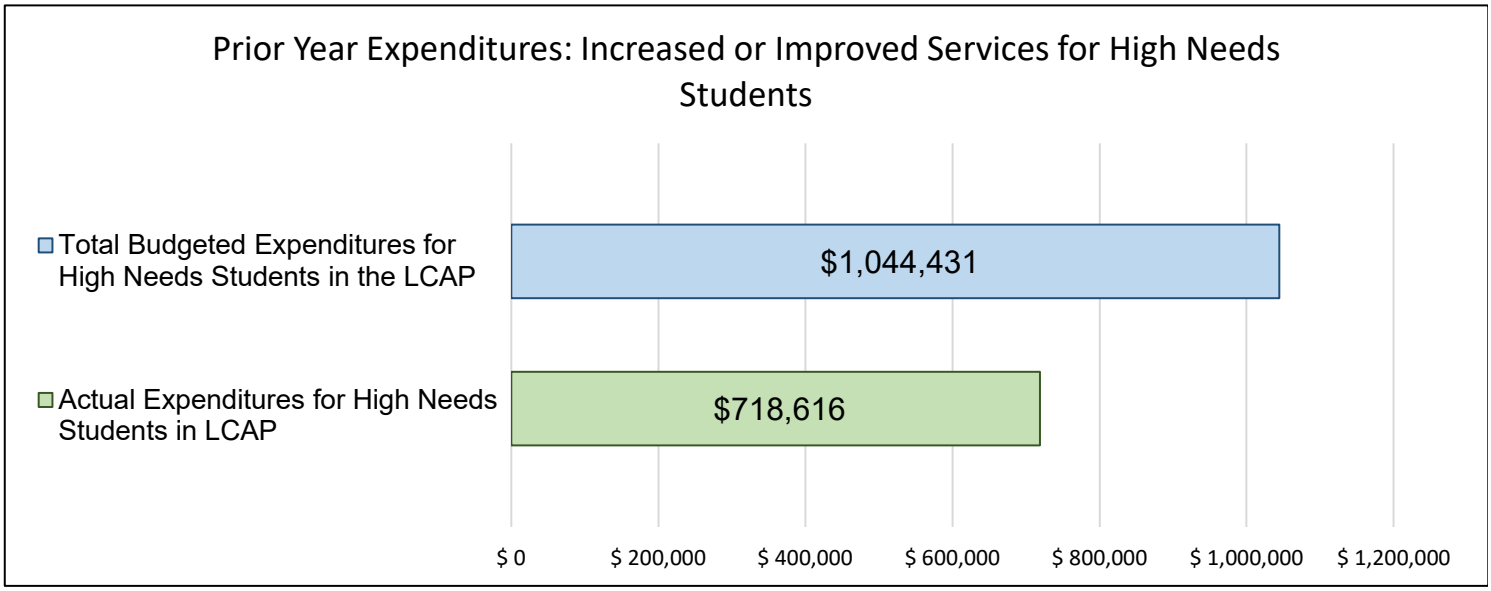
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the 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 2026–27 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 2026-27 School Year

In 2026-27, Hamlin Charter Academy is projecting it will receive $1,505,874.21 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 $1,505,874.21 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 2025-26



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 2025-26, Hamlin Charter Academy's LCAP budgeted $1,044,431.00 for planned actions to increase or improve services for high needs students. Hamlin Charter Academy actually spent $718,616.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $325,815.00 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 the Affiliated Charter 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 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. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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 [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 educational partners 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.

In the 2023 CA School Dashboard, our school had 1 area where All Students were in the lowest performance level rating (i.e., Red or Very Low). The table below indicates the lowest performance ratings by student group on the 2023, 2024 and 2025 CA Dashboards.

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	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	Asians, Students with Disabilities	N/A	African American, Asian, English Learners, Socioeconomically Disadvantaged, White
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

According to the 2025 California School Dashboard, there was an increase in Mathematics by 4.6 points since the previous year, and the English Learner Progress indicator noted a 5.1% increase. English Language Arts saw a decline by 10.3 points.

Hamlin Charter Academy's performance in Chronic Absenteeism was identified in the Red performance category. This indicated that a significant percentage of students missed 10% or more of the instructional year, requiring urgent systemic intervention.

Strategy 1: Targeted Attendance Monitoring and Family Outreach
Hamlin Charter Academy implemented a targeted attendance monitoring system to identify students in identified subgroups who were at risk of chronic absenteeism. School staff conducted timely, culturally responsive outreach to families, provided translated communication as needed, and connected families to school and community resources to address barriers to regular attendance.

Strategy 2: Increase Student Engagement and School Connectedness
Hamlin Charter Academy strengthened student engagement by implementing schoolwide practices that promoted a positive school climate, including consistent classroom routines, attendance recognition focused on improvement, and supportive check-ins with students. These actions were intended to increase students' sense of belonging and improve daily attendance among identified subgroups..

Reflections: Technical Assistance

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

[Respond here]

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

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, our commitment to strengthening instructional practices, fostering student engagement, and building a strong, inclusive school community is unwavering. As we reach the midpoint of the school year, we're proud to share the progress we've made in creating a supportive and enriching environment for our students, families, and staff. A core focus this year has been on strengthening our ties with the community. We believe that a strong community is essential to student success, and we've implemented new initiatives to make everyone feel welcome. We are now actively inviting community members to participate in walk-throughs, offering a transparent look into our school's daily operations and instructional practices. These opportunities are designed to ensure every stakeholder feels connected and valued. In addition, our new "Lunch on the Lawn" events are creating wonderful opportunities for families to come together, share a meal, and build relationships, fostering a genuine sense of togetherness. This year, we have continued to implement a multi-tiered approach to improving attendance and student engagement. Our monthly attendance incentives, like bubble parties, dance parties, and popsicle parties, have been a huge hit, celebrating student dedication and consistency. We also proudly hosted our first annual Hamlin Hustle, a school-wide event that promoted physical activity, teamwork, and school spirit. We've 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. 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.
Parents	At Hamlin Charter Academy, 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. This support ensures alignment with our Local Control and Accountability Plan (LCAP) goals, as we believe that a strong partnership between school and home is the foundation for a successful learning environment. This year, we have made a concerted effort to deepen our engagement with the entire community, ensuring every member feels welcome and valued. We are actively inviting our community members to participate in walk-throughs, providing a transparent look into our school's daily life and instructional practices. This initiative is designed to build trust and ensure all stakeholders have the opportunity to see

	our commitment to providing a high-quality education. Additionally, our new "Lunch on the Lawn" events have become a highlight, providing a relaxed and informal setting for families to come together, share a meal, and connect with one another, truly embodying our inclusive spirit. To begin the school year, parents were welcomed with a comprehensive "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, families 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.
Staff (Certificated and Classified)	At Hamlin Charter Academy, 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. This year, a key priority has been building greater transparency within our professional learning community. We believe that open communication and a shared understanding of our goals are essential for growth. To that end, we have made the district's surveys on curriculum fidelity and Small Group Instruction visible to all teachers. This ensures that our staff sees exactly what the administration is being asked about, providing context for our professional development sessions and creating a shared

	vision for instructional excellence. We are also actively ensuring that our professional development is a collaborative process where teachers have a voice. Our teachers are now invited to share their needs, insights, and experiences to shape the content of our PD sessions. We are committed to a supportive environment where staff feels heard and understood—not judged—allowing us to work together to address challenges and celebrate Successes. 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. Prioritizing Staff Well-being 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 Charter Academy, we are deeply committed to being an integral part of our community. This year, we have redoubled our efforts to build transparency, strengthen relationships, and create meaningful opportunities for our community members to engage directly with our school. Our focus is on fostering a welcoming environment where every family and neighbor feels a sense of belonging and Ownership.

