LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Castlebay Lane Charter Elementary School

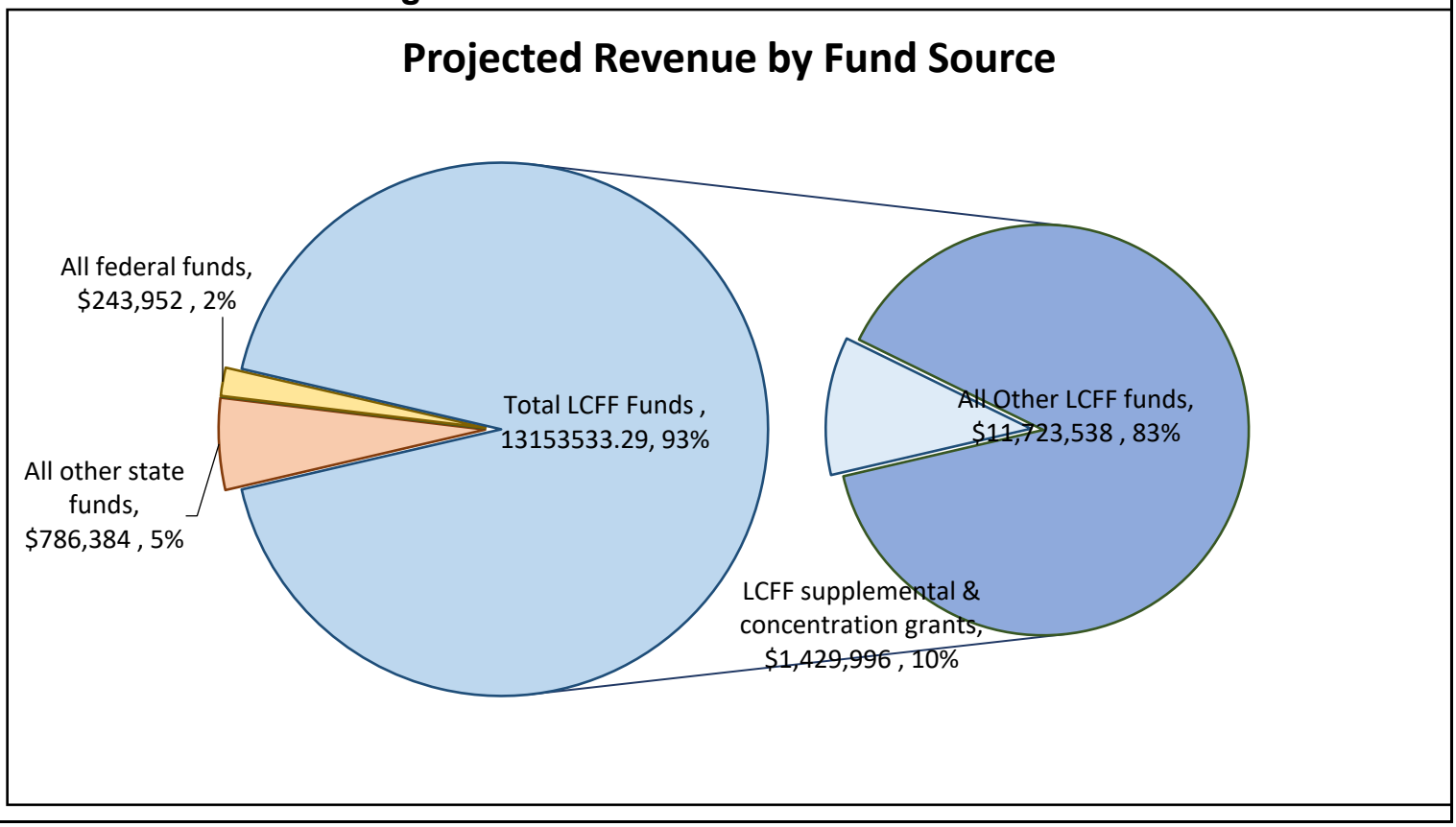
CDS Code: 19647336071435

School Year: 2026-27

LEA contact information: David Price, Principal; djp2520@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

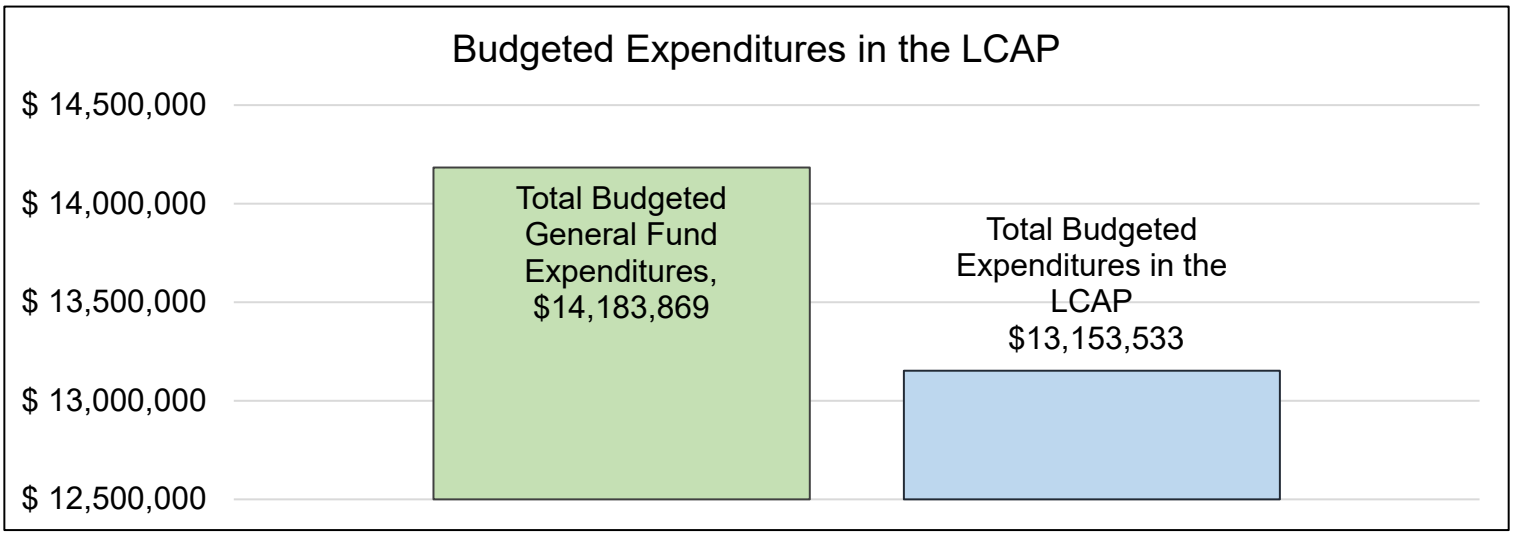


This chart shows the total general purpose revenue Castlebay Lane Charter Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Castlebay Lane Charter Elementary School is $14,183,869.29, of which $13,153,533.29 is Local Control Funding Formula (LCFF), $786,384.00 is other state funds, $0.00 is local funds, and $243,952.00 is federal funds. Of the $13,153,533.29 in LCFF Funds, $1,429,995.68 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 Castlebay Lane Charter Elementary School 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: Castlebay Lane Charter Elementary School plans to spend $14,183,869.29 for the 2026-27 school year. Of that amount, $13,153,533.29 is tied to actions/services in the LCAP and $1,030,336.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

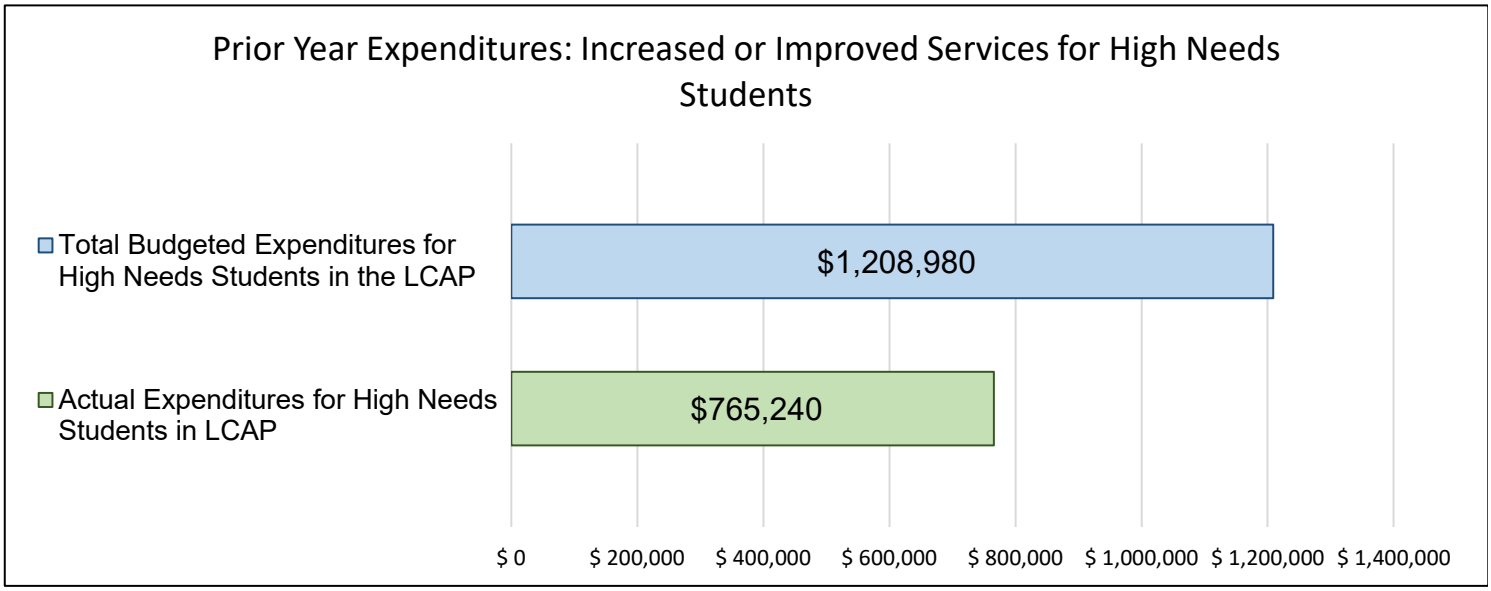
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary 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, Castlebay Lane Charter Elementary School is projecting it will receive $1,429,995.68 based on the enrollment of foster youth, English learner, and low-income students. Castlebay Lane Charter Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Castlebay Lane Charter Elementary School plans to spend $1,429,995.68 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 Castlebay Lane Charter Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Castlebay Lane Charter Elementary School 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, Castlebay Lane Charter Elementary School's LCAP budgeted $1,208,980.00 for planned actions to increase or improve services for high needs students. Castlebay Lane Charter Elementary School actually spent $765,240.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $443,740.00 had the following impact on Castlebay Lane Charter Elementary School'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
Castlebay Lane Charter Elementary School	David Price, Principal	djp2520@lausd.net

