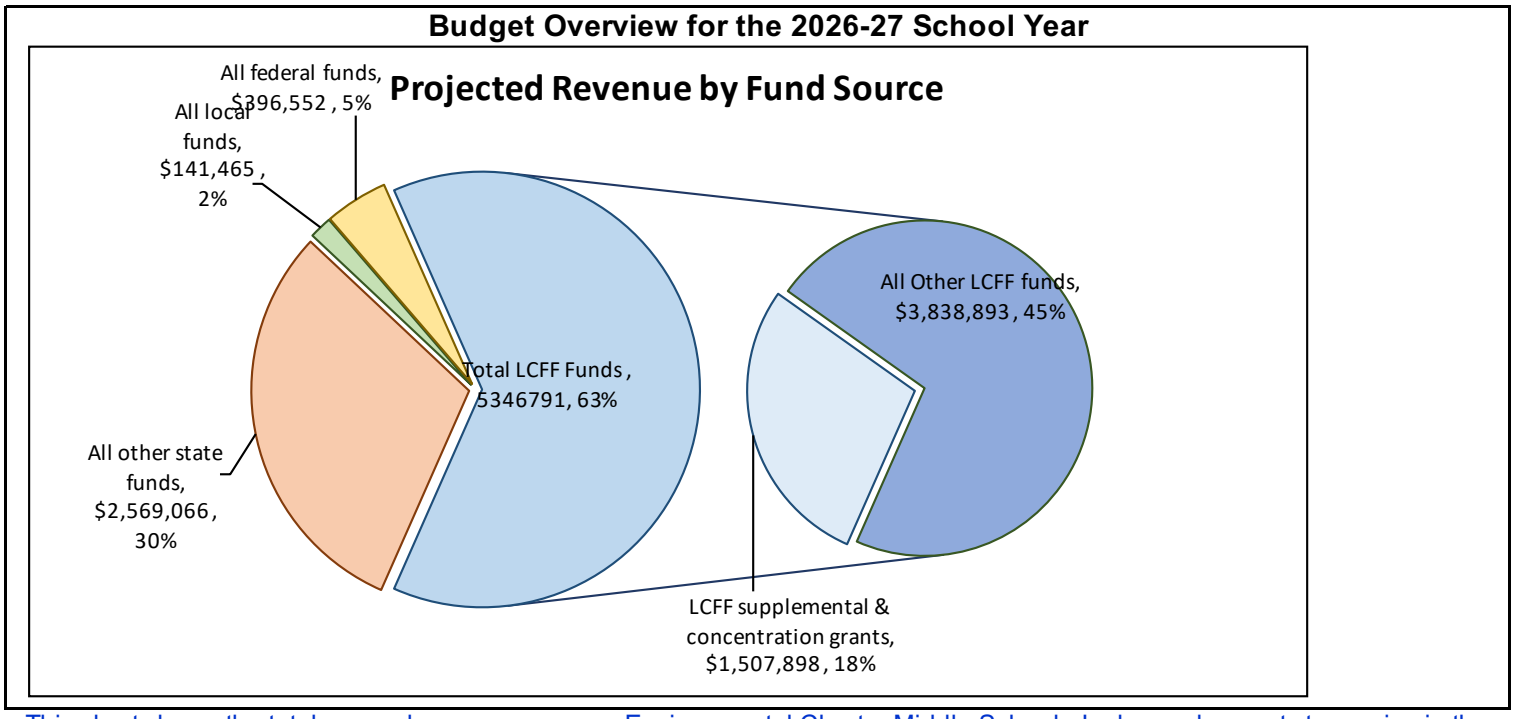
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Environmental Charter Middle School - Inglewood
CDS Code: 19101990127498
School Year: 2026-27
LEA contact information: Jeremiah Rosario David, 310-214-3408, jd@ecsonline.org

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).