	Our school leadership has been working hand-in-hand with the PTA this year, meeting regularly to support their initiatives and increase participation. This strong partnership has been instrumental in organizing events and fostering a collaborative spirit. We are actively inviting our community members into our classrooms and onto our campus in a variety of ways, ensuring they can see our commitment to a transparent and inclusive educational environment. One of our most popular new initiatives is Lunch on the Lawn, where we invite families to join us for an informal gathering to share a meal, connect with one another, and build a strong sense of community. We also hosted our second annual Hamlin Hustle, a successful school-wide event that brought together students, families, and staff for a day of physical fitness, school pride, and community togetherness. The event was made possible with generous support from community sponsorships, including from the California Credit Union. In addition to on-campus events, we are extending our presence into the broader community. Our fundraisers are now taking place in neighborhood businesses, strengthening our ties with local restaurants and retailers. We are also inviting community members and professionals to participate in classroom walk-throughs, offering them a firsthand look at our instructional practices and positive school culture. We continue to invite community experts to present to our staff, 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 for everyone in our surrounding neighborhood.

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

Feedback from students, parents, staff, and community partners directly informed the adopted LCAP by prioritizing increased student engagement,adopting improved attendance supports, expanded enrichment opportunities, strengthened SEL services, and inclusive instructional practices. Input emphasized the importance of transparency, family connection, staff professional development, and community involvement, which are reflected in LCAP goals, actions, and resource allocations to support student success and equity.

Goals and Actions

Goal

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 are prepared to graduate, they must be nurtured as scholars from the beginning. 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:** -22.0 **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** **All Students:** -33.8 **African American/Black:** -64.7 **Hispanic/Latino:** -36.6 **English Learner:** -102.9 **RFEP:** -1.3 **Standard English Learner:** -35.6 **Students with Disability:** -138.3 **Low Income:** -39.9 *Source: Open Data Dashboard*	**2025-2026** **All Students:** -20.0 **African American/Black:** -42.0 **Hispanic/Latino:** -11.0 **English Learner:** -43.0 **RFEP:** 56.0 **Standard English Learner:** -25.0 **Students with Disabilities:** -132.0 **Low Income:** -34.0	**All Students:** -20.9 **African American/Black:** -32.6 **Hispanic/Latino:** -20.8 **English Learner:** -41.7 **Reclassified Fluent English Proficient:** -56.2 **Standard English Learner:** -16.3 **Students with Disabilities:** +13.5 **Low Income:** -11.4
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	**2023-2024** **All Students:** -37.8 **African American/Black:** -90.5 **Hispanic/Latino:** -33.4 **English Learner:** -38.1 **RFEP:** No Data	**2024-2025** **All Students:** -35.9 **African American/Black:** -102.5 **Hispanic/Latino:** -36.2 **English Learner:** -62.1 **RFEP:** -16.3	**2025-2026** **All Students:** -35.0 **African American/Black:** -88.0 **Hispanic/Latino:** -31.0 **English Larner:** -36.0 **RFEP:** 48.0	**All Students:** -2.0 **African American/Black:** -25.9 **Hispanic/Latino:** +3.2 **English Learner:** -16.7 **Reclassified Fluent English Proficient:** -62.7

		Standard English Learner: -49.7 **Students with Disability:** -138.4 **Low Income:** -58.3 *Source: Open Data Dashboard*	**Standard English Learner:** -48.9 **Students with Disability:** -113.6 **Low Income:** -47.8 *Source: Open Data Dashboard*	**Standard English Learner:** -49.4 **Students with Disability:** -146.9 **Low Income:** -45.5 *Source: Open Data Dashboard*	**Standard English Learner:** -46.0 **Students with Disabilities:** -1110. **Low Income:** -45.0	**Standard English Learner:** +0.3 **Students with Disabilities:** -8.5 **Low Income:** +12.8
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:** 37.0% **Hispanic/Latino:** 38.9% **Standard English Learner:** 40.0% **Low Income:** 34.6% *Source: Open Data Dashboard*	**2024-2025 All Students:** 22.2% **Hispanic/Latino:** 23.3% **Standard English Learner:** 21.2% **Low Income:** 18.9% *Source: Open Data Dashboard*	**2025-2026 All Students:** 39.0% **Hispanic/Latino:** 41.0% **Standard English Learner:** 42.0% **Low Income:** 36.0%	**All Students:** -21.4% **Hispanic/Latino:** -13.5% **Standard English Learner:** -17.7% **Low Income:** -14.4%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 37.0% **Hispanic/Latino:** 38.9% **English Learner:** 42.1% **Standard English Learner:** 40.0% **Students with Disability:** 29.4% **Low Income:** 34.6% *Source: Open Data Dashboard*	**2023-2024 All Students:** 66.0% **Hispanic/Latino:** 68.4% **English Learner:** 69.2% **Standard English Learner:** 66.7% **Students with Disability:** No Data **Low Income:** 60.0% *Source: Open Data Dashboard*	**2024-2025 All Students:** 51.8% **Hispanic/Latino:** 51.7% **English Learner:** 50.0% **Standard English Learner:** 52.2% **Students with Disability:** 47.4% **Low Income:** 48.6% *Source: Open Data Dashboard*	**2025-2026 All Students:** 68.0% **Hispanic/Latino:** 70.0% **English Learner:** 71.0% **Standard English Learner:** 68.0% **Students with Disabilities:** 50.0% **Low Income:** 50.0%	**All Students:** +14.8% **Hispanic/Latino:** +12.8% **English Learner:** +7.9% **Standard English Learner:** +12.2% **Students with Disabilities:** +18.0% **Low Income:** +14.0%

5	**Percent of Students Meeting EarlyLiteracy Benchmarks in Grade 1**	**2022-2023** **All Students:** 76.5% **Hispanic/Latino:** 66.7% **English Learner:** 80.0% **Standard English Learners:** 66.7% **Students with Disability:** 55.6% **Low Income:** 75.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 62.0% **Hispanic/Latino:** 58.3% **English Learner:** 46.2% **Standard English Learners:** 66.7% **Students with Disability:** 45.0% **Low Income:** 60.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 51.0% **Hispanic/Latino:** 33.3% **English Learner:** 46.7% **Standard English Learner:** 42.9% **Students with Disability:** 41.7% **Low Income:** 48.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 64.0% **Hispanic/Latino:** 60.0% **English Learner:** 49.0% **Standard English Learners:** 68.0% **Students with Disability:** 47.0% **Low Income:** 69.0%	**All Students:** -25.5% **Hispanic/Latino:** -33.4% **English Learner:** -33.3% **Standard English Learner:** -23.8% **Students with Disabilities:** -13.9% **Low Income:** -26.5%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 80.0% **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:** 60.0% **Standard English Learner:** 53.3% **Low Income:** 65.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 50.0% **Hispanic/Latino:** 61.1% **Standard English Learner:** 68.4% **Low Income:** 53.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 59.0% **Hispanic/Latino:** 62.0% **Standard English Learner:** 70.0% **Low Income:** 61.0%	**All Students:** -30.0% **Hispanic/Latino:** -16.2% **Standard English Learner:** -1.2% **Low Income:** -31.1%
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** **All Students:** 6.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 15.0%	**All Students:** -11.1%
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** **All Students:** 48.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 68.0%	**All Students:** -18.1%