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.

Castlebay Lane Charter is a high-performing STEAM elementary school dedicated to exemplary teaching, social-emotional development, and responsible citizenship through service. Hosting approximately 668 students, our rich culture is reflected in the diverse languages spoken by our families and their global diversity. Castlebay Lane serves a diverse population. Norm Enrollment and student demographics consist of approximately 39% White, 16% Asian, 4% African American, 4.7% Two or more races, 3% Filipino, 19% Hispanic, 0.2% Pacific Islander/Hawaiian, and 14% not reported. Languages spoken by our students include Armenian, Korean, Russian, Spanish, Hindi, Tagalog, Mandarin, Cantonese, Urdu, and others. Castlebay is committed to an integrated full inclusion classroom providing additional support for 5% English Learners, 3% Reclassified Fluent English Proficient, 7% socio-economically disadvantaged students, and 9% students with disabilities. Our vision is to prepare students to be fully participating citizens and leaders of society through an academically challenging and inspiring STEAM instructional program.

Castlebay Lane Charter was designated as a School for Advanced Studies (SAS), and is preparing for the upcoming school year as a model school for gifted instruction.We are dedicated to exemplary teaching, social-emotional development, responsible citizenship, and community service to promote and celebrate the cultural wealth of all student subgroups. We recognize the rich culture, numerous languages, and global diversity of our families. Our school fosters holistic development and features a rigorous STEAM curriculum balanced by music, art, drama, and computer classes for every child.

Additionally, students work together on school and community projects. We encourage compassion and service to others. Parents are crucial partners at Castlebay and participate in all areas of the school. As a STEAM school, our teachers encourage students to actively explore real-world problems and seek thoughtful solutions, and students participate in district and community contests and activities to promote a culture of excellence

Reflections: Annual Performance

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

As an overview of the 2023 CA Dashboard, our school had 0 areas where All Students are in the lowest performance level rating (i.e., Red or Very Low). The table below indicated 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	English Learners, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities	N/A	N/A
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

Castlebay Lane Charter demonstrated very strong academic performance on the 2025 CA School Dashboard.
Student achievement in English Language Arts increased from the previous year, and were higher than state progress. In mathematics, Castlebay Lane Charter maintained last year's progress, and was higher than the state's progress.

The school's Suspension Rate remained exceptionally low, indicating a positive and inclusive school climate. Likewise, Chronic Absenteeism declined since the previous year,performing similarly to the state.

Castlebay Lane Charter maintained Science growth, English Language Arts growth was identified as accelerated with 84.5% students improving their scores from last year and Mathematics growth was identified as exceptional with 85.5% students improving their score from the previous year.

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	Castlebay Lane Charter engaged students in grades 4-5 through student leadership opportunities such as Student Council and Brave Equity Leaders. These groups promote opportunities for student voice and opportunities to foster a positive school climate. One hundred percent of fourth and fifth-grade students completed the School Experience Survey in Spring 2025, and we continued this level of engagement in Spring 2026. Students reported that they would like to feel safe and have arts and enrichment experiences beyond the instructional day. Moreover, daily morning announcements on the The PA system, announced by our Student Council members, engaged all students into school happenings, and students are regularly featured on the school's Instagram page, sharing information about upcoming Spirit Days, schoolwide expectations, etc. Students are empowered to voice their opinion and explore their interests by developing student-initiated clubs (e.g., running club, recycling club) and taking ownership of their learning through opportunity assignments as an alternative to suspension and other traditional school discipline practices.
Parents	Castlebay engaged parents through various leadership roles. Parents and guardians take roles in Governance, LSLC, ELAC, and committees such as Safety and PBIS. The PTA group Parents and Teachers Helping (PATH) held monthly meetings. Insights parent leaders provided for LCAP/TSP were collected in the Needs Assessment Survey in the month of December 2025 as Castlebay planned for the 2026-2027 School Budget. Data from the budget needs assessment was shared at Coffee with the Principal and to the parent leadership councils. Parents also completed the School Experience Survey yearly to provide insight into funding priorities with school safety and student academics in Spring 2026. Parents reported that they would like to see

	Instructional and supervision aides, intervention classes, support for teacher instruction, and expanding instructional and administrative support. We will continue to monitor parent feedback to make improvements in the academic program. Moreover, parents received weekly Sunday newsletters from the principal and were invited to presentations on special events and school policy such as the Integrated School Safety presentation in September 2025, bi-annual GATE informational meetings, and bi-weekly drop-in office hours with our GATE Coordinator. Community events are hosted at Castlebay to strengthen school spirit and deepen community engagement. Some examples of community events included this fall included the October 2025 Character Counts Assembly, the October 2025 Halloween Parade, Pie Principal Price in October 2025, School Tours on selected Fridays throughout the school year, and the Winter and Spring Music Performances. Moreover, parents were invited to quarterly awards ceremonies, the Spelling Bee for grades 2-5, and were invited to participate in volunteer opportunities (e.g., monthly attendance incentives, pathway to biliteracy language assessments, field trip chaperones).
Staff (Certificated and Classified)	Castlebay engaged certificated and classified staff through various leadership opportunities in committees and councils. They took roles in Instructional Leadership Teams (ILT), Governance, Local School Leadership Council (LSLC), and committees such as Safety, PBIS/TFI, ELA, and Math. Staff meetings were held two to three times two to three times a month to communicate school data, announcements, and training. Insights provided for LCAP/TSP were collected in the Needs Assessment Survey in November2025 as Castlebay planned for the 2026-2027 School Budget in December. Data was communicated in writing and shared at staff meetings. Collaboration structures with iReady staff and grade level teams developed to emphasize the importance of data analysis, and teachers engaged in multiple professional development experiences to more efficiently analyze data. Instructional Assistant Support Meetings were provided monthly to support staff in instructional, behavioral, and social emotional support practices aimed at teaching the whole child. Staff also completed the School Experience Survey yearly to provide insight for funding priorities with academics and school climate. Staff reported that they would like to see support for behaviors, academics, and attendance. Teachers and staff engaged in a variety of leadership and support roles through adjunct and committee work, including but not limited to Student Support and Progress Team (SSPT), Social Committee, Governing Council Representatives, PBIS, Safety, Instructional Leadership Team, etc.

Community	Castlebay Lane Elementary engaged with the community in a variety of ways. First, our school has a variety of parent/community leadership groups and committees (e.g., Local School Leadership Committee, English Language Advisory Committee (ELAC) Safety, Governance, etc.). Parents and community members are invited to attend and actively engage in meetings. The PTA group, PATH, holds monthly meetings. PATH engages community members in fundraising for the student body. Insights provided for LCAP/TSP were collected in the Needs Assessment Survey in the month of December as Castlebay for the School Budget during budget development. Data was shared at monthly Coffee With The Principal meetings and to the parent leadership councils. Our community partners support the development of enrichment activities (e.g., Making Movies that Matter, coding, dance, STEM) provided to students beyond the bell or integrated during the instructional day, and the expansion of educational technology to support instruction.

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

Castlebay Lane Charter meaningfully engaged students, parents, staff, and community partners throughout the LCAP development process to ensure that the adopted plan reflects the priorities, needs, and voices of our educational partners. Feedback was gathered through leadership groups, surveys, meetings, and ongoing communication structures and was directly used to inform resource allocation, program development, and improvement strategies.

Student feedback gathered through Student Council, Brave Equity Leaders, student-initiated clubs, daily announcements, and the School Experience Survey highlighted a strong desire for a safe school environment, increased arts programming, and enrichment opportunities beyond the instructional day. In response, the adopted LCAP includes actions and services focused on strengthening school climate and student engagement through PBIS implementation, social-emotional learning supports, expanded enrichment programming, student leadership opportunities, and restorative practices such as opportunity assignments as alternatives to traditional discipline. Funding was also aligned to support enrichment providers and extracurricular experiences that promote student voice and well-being.