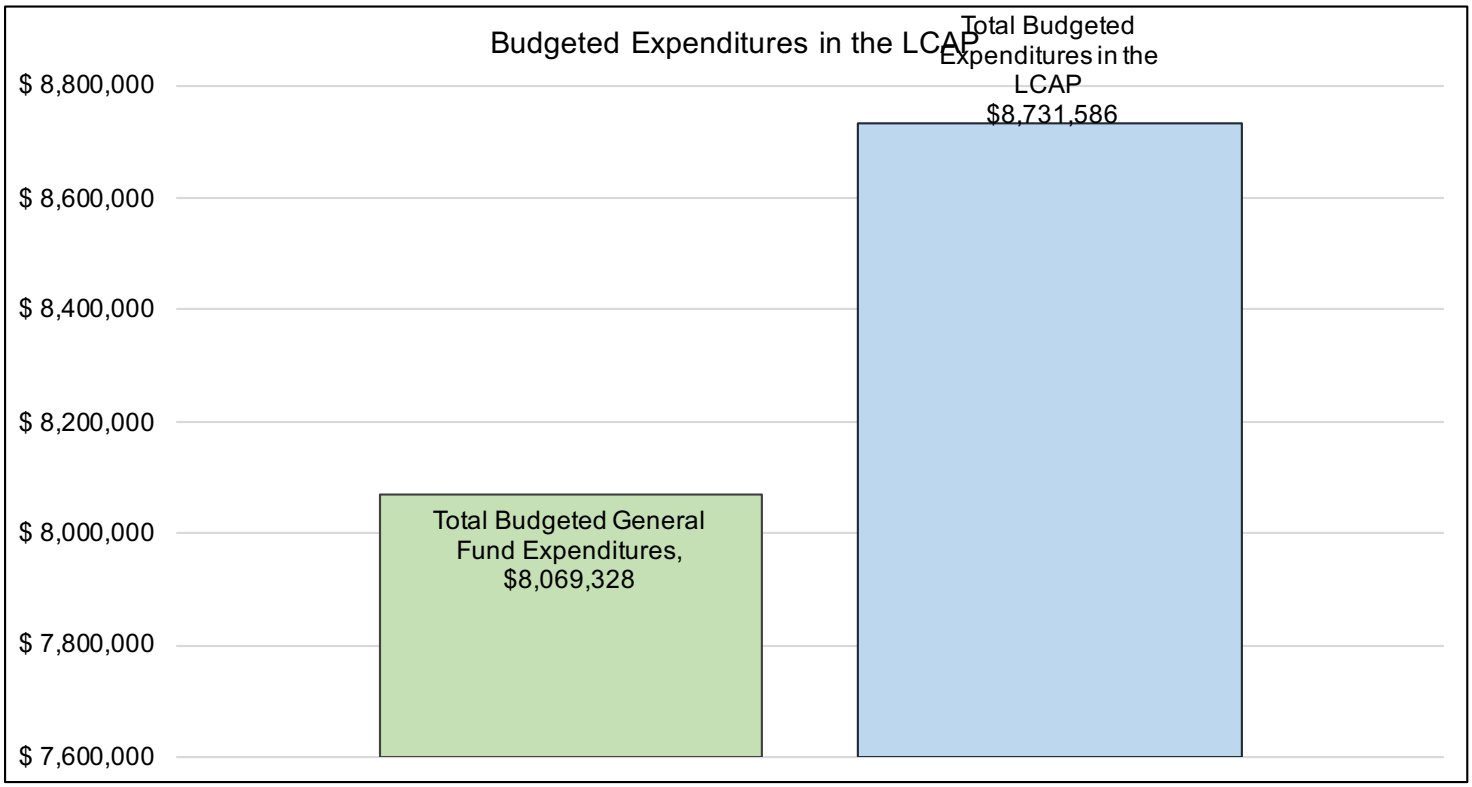


This chart shows the total general purpose revenue Environmental Charter Middle School - Inglewood expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Environmental Charter Middle School - Inglewood is $8,453,874.00, of which $5,346,791.00 is Local Control Funding Formula (LCFF), $2,569,066.00 is other state funds, $141,465.00 is local funds, and $396,552.00 is federal funds. Of the $5,346,791.00 in LCFF Funds, $1,507,898.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Environmental Charter Middle School - Inglewood 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: Environmental Charter Middle School - Inglewood plans to spend $8,069,328.00 for the 2026-27 school year. Of that amount, $8,731,586.00 is tied to actions/services in the LCAP and $-662,258.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

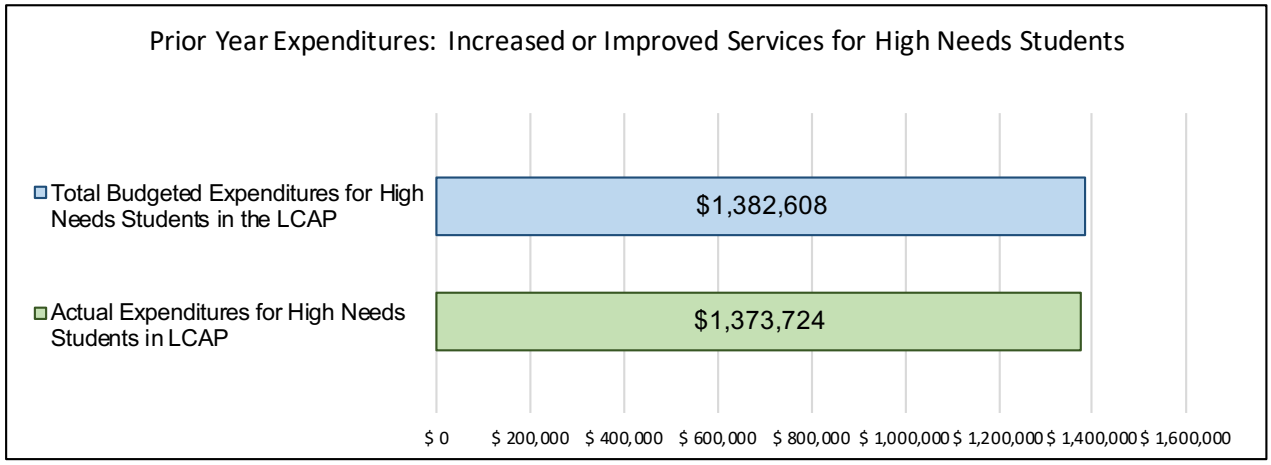
All general fund expenditures were accounted for in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Environmental Charter Middle School - Inglewood is projecting it will receive $1,507,898.00 based on the enrollment of foster youth, English learner, and low-income students. Environmental Charter Middle School - Inglewood must describe how it intends to increase or improve services for high needs students in the LCAP. Environmental Charter Middle School - Inglewood plans to spend $1,912,680.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Environmental Charter Middle School - Inglewood budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Environmental Charter Middle School - Inglewood 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, Environmental Charter Middle School - Inglewood's LCAP budgeted $1,382,608.00 for planned actions to increase or improve services for high needs students. Environmental Charter Middle School - Inglewood actually spent $1,373,724.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $8,884.00 had the following impact on Environmental Charter Middle School - Inglewood's ability to increase or improve services for high needs students:

Estimated actual LCFF expenditures for contributing actions came in approximately $8,900 below budget, a variance of less than one percent, driven primarily by small differences between budgeted and actual staffing costs across the MTSS and outdoor education actions. All planned services for high needs students were delivered as intended.

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
Environmental Charter Middle School - Inglewood	Dr. Geneva Matthews, Principal	drmatthews@ecsonline.org, 310-793-0157

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.

ECMS-Inglewood (ECMSI) is a free, public charter school, authorized by the Los Angeles County Office of Education, that serves students in 6th-8th grade from Inglewood, Hawthorne, and other neighboring communities. As one of four campuses that comprises the non-profit organization Environmental Charter Schools (ECS), our mission is to reimagine public education in low-income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world. With 360 students enrolled in the school, approximately 86.4% are economically disadvantaged and qualify for free or reduced lunch, 15.6% are English learners, and 14.4% are students with disabilities.

Since its opening in 2013, ECMSI has provided all students with an interdisciplinary curriculum that utilizes authentic assessments, as well as outdoor education and environmental experiential services learning opportunities, to link academic content to real-life and professional careers beyond the classroom. Students are inspired to break down barriers that prevent them from growing at their highest potential and find meaning in education. Learners from this school are resilient, motivated to continue in their academic studies, prepared for high school, and are driven to make a positive contribution in their community through leadership and civic engagement.

For the past three years, ECMSI's academic priority has centered on Reading Apprenticeship (RA) and intentional backward planning, which has produced measurable improvements in student metacognition, collaborative discourse, and ELA achievement. Complementing this rigorous classroom focus, ECMSI's outdoor education program promotes environmental awareness through team-building activities, wilderness expeditions, and off-campus experiences free of charge to all students. This focus on the environment is further implemented through the Green Ambassadors (GA) course, which incorporates ecological and biological science with comprehensive climate change education, sustainability and service-learning in alignment CA AB 285. And beyond the traditional academic year, ECMSI extends learning opportunities into the summer to ensure continuous growth. During the month of July, the site hosts Camp ECMS, a 4-week program intentionally designed to help build confidence, develop essential academic skills, and cultivate meaningful relationships with peers, while Summer Bridge is offered to incoming 6th graders.

ECMSI's commitment to equity is rooted in the guiding principle that every child is a blessing. Through a partnership with All Means All, the school has adopted leadership development and integrated inclusive practices to better support all students including students with disabilities, as well as English Learners. And in January 2026, the CDE designated ECMSI as a High Performing Charter School, one of only 185 high-performing charter schools statewide, and 1 of 18 high-performing charter schools in Los Angeles County that serve grades 6-8.

Reflections: Annual Performance

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

Performance Level Identification

California's accountability system uses color ratings (Red, Orange, Yellow, Green, Blue) to show how student groups are performing on each indicator, with Red representing the lowest performance level and Blue the highest. Based on the 2025 California School Dashboard, the following student groups at ECMSI received a Red rating (the lowest level) on one or more state indicators, or experienced a significant decline. Each represents an equity priority that is directly addressed in this LCAP:

Students with Disabilities - Math: This student group scored 132.1 points below the grade-level proficiency standard in Math (a Red rating for 2 years in a row), and declined by 26.2 points from the prior year's orange rating. This is the primary reason ECMSI was identified for Differentiated Assistance (DA) by LACOE, and drives the most intensive interventions described in Goal 1.

Students with Disabilities - Chronic Absenteeism: 12.2% of students with disabilities were chronically absent in 2025-26, which is a decrease of 11.8%. This should yield a Yellow color for SWD's and break a two year Red streak. Chronic absenteeism means a student missed 10% or more of the school days they were enrolled. Goal 2 includes a specific response plan for this student group.

Long-Term English Learners - Math: Students who have been English Learners for more than five years scored 111.3 points below the grade-level proficiency standard in Math (a Red rating). While this student group's performance has remained flat for two years, Goal 1 includes specific interventions targeting growth for Long-Term English Learners.

Black/African American Students - ELA: Students: Students scored 30.4 Below Standard, declining 26.4 points in ELA (an Orange rating). This requires immediate investigation, including deeper data disaggregation and analysis to integrate specific implementations to support this student group and promote more academic progress. This will be described in Goal 1.