9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 14.5% **Hispanic/Latino:** 4.8% **Students with Disabilities:** 0.0% **Low Income:** 15.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 15.3% **Hispanic/Latino:** 20.0% **Students with Disabilities:** 6.3% **Low Income:** 13.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 10.8% **Hispanic/Latino:** No Data **Standard English Learner:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 16.0% **Hispanic/Latino:** 17.0% **Students with Disabilities:** 82.0% **Low Income:** 17.0%	**All Students:** -18.1% **All Students:** -3.7% **Hispanic/Latino:** +12.2% **Students with Disabilities:** +82.0% **Low Income:** +2.0%
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 30.0% **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** **All Students:** 44.2% **Hispanic/Latino:** 52.2% **English Learner:** 25.9% **Standard English Learner:** 57.5% **Low Income:** 47.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 47.0% **Hispanic/Latino:** 56.0% **English Learner:** 35.0% **Standard English Learner:** 64.0% **Low Income:** 51.0%	**All Students:** +14.2% **Hispanic/Latino:** +11.0% **English Learner:** -3.7% **Standard English Learner:** +11.3% **Low Income:** +19.2%
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** **All Students:** 72.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 85.0%	**All Students:** -10.6%
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized**	**2022-2023** **All Students:** 56.1% **Hispanic/Latino:** 46.4%	**2023-2024** **All Students:** 72.5% **Hispanic/Latino:** 67.9%	**2024-2025** **All Students:** 74.7% **Hispanic/Latino:** No Data	**2025-2026** **All Students:** 77.0% **Hispanic/Latino:** 69.0%	**All Students:** +18.6% **Hispanic/Latino:** +22.6%

	Education Programs (IEPs)	**English Learner:** 50.0% **Standard English Learner:** 57.1% **Low Income:** 57.5% *Source: Open Data Dashboard*	**English Learner:** 60.0% **Standard English Learner:** 81.8% **Low Income:** 79.6% *Source: Open Data Dashboard*	**English Learner:** No Data **Standard English Learner:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**English Learner:** 62.0% **Standard English Learner:** 83.0% **Low Income:** 81.0%	**English Learner:** +12.0% **Standard English Learner:** +25.9% **Low Income:** +23.5%

Goal Analysis for [2025-2026]

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.

Action 1: Base Instructional Supports, including General Fund School Program

During the 2025–26 school year, Hamlin Charter Academy implemented base instructional supports focused on differentiation, small-group instruction, and formative data use. Mid-year i-Ready data showed strong outcomes in early grades, particularly Kindergarten and Grade 1, indicating success in foundational literacy and numeracy instruction. However, upper elementary grades—especially Grades 3–4—continued to show a high percentage of students performing below grade level, highlighting the need for more targeted intervention, tighter progress monitoring, and increased instructional support to accelerate learning.

Action 2: Special Education Supports

Special Education services were delivered through a combination of push-in and pull-out models, with collaboration among Resource Specialists, classroom teachers, the Instructional Coach, and the School Psychologist. Students demonstrated steady progress in foundational skills. Hamlin Charter continued emphasis on explicit instruction, scaffolding, and individualized progress monitoring remains necessary.

Action 3: Charter School Categorical Block Grant

Categorical block grant funds supported class-size reduction teachers and intervention staffing, enabling smaller instructional groups and more individualized support. This action contributed to increased student engagement and measurable academic gains, particularly in primary grades.

Action 4: Class Size Reduction

Class-size reduction allowed teachers to provide more focused instruction, immediate feedback, and targeted small-group support. This resulted in improved engagement and stronger outcomes in early grades. Despite these successes, data showed that reduced class size alone has not fully closed achievement gaps in upper elementary grades, suggesting the need for enhanced instructional strategies and intensified interventions for students performing significantly below grade level. For 2026–27, we will combine class-size reduction with intensified interventions, teacher collaboration, and targeted professional development to support students performing significantly below grade level.

Action 5: Supplemental Arts Education

Supplemental Arts education reached students through integrated instruction and enrichment opportunities. This action successfully increased student engagement, sense of belonging, and motivation to attend school. Supplemental Arts Education integration supported a

positive school climate and reinforced academic skills, ongoing alignment between arts programming and targeted academic goals remains an area for continued refinement.

Action 6: Supplemental Afterschool Programs

Supplemental Afterschool tutoring and enrichment provided extended learning opportunities focused on ELA, Math, and enrichment activities such as arts and STEM. Participating students demonstrated measurable improvement on i-Ready assessments, indicating the effectiveness of targeted academic support beyond the school day. A key challenge remains increasing consistent attendance and participation among students most in need of intervention. In 2026–27, we will increase outreach to families, provide incentives, and expand program access to ensure the students who need support most are consistently attending.

Action 7: Supplemental Early Education

Supplemental Early Education initiatives targeted English Learners, low-income students, and students in foster care through early intervention and community school strategies. These efforts supported improved attendance and foundational skill development. Early indicators were positive, continued expansion and sustained implementation are needed to ensure long-term impact and smooth transitions into elementary grades. For 2026–27, we plan to expand enrollment, strengthen transitional support to elementary grades, and maintain targeted interventions to ensure long-term academic success.

Action 8 Charter Supplemental/Concentration Funds in Lieu of EIA

Supplemental and concentration funds in lieu supported instructional staffing, interventions, social-emotional supports, and safety personnel. Mid-year academic data reflects measurable growth across multiple grade levels, demonstrating that these targeted investments effectively supported student achievement. Hamlin continued to strive to ensure resources are strategically focused on students performing two or more grade levels below to further close achievement gaps. In 2026–27, we will strategically focus resources on students performing two or more grade levels below to accelerate achievement and close persistent learning gaps.

Action 9: SENI Investments towards Academic Excellence

SENI funds supported professional development, intervention programs, additional learning time, and targeted supports for high-need students. These investments resulted in strong academic gains for several student subgroups and improved engagement schoolwide. While literacy gains were notable, Numeracy outcomes remain uneven, indicating the need for continued focus on Math instruction and intervention to ensure equitable outcomes across all content areas. For 2026–27, we will prioritize Math-focused professional development, refine intervention approaches, and monitor progress closely to ensure equitable outcomes in all content areas.

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 remained a key focus at Hamlin Charter Academy as we work to improve students' academic performance and overall well-being. We continued 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 addition, our School Psychologist partnered with teachers and students to enhance both whole-group and small-group instruction. This work focuses on fostering a welcoming environment, designing lessons that strengthen classroom connections, and supporting students' academic and emotional growth through inclusive, evidence-based practices.

Action 1: Base Instructional Supports, including General Fund School Program

Hamlin Charter Academy demonstrated steady academic growth through consistent monitoring and instructional adjustments. i-Ready Reading placement for grades K–5 showed that 47% of students performed at or above grade level by End of Year (EOY), a significant increase from 36% at Beginning of Year (BOY) and a steady climb from the 44% proficiency rate recorded at Middle of Year (MOY). i-Ready Math placement also reflected progress, increasing from 28% at BOY to 36% at EOY, with mid-year checkpoints ensuring that intervention remained on track. These gains, supported by MOY data showing strong grade-level clusters—particularly in Kindergarten (82%) and Grade 1 (96% including early on-grade)—reflected the school's targeted focus on differentiation, data-driven instruction, and responsive intervention practices.

Data indicated that Hamlin Charter Academy's interventions were highly effective due to the implementation of structured small-group instruction, targeted pull-out sessions, and strategic use of formative data to drive instruction. Teachers received support from the Instructional Coach and School Psychologist in creating and implementing whole-group and small-group lessons that promoted a welcoming environment and strengthened both academic and social-emotional skills.

These intentional strategies fostered collaboration, increased student engagement, and allowed teachers to differentiate instruction while providing immediate, actionable feedback. As a result, teachers observed measurable growth on standardized and formative assessments, with consistent progress evident across all grade levels.

Action 2: Special Education Supports

Hamlin Charter Academy's Special Education students in grades TK–5 demonstrated steady progress in foundational literacy and math skills. i-Ready data indicated that while the majority of students began the year performing below grade level, targeted interventions and individualized instruction supported meaningful growth over time. In ELA, BOY data showed that 23% of K–3 students and 11% of grades 3–5 students were performing one grade level below expectations, while the majority were identified as two or more grade levels below. By Middle of Year (MOY), the impact of these interventions became evident as proficiency clusters shifted; specifically, 82% of Kindergarten and 69% of Grade 1 students reached At Grade Level placement, while Grade 4 saw 38% of students already performing at Mid/Above Grade Level. In Math, 31–75% of Special Education students began the year one to two grade levels below expectations, with small groups demonstrating early progress toward grade-level standards. Overall, i-Ready placement for grades K–5 improved from 36% at BOY to 47% by EOY in Reading, and from 28% at BOY to 36% by EOY in Math. These results highlighted the continued need for explicit, scaffolded instruction and data-driven interventions to accelerate learning and close achievement gaps for students with disabilities.