Parent input, collected through governance committees, PATH meetings, Coffee with the Principal sessions, the Needs Assessment Survey, and the annual School Experience Survey, emphasized priorities related to school safety, academic supports, instructional and supervision aides, intervention programming, enrichment opportunities, and expanded instructional technology. As a result, the adopted LCAP prioritizes investments in instructional assistants, targeted academic interventions, enrichment programs beyond the school day, professional development for teachers, enhanced supervision supports, and instructional software and technology to strengthen classroom instruction. Parent feedback also informed continued family engagement programming, communication structures, and safety initiatives.

Staff feedback, gathered through leadership teams, committee participation, staff meetings, needs assessment surveys, and school climate surveys, consistently identified the need for additional support in behavior, academics, attendance, and data-driven instruction. In response, the adopted LCAP includes actions to strengthen PBIS and MTSS structures, expand intervention supports, provide ongoing professional development in data analysis and instructional strategies, enhance collaboration time, and offer targeted instructional assistant training.

Additional resources were allocated to student support systems, attendance interventions, and social-emotional supports aligned to staff-identified needs.

Community partner feedback, collected through leadership councils, PTA meetings, budget needs assessments, and collaborative partnerships, emphasized the importance of enrichment programming, student engagement opportunities, and educational technology expansion. The adopted LCAP reflects this input through continued partnerships that provide arts, STEM, coding, and movement-based enrichment, as well as investments in classroom technology and instructional resources that support high-quality teaching and learning.

Overall, the adopted LCAP was directly shaped by educational partner feedback by prioritizing school safety, academic intervention, enrichment opportunities, staff capacity-building, student voice, and community collaboration. Continuous engagement and monitoring of partner input will guide ongoing adjustments to ensure that the LCAP remains responsive to the evolving needs of Castlebay Lane Charter's students and families.

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.

Castlebay Lane Charter will provide high quality instruction, enriching experiences, eliminating opportunity gaps, and preparing for college and career readiness. Students will attain 40+ points closer to proficiency and 30+ points closer to proficiency based on Smarter Balanced Assessments in ELA and Math. This goal will ensure Academic Excellence to prepare Castlebay students to be ready for the world. Castlebay plans to accomplish high-quality instruction by providing professional development to teachers to deliver impactful, rigorous, standards-based, culturally responsive, and inclusive pedagogy to promote student engagement.

Castlebay will provide high-quality instructional materials, integrate technology and access to elevate the teaching and learning. The administrative team will institute comprehensive systems to observe classroom instruction with feedback. Castlebay will analyze and act upon assessment data to guide instructional planning and personalize learning so all students reach proficiency utilizing the instructional rounds and networked communities using principles of improvement science (e.g., PDSA cycles) to address our school's problem of practice on increasing student-to-student engagement through questioning strategies. Castlebay will know it has accomplished this goal with data from the Smarter Balanced assessments on the California Dashboard.

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 in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** 54.0 **Hispanic/Latino:** 25.4 **RFEP:** 51.0 **Standard English Learner:** 26.4 **Students with Disability:** -33.9 **Low Income:** 27.9 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 48.6 **Hispanic/Latino:** 24.2 **RFEP:** 62.7 **Standard English Learner:** 27.7 **Students with Disability:** -12.8 **Low Income:** 11.6 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 60.8 **Hispanic/Latino:** 31.9 **RFEP:** 49.6 **Standard English Learner:** 36.8 **Students with Disability:** 9.6 **Low Income:** 32.4 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 63.8 **Hispanic/Latino:** 33.2 **RFEP:** 68.7 **Standard English Learner:** 33.7 **Students with Disability:** -6.8 **Low Income:** 25.6	**All Students:** +6.8 **Hispanic/Latino:** +6.5 **RFEP:** -1.4 **Standard English Learner:** +10.4 **Students with Disability:** +43.5 **Low Income:** +4.5
2	**Smarter Balanced in Math - Grades 3-5**	**2022-2023** **All Students:** 41.1 **Hispanic/Latino:** 27.0 **RFEP:** 25.4 **Standard English Learner:** 28.7 **Students with Disability:** -62.3 **Low Income:** 1.4 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 46.7 **Hispanic/Latino:** 21.3 **RFEP:** 61.9 **Standard English Learner:** 19.1 **Students with Disability:** -1.3 **Low Income:** 3.5 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 47.9 **Hispanic/Latino:** 13.6 **RFEP:** 56.8 **Standard English Learner:** 12.7 **Students with Disability:** -10.0 **Low Income:** 17.6 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 54.7 **Hispanic/Latino:** 27.0 **RFEP:** 64.9 **Standard English Learner:** 22.1 **Students with Disability:** 1.7 **Low Income:** 12.5	**All Students:** +6.8 **Hispanic/Latino:** -13.4 **RFEP:** +31.4 **Standard English Learner:** -16.0 **Students with Disability:** +52.3 **Low Income:** +16.2

3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023** **All Students:** 60.6% **Hispanic/Latino:** 40.0% **Standard English Learner:** 38.5% **Students with Disability:** 16.7% **Low Income:** 53.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 65.1% **Hispanic/Latino:** 50.0% **Standard English Learner:** 45.5% **Students with Disability:** N/A **Low Income:** 44.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 63.6% **Hispanic/Latino:** 55.6% **Standard English Learner:** 60.0% **Students with Disability:** 36.4% **Low Income:** 56.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 68.1% **Hispanic/Latino:** 56.0% **Standard English Learner:** 51.5% **Students with Disability:** 22.7% **Low Income:** 50.0%	**All Students:** +3.0% **Hispanic/Latino:** +15.6% **Standard English Learner:** +21.5% **Students with Disability:** +19.7% **Low Income:** +2.6%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023** **All Students:** 77.3% **Hispanic/Latino:** 61.5% **Standard English Learner:** 73.3% **Low Income:** 85.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 73.3% **Hispanic/Latino:** 69.2% **Standard English Learner:** 69.2% **Low Income:** 55.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 76.5% **Hispanic/Latino:** 69.2% **Standard English Learner:** 73.7% **Low Income:** 54.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 79.3% **Hispanic/Latino:** 72.2% **Standard English Learner:** 75.2% **Low Income:** 58.6%	**All Students:** -0.8% **Hispanic/Latino:** +7.7% **Standard English Learner:** +0.4% **Low Income:** -31.2%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023** **All Students:** 80.6% **Hispanic/Latino:** 60.9% **Standard English Learners:** 66.7% **Students with Disability:** 50.0% **Low Income:** 86.7%	**2023-2024** **All Students:** 86.1% **Hispanic/Latino:** 81.3% **Standard English Learners:** 80.0% **Students with Disability:** 81.8% **Low Income:** 77.8%	**2024-2025** **All Students:** 91.8% **Hispanic/Latino:** 83.3% **Standard English Learners:** 83.3% **Students with Disability:** No Data **Low Income:** 89.5%	**2025-2026** **All Students:** 92.1% **Hispanic/Latino:** 84.3% **Standard English Learner:** 86.0% **Students with Disability:** 84.8% **Low Income:** 83.8%	**All Students:** +11.2% **Hispanic/Latino:** +22.4% **Standard English Learners:** +16.6% **Students with Disability:** ±0 **Low Income:** +2.8%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023** **All Students:** 84.3% **Hispanic/Latino:** 77.8% **Standard English Learner:** 81.3% **Students with Disability:** 83.3% **Low Income:** 62.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 79.0% **Hispanic/Latino:** 66.7% **Standard English Learner:** 65.5% **Students with Disability:** 50.0% **Low Income:** 68.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 78.4% **Hispanic/Latino:** 92.9% **Standard English Learner:** 92.9% **Students with Disability:** 66.7% **Low Income:** 72.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 82.0% **Hispanic/Latino:** 72.7% **Standard English Learner:** 71.5% **Students with Disability:** 56.0% **Low Income:** 74.4%	**All Students:** -5.9% **Hispanic/Latino:** +15.1% **Standard English Learner:** +11.6% **Students with Disability:** -16.6% **Low Income:** +10.2%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 46.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 23.1% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 16.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 26.1%	**All Students:** -30.7%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 68.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 31.2% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 71.8%	**All Students:** -37.6%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 45.2% **Low Income:** 53.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 20% **Low Income:** 15.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 28.0% **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 28.0% **Low Income:** 20.0%	**All Students:** -17.2% **Low Income:** ±0
10	**Percent of Students with Disabilities Who**	**2022-2023** **All Students:** 98.2%	**2023-2024** **All Students:** 100%	**2024-2025** **All Students:** 97.4%	**2025-2026** **All Students:** 100.0%	**All Students:** -0.8%

	Are in the General Education Program at Least 80% of the School Day	**Hispanic/Latino:** 100.0% **Standard English Learners:** 100.0% **Low Income:** 93.3% *Source: Open Data Dashboard*	**Hispanic/Latino:** 100.0% **Standard English Learners:** 100.0% **Low Income:** 100.0% *Source: Open Data Dashboard*	**Hispanic/Latino:** 100.0% **Standard English Learners:** 100.0% **Low Income:** 92.0% *Source: Open Data Dashboard*	**Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**Hispanic/Latino:** 0% **Standard English Learners:** 0% **Low Income:** -1.3%
11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023 All Students:** 62.5% *Source: Open Data Dashboard*	**2023-2024 All Students:** 64.3% *Source: Open Data Dashboard*	**2024-2025 All Students:** 83.3% *Source: Open Data Dashboard*	**2025-2026 All Students:** 73.0%	**All Students:** +20.8%
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023 All Students:** 9.4% *Source: Open Data Dashboard*	**2023-2024 All Students:** 80.8% *Source: Open Data Dashboard*	**2024-2025 All Students:** 75.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 83.8%	**All Students:** +65.6%

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

This action was fully implemented to address the needs of all students. Base Instructional Supports, including General Fund School Program action focused the provision of high-quality, standards-aligned core instruction for all students. Teachers utilized differentiated instructional strategies, including small-group instruction, to meet diverse learner needs. The school employed principles of continuous improvement to support instructional refinement and teacher growth. Monthly instructional rounds were conducted schoolwide to promote reflective practice. The Instructional Leadership Team met regularly to review instructional data and identify focus areas for ongoing improvement. Ongoing efforts include aligning school priorities such as instructional rounds with the district calendar, and adjustments to the school calendar were made in collaboration with the administrative team and certificated members.