LREBG Unexpended Funds Disclosure

ECMSI has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-27 school year, consistent with Ed. Code Section 52064.4. This reporting year, funds have been strategically allocated to support key actions outlined in the existing LCAP plan, specifically related to student success, academic recovery, and reducing chronic absenteeism. A meaningful portion of this grant continues to fund access to school counselors and student wellness services (Goal 3, Actions 3.a and 3.c), which is a critical component of ECMSI's focus on student well-being and college and career readiness, and is an allowable use of LREBG funds.

While the funds have not yet been fully expended, this reflects an intentional and strategic approach. Spending the entire allocation in one reporting period would create a steep fiscal cliff in future years, disrupting essential services that students depend on. By distributing the total amount across the life of the grant, ECMSI is able to maintain these essential services and plan effectively for the eventual sunset of this funding source. ECMSI's base LREBG allocation is $615,687, with $183,053.59 budgeted for 2026-27 and the remaining balance allocated for 2027-28, the final year of the grant.

Under Goal 3, Actions 3.a (Employees for Educational Program) and 3.c (Insurance/Benefits), LREBG funds support a certificated counselor salary of $102,010, a school psychologist salary allocation of $20,539.81, and associated employee benefits of $38,436.78. These staff

provide individualized and small-group interventions that help students address the barriers contributing to chronic absenteeism, close achievement gaps, and rebuild academic skills and habits interrupted by the pandemic. These uses are consistent with Ed. Code Section 32526(c)(2)(C), which authorizes the integration of evidence-based pupil supports to address barriers to learning, and they directly address the chronic absenteeism and academic recovery needs identified in the needs assessment required by Ed. Code Section 32526(d).

Under Goal 1, Action 1.h (Literacy & Math Initiatives) and Goal 3, Action 3.d (Curriculum), $20,000 is allocated to educational software platforms, including Freckle and Lailo, and $2,067 to math assessment software, supporting targeted academic recovery for students identified through the needs assessment as requiring additional assistance in ELA and Math. These investments are aligned with Ed. Code Section 32526(c)(2)(B), which authorizes the use of LREBG funds to accelerate academic progress through evidence-based learning supports. Effectiveness of LREBG-funded actions is monitored through the chronic absenteeism metric in Goal 2 and the ELA and Math interim assessment metrics in Goal 1.

Annual Performance Reflection

During the 2025-26 school year, ECMS-Inglewood continued to demonstrate strong academic outcomes and progress toward closing achievement gaps. A comprehensive review of the 2024-25 California School Dashboard reveals that ECMSI is a school with significant strengths that outperforms and/or outgrows the state on most indicators.

Indicator	Status	Change	Status Level	Change Level	Color	State	Vs. State
ELA	-3	9.1	Medium	Increased	Green	-8.1	Beat state
Math	-31.6	0	Low	Maintained	Orange	-42.2	Beat state
Science	+53.2	-4.8			Yellow	52.6	Beat state
English Learner Progress	86.70%	13.40%	Very High	Increased Significantly	Blue	46.4%	Beat state
Chronic Absenteeism	14.10%	-2.20%	High	Declined	Yellow	17.1%	Beat state
Suspension Rate	0.3%	0.0%	Very Low	Maintained	Blue	2.9%	Beat state

ELA Performance -- Green Indicator, +9.1 Points (SY 2024-25), +1.1 Points (SY 2025-26)

ECMSI's overall ELA performance earned Green status on the 2024-25 CA Dashboard, meaning our students, as a group, are performing above the California state average in reading and writing. While students in the state typically score 8.1 points below the standard, ECMSI test takers scored only 3 points below proficiency last year. Additionally, ECMSI's ELA performance has steadily recovered from a pandemic-era low and is now close to grade level, reflecting the school's commitment to the Reading Apprenticeship framework and data-driven instruction. In fact, based on preliminary CAASPP data (pulled on June 14, 2026), overall ELA scores increased by approximately 3.4 DFS points with promising growth demonstrated from EL's (+ 7.6 DFS points), SWDs (+8 DFS points), AA Students (+9.7 DFS points) and Latino students (+3.4 DFS).

ELA DFS	21-22	22-23	23-24	24-25	25-26
All Students	-4.6	-15.8	-12.3	-3	-1.9

The table below illustrates how each student group performed on the 2024-25 CA Dashboard. While most improved significantly this year, one area that requires attention is the performance of our Black/African American students whose ELA scores dropped noticeably compared to the last testing period. Addressing this outcome is one of our top equity priorities for 2026-27.

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	-3	9.1	Medium	Increased	Green	-8.1	Beat state
African American	-30.4	-26.4	Low	Declined Significantly	Orange	-51.3	Beat state
Hispanic	-0.6	12.7	Medium	Increased	Green	-33.7	Beat state
EL	-32.3	18.3	Low	Increased Significantly	Yellow	-59.5	Beat state
LTEL	-62.3	27.7	Low	Increased Significantly	Yellow	-104.5	Beat state
SWD	-72.1	14.2	Very Low	Increased	Orange	-89.4	Beat state
SED	-5	6.8	Medium	Increased	Green	-35.3	Beat state

To support our Black/African American students in ELA, ECMSI uses a combination of data-driven focus student processes, including small-group and one-on-one supports. Each quarter, department teams analyze student data and formally identify “focus groups” whose scores or growth patterns call for closer attention and personalized intervention. Once identified, teachers meet one-on-one with these students to review data, set concrete goals, and adjust instruction in real time. To further support growth, students also have access to after-school and lunch tutoring, along with Reading Fluency Small Groups led by paraeducators, the ELD Coordinator, and the ELA Specialist to strengthen fluency, accuracy, and comprehension with grade-level texts in a lower-stakes setting.