Consistent, intentional support for Special Education students remained central to Hamlin Charter Academy's instructional model. Through a combination of pull-out and push-in services, students received individualized instruction while maintaining access to grade-level curriculum. Collaboration among the Resource Specialists, Instructional Coach, and School Psychologist strengthened teachers' capacity to design and deliver differentiated lessons that met both academic and social-emotional needs. This integrated approach promoted inclusion, fostered student confidence, and enhanced engagement within the general education environment.

As a result, Special Education students built foundational skills, demonstrated increased participation, and made measurable progress toward their individualized goals.

Action 3: Charter School Categorical Block Grant

Hamlin Charter Academy demonstrated steady academic progress across all grade levels. i-Ready Reading placement for grades K–5 increased from 36% at the Beginning of Year (BOY) to 47% at the End of Year (EOY), while Math placement improved from 28% at BOY to 36% at EOY. Middle of Year (MOY) data highlighted the effectiveness of these efforts, with 82% of Kindergarten and 69% of Grade 1 students reaching at grade level placement, while 38% of Grade 4 students reached mid or above grade level standards by the mid-year mark. Block grant funding that supported class-size reduction teachers and instructional intervention played a critical role in this growth by enabling smaller instructional groups and more personalized learning experiences. This structure allowed teachers to focus on targeted differentiation and data-driven instruction to meet the diverse needs of the student body. Teachers provided targeted interventions, differentiated instruction, and engaged in data-driven planning to better meet students' academic and social-emotional needs. Collectively, these supports increased student engagement and promoted measurable gains in both Reading and Math performance.

The use of block grant funds to sustain class-size reduction and intervention support proved highly effective in accelerating student learning. With smaller group sizes, teachers were able to deliver more focused instruction, provide immediate feedback, and address individual learning gaps through strategic small-group and one-on-one sessions. Collaborative planning among classroom teachers, the Instructional Coach, and School Psychologist further strengthened instructional practices and ensured that interventions were aligned to student data. As a result, classrooms became more engaging, inclusive, and responsive—supporting increased confidence, participation, and achievement across all student groups.

Action 4: Class Size Reduction

With the addition of class-size reduction teachers and targeted intervention support, Hamlin Charter Academy strengthened individualized instruction and improved student outcomes across grade levels. This investment in smaller learning environments allowed for stronger student–teacher interactions, increased engagement, and more focused academic support.

During the school year, i-Ready Reading placement for grades K–5 increased from 36% at the Beginning of Year (BOY) to 47% at the End of Year (EOY), while Math placement improved from 28% to 36% over the same period. Early literacy data reflected steady progress among primary-grade students, with Middle of Year (MOY) placement showing 82% of Kindergarten and 69% of Grade 1 students performing at grade level, while 35% of Grade 2 students reached that same benchmark. In the upper grades, MOY results showed 24% of Grade 3, 40% of Grade 4, and 23% of Grade 5 students performing at grade level, with an additional 38% of fourth graders already reaching mid or above

grade level expectations by mid-year. These snapshots highlighted the effectiveness of early intervention and targeted instruction in building foundational skills.

These results demonstrated the positive impact of categorical funding in reducing class sizes and supporting robust small-group instruction that addressed diverse learning needs. Class-size reduction and targeted intervention support proved highly effective in improving instructional quality and student achievement. With fewer students per classroom, teachers were able to deliver differentiated lessons, provide immediate and individualized feedback, and dedicate additional time to small-group instruction focused on priority standards. Collaborative planning among teachers, the Instructional Coach, and School Psychologist further enhanced instructional consistency and alignment across grade levels. This structure fostered stronger teacher–student relationships, deeper engagement, and greater academic confidence—resulting in measurable gains in both Reading and Math performance. Through these continued efforts, Hamlin Charter Academy remained committed to creating equitable, responsive, and data-driven learning environments where every student could thrive.

Action 5: Supplemental Arts Education

Students at Hamlin were actively engaged in differentiated instruction, supporting strong academic outcomes across the school. Arts integration continued to be a cornerstone of the Hamlin experience, reaching 100% of students and enriching their learning across all subjects.

Participation in visual arts, music, theater, and other creative programs fostered a deeper sense of belonging, helping students feel more connected, motivated, and excited to come to school. Academic results from SBA and iReady confirmed that students were excelling in both ELA and Math, demonstrating that integrating the arts into instruction not only enhanced creativity but also strengthened overall academic achievement.

This approach proved highly effective. The integration of music, dance, theater, and visual arts strengthened student engagement while reinforcing core academic skills. Arts programming was consistently implemented during both instructional and afterschool time, ensuring deeper learning and continuity. Families and students expressed strong enthusiasm for arts showcases, and participation was closely linked to high motivation, improved problem-solving skills, and consistent attendance.

Action 6: Supplemental Afterschool Programs

Students who participated in supplemental after-school tutoring and enrichment showed measurable improvement on i-Ready assessments in both ELA and Math. For the 2024–25 school year, i-Ready Reading placement for grades K–5 increased from 36% at the Beginning of Year (BOY) to 47% at the End of Year (EOY), while Math placement improved from 28% to 36% over the same period. Middle of Year (MOY) data reflected this steady climb, with 82% of Kindergarten, 69% of Grade 1, and 35% of Grade 2 students performing at grade level by the mid-point. In the upper grades, MOY results showed 24% of Grade 3, 40% of Grade 4, and 23% of Grade 5 students reaching grade-level benchmarks, with 38% of Grade 4 already performing at mid or above grade level. These gains demonstrated that targeted support and enrichment opportunities effectively strengthened students' foundational skills and contributed to their overall academic growth.

Supplemental Afterschool programs at Hamlin proved highly effective by providing targeted academic support beyond the regular school day. These sessions allowed for deeper dives into priority standards and provided the additional time necessary for students to master complex

concepts. They allowed students to strengthen foundational skills and master grade-level standards in both ELA and Math. Simultaneously, enrichment activities—including arts, STEM, dance, and project-based learning—fostered creativity, confidence, and curiosity, keeping students motivated and deeply engaged. These opportunities also promoted higher-order critical thinking by encouraging students to analyze, problem-solve, and apply knowledge in new and meaningful ways.

Action 7: Supplemental Early Education

Hamlin continued to implement early education programs aimed at closing equity gaps for English Learners, students in foster care, and low-income students. These initiatives included targeted preschool interventions and community school strategies that reached a diverse set of high-need students. For instance, community school approaches significantly reduced chronic absenteeism, with participating schools demonstrating a meaningful reduction in chronic absence rates—on average, 30% greater than that experienced by similar matched comparison schools. Learning Policy Institute Additionally, research indicated that access to high-quality early childhood education was associated with long-term positive outcomes, including improved academic skills and self-regulation, particularly for children from low-income families.

Supplemental Early Education programs at Hamlin proved highly effective in addressing equity gaps and supporting the academic success of historically underserved students. These programs provided targeted support to English Learners, students in foster care, and low-income students, ensuring equitable access to quality education. By focusing resources on these populations, Hamlin's early education initiatives contributed to improved student outcomes, including enhanced attendance and academic achievement. The integration of community school strategies further strengthened these efforts, fostering a supportive learning environment that addressed the holistic needs of students and their families.