Action 2: Special Education Supports

This action was implemented to address the needs of students. The Special Education Supports action was implemented through a fully staffed special education resource program providing targeted supports for students with disabilities. The school improved systems for IEP development, assessment, and service delivery to ensure compliance and instructional alignment. A multi-tiered system of support was used to deliver academic and social-emotional interventions in ELA and mathematics. Instruction was provided using a combination of push-in and push-out models tailored to individual student strengths and needs. Additional School Psychologist time supported assessment, collaboration, and targeted student services. A key priority was to support the influx of behavioral needs and assessments for incoming primary students, reducing the number of staff members available to support our push-in and push-out services.

Action 3: Charter School Categorical Block Grant

This action was implemented to address the needs of all students. Charter School Categorical Block Grant was implemented through the use of Charter School Categorical Block Grant funds to support key instructional, leadership, and operational positions. Funded roles included the Assistant Principal, Office Technician, instructional staff, and substitute coverage to support professional learning. The Assistant Principal supported instruction through classroom observations, evaluation processes, professional development, and leadership of instructional teams. Substitute coverage enabled teachers to participate in peer observations and instructional rounds. Instructional materials, supplies, and copier maintenance ensured consistent access to standards-aligned resources. A key priority with this action was to align the school priorities schedule with the district schedule.

Action 4: Class Size Reduction

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Castlebay Lane Charter. This action was implemented through staffing allocations designed to maintain smaller class sizes across grade levels. Reduced class sizes allowed teachers to provide more individualized instruction and targeted academic support. Teachers differentiated instruction and provided scaffolding and interventions based on student needs. Class size reduction supported instructional flexibility and increased

opportunities for student engagement during core instruction. Our school generated one additional teaching station in primary bands at Norm Day to support class size reduction. Ongoing efforts are to address the lack of eligible candidates available to fill the open position, and we were not able to offer the position to a candidate until late December 2025.

Action 5: Supplemental Arts Education

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Castlebay Lane Charter. Through the provision of supplemental arts programming, including music and other creative disciplines. Arts instruction was integrated into the school's academic program to support creativity, engagement, and varied learning modalities. Expanded arts opportunities allowed students multiple avenues to demonstrate strengths and talents. Teachers incorporated arts-based strategies to support student expression and higher-order thinking. Arts programming was accessible to students across grade levels.

Action 6: Supplemental Afterschool Programs

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Castlebay Lane Charter. This action was implemented through collaboration with an afterschool provider to offer structured enrichment and academic support programs. Afterschool programming included STEAM-focused activities such as computer sciences aligned to 21st-century learning skills. The school coordinated with the afterschool provider to align instructional practices and support academic growth. Programs emphasized computational thinking, problem-solving, and creative communication. Afterschool services extended learning opportunities beyond the regular school day and did not experience any challenges in implementation.

Action 7: Charter Supplemental/Concentration Funds in Lieu of EIA

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Castlebay Lane Charter, to support targeted instructional staffing and materials. An instructional aide was assigned to support transitional kindergarten instruction and classroom routines. Funds were also used to purchase instructional materials and general supplies aligned to academic program needs. These resources supported differentiated instruction and classroom implementation. Staffing and materials ensured consistent access to instructional supports for students. Areas of focus include, unexpected staffing changes mid-year made implementation challenging due to the time involved in the recruitment, interviewing, and hiring process for classified employees.

Action 8: SENI Investments towards Academic Excellence

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Castlebay Lane Charter, to strengthen academic supports for students, with a focus on equity and targeted intervention. Tutoring systems were coordinated and refined to provide academic support across content areas, including mathematics. The Assistant Principal served in multiple leadership roles to oversee tutoring, intervention coordination, and subgroup support. Instructional supports were designed to address the needs of historically underserved students while remaining accessible to all learners. These investments supported the consistent delivery of academic interventions and instructional oversight.

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 Instructional Supports, including General Fund School Program

The percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in 2025 for English Language Arts (ELA) was 75%, an increase of 4% from 2024. The Distance from standard (DFS) in 2025 was 60.8, up from 40.3 in 2024, an increase of 20.5 points.

The percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in Mathematics was 71%, a decrease of 5% from 2024. The Distance from standard (DFS) in 2025 was 47.9, down from 48.9 in 2024, a decrease of one point.

Effectiveness: The SBA growth data for ELA indicated that our strategy to provide good first instruction to all students was successful, while the stagnant Mathematics data indicated a need to adjust our actions to see growth. The overall strategy was to employ principles of networked cycles of improvement to support teachers in refining their practices through differentiated and small group instruction, while providing teachers the choice to focus on improvements in ELA or Mathematics by applying principles of andragogy to promote teacher growth. We engaged in schoolwide monthly instructional rounds to support teacher growth.

The Instructional Leadership Team met monthly to analyze data collected during instructional rounds and student growth data, and used that information to identify areas of strength and growth areas. From here, our team developed a problem of practice for 2025-2026, which centered on questioning strategies to support student-to-student engagement as a method in accelerating growth for all learners, including our advanced learners.

Based on the SARC data, the percentage of students at Castlebay meeting or exceeding state standards on the SBA in math was more than double for the 2023-2024 school year, indicating that while our data stagnated, the academic instructional program at our school results in higher outcomes than in California as a whole.

Action 2: Special Education Supports

In 2025, the percentage of 3rd through 5th grade students with disabilities meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) was 51%, an increase of 15% from 2024. The Distance from standard (DFS) in 2025 was 5.6, up from -34.2 in 2024, an increase of 28.6 points.

In 2025, the percentage of 3rd through 5th grade students with disabilities meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in Mathematics was 45%, an increase of 3% from 2024. The Distance from standard (DFS) in 2025 was -16.7, up from -20.2 in 2024, an increase of 3.5 points.

Effectiveness: This data for ELA and Mathematics indicated that the special education supports listed in LCAP were effective, as there is a positive correlation between implementing special education supports at Castlebay Lane Charter and academic outcomes for students

receiving supports. Some of those supports included a robust, fully staffed resource program, improving systems for IEP meetings and assessments, purchasing an extra day for the school psychologist, employing a multi-tiered system of support for supporting our students with disabilities, and offering additional interventions in ELA and Mathematics for our focus students. We also utilized a combination of push-in and push-out instructional models that were centered on individual student strengths and needs.

Action 3: Charter School Categorical Block Grant

In 2025, the percentage of 3rd through 5th grade students with disabilities meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) was 51%, an increase of 15% from 2024. The Distance from standard (DFS) in 2025 was 5.6, up from -34.2 in 2024, an increase of 28.6 points.

The percentage of 3rd through 5th grade students with disabilities meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in Mathematics was 45%, an increase of 3% from 2024. The Distance from standard (DFS) in 2025 was -16.7, up from -20.2 in 2024, an increase of 3.5 points.

Effectiveness: Based on the achievement data, the decision to fund key positions and resources including the Assistant Principal, Office Technician, Classroom Teacher, substitute days for the ELD Teacher and Learning Lab Teacher, YMCA Psychomotor program for grade-level planning, as well as the Toshiba copier maintenance, general supplies, and instructional materials, was positively correlated with academic progress and improvement.

This evidence suggests that this action was effective in supporting both instructional quality and student outcomes. Several factors contributed to this effectiveness. The Assistant Principal position played a central role in supporting instruction through informal classroom observations, facilitating the formal evaluation cycle, and organizing and leading meetings such as the Instructional Leadership Team and weekly professional development sessions. The Assistant Principal also collaborated closely with the district, serving as a liaison for instructional strategies and initiatives, and shared this information with staff to strengthen classroom practice. Additionally, the Assistant Principal served as the English Learner Designee, Tutoring Designee, and Data Champion, providing targeted support to teachers and addressing the needs of specific student subgroups.

The Office Technician position provided essential operational and instructional support that contributed to overall school effectiveness. Responsibilities included managing records, ordering and distributing textbooks, organizing volunteer opportunities for families, and maintaining a welcoming school environment. The Office Technician also supported teachers with the Toshiba copier contract, ensuring instructional materials were readily available.