ECMSI recognizes that a strong sense of belonging and academic achievement are deeply connected, and both require intentional investment. Beyond the classroom, ECMSI holds meetings to create space for Black/African American families to engage with student data and provide direct input on school decisions. Additionally, the Black Scholars Union provides a dedicated space where Black/African American students can build academic identity, develop confidence, and receive support from trusted adults.

In 2025–26, ECMSI continued monitoring Black/African American student ELA performance through ILT meetings using Black/African American-specific IAB data as a primary within-year indicator. In 25-26, 68.9% of Black or African American students performed near or above standard. The differentiated ELA coaching model also integrated culturally responsive text selection into all three Reading Apprenticeship inquiry cycles. Current 2025–26 IAB data reflects a steady upward trend in ELA schoolwide, with 76% of students currently performing near or above goal, within striking distance of the 52.7% target.

Additionally, ECMSI’s broader ELA outcomes demonstrate that targeted interventions and relationship-centered supports can accelerate

student growth. English Learners, Long-Term English Learners, recently reclassified students, and Students with Disabilities all demonstrated meaningful improvement during the current testing cycle, including strong gains among Long-Term English Learners and Students with Disabilities. ECMSI will continue examining the successful strategies supporting these student groups, such as individualized goal setting, consistent progress monitoring, small-group intervention, and culturally responsive instruction, to further strengthen outcomes for Black/African American students as well.

Math Performance -- Green Indicator, Increase +10.3 points from 2024 (SY 2025-26)

In Math, ECMSI earned an Orange rating on the 2025 CA Dashboard, meaning that students overall are performing below grade-level proficiency; however ECMSI students' scores are still better than the California state average. While ECMSI dramatically closed the gap and gained nearly 18 points between 2022-2024, during the 2024-25 reporting period scores plateaued and remained flat. However, in 2025-26, CAASPP results illustrated another growth cycle, with students on average improving approximately +10 DFS points, likely earning Green status on the 2025-26 Dashboard (based on preliminary data from June 2, 2026). This is encouraging news as 43% of the school is proficient in Math and all student groups improved their overall scores. At the same time, the school will continue to analyze data and determine appropriate MTSS to improve proficiency levels of our current 7th graders (class of 2027) whose scores dropped slightly this testing period.

The five-year Math trend, shown below, illustrates these overall gains:

Math DFS	21-22	22-23	23-24	24-25	25-26
All Students	-49.5	-41.7	-31.6	-31.6	-21.3

The following table demonstrates how each student group performed in Math in 2024-25 and 2025-26. Last year, two student groups received the lowest rating (Red): Students with Disabilities and Long-Term English Learners. This achievement gap was one of ECMSI's highest academic equity priorities that the school focused on.

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	-31.6	0	Low	Maintained	Orange	-42.2	Beat state
African American	-59.5	-6.5	Low	Declined	Orange	-95.8	Beat state
Hispanic	-28.6	0.8	Low	Maintained	Orange	-73.6	Beat state
EL	-61.8	5.9	Low	Increased	Yellow	-86.1	Beat state
LTEL	-111.3	-2.6	Very Low	Maintained	Red	-158.9	Beat state
SWD	-132.1	-26.1	Very Low	Declined Significantly	Red	-120.7	Below state
SED	-33.9	-3.3	Low	Declined	Orange	-72.9	Beat state

To support students who were furthest from grade level proficiency in Math, including Students with Disabilities and Long-Term English Learners, ECMSI used a layered MTSS approach in order to meet students where they are academically, while maintaining access to grade-level instruction.

For Students with Disabilities, Special Education Teachers and paraeducators continue to push-in during Math classes using an inclusive model that keeps learners in the general education classroom while simultaneously providing specialized support alongside the teacher. More intensive help, which may incorporate “pull-out” instruction or Specialized Academic Instruction (SAI) is also implemented in a dedicated small-group setting aligned to each student's IEP goals. As a result of these interventions, SWD saw an impressive +29 point DFS gain on the 2026 CAASPP test (based on data from June 2, 2026).

Similarly, English Learners and those who are currently working toward reclassification performed below grade level and declined slightly in 2024-25, but this year demonstrated a +20 point DFS growth, another signal that reclassification supports are working.

For those students who are not on track for 8th grade culmination, additional academic and goal-setting support is led by the School Counselor. For Long-Term English Learners, students are supported after school in small group tutoring sessions, as well as pull-out instructional models utilizing our ELD Coordinator and ELD Para Educators in order to address both language development and math learning needs by previewing upcoming classroom material. Additionally for those learners requiring additional support, individualized data conferences with their teachers, along with after-school and lunch tutoring concurrently provides targeted reteaching opportunities based on exit tickets and unit assessments.