Action 8 Charter Supplemental/Concentration Funds in Lieu of EIA

During the 2024–25 school year, this action supported measurable academic gains across all grade levels at Hamlin. i-Ready results demonstrated substantial growth, with Reading placement for grades K–5 increasing from 29% at the BOY to 45% at the EOY, and Math placement rising from 11% to 47% during the same period. Middle of Year (MOY) data served as a critical indicator of this progress, showing 82% of Kindergarten, 69% of Grade 1, and 35% of Grade 2 students performing at grade level by the mid-point. In the upper grades, MOY results showed 24% of Grade 3, 40% of Grade 4, and 23% of Grade 5 students reaching grade-level benchmarks, with 38% of Grade 4 already performing at mid or above grade level. These outcomes, validated by schoolwide gains on both the Smarter Balanced Assessments (SBA) and i-Ready assessments, demonstrate that strategic investments in instructional staffing, intervention programs, social-emotional supports, safety personnel, and data-driven practices effectively advanced student achievement. Together, these investments supported a comprehensive whole-child approach, ensuring that academic, behavioral, social-emotional, and safety needs were met—promoting sustained growth and success for all Hamlin students.

Action 9: SENI Investments towards Academic Excellence

Academic growth at Hamlin was evident across all grade levels. i-Ready results showed strong gains, with Reading placement for grades K–5 increasing from 29% at the BOY to 45% at the EOY, and Math placement rising from 11% to 47% during the same period. Middle of Year (MOY) data provided a critical midpoint for these gains, showing 82% of Kindergarten, 69% of Grade 1, and 35% of Grade 2 students

performing at grade level by the mid-point. In the upper grades, MOY results showed 24% of Grade 3, 40% of Grade 4, and 23% of Grade 5 students reaching grade-level benchmarks, with an impressive 38% of Grade 4 students already performing at mid or above grade level. Smarter Balanced Assessment (Distance from Standard, DFS) data reflected significant improvement in literacy, with 4th graders demonstrating a notable closing of the achievement gap as they moved toward proficiency.

Fourth grade scores improved from -9.2 to -2.4, and 5th graders progressed from -7.7 to +3.7, surpassing grade-level standards. While Numeracy presented challenges overall for grades 3–5, student subgroups—including Black, Latinx, and Low-Income students—achieved remarkable gains and outperformed district averages.

SENI investments at Hamlin proved highly effective in accelerating student growth and supporting equity across the school. These investments enabled targeted professional development, dedicated teacher planning time during challenging circumstances, and expanded intervention opportunities through afterschool and Saturday programs. The supports addressed specific student needs and provided additional learning time for students most at risk. By focusing resources on Hamlin's most vulnerable populations, Student Equity Needs Index (SENI) expenditures ensured equitable access to both intervention and enrichment opportunities, resulting in stronger academic outcomes and improved student engagement.

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.

Hamlin Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Hamlin Charter LCAP.

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: $1,960,395 **School Discretionary Fund Cost: $363,986**	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: $3,295,757	N
3	Charter School Categorical Block Grant	Funds will be allocated to employ supervision assistants and an instructional assistant to provide essential student coverage. Funds will be used for teachers to utilize release time for grade-level collaboration and in-depth data analysis.	**School Discretionary Fund Cost: $151,523**	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: $292,416	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: $90,017	Y
	Supplemental Afterschool Programs	Hamlin Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Hamlin Charter LCAP.		
6	Supplemental Early Education	Hamlin Charter will continue to implement early education programs to close equity gaps for English Learners, students in foster care, and low income students.	District Cost: $593,357	Y

7	Charter Supplemental/Concentration Funds in Lieu of EIA	Funds will support the hiring of assistants to support small group instruction and safety. FUnds will be used to release teachers to dedicate time toward collaborative grade-level meetings and analyzing student data	**School Discretionary Fund Cost: $117,103**	Y
8	SENI Investments towards Academic Excellence	SENI Investments towards Academic Excellence will be allocated to employ a music teacher, a visual arts teacher, and a theater arts teacher to provide students with comprehensive instruction in the arts.	**School Discretionary Fund Cost: $390,284**	Y

Goal

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.

At Hamlin Charter Academy, we believe that academic success is intrinsically linked to a student's ability to understand and express their feelings, leading to a positive emotional sense of well-being. This vision was the driving force behind the development of our Joy and Wellness Center. The Center has since evolved into a dynamic space for social-emotional learning for all students.

This year, we are thrilled to announce a deeper collaboration with the district's Positive Behavioral Interventions and Supports (PBIS) leaders. These experts are actively in our classrooms, providing direct support to teachers and helping them develop effective, targeted lessons for the Wellness Center. This partnership ensures that our teachers are receiving the specialized support they need to facilitate learning that focuses on teamwork, health, nutrition, and exercise.

Our commitment to staff well-being is a top priority, as we recognize that a supported teacher is a more effective teacher. By providing professional development and direct coaching, we are empowering our educators to foster a positive and nurturing environment. We are also fortunate to have an active school psychologist who is a vital resource for both students and staff.
The Wellness Center continues to be a safe space where students can be themselves, connect with one another, and build their capacity for social-emotional learning. It is a place of refuge and growth that is foundational to our school's mission of supporting the whole child.

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:** 36.0% **Hispanic:** 23.3% **English Learner:** 27.7% **RFEP:** 66.7% **Standard English Learner:** 23.4% **Students with Disability:** 20.0% **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:** 60.0% **Standard English Learner:** 34.0% **Students with Disability:** 40.0% **Low Income** 36.7% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 43.2% **African American/Black:** 38.5% **Hispanic:** 34.6% **English Learner:** 45.0% **RFEP:** 44.4% **Standard English Learner:** 39.0% **Students with Disability:** 46.0% **Low Income** 38.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 46.0% **African American/Black:** 39.0% **Hispanic/Latino:** 37.0% **English Learner:** 48.0% **RFEP:** 62.0% **Standard English Learner:** 42.0% **Students with Disabilities:** 45.0% **Low Income:** 41.0%	**All Students:** +12.7% **African American/Black:** +2.5% **Hispanic/Latino:** +11.3% **English Learner:** +17.3% **RFEP:** -22.3% **Standard English Learner:** +15.6% **Students with Disabilities:** +26.0% **Low Income:** +12.7%
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:**	**2023-2024** **All Students:** 20.0% **African American/Black:** 25.0% **Hispanic/Latino:** 26.0% **English Learner:** 23.0% **RFEP:** 0.0% **Standard English Learner:**	**2024-2025** **All Students:** 22.7% **African American/Black:** 31.4% **Hispanic:** 25.2% **English Learner:** 30.0% **RFEP:** 22.2% **Standard English Learner:**	**2025-2026** **All Students:** 18.0% **African American/Black:** 23.0% **Hispanic/Latino:** 24.0% **English Learner:** 21.0% **RFEP:** 0.0% **Standard English Learner:**	**All Students:** -10.6% **African American/Black:** +1.8% **Hispanic/Latino:** -13.2% **English Learner:** -8.8% **RFEP:** 0.0%

		35.7% **Students with Disability:** 40.5% **Low Income:** 37.4% *Source: Open Data Dashboard*	25.0% **Students with Disability:** 23.0% **Low Income:** 23.0% *Source: Open Data Dashboard*	21.5% **Students with Disability:** 16.7% **Low Income** 26.1% *Source: Open Data Dashboard*	18.0% **Students with Disabilities:** 13.0% **Low Income:** 21.0%	**Standard English Learner:** -14.2% **Students with Disabilities:** -23.8% **Low Income:** -11.3%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 39.9% **African American/Black:** 32.0% **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** **All Students:** 31.5% **African American/Black:** 30.8% **Hispanic:** 37.3% **English Learner:** 36.2% **RFEP:** 33.3% **Standard English Learner:** 31.2% **Students with Disability:** 24.1% **Low Income** 32.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 26.0% **African American/Black:** 27.0% **Hispanic/Latino:** 34.0% **English Learner:** 25.0% **RFEP:** 11.0% **Standard English Learner:** 31.0% **Students with Disabilities:** 30.0% **Low Income:** 30.0%	**All Students:** -8.4% **African American/Black:** -1.2% **Hispanic/Latino:** -11.4% **English Learner:** -9.6% **RFEP:** +16.6% **Standard English Learner:** -14.2% **Students with Disabilities:** -32.2% **Low Income:** -9.9%
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** **All Staff:** 60.9% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 77.0%	**All Staff:** +14.1%
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** **All Students:** 0.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** +0.01%