Furthermore, substitute coverage allowed teachers to engage in peer observations, instructional rounds, and professional learning focused on teacher and student growth goals. Instructional materials and general supplies purchased through these funds directly supported student achievement by ensuring that all resources were standards-aligned, culturally responsive, and integral to the school's academic program.

Action 4: Class Size Reduction

In 2025, the percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment

(SBA) in English Language Arts (ELA) was 75%, an increase of 4% from 2024. The Distance from standard (DFS) in 2025 was 60.8, up from 40.3 in 2024, an increase of 20.5 points.

In 2025, the percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in Mathematics was 71%, a decrease of 5% from 2024. The Distance from standard (DFS) in 2025 was 47.9, down from 48.9 in 2024, a decrease of one point.

Looking specifically at data for the students with disabilities and English learners, our school does not have enough students in the two subgroups to analyze in terms of the Smarter Balanced Assessment.

For English Learner Progress Indicator (ELPI), 66.7% of students who are English Learners were reported to be making progress in 2024, a 2.1% decline from 2023. It is important to note that the number of students who qualified for ELPI was 12 for 2024. For 2024, 45.7% of students across the State of California met ELPI.

Effectiveness: The SBA growth data for ELA indicated that this strategy is successful, while the stagnant Mathematics data indicated a need to adjust our actions to see growth. Moreover, comparing school to state ELPI indicated that the strategies employed to reduce class size was correlated with higher achievement in English language progress. The ELPI data indicated that our strategy is showing Success.

Action 5: Supplemental Arts Education

In 2025, the percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment

(SBA) in English Language Arts (ELA) was 75%, an increase of 4% from 2024. The Distance from standard (DFS) in 2025 was 60.8, up from 40.3 in 2024, an increase of 20.5 points.

In 2025, the percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in Mathematics was 71%, a decrease of 5% from 2024. The Distance from standard (DFS) in 2025 was 47.9, down from 48.9 in 2024, a decrease of one point.

In the 2023-2024 school year, 16 students were referred for the Gifted and Talented Education (GATE) classification. In the 2024-2025 school year, 109 students were referred for the Gifted and Talented Education (GATE) classification. This was an increase of 93 referrals over one school year.

Effectiveness: The SBA growth data for ELA indicated that this strategy is successful, while the stagnant Mathematics data indicated a need to adjust our actions to see growth. Although music is not a casual relationship to mathematics achievement, we increased the funding for music education for the 2025-2026 school year. Some research indicated that there is a small to moderate positive effect or music instruction on academic outcomes in math (Akin, 2023). GATE referral data also indicated success in Action 5, Supplemental Arts Education such that providing expanded opportunities for different learners in our school provided multiple avenues for students to indicate giftedness through varied outputs. Our success with gifted education also resulted in Castlebay Lane Charter being designated one of five new Schools for Advanced Studies in LAUSD for the 2026-2031 school years for exemplary GATE practices.

Action 6: Supplemental Afterschool Programs

In 2025, the percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) was 75%, an increase of 4% from 2024. The Distance from standard (DFS) in 2025 was 60.8, up from 40.3 in 2024, an increase of 20.5 points.

In 2025, the percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in Mathematics was 71%, a decrease of 5% from 2024. The Distance from standard (DFS) in 2025 was 47.9, down from 48.9 in 2024, a decrease of one point.

Effectiveness: The SBA growth data for ELA indicated that this strategy is successful, while the stagnant Mathematics data indicated a need to adjust our actions to see growth. Castlebay Lane collaborates with the afterschool provider to share coherent practices to support growth in mathematics education. One example of this is to support 21st century learning skills under the ISTE standards through robotics and other STEAM-related programs. Robotics and STEAM support students through principles such as computational thinking and creative communication, which falls under the ISTE framework.

Action 7: Charter Supplemental/Concentration Funds in Lieu of EIA

In 2025, the percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) was 75%, an increase of 4% from 2024. The Distance from standard (DFS) in 2025 was 60.8, up from 40.3 in 2024, an increase of 20.5 points.

In 2025, the percentage of 3rd through 5th grade students meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in Mathematics was 71%, a decrease of 5% from 2024. The Distance from standard (DFS) in 2025 was 47.9, down from 48.9 in 2024, a decrease of one point.

Effectiveness: The SBA growth data for ELA indicated that this strategy is successful, while the stagnant Mathematics data indicated a need to adjust our actions to see growth. At this time, the effectiveness of hiring an instructional aide for transitional kindergarten will continue to be monitored and reported on the Annual Update LCAP. Instructional materials and general supplies purchased through these funds directly supported student achievement by ensuring that all resources were standards-aligned, culturally responsive, and integral to the school's academic program.

Action 8: SENI Investments towards Academic Excellence:

In 2025, the percentage of 3rd through 5th grade students with low socioeconomic status meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) was 53%, a decrease of 6% from 2024. The Distance from standard (DFS) in 2025 was 22.5, up from 3.4 in 2024, an increase of 19.1 points.

In 2025, the percentage of 3rd through 5th grade students with low socioeconomic status meeting or exceeding standards on the Smarter Balanced Assessment (SBA) in Mathematics was 71%, a decrease of 5% from 2024. The Distance from standard (DFS) in 2025 was 47.9, down from 48.9 in 2024, a decrease of one point.

Effectiveness: While the percentage of students with low socioeconomic status meeting or exceeding standard in ELA decreased by 6%, the DFS increased by more than 19 points. This indicated that while there was a slight drop in the total percentage of students meeting standard, the students who did meet standard increased their growth at a higher level than in the prior year. This indicated that while we need to do more to support individual students, the subgroup as a whole is showing improvement, indicating that the SENI Investments toward Academic Excellence are yielding positive results.

For Mathematics, the percentage of students meeting or exceeding standard on the SBA remained constant at 54% for 2024 and 2025, with an increase of 0. However, the DFS in Mathematics in 2025 was 4.4, up from 0.6, an increase of 3.8. This data indicated that Castlebay has additional work in supporting Academic Excellence for our students in Mathematics, however the overall achievement of our students who have low socioeconomic status is increasing due to the rise in DFS between 2024 and 2025. The assistant principal, who also serves as the Tutoring Designee, TSP Coordinator, and English learner designee, refined tutoring systems to hone in on Mathematics through the lens of supporting students who have historically been marginalized and offering intervention support to all students. This practice of serving the underserved and branching out to support all students is aligned with concepts to promote equity for subgroups and all learners.

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.

Castlebay Lane 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 Castlebay Lane Charter's 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	Base Instructional Supports, including General Fund School Program	Castlebay Lane Charter will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $4,169,963 **School Discretionary Fund Cost: $451,055**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Castlebay Lane Charter to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,590,466	N
3	Charter School Categorical Block Grant	Castlebay Lane Charter will continue to support all students by ensuring that students are safe and supported on campus and have access to a high-quality instructional program through the work of our assistant principal, supervision and instructional aides, and an Office Technician for the 2026-2027 school year.	**School Discretionary Fund Cost: $309,426**	N
4	Class Size Reduction	Los Angeles Unified will continue to support smaller class sizes and supports for English Learners, students in foster care, and low income students at Castlebay Lane Charter.	District Cost: $1,047,914	Y
5	Supplemental Arts Education	Castlebay Charter will continue to implement Arts Education to support Academic Excellence for different learners in our school. Additional time for the music teacher was added to support all grade levels.	District Cost: $105,020	Y
	Supplemental Afterschool Programs	Castlebay 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 Castlebay Charter LCAP.		
6	Charter Supplemental/Concentration Funds in Lieu of EIA	Castlebay Lane Charter will continue to support English learner, low income and foster youth students by ensuring access to a high-quality education through the purchase of a full-time TK Instructional Aide, IT support, and instructional materials.	**School Discretionary Fund Cost: $38,865**	Y

7	SENI Investments towards Academic Excellence	Castlebay Lane Charter will continue to support all students by ensuring that students have access to a rigorous, equity-driven instructional program rooted in improving instruction through the work of the assistant principal, along with sub release time for teachers to engage in job-embedded professional development and instructional materials for the 2026-2027 school year.	**School Discretionary Fund Cost: $125,073**	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.

Castlebay students will continue to demonstrate growth of 1-2% annually, in the social-emotional learning competencies of growth mindset, self-efficacy, self-management, and social awareness, as measured on the School Experience Survey. Castlebay developed this goal to align with Pillar 2 of the strategic plan to ensure that our students are thriving and fully engaged in their academic experience.

Castlebay plans to provide welcoming, safe, affirming, and inclusive learning environments. Promoting well-being through wellness and health services. Cultivating and modeling strong social-emotional skills, and promoting regular attendance to support Tier 1 teaching and learning. To accomplish the goal, Castlebay will build the capacity of staff to implement affirming, welcoming, and trauma-informed practices. Castlebay will create asset-based and culturally responsive classrooms that value and celebrate diversity and continue to develop our team of support personnel to promote student wellness and engage and build the capacity of families to support attendance. The administrative team will institute comprehensive systems to observe classroom instruction with feedback and use the School Experience Survey results to assess progress toward the goal and to know when it is accomplished.