For other student groups, including African American and Hispanic students, department teams conduct regular focus reviews and hold one-on-one data conferences with individual learners, creating accountability and personalized goal-setting. After-school and lunch tutoring is also available to anyone whose assessments indicate they need additional instruction. Finally, for those students who demonstrated advanced growth, 8th Grade Algebra Enrichment provides opportunities to accelerate mathematical thinking and preparation for high school coursework. The 8th Grade Algebra Enrichment program continued to serve students who demonstrated advanced growth in 2025-26, providing acceleration toward high school preparedness. NWEA Fall-to-Spring 2025 data showed Classes of 2025 and 2026 met Math growth targets (58% and 59% respectively), while the Class of 2027 did not meet its growth target (32%), which has directly shaped the 2026-27 decision to intensify Tier 2 Math supports specifically for students currently in 8th grade.

Science -- Yellow Indicator in SY 2024-25 and likely Green Indicators in SY 2025-26

ECMSI's Science performance earned Yellow status on the CA Dashboard in 2024-25, with All Students scoring 53.2 Science Points -- slightly above the state average of 52.6 (Yellow), but declining 4.8 points from 2024. We are projected to increase 2.5 points to 55.7 on the 2025-26 Dashboard (which would likely yield Green status). While this data is informational only, it's important to note that English Learners received an Orange status and scored 44.9 and Students with Disabilities scored 37.8. While this is informational only, and not used for accountability determinations, the Local Academic Standards Implementation Local Indicator shows an active effort to improve science instruction at ECMSI.

Science	21-22	22-23	23-24	24-25	25-26
All Students				53.2	55.9

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	+53.2	-4.8			Yellow	52.6	Beat state
African American	+49.9					43.4	Beat state
Hispanic	+53.5	-4.1			Yellow	47.1	Beat state
EL	+44.9	-4.3			Orange	41.1	Beat state
LTEL	+38.3					34	Beat state
SWD	+37.8	-7.7				38.3	Below state
SED	+53.5	-4.4			Yellow	47.1	Beat state

English Learner Progress -- Blue Indicator, +13.3%

ECMSI's English Learner Progress Indicator (ELPI) earned Blue status -- the highest possible rating -- with 86.7% of test takers making progress toward English language proficiency or already at the highest proficiency level in 2024-25 and 86.3% in 2025-26 (a slight decline from the previous year). The California average is 46.4%, meaning ECMSI's English Learners are progressing at nearly twice the state rate. This is ECMSI's strongest state indicator and reflects the school's sustained investment in ELD programming, dedicated paraeducator support, and a school culture where language development is everyone's responsibility. The table below shows five years of ELPAC data, illustrating a consistent upward trajectory:

% ELs Making Progress	21-22	22-23	23-24	24-25	25-26
ELs	69.0%	72.0%	73.0%	86.7%	84.3%
LTELs				81.8%	80.0%

In 2024-25, 81.8% of LTELs Learners made progress to language proficiency; however this year the rate declined slightly. That said, our students are still outperforming the state by over 27 percentage points. This reflects the impact of dedicated ELD paraeducator support and weekly ELD/SPED collaboration built into ECMSI's schedule.

Chronic Absenteeism -- Yellow (All Students); Red (Students with Disabilities)

Chronic absenteeism means a student missed 10% or more of the school days they were enrolled, which equates to roughly 18 or more days in a typical school year. This indicator is one of the strongest early warning signals for academic difficulty. Overall, 14.1% of ECMSI

students were chronically absent in 2024-25, earning a Yellow rating that reflects improvement, however this year ECMSI has further reduced CA rates to 8.2% (rate pulled on June 2, 2026). Not only is ECMSI below the California state average of 17.1%, the overall chronic absentee rate has declined steadily since the pandemic peak of 19.9% in 2022-23. The five-year trend is shown below:

Chronic Absenteeism	21-22	22-23	23-24	24-25	25-26
All Students	19.0%	19.9%	16.3%	14.1%	8.2%

However, there is one student group that stands out as a concern: Students with Disabilities. With a chronic absenteeism rate of 24.0%, earning a Red rating. Educators all agree that missing that much school makes it significantly harder to receive instruction, build on learning, and close existing academic gaps. As a result, this is a priority and ECMSI's specific response plan is detailed in Goal 2.