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** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** ±0
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** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0.0%
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:** 100.0% **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:** 90.0% **Students with Disability:** 88.2% **Low Income:** 83.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 82.4% **African American/Black:** No Data **Hispanic:** 86.4% **English Learner:** 91.7% **Standard English Learner:** 87.0% **Students with Disability:** 81.2% **Low Income** 81.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 87.0% **African American/Black:** 83.8% **Hispanic/Latino:** 94.0% **English Learner:** 94.0% **Standard English Learner:** 92.0% **Students with Disability:** 90.2% **Low Income:** 85.0%	**All Students:** +0.3% **African American/Black:** ±0 **Hispanic/Latino:** +4.8% **English Learner:** -8.3% **Standard English Learner:** +7.9% **Students with Disabilities:** +8.5% **Low Income:** -3.4%
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** **All Parents:** 89.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 96.0%	**All Parents:** -1.3%

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:** 100.0% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 98.2% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** +3.5%
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** **All Students:** 87.9% **African American/Black:** No Data **Hispanic/Latino:** 86.4% **English Learner:** 83.3% **Standard English Learner:** 87.0% **Students with Disability:** 100.0% **Low Income** 87.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 91.0% **African American/Black:** 52.0% **Hispanic/Latino:** 89.0% **English Learner:** 87.0% **Standard English Learner:** 90.0% **Students with Disability:** 100% **Low Income:** 91.0%	**All Students:** +13.8% **African American/Black:** ±0 **Hispanic/Latino:** +12.7% **English Learner:** +16.6% **Standard English Learner:** +14.3% **Students with Disabilities:** +18.2% **Low Income:** +11.8%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 94.0% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 96.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 95.7% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 98.0%	**All Parents:** +1.7%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to**	**2022-2023** **All Staff:** 71.4% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 81.5% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 79.7% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 83.0%	**All Staff:** +8.3%

	Work (per School Experience Survey)					

Goal Analysis for [2025-2026]

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.

Action 1: Base-Funded Health Supports
Hamlin implemented base-funded health supports by ensuring consistent access to counseling services, wellness check-ins, and coordination with external providers when needed. During the 2025–26 school year, student-reported school connectedness remained high, with 87% of all students reporting a sense of safety and belonging. Attendance rates were also strong overall (78% for all students), indicating that health and wellness supports contributed positively to student engagement.
However, subgroup data revealed disparities, particularly among African American/Black students (52% attendance) and Low-Income students (69%), suggesting that while health supports were implemented as planned, additional targeted outreach and culturally responsive health interventions were needed to better support these groups.

Action 2: Base-Funded School Climate Support Staff

Base-funded school climate staff, including administrative support and counseling personnel, were fully implemented as planned to promote a positive and safe school environment. Staff capacity remained strong, with 100% of staff reporting adequate support and 77% staff satisfaction, contributing to consistent implementation of climate-building practices schoolwide.
Student discipline indicators remained extremely low (0% suspensions; 0.01% incidents), demonstrating success in proactive behavior supports and restorative practices. Despite these strengths, chronic absenteeism and academic outcome gaps for subgroups—particularly Hispanic/Latino (34% academic performance) and Low-Income students (38%)—indicated that climate supports needed to be more intentionally aligned with academic and attendance interventions.

Action 3: Supplemental School Climate Support Staff
Supplemental funds were used to expand school climate support staff and provide additional student supervision, behavioral intervention, and family outreach. This action resulted in high levels of family engagement, with 96% of parents reporting positive school climate experiences and 98% parent satisfaction overall.
English Learners and RFEP students demonstrated strong engagement indicators (87% and 62% respectively), suggesting that targeted climate supports helped reduce barriers to participation.

Action 4: SENI Investments towards Joy and Wellness
SENI funds were strategically invested in joy- and wellness-centered initiatives, including social-emotional learning, enrichment activities, arts integration, and student voice opportunities. These investments contributed to strong indicators of student belonging and engagement, with 92% Standard English Learners, 90.2% and 85% Low-Income students reporting positive school climate experiences.

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.

Action 1: Base-Funded Health Supports

During the first semester of the 2025–26 school year, the majority of students at Hamlin Elementary maintained excellent attendance. Specifically, 64.94% of students (188) achieved attendance at 96% or higher, while 22.40% of students (69) were considered chronically absent, attending 91% or less of school days.

This action proved highly effective because consistent health support services, including a full-time nurse, ensured that students' medical and wellness needs were addressed promptly and effectively throughout the school day. The full-time nurse allowed for immediate responses to health concerns, management of chronic conditions, and proactive monitoring of student well-being. This consistent presence reduced instructional time lost to health-related absences, improved attendance, and strengthened communication with families regarding student care. Overall, maintaining a full-time nurse at Hamlin supported a safe, healthy learning environment that directly contributed to increased student focus, engagement, and academic success.

Action 2: Base-Funded School Climate Support Staff

Schoolwide data from the 2024–25 School Experience Survey reflected a positive trend in student satisfaction and sense of belonging at Hamlin Charter Academy. The percentage of students who reported feeling happy to be at school increased from 81% in 2024 to 83% in 2025. Similarly, the percentage of students who agreed with the statement "I feel close to people at this school" rose significantly from 67% to 78% during the same period. These improvements underscored Hamlin's ongoing commitment to fostering a welcoming, inclusive, and supportive environment for all students. Through strengthened social-emotional learning initiatives, student leadership opportunities, and intentional efforts to build positive relationships among students and staff, Hamlin continued to enhance campus connectedness and overall student well-being.

The majority of students at Hamlin maintained excellent attendance during the first semester of the 2025–26 school year, demonstrating the school's strong commitment to student engagement and wellness. This success resulted from the coordinated efforts of the Wellness and Attendance Teams, who implemented proactive strategies such as personalized outreach, attendance incentives, additional safety personnel, and early interventions for at-risk students. Ongoing communication with families, combined with classroom-based incentives and schoolwide recognition programs, helped establish a positive culture of consistent attendance. Collectively, these actions reduced chronic absenteeism, strengthened students' sense of belonging, and promoted academic consistency—supporting Hamlin's goal of ensuring every student was present, engaged, and ready to learn each day.

Action 3: Supplemental School Climate Support Staff

Schoolwide attendance data reflected a positive trend toward improved student engagement and consistent school participation at Hamlin. The percentage of students classified as chronically absent (attendance 91% and below) decreased from 34.84% in February 2024 to 22.40% in the most recent reporting period. At the same time, the percentage of students demonstrating proficient or advanced attendance (96%–100%) increased from 39.66% to 64.94%. This shift highlighted the school's ongoing efforts to promote regular attendance and reinforce the importance of daily student participation.

Hamlin's approach to attendance emphasized support, accountability, and proactive intervention. Dedicated staff monitored student attendance patterns and implemented early outreach for students at risk of chronic absenteeism. Programs such as mentorship, family engagement, and individualized support plans ensured that students had the resources and encouragement needed to attend school

consistently. These efforts contributed to a stronger sense of belonging and connectedness, with students understanding that their presence was valued and contributed to their academic and social success. As a result, the school community experienced measurable gains in attendance, reflecting Hamlin's commitment to fostering a supportive and inclusive environment for learners.