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:** 40.5% **African American/Black:** 43.8% **Hispanic/Latino:** 32% **English Learner:** 30.4% **RFEP:** 48.6% **Standard English Learner:** 35.1% **Students with Disability:** 21.4% **Low Income:** 31.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 53.6% **African American/Black:** 58.8% **Hispanic/Latino:** 50.4% **English Learner:** 32.1% **RFEP:** 70.8% **Standard English Learner:** 52.9% **Students with Disability:** 43.6% **Low Income:** 43.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 53.7% **African American/Black:** 60.0% **Hispanic/Latino:** 49.2% **English Learner:** 45.8% **RFEP:** 56.5% **Standard English Learner:** 51.9% **Students with Disability:** 42.1% **Low Income:** 41.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 56.6% **African American/Black:** 61.8% **Hispanic/Latino:** 53.4% **English Learner:** 48.1% **RFEP:** 73.8% **Standard English Learner:** 55.9% **Students with Disabilities:** 46.6% **Low Income:** 46.8%	**All Students:** +13.2% **African American/Black:** +16.2% **Hispanic/Latino:** +17.2% **English Learner:** +15.4% **RFEP:** +7.9% **Standard English Learner:** +16.8% **Students with Disability:** +20.7% **Low Income:** +10.0%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 19.4% **African American/Black:** 0% **Hispanic/Latino:** 24% **English Learner:** 27.3% **RFEP:** 24.3%	**2023-2024** **All Students:** 15% **African American/Black:** 14% **Hispanic/Latino:** 20% **English Learner:** 32% **RFEP:** 4%	**2024-2025** **All Students:** 13.7% **African American/Black:** 12.5.% **Hispanic/Latino:** 15.2% **English Learner:** 30.4% **RFEP:** 8.7%	**2025-2026** **All Students:** 11.4% **African American/Black:** 0.0% **Hispanic/Latino:** 13.0% **English Learner:** 24.3% **RFEP:** 3.0%	**All Students:** -5.7% **African American/Black:** +12.5% **Hispanic/Latino:** -8.8% **English Learner:** +3.1% **RFEP:** -15.6%

		Standard English Learner: 19.8% **Students with Disability:** 35.2% **Low Income:** 28.7% *Source: Open Data Dashboard*	**Standard English Learner:** 19% **Students with Disability:** 24% **Low Income:** 26% *Source: Open Data Dashboard*	**Standard English Learner:** 13.3% **Students with Disability:** 20.0% **Low Income:** 22.7% *Source: Open Data Dashboard*	**Standard English Learner:** 11.3% **Students with Disabilities:** 18% **Low Income:** 20.7%	**Standard English Learner:** -6.5% **Students with Disability:** -15.2% **Low Income:** -6.0%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5** **(District Calculation)**	**2022-2023** **All Students:** 23.7% **African American/Black:** 6.3% **Hispanic/Latino:** 28.8% **English Learner:** 39.1% **RFEP:** 22.9% **Standard English Learner:** 24.4% **Students with Disability:** 42.9% **Low Income:** 33.1% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 21.5% **African American/Black:** 5.9% **Hispanic/Latino:** 23.6% **English Learner:** 42.9% **RFEP:** 8.3% **Standard English Learner:** 20.6% **Students with Disability:** 29.1% **Low Income:** 30.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 18.2% **African American/Black:** 25.0% **Hispanic/Latino:** 18.5% **English Learner:** 29.2% **RFEP:** 8.7% **Standard English Learner:** 17.8% **Students with Disability:** 26.3% **Low Income:** 26.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 16.2% **African American/Black:** 3.9% **Hispanic/Latino:** 16.5% **English Learner:** 27.7% **RFEP:** 6.3% **Standard English Learner:** 15.8% **Students with Disabilities:** 24.3% **Low Income:** 24.7%	**All Students:** -5.5% **African American/Black:** +18.7% **Hispanic/Latino:** -10.3% **English Learner:** -9.9% **RFEP:** -14.2% **Standard English Learner:** -6.6% **Students with Disability:** -16.6% **Low Income:** -6.4%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 44% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 58.2% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 62.7% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 54.2%	**All Staff:** +18.7%

5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.16% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.15% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.0%	**All Students:** +0.14%
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *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:** 87.7% **Hispanic/Latino:** 90% **RFEP:** 76.5% **Standard English Learners:** 90.2% **Students with Disability:** 76.9% **Low Income:** 92.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 90.1% **Hispanic/Latino:** 97.1% **RFEP:** N/A **Standard English Learners:** 97.6% **Students with Disability:** 76.9% **Low Income:** 93.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 86.3% **Hispanic/Latino:** 87.5% **RFEP:** 83.3% **Standard English Learners:** 87.8% **Students with Disability:** 82.4% **Low Income:** 77.6% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 93.1% **Hispanic/Latino:** 98.0% **RFEP:** 79.5% **Standard English Learner:** 98.0% **Students with Disabilities:** 85.4% **Low Income:** 96.8%	**All Students:** -1.4% **Hispanic/Latino:** -2.5% **RFEP:** +6.8% **Standard English Learners:** -2.4% **Students with Disability:** +5.5% **Low Income:** -14.9%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 89.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 93.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** +0.6%

10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 97.4% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 100% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 98.2% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 100.0%	**All Staff:** +0.8%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 69.7% **Hispanic/Latino:** 72.5% **RFEP:** 47.1% **Standard English Learners:** 73.2% **Students with Disability:** 53.8% **Low Income:** 72.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 73.7% **Hispanic/Latino:** 72.7% **RFEP:** N/A **Standard English Learners:** 74.4% **Students with Disability:** 46.2% **Low Income:** 83% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 77.2% **Hispanic/Latino:** 80.0% **RFEP:** 91.7% **Standard English Learners:** 78.0% **Students with Disability:** 76.5% **Low Income:** 79.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 80.0% **Hispanic/Latino:** 83.0% **RFEP:** 94.7% **Standard English Learner:** 81.0% **Students with Disability:** 79.5% **Low Income:** 86.0%	**All Students:** +7.5% **Hispanic/Latino:** +7.5% **RFEP:** +44.6% **Standard English Learners:** +4.8% **Students with Disability:** +22.7% **Low Income:** +6.8%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 91.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 93.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 93.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 96.3%	**All Parents:** +2.1%
13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 84.6% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 87.5% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 86.7% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 90.5%	**All Staff:** +2.1%

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

Base-Funded Health Supports was implemented to support all students, through the provision of full-time nursing services to support student health and attendance. A school nurse was on campus five days per week to monitor student health, manage medical needs, and respond to health-related concerns. The nurse worked closely with students, families, and school staff to ensure timely care and communication. Health services supported students in maintaining consistent attendance and participation in instructional programs.

Action 2: Base-Funded School Climate Support Staff

Base-Funded School Climate Support Staff was implemented to support all students through the assignment of base-funded school climate support staff to address student safety and social-emotional needs. A full-time Psychiatric Social Worker provided Tier 1, Tier 2, and Tier 3 supports through classroom lessons, small-group counseling, and individual student services. In response to community emergencies, the school implemented preparedness activities, including a schoolwide relocation drill, to ensure students and staff understood safety procedures. These supports focused on promoting a sense of safety, belonging, and emotional regulation for students.

Action 3: Supplemental School Climate Support Staff

This action was implemented through supplemental funding to expand mental health and school climate staffing. A full-time Psychiatric Social Worker provided counseling and social-emotional supports using a multi-tiered approach. Additional School Psychologist time was funded to provide targeted Tier 3 services and to collaborate with the PSW and administration. Together, these staff coordinated interventions and supports for individual students and student subgroups. This staffing structure supported consistent delivery of schoolwide and targeted social-emotional supports.

Action 4: SENI Investments toward Joy and Wellness

This action was implemented through SENI investments to expand services focused on student connectedness, joy, and wellness. Additional School Psychologist time was funded to provide counseling, consultation, and collaboration with school support staff. The School Psychologist worked within a multi-tiered system to support individual students and identified groups. These services were coordinated with other support roles, including the Psychiatric Social Worker and homeless liaison. The action supported schoolwide efforts to foster positive relationships and student well-being.

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

No material differences.

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

Action 1: Base-Funded Health Supports

65% of students had Proficient/Advanced Attendance with 96% or higher. This is an increase of 10.79% from the 2024-2025 metric of 54.21%.

Effectiveness: This data indicated that the addition of a full-time nurse in the 2024-2025 school year, and continuing in the 2025-2026 school year is positively correlated with an increase in students with attendance at 96% or higher.

Action 2: Base-Funded School Climate Support Staff

86% of students reported they felt safe at school on the 2024-2025 School Experience Survey, an increase of 10% from the Los Angeles Unified Rate of 76%. This was a decrease of 4% from the 90% response for Castlebay students in the 2023-2024 school year.
At Castlebay Lane Charter, 77% of students reported feeling like they are a part of this school on the 2024-2025 School Experience Survey, an increase of 5% from the Los Angeles Unified Rate of 72%. For Castlebay, this was an increase of 3% from the 2023-2024 school year.

Effectiveness: This decrease in students reporting they feel safe in this school is most likely due to the multiple wildfires that took place last school year, prior to the administration of the School Experience Survey. We held a schoolwide relocation drill to practice strategies on what to do in case of an emergency, such as a wildfire. This strategy provided the school community with clear expectations on what to do in case our school must relocate due to an emergency. Namely, by educating our school community, our plan of action is to support students in feeling safe at our school. This drill was in addition to the annual Great Earthquake Shakeout Drill taking part every October, further demonstrating our commitment to safety for Castlebay students, staff, and community.