Student group detail is shown below:

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	14.1%	-2.2%	High	Declined	Yellow	17.1%	Beat state
African American	15.8%	-16.5%	High	Declined Significantly	Yellow	29.80%	Beat state
Hispanic	13.6%	-0.7%	High	Declined	Yellow	20.1%	Beat state
EL	15.7%	-3.4%	High	Declined Significantly	Yellow	18.1%	Beat state
LTEL	13.5%	-9.2%	High	Declined Significantly	Yellow	22.5%	Beat state
SWD	24.0%	1.1%	Very High	Maintained	Red	24.9%	Beat state
SED	15.1%	-2.6%	High	Declined	Yellow	21.70%	Beat state

Suspension Rate -- Blue; Exemplary Equity

ECMSI's suspension rate at 0.3% earned Blue status, the highest rating, which has been maintained from 2024 and is far below the California average of 2.9%. Even more significant is that every student group at ECMSI is in the Blue category for suspension. This means all groups, including African American, English Learner, Hispanic, Long-Term English Learner, and Students with Disabilities, are at the lowest possible rates. The five-year trend shows how far ECMSI has come -- from 3.8% in 2019 to 0.3% -- a result of sustained investment in restorative practices and advisory structures:

Suspension	21-22	22-23	23-24	24-25	25-26
All Students	1.1%	1.7%	0.3%	0.3%	0.3%

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	0.3%	0.0%	Very Low	Maintained	Blue	2.9%	Beat state
African American	0.0%	0.0%	Very Low	Maintained	Blue	7.7%	Beat state
Hispanic	0.3%	0.0%	Very Low	Maintained	Blue	3.0%	Beat state
EL	0.0%	0.0%	Very Low	Maintained	Blue	3.2%	Beat state
LTEL	0.0%	0.0%	Very Low	Maintained	Blue	7.0%	Beat state
SWD	0.0%	0.0%	Very Low	Maintained	Blue	5.0%	Beat state
SED	0.3%	0.0%	Very Low	Maintained	Blue	3.6%	Beat state

Teacher Assignments and Local Indicators

It is important to note that ECMSI's Basics Local Indicator, which covers teacher credentialing, instructional materials, and facilities, received a Standard Met rating. This means all deficiencies are being promptly addressed and no student is without materials or in an unsafe facility. All five of ECMSI's Local Indicators (Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study) received Standard Met in 2025.

Local Climate Survey

Each year, ECMSI administers a Local Climate Survey (based on CHKS) to measure how students feel about their school experience. The most recent results show meaningful improvement on most measures. 77% of students report that there is an adult at school who really cares about them, notices when they are absent, and listens to them. This is up from 75% the prior year. Furthermore, 73% of respondents feel safe or very safe at school and 74% reported a high sense of belonging. ECMSI is actively working to improve this rate, which was particularly low for Black/African American students (62%). As a result, all staff analyzed the survey data, and teachers conducted intentional, one-on-one check-ins with every student, with a deliberate focus on our African American students, to foster a deep sense of connection and belonging within the learning community.

2025 Dashboard Performance Level Designation

In January 2026, the California Department of Education designated ECMSI as a High Performing Charter School. This is a significant achievement as only 1 of 185 statewide schools and 1 of 18 high-performing charter middle schools in Los Angeles County earn this recognition. Although this designation reflects ECMSI's overall performance profile across multiple state indicators,it does not mean the work is done. In fact, with three Red indicator results for Students with Disabilities (Math) and Long-Term English Learners (Math), as well as Students with Disabilities (Chronic Absenteeism), ECMSI has priority areas that this LCAP will directly address.

Reflections: Technical Assistance

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

ECMSI was identified by LACOE for Differentiated Assistance (DA) based on Students with Disabilities (SWD) performance in Mathematics for two consecutive years, as confirmed in LACOE's January 27, 2026 Annual Status Notification Letter, along with SWD chronic absenteeism (24.0%, Red, increased 1.1 points) which was another contributing factor. While DA is not a status or label, it does provide an opportunity for ECMSI to continuously improve support processes intended to strengthen systems and address inequities.

To drive continuous student improvements based on performance data and local indicators, ECMSI's Principal, AP of Instruction, Special Education Coordinator, the Math Department Chair, Ed Specialist, ECS' Director of Student Services, and ECS' Deputy Superintendent of Instruction met several times with Kern County Superintendent of Schools, Lilly Rosenberger. In addition to identifying the site's strengths and weaknesses, effective goals, along with evidence-based programs and practices were discussed to address SWD's progress in Math and chronic absenteeism. During this review, several system-level challenges contributed to these outcomes, including staffing instability, turnover among special education and site leadership staff, inconsistent credentialed math instruction, limited co-planning structures, and the need for stronger Tier 2 and Tier 3 intervention systems. ECMSI also enrolled several SWD students transitioning from more restrictive settings who required significant scaffolding and integration support.

In response, ECMSI strengthened several systems aligned with its inclusive education model, including:
-Weekly cross-departmental SPED/ELA/Math collaboration meetings,
-Enhanced co-teaching and collaborative classes,
-Targeted math instructional coaching cycles,
-Additional paraprofessional training and coaching,
-Individualized counseling and social worker outreach for students with elevated absenteeism,
-And participation in LACOE's Multilingual Academic Support and STEM: Mathematics professional development.

ECMSI also hired two new special education teachers and one new math teacher to improve program stability and instructional coherence. And looking ahead, ECMSI will continue partnering with LACOE, our charter authorizer, and its assigned mentor to strengthen systems that support SWD along with all learners.