Action 4: SENI Investments towards Joy and Wellness

Schoolwide attendance data at Hamlin reflected a positive trend in student engagement and consistent school participation. The percentage of students classified as chronically absent (attendance 91% and below) decreased from 34.84% in February 2024 to 22.40% in the most recent reporting period. Meanwhile, the percentage of students demonstrating proficient or advanced attendance (96%–100%) increased from 39.66% to 64.94%. These improvements highlighted Hamlin's ongoing commitment to fostering a supportive, inclusive, and structured learning environment. Through targeted outreach, mentorship programs, and family engagement initiatives, the school continued to encourage regular attendance and strengthen student connections to their school community.

The effectiveness of Hamlin's attendance initiatives was evident in the measurable decrease in chronic absenteeism and the increase in students achieving high attendance rates. Key staff monitored attendance trends and collaborated with families to provide early intervention and individualized support for students at risk of chronic absence. By embedding consistent support systems and promoting accountability alongside encouragement, Hamlin ensured that students felt valued, supported, and motivated to attend school regularly. These outcomes reflected the school's holistic approach to student well-being—addressing academic, social, and emotional needs—creating a school climate where students were more engaged, connected, and prepared to succeed.

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.

While Hamlin Charter did not invest LCFF- SENI funds towards Joy and Wellness in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Joy and Wellness.

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: $176,882	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: $23,819	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: $7,940	Y
	SENI Investments towards Joy and Wellness	While Hamlin Charter did not invest LCFF- SENI funds towards Joy and Wellness in 2026-27, please refer to the LAUSD LCAP for more information on district-wide supports for Joy and Wellness.		

Goal

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 Charter Academy has prioritized building a strong and engaged parent and family community. With a dedicated Parent Center and a full-time community representative, we have secured the necessary space to bring in our parent community. We recognize that it has been challenging to meet the needs of our working families and provide the necessary means to bring this goal to fruition.

This year, we are working towards making our Parent Center a hub for parent workshops, a meeting space, and a true center of community so that our engagement goals can be met. We are actively inviting parents to do walk-throughs in our classrooms and on campus. We have also implemented new initiatives like Lunch on the Lawn and are working with community partners to host events. We have a committed group of "Helping Hands" members who have a schedule to help throughout the school. We are sending out surveys to find out what our community members need so that we can better support them.

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** **All Parents:** 82.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 91.0%	**All Parents:** -0.6%
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** **All Parents:** 86.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 94.0%	**All Parents:** +6.9%
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:** 89.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 81.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 91.0%	**All Parents:** +0.5%

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** **All Parents:** 92.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 97.0%	**All Parents:** +1.5%

Goal Analysis for [2025-2026]

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.

Action 1: SENI Investments towards Engagement and Collaboration
During 2025–26, Hamlin implemented SENI-funded strategies to improve parent engagement, including clear communication about programs, workshops, and instructional resources. Survey data showed strong outcomes, with parent responses ranging from 91–97%, exceeding Year 3 targets. These results reflected effective outreach and strengthened family-school partnerships, though continued efforts focused on engaging families consistently.

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.

Action 1: SENI Investments towards Engagement and Collaboration

According to the 2024–25 School Experience Survey, a strong majority of Hamlin parents reported positively on school communication and resources. Specifically, 87% of parents indicated that they could easily find information about parent workshops and other programs offered at Hamlin. Similarly, 87% agreed that the school provided instructional resources to help them support their child's learning at home, reflecting growth compared to the previous year. Additionally, 94% of parents reported that the school provided information—both verbal and written—in a way they could clearly understand. These results highlighted Hamlin's commitment to fostering clear, accessible communication and strengthening family-school partnerships.

Parent engagement was central to Hamlin's school improvement efforts because it reflected the strength of family-school partnerships and the effectiveness of communication systems. When parents could access information easily, understand available resources, and participate in workshops or programs, they were better equipped to support their child's learning and overall development. The high levels of parent satisfaction captured in the survey demonstrated that Hamlin's strategies for transparency, outreach, and resource accessibility were working effectively. Strengthening these connections not only enhanced student academic success but also fostered a collaborative school culture where families played an active role in continuous improvement.

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 significantly 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	Funds will be allocated under the Joy and Wellness category to employ music, visual arts, and theater teachers to provide creative enrichment and foster family engagement through student showcases. These expenditures will support student well-being by ensuring access to a comprehensive arts curriculum that connects the classroom to the community.	**School Discretionary Fund Cost: $14,757**	Y

Goal

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.

At Hamlin Charter Academy, we are committed to maintaining a safe, clean, and well-managed school environment that serves as the foundation for academic success. We will ensure all teachers are appropriately credentialed, and provide students with standards-based instructional materials and the necessary technology to support their learning. Our commitment to operational excellence also includes a priority on the physical and emotional well-being of our students and staff. We will continue to meet all operational mandates in line with the LA Unified school district, ensuring our facilities are in top condition and our school provides an environment where every student is empowered to learn and thrive.

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** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Goal Analysis for [2025-2026]

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.

Action 1: LAUSD Support for Affiliated Charter Operations

During 2025–26, Hamlin Charter Academy fully implemented all LAUSD support actions related to facilities, teacher credentials, and instructional materials. All metrics remained at 100%, consistent with prior years and meeting targets, with no differences from the baseline. Implementation was smooth, with no significant challenges, demonstrating effective maintenance of facilities, appropriately credentialed staff, and access to standards-aligned instructional materials for all students.

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.

Action 1: LAUSD Support for Affiliated Charter Operations

According to the most recent School Accountability Report Card, Hamlin Charter Academy's facilities were rated in "Good Repair," reflecting the school's commitment to maintaining a safe and conducive learning environment. Additionally, 100% of teachers at Hamlin Charter Academy were appropriately credentialed for their teaching assignments, ensuring that students received instruction from qualified educators. Furthermore, all students had access to standards-based instructional materials, meeting the requirements of the Williams Act.

These actions proved effective in enhancing the educational experience at Hamlin Charter Academy. The school's plant manager consistently maintained the facilities in excellent condition, ensuring that classrooms and common areas were clean, safe, and conducive to learning. Parents and staff frequently noted the high quality of the facilities, which contributed to a positive and welcoming school environment. Moreover, the presence of fully credentialed teachers provided instruction aligned with state standards. Teacher expertise and professional development ensured that students received rigorous, standards-based instruction supported by best practices. Finally, the provision of standards-based instructional materials, in compliance with the Williams Act, ensured that all students had access to the necessary resources to succeed academically.

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 significantly 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: $1,412,055	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$522,144.00 (School Discretionary Funds- new S/C revenues) $1,505,874.21 (Total District and School S/C funds including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 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
101.29%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	101.29%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.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 almost 400,000 students, each with individual strengths and learning needs. 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 educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● 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	Los Angeles Unified School District, including Hamlin Charter, continues to receive a funding allocation to purchase supplemental arts supplies and equipment and to support arts community	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA-

	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	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. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	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 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 students from low-income families need equitable access to high quality	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: ● ECED identified areas that need a preschool program and worked with the District to fund and open Universal Transitional Kindergarten (UTK) classes at these schools. ● In 2023-24, Expanded Transitional Kindergarten transitioned to UTK in 488 elementary schools and has increased the number of schools to 697 in 2025-26. Los Angeles Unified understands the equity	For the identified student group(s): EL, LI, FY, ALL ● DIBELS- % Meeting Early Literacy Benchmarks in Grades K-2