Our school has a 5 day per week PSW that provides Tier 1, 2, and 3 support for our students through push in whole class lessons, small group counseling support for student subgroups, and individual student support. Students participating with counseling services learn strategies for self-regulation and coping mechanisms, which make them feel higher levels of belonging. Given that the position of psychiatric social worker was implemented in the 2024-2025 school year, the increase in students reporting that they feel like they are part of this school indicated that the strategies we are using appeared to have a positive impact on the data.

Action 3: Supplemental School Climate Support Staff

At Castlebay Lane Charter, 86% of students reported they felt safe at school on the School Experience Survey, an increase of 10% from the Los Angeles Unified District Rate of 76% for the 2024-2025 school year.

This was a decrease of 4% from the 90% response for Castlebay students in the 2023-2024 school year. This decrease in students reporting they feel safe in this school is most likely due to the multiple wildfires that took place last school year, prior to the administration of the School Experience Survey. At Castlebay Lane Charter, 77% of students reported feeling like they are a part of this school, an increase of 5% from the Los Angeles Unified District Rate of 72% in the 2024-2025 school year. For Castlebay, this was an increase of 3% from the 2023-2024 school year.

Effectiveness: Our school has a 5 day per week PSW that provides Tier 1, 2, and 3 support for our students through push in whole class

lessons, small group counseling support for student subgroups, and individual student support. Students participating with counseling services learn strategies for self-regulation and coping mechanisms, which make them feel higher levels of belonging. Moreover, our school funds an additional day for our school psychologist who works closely with our psychiatric social worker and administrator to provide Tier 3 services for targeted student subgroups. Given that the position of psychiatric social worker was implemented in the 2024-2025 school year, the increase in students reporting that they feel like they are part of this school indicated that the strategies we are using are working, even though there was a small decrease in students reporting they feel safe at school during the 2024-2025 school year, to which we attribute the impact of the wildfires.

Action 4: SENI Investments toward Joy and Wellness

At Castlebay Lane Charter, 86% of students reported they felt close to people at this school on the School Experience Survey, an increase of 13% from the Los Angeles Unified District Rate of 73% for the 2024-2025 school year. This was an increase of 2% from the 84% response for Castlebay students in the 2023-2024 school year.

Effectiveness: An additional day for the school psychologist provided more opportunities for students to feel close to people at our school and positively impacted overall outcomes for student connectedness. For example, the school psychologists collaborate with our homeless liaison, psychiatric social worker, and other parties to provide student support through a multi-tiered system. The school psychologist also serves on the Positive Behavior and Support (PBIS) committee, leading the Tier 3 system refinement of the Tiered Fidelity Index (TFI) while supporting individual students and student subgroups as needed.

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

No significant planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Castlebay Lane Charter will continue to receive nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Castlebay Lane Charter will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional supports so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Castlebay Lane Charter will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	To support the overall well-being of Castlebay students, our school purchased additional time for our school psychologist to support students requiring Tier 3 support, in addition to a full-time building and grounds worker to maintain the school's upkeep under Tier 1 for the 2026-2027 school year.	**School Discretionary Fund Cost: $35,173**	Y

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.

This goal focused on strengthening the already existing partnerships with parents and the broader Castlebay Lane Charter community. Castlebay thrives on the belief that a strong, two-way partnership between home and school is essential to student success. Through ongoing communication, collaborative events, and shared decision-making, we aim to ensure that families feel informed, valued, and actively involved in their children's education. When parents and educators work together toward common goals, students experience greater social-emotional well-being, increased motivation, and higher academic achievement. By continuing to nurture these partnerships, Castlebay Lane Charter fosters a supportive, inclusive environment where every child can flourish both in and out of the classroom.

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:** 76% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 82.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 78.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 85.7%	**All Parents:** +2.6%
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:** 85.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 88.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.6%	**All Parents:** +2.9%
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:** 79.5% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 84.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 80.4% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 87.3%	**All Parents:** +0.9%

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:** 93.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 94.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 94.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.5%	**All Parents:** +1.2%

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 Engagement and Collaboration

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Castlebay Lane Charter. SENI Engagement and Collaboration was implemented through SENI investments to support family engagement and communication systems across the school. The school provided ongoing opportunities for parent and guardian involvement through regular meetings, workshops, and school events. Consistent communication was maintained through the principal's weekly newsletter, written notices, and verbal communication to ensure information was accessible and understandable. School staff, including the Community Representative and Office Technician, supported families by sharing information about programs, resources, and engagement opportunities. Access to digital engagement tools, including the Parent Portal, was promoted to support family access to student information and school resources. No challenges were encountered in the implementation of Action 1.

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 Engagement and Collaboration

The percent of parents reporting on the 2024-2025 School Experience Survey: "This school includes me in important decisions about my child's education" was 79%, a drop of 4% from the previous school year.

The percent of parents reporting on the 2024-2025 School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" was 88%, an increase of 0% from the previous school year.

The percent of parents reporting on the 2024-2025 School Experience Survey: "This school provides instructional resources to help me support my child's education" was 80%, a drop of 4% from the previous school year.

The percent of Parents Reporting on the School Experience Survey: "This school provides me with Information (verbal and written) I can understand" was 95%, an increase of 0% from the previous school year.

The percent of students with a parent enrolled in the Parent Portal was 88%.

Effectiveness: Results from the 2024-2025 School Experience Survey showed mixed outcomes regarding parent perceptions of engagement and access to information. Overall, while communication clarity remains a strong area at 95%, the data suggests that efforts to deepen parents' active involvement in decision-making and academic support could be strengthened. The stable score for accessibility of workshop information (88%) indicated that the Community Representative and Office Technician roles were effective in maintaining communication Systems.

Future efforts will focus on increasing parents' sense of partnership and empowerment in their child's education. One area of growth is to increase the percent of parents enrolled in the Parent Portal, data indicated that students do not have a parent/guardian connected. The strategy was partially effective as it successfully maintained clear and accessible communication but showed a slight decline in parents' perceptions of involvement and support. Targeted improvements in two-way engagement activities and parent leadership opportunities may help reverse these declines and further strengthen the home-school connection.

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

No significant planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	To support engagement and build strong relationships, Castlebay Lane charter will fund an Office Technician to create a welcoming environment to school visitors, students, and staff for the 2026-2027 school year.	**School Discretionary Fund Cost: $70,011**	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.

Castlebay has developed this goal to promote and improve access to Los Angeles Unified's leading-edge programs so our families are excited to stay and continue learning at our school.

Castlebay Lane Charter will improve and maintain state-of-the-art facilities, provide access to modern technology, and establish powerful new ways to analyze data and budgets to make the best decisions to serve our students. Castlebay plans to develop comprehensive data-driven systems to inform decision-making, efficiently implement equitable and sustainable school budgets, and make Castlebay a school of choice for families.

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

This action was implemented to address the needs of all students and was implemented through ongoing LAUSD support to ensure affiliated charter operations meet basic and state requirements. During the 2023–2024 school year, Castlebay Lane Charter implemented systems and procedures to maintain facilities rated “Good” with an overall “Exemplary” designation, reflecting consistent attention to maintenance and safety.

The school also implemented credential monitoring processes, resulting in 100% of teachers being fully credentialed or properly assigned. In addition, procedures were in place to provide 100% of students with standards-based instructional materials in compliance with the Williams Act, with continued coordination needed in the area of Visual and Performing Arts. Leadership and support staff played a key role in carrying out these operational systems to ensure compliance and smooth daily operations.

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 available SARC Report data, Castlebay Lane Charter has overall been successful at ensuring that basic and state conditions are met:

All areas of the School Facility Good Repair Status and Overall Rating were noted as “Good” for Repair Status.

100% of all students are provided with standards-based instructional materials by meeting Williams Act, except for the content area of Visual and Performing Arts, which is unknown that our district provides access to Visual and Performing Arts textbooks for elementary.

Effectiveness: Castlebay Lane Charter has demonstrated a strong commitment to operational effectiveness through its systems, staffing, and facilities initiatives, and the available SARC data provides tangible evidence of how many of these investments are yielding positive outcomes through ongoing district support.

According to the SARC report, all areas of the “School Facility Good Repair Status and Overall Rating” were noted as “Good” for

repair status, and the school was awarded an overall rating of Exemplary. This shows that the systems and processes around facility maintenance and safety are functioning at a high level. The presence of clean, safe, well-maintained facilities creates a stable foundation for teaching and learning and speaks to effective leadership, responsive operations, and attention to detail.

Castlebay Lane Charter, consistently tracks this metric and reports it publicly as evidence of operational discipline and accountability. On the instructional materials front, Castlebay reports 100% of students are provided with standards-based instructional materials in compliance with the Williams Act (except in the content area of Visual and Performing Arts). This indicated the school's supply chain, instructional resource management, and compliance systems are largely functioning as intended. Having qualified staff in key roles, such as the Office Technician and support staff, ensures that documentation, tracking, distribution, and reporting processes are handled efficiently and in line with regulatory demands.

Together, these data points reinforce that Castlebay's investments in operational infrastructure (safe facilities), staffing (credentialing of teachers), and compliance systems (instructional materials and Williams Act requirements) are translating into effective practice. The leadership roles of the Assistant Principal, Office Technician, Community Representative, and other support staff are critical in making these systems work smoothly, which underpins the school's capacity to focus on instructional quality rather than being bogged down by operational disruptions.