	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	need in fully implementing UTK Districtwide to eliminate opportunity gaps for our most vulnerable student populations of English Learners, students in foster care, and students from low-income families. As a result, the District dedicated funding above state-mandated levels in order to reach full implementation of UTK in 2023-24. ● For 2026-27, 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. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided to all students at participating schools.	
Goal 1 Action 7	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	Our charter funds provide instructional aides to assist with small group instruction for English Learners, Foster Youth, and Low Income students. Additionally our charter funds support our interventionist and our Instructional coach who provides early literacy foundational skills for our unduplicated youth. They also provide support to our staff in analyzing data and instructional support.	For the identified student group(s): EL, LI, FY, ALL ● 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 8	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	According to the Learning Policy Institute's 2017 research brief, Effective Teacher Professional Development, change in teacher practice is more likely to occur when professional development is Is content focused Incorporates active learning utilizing adult learning theory Supports collaboration, typically in job-embedded contexts Uses models and modeling of effective practice Provides coaching and expert support Offers opportunities for feedback and reflection Is of sustained duration The lesson study will incorporate these key features of effective professional development. Grade-level teams will engage in ongoing Professional Development (PD) with backward planning and lesson lab/study. Sessions will focus on the implementation of evidence-based strategies for literacy instruction in foundational reading skills, reading comprehension, vocabulary development, and writing leveraging	For the identified student group(s): EL, LI, FY, ALL ● 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

		the Core Knowledge Language Arts (CKLA) curriculum, which is highly rated on EdReports and anchored in the Science of Reading. In alignment with the Learning Policy Institute's elements of effective professional development, this model supports teachers to: Plan and develop lessons that are aligned with the progression of the standards and CLR Strategically plan for discussion techniques and transfer of cognitive load to students Identify and practice differentiation strategies that ensure all students have access to the standards Identify student success criteria Analyze work samples and assessments to build connections across ideas and monitor progress Revisit the curriculum resources for opportunities to reinforce strategies that enhance access with: Universal Design for Learning for all learners, especially Students with Disabilities Language Routines for all learners, especially English Learners Intentional support of Black Students by infusing CLR Engage in structured planning with peers to learn, apply, practice, and align strategies for all students to have access to the standards while maintaining rigor Foundational skills using core curriculum lessons to address phonological awareness, phonics, decoding, and fluency Reading comprehension and vocabulary development and using core curriculum lessons. Writing types and purposes in the core curriculum and building to standards and SBA expectations	Math - Grades 3-5

		Lesson Study Overview: Collaborative teaching improvement approach in alignment with the elements of effective teacher professional development in the Learning Policy Institute's 2017 research brief. Teachers co-plan, observe, and refine the delivery of core curriculum lessons and routines. Focus on enhancing instructional strategies through reflection. School support staff, with the support of ETO, will engage in follow-up Content-Focused Coaching (CFC), a professional development approach with strong effectiveness that consists of facilitated learning in regular grade-level meetings, co-teaching, observation, and feedback. Research Justification: Grounded in research on the Science of Reading and Writing instruction Builds capacity to implement evidence-based reading strategies rated at the Tier 1, Strong level Foundational Skills Develop awareness of the segments of sounds in speech and how they link to letters. Teach students to decode words, analyze word parts, and write and recognize words. Build students' decoding skills so they can read complex multisyllabic words Provide purposeful fluency-building activities to help students read effortlessly Reading Comprehension Build students' world and word knowledge so they can make sense of the text Consistently provide students with opportunities to ask and answer questions to better understand the text they read	

		Teach students a routine for determining the gist of a short section of text Teach students to monitor their comprehension as they read Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information Vocabulary Development Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Integrate oral and written English language instruction into content-area teaching. Writing Teach students to use the writing process for a variety of purposes. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing. Reference(s): What Works ClearingHouse: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade available at https://ies.ed.gov/ncee/WWC/PracticeGuide/29 Providing Reading Interventions for Students in Grades 4–9 available at https://ies.ed.gov/ncee/WWC/PracticeGuide/19 Teaching Academic Content and Literacy to English Learners in Elementary and Middle School available at https://ies.ed.gov/ncee/WWC/PracticeGuide/19	

		Teaching Elementary School Students to Be Effective Writers available at https://ies.ed.gov/ncee/WWC/PracticeGuide/17 Evidence for ESSA: Content-Focused-Coaching (CFC) available at https://www.evidenceforessa.org/program/content-focused-coaching-whole-class/	
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.	For the identified student group(s): EL, LI, FY, ALL ● 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:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners.	Funding certificated and classified point persons to support the organization of family engagement activities, calendars, school-to-home outreach, and maintaining the Parent and Family is essential to helping families play a central role in preparing students for the world. This differential for teachers and classified positions will support the school site leadership team to ensure family engagement is aligned to the strategies and measures as outlined in the Strategic Plan pillars, with a specific focus on Pillar 3: Engagement and Collaboration. In addition to purchasing positions, funding can be set aside to pay a differential for teachers to create workshops for parents so parents can better understand the instructional program. The	For the identified student group(s): EL, LI, FY, ALL ● 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

	Scope: School-wide	differential will provide for teachers to coordinate with the staff of the Parent and Family Center to provide the training and support for families in partnership with staff from the Parent and Family Center. A family engagement point of contact is essential, both for maintaining a Parent and Family Center and to ensure family engagement strategies are integrated into instructional programs within a school campus. The Teacher Parent Activity Differential can be used to ensure that the workshops and activities are linked to the instructional program, in coordination with the staff of the Parent and Family Center. The Community Representative, Parent Resource Assistant, establishes family engagement programming. Specifically, these positions support families by coordinating the offering of workshops, hosting family engagement programming, establishing a schedule of activities for the Parent and Family Center and the school community. These roles also coordinate supports, help, and organize outreach to support Emergent Bilinguals, foster youth, and families in the District's free and reduced meal program. Leading research from Dr. Karen Mapp, in Powerful Partnerships, and Tony Bryk, in Organizing Schools for Improvement, speak to the conditions of building relational trust within school improvement efforts. These positions have served as a link to integrate and engage highest need families since the roles were established following the Civil Rights movement.	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
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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.

[Provide description here]

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*	30.18 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 306 students (As of May 01, 2026) **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*	28.45 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 306 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Hamlin Charter Academy 2026-2027 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 2026-2027	$ 515,509	$ 522,144	101.29%	0.000%	101.29%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,037,653	$ -	$ -	$ -	$ 1,037,653.00	$ 924,214	$ 113,439

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		Schoolwide	Ongoing	$ 343,997	$ 19,989	$ 363,986	$ -	$ -	$ -	$ 363,986	0.000%
1	3	Charter School Categorical Block Grant	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 143,947	$ 7,576	$ 151,523	$ -	$ -	$ -	$ 151,523	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 51,482	$ 65,621	$ 117,103	$ -	$ -	$ -	$ 117,103	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 370,031	$ 20,253	$ 390,284	$ -	$ -	$ -	$ 390,284	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 14,757	$ -	$ 14,757	$ -	$ -	$ -	$ 14,757	0.000%

Hamlin Charter Academy 2026-2027 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
$ 515,509	$ 522,144	101.29%	0.000%	101.29%	$ 522,144	0.000%	101.29%	**Total:**	$ 522,144
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 522,144

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	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 117,103	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 390,284	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 14,757	0.000%

Hamlin Charter Academy 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,044,431.00	$ 718,616.00

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	$ 356,321	$ 240,825
1	3	Charter School Categorical Block Grant	No	$ 154,067	$ 83,582
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 129,555	$ 52,794
1	9	SENI Investments towards Academic Excellence	Yes	$ 386,767	$ 330,863
2	4	SENI Investments towards Joy and Wellness	Yes	$ 2,971	$ -
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 14,750	$ 10,552

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)
$ 534,043	$ 534,043	$ 394,209	$ 139,834	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	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 129,555	$ 52,794	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 386,767	$ 330,863	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 2,97	$ -	0.000%	
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 14,750	$ 10,552	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)
$ 510,388	$ 534,043	0.000%	104.635%	$ 394,209	0.000%	77.237%	$0.00 - No Carryover	0.00% - No Carryover

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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 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).

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