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

No significant planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Castlebay Lane Charter will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $3,001,931	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
$269,122.00 (School Discretionary Funds- new S/C revenues) $1,429,995.68 (Total District and School S/C funds including carryover)	$0

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
35.39%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	35.39%

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:** LosLos Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Castlebay Lane Charter. **Scope:** School-wide	Los Angeles Unified School District, including Castlebay Lane 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	Los Angeles Unified School District, including Castlebay Lane Charter, continues to receive a funding allocation to purchase	For the identified student group(s): EL, LI, FY, ALL

	Need: Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Castlebay Lane Charter. **Scope**: School-wide	supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout the District, including Castlebay Lane Charter, while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs.	● Smarter Balanced Assessment: ELA-Grades 3-5 ● Smarter Balanced Assessment: Math-Grades 3-5 ● 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:** Charter Supplemental/Concentration Funds in Lieu of EIA **Need:** Castlebay Lane Charter will continue to support English Learners, low-income students and students in foster care.	Castlebay Lane Charter will: Fund TK Instructional Aide TK Instructional Aide will provide early, targeted support for students with low SES, English learners, and students with disabilities during a critical period for literacy and school readiness development. Research shows that increased adult instructional support in early	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5

	Scope: School-wide	childhood classrooms will accelerate language acquisition, phonological awareness, early literacy skills, and self-regulation, which are key predictors of later ELA achievement. The TK Instructional Aide will deliver small-group and individualized instruction focused on foundational reading skills, oral language development, and early numeracy, while supporting positive classroom behaviors and routines aligned to PBIS and MTSS. This increased adult-to-student ratio will allow for timely intervention, differentiated instruction, and continuous progress monitoring. This action will directly support improved ELA growth and kindergarten readiness by strengthening foundational literacy skills, closing early learning gaps, and ensuring equitable access to high-quality instruction for high-need student groups. Coordinator Differentials Funding differentials for the Testing Coordinator and GATE Coordinator will ensure effective assessment implementation and equitable access to advanced learning opportunities. The Testing Coordinator will support accurate data collection and analysis to drive ELA growth through targeted instruction and MTSS interventions. The GATE Coordinator will ensure inclusive identification and enrichment supports for high-potential students, including underrepresented groups. These roles will strengthen data-informed instruction, close opportunity gaps, and improve academic outcomes aligned to LCAP goals.	● 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

		IT Support Allocating funding for IT support will ensure reliable access to instructional technology, digital curriculum platforms, and assessment tools that are essential for high-quality, data-informed instruction. Consistent technical support will minimize instructional disruptions, maintain secure and functional learning systems, and enable teachers to effectively use digital resources to support ELA growth, intervention programs, and differentiated instruction for diverse learners. This investment will directly support equitable access to instructional materials for students with low SES, English learners, and students with disabilities by ensuring assistive technologies, learning software, and classroom devices function effectively. Strong IT infrastructure will enhance student engagement, progress monitoring, and personalized learning, contributing to improved academic achievement and readiness outcomes aligned to LCAP goals. Instructional Materials Instructional materials will encompass a wide range of materials including arts supplies, books, literature, etc. for student use, which will be necessary for daily school operations. These supplies will support teachers in creating engaging learning environments and will facilitate engaging instructional experiences for students.	
Goal 1 Action 7	Action: SENI Investments towards Academic Excellence	Instructional Leadership Teams will participate in the Coaching Professional Development series to build capacity in implementing coaching cycles that drive continuous	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early

	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. Castlebay Lane Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	improvement in instructional practices. Through the series, leaders will deepen their understanding of transformational coaching and develop skills to conduct coaching conversations that promote meaningful change. They will learn the structure and purpose of coaching cycles, apply the Mind the Gap tool to identify barriers to instructional improvement, and engage in consultancy protocols to analyze dilemmas and generate actionable strategies. This professional development ensures leaders are equipped to support teachers in implementing planned instructional improvements effectively. This model supports school teams by ensuring the implementation and transfer of professional development skills into daily practice. It provides ongoing monitoring of standards-based instruction and pedagogical practices while offering targeted support in key areas such as student discussion, purposeful grouping, differentiation, engagement, and rigorous grade-level instruction. Frequent observations, feedback, and coaching are used to strengthen teacher effectiveness and promote continuous instructional improvement. Rated a 1 (strong) in WWC they stated: https://eric.ed.gov/?id=EJ1339009 “Coaching had the largest effects in disadvantaged schools.We hypothesize that coaching enhanced the quality of implementation of recommended practices.” Rated 4 in WWC: https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/dddm_pg_092909.pdf#page=39	Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		"The panel also identified one correlational study that found a significant positive association between coaching and reading achievement ."	
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, Castlebay Lane Charter 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 Castlebay Lane Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. 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 2 Action 4	**Action:** SENI Investments to Increase Access to Programs and Supports for Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care.	In an effort to create a more inclusive and supportive learning environment, our school is committed to increasing access to safe learning and community spaces both within and beyond the classroom. Recognizing that students benefit from diverse spaces that foster creativity, emotional growth, and academic success, our plan focuses on implementing positive behavior interventions and supports/restorative practices leveraging	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate

	Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. **Scope:** School-wide	a trauma/resilience-informed multi-tiered system of support (MTSS) framework. We will prioritize wellness and nurture the social-emotional development and well-being of the whole child, whole classroom, whole school, and whole community, support district/school staff with developing a sense of community in the school and each classroom, and provide training and support in preventing and responding to escalating behavior in a restorative manner. Positive Behavior Interventions and Supports improve student outcomes: Improved academic performance Increased social-emotional competence Increased attendance Reduced exclusionary discipline (suspension and expulsion) Reduced counseling referrals References: References for the evidence base of PBIS https://www.pbis.org/pbis/why-implement-pbis Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., et al. (2002). Positive behavior support. Evolution of an applied science. Journal of Positive Behavior Interventions, 4, 4–16	(90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and	Funding 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	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience

	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. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** School-wide	central role in preparing students for the world. National Board Certified Teachers (NBCTs) will work additional hours as part of the UTLA/LAUSD agreement to 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. NBCTs will create workshops for parents so parents can better understand the instructional program and to provide the training and support for families in partnership with staff from the Parent and Family Center. Funding the Building and Grounds Worker will support our school in developing a welcoming environment. 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 Office Technician will work closely with administration and teachers to engage family engagement programming, including parent workshops, engaging parents into district system (e.g., LAUSD volunteer application process, Parent Portal), and supporting our attendance improvement campaign (viz., iAttend 2.0). Our Office Technician has maintained and provided support in the Volunteer Application processing, supporting parents/guardians in signing up for the Parent Portal, and maintaining a welcoming school environment in the Main Office.	Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[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.

Castlebay Lane Charter is not eligible for these funds.

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	23.13 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 667 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*
Staff-to-student ratio of certificated staff providing direct services to students	37.50 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 667 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Castlebay Lane Charter Elementary School 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 %)
Castlebay Lane Charter Elementary School 2026-2027	$ 760,481	$ 269,122	35.39%	0.000%	35.39%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,029,603	$ -	$ -	$ -	$ 1,029,603.00	$ 899,765	$ 129,838

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	Base Instructional Supports, including General Fun School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 420,024	$ 31,031	$ 451,055	$ -	$ -	$ -	$ 451,055	0.000%
1	3	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 221,507	$ 87,919	$ 309,426	$ -	$ -	$ -	$ 309,426	0.000%
1	6	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 29,364	$ 9,501	$ 38,865	$ -	$ -	$ -	$ 38,865	0.000%
1	7	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 125,073	$ -	$ 125,073	$ -	$ -	$ -	$ 125,073	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 34,524	$ 649	$ 35,173	$ -	$ -	$ -	$ 35,173	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	$ 69,273	$ 738	$ 70,011	$ -	$ -	$ -	$ 70,011	0.000%

Castlebay Lane Charter Elementary School 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
$ 760,481	$ 269,122	35.388%	0.000%	35.388%	$ 269,122	0.000%	35.388%	**Total:**	$ 269,122
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 269,122

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	Base Instructional Supports, including Gen	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	6	Charter Supplemental/Concentration Funds	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 38,865	0.000%
1	7	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 125,073	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 35,173	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 70,011	0.000%

Castlebay Lane Charter Elementary School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,208,980.00	$ 765,240.00

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	Base Instructional Supports, including General Fund School Program	No	$ 498,075	$ 310,798
1	3	Charter School Categorical Block Grant	No	$ 450,624	$ 241,615
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 38,748	$ 8,593
1	8	SENI Investments towards Academic Excellence	Yes	$ 116,864	$ 101,247
2	4	SENI Investments towards Joy and Wellness	Yes	$ 60,736	$ 61,753
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 43,933	$ 41,234

Castlebay Lane Charter Elementary School 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)
$ 260,281	$ 260,281	$ 212,827	$ 47,454	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	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 38,748	$ 8,593	0.000%	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	$ 116,864	$ 101,247	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 60,730	$ 61,753	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 43,933	$ 41,234	0.000%	0.000%

Castlebay Lane Charter Elementary School 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)
$ 948,699	$ 260,281	0.000%	27.44%	$ 212,827	0.000%	22.43%	$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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