Key next steps include solidifying Tier 2 and Tier 3 intervention systems, formalizing paraprofessional onboarding and coaching, strengthening co-planning and collaborative teaching structures, implementing progress-monitoring cycles every 5–10 weeks, and leveraging advisory and tutoring periods for targeted intervention. The principal will also participate in the 2026–27 All Means All Fellowship to further strengthen inclusive school leadership practices.

ECMSI remains committed to building inclusive learning environments grounded in consistency, coherence, and belonging to ensure Students with Disabilities have equitable access to rigorous, grade-level instruction and the supports necessary to thrive.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	**Local Climate Survey (based on California Healthy Kids Survey):** Administered yearly. 2025 results: 81% report adults care (up from 76%); 74% reporting high belonging; 72% feel safe; 9% report bullying **Advisory Survey:** School connectedness, peer relations, and learning environment questions. **Student Bulletins and Assemblies:** Weekly announcements and monthly school-wide assemblies including FireRob (6th Grade); Magic Show (7th Grade); Student Awards. **Student Focus Groups:** Convened in 2025-26 to gather input on belonging, safety, and academic experience.
Parents	**Climate Survey:** Dashboard Priority 3 self-reflection data (2025): 98% of parents believe the school allows input and welcomes contributions; 98% believe the school actively seeks parent input before making important decisions. **Town Halls and Quarterly Coffee with the Principal:** Quarterly meetings with Spanish translation. ECMSI held community response forums during the January 2025 LA fires and provided multilingual resources and a Legal Aid Know Your Rights webinar during immigration enforcement concerns. **PAC and ELAC:** Parent Advisory Committee (PAC) meets 3x/year. English Learner Advisory Committee (ELAC) is held multiple times per year; a meet-and-greet for EL families is held before the start of each school year. **African American Parent Partnership:** Regular meetings with our Parent/Community Liaison focused on building awareness and community for Black/African American students and families. Taste of Soul community event. **Additional Engagement:** PTA meetings, Back to School Night, Open House, Honor Roll Assemblies, Parent Workshops, Latin Heritage Month celebration, Earth Day, Harvest Fest, Garden Days, Boy Scouts, monthly newsletter (English and Spanish), TalkingPoints platform, Thanksgiving Basket Drive (supporting 36 families and over 200 community members).

Staff	**Weekly Staff Meetings and Feedback Forms:** Structured feedback forms completed at the end of each weekly meeting drive future PD decisions. **Instructional Leadership Team (ILT):** Department chairs, instructional coaches, ELD and SPED coordinators analyze student achievement data to adjust professional learning. **Listening Tours:** Superintendent and Deputy Superintendent conduct formal listening tours to solicit direct staff feedback. **Specialist and Coordinator Meetings:** Weekly meetings with the Mental Health Team, ELD Coordinator, Special Education Coordinator, and Office Manager. **Cabinet Meetings:** ECS principals, assistant principals, and organization directors convene to monitor charter implementation. **Staff Survey:** Staff provided with an annual survey focused on commitment to mission, school connectedness, suggested improvements, and professional feedback.
Community/Organizational Partners	**Partners include:** West Basin Municipal, Starview, ADAP (substance abuse), Masada Homes, Vida, Pali Institute, Neighborhood Council (outdoor education), Tree People, Woodcraft Rangers, Growing Great, and Antioch University. USC, CSULB, CSUDH, and LMU provide masters level social work and counseling interns.

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

Building strong relationships with all stakeholders is critical to achieving our mission. This promotes transparency and encourages every voice to be recorded, counted, and ultimately considered in decisions that impact the school. It also removes barriers by giving parents and partners the ability to revisit content on their own time, while staying up-to-date on important issues.

At ECMSI, student climate survey data shows that 81% of respondents believe there is an adult who cares about them on campus (up from 76%), 74% report a high sense of belonging, and 72% feel safe at school, which has reinforced the continuation and refinement of advisory period structures. Climate data also identified student belonging amongst our Black and African American students as our lowest-scoring area. To directly address this disparity, the LCAP prioritizes targeted equity and inclusion strategies. Specifically, resources have been focused on strengthening the African American Parent Partnership and the Black Scholars initiative to build intentional, measurable systems. Additionally, focus groups and advisory questionnaires highlighted the importance of relationship-centered learning environments, student voice, and consistent adult support systems. As a result of this information, the LCAP goal will continue to prioritize advisory programming, student engagement opportunities, culturally responsive practices, and targeted social-emotional supports designed to strengthen school connectedness, safety, and engagement for all students.

Parent engagement, aligned to Dashboard Priority 3, reflects a strong culture of partnership at ECMSI, with 98% of families reporting that the school both values and actively seeks their input. Feedback gathered through ELAC meetings regarding English Learner progress and barriers to reclassification reinforced the continuation of small-group ELD preview sessions and in-class literacy supports. Similarly, Parent Advisory Committee feedback related to student wellness, school connectedness, and attendance informed the continuation and expansion

of counselor and social worker interventions, particularly for Students with Disabilities (SWD), where chronic absenteeism remains a Red indicator on the California School Dashboard.

In alignment with the California Community Schools Partnership Program (CCSPP) and ECS' commitment to shared leadership, ECMSI regularly engages parents, staff, and community partners in providing meaningful input related to student well-being, belonging, and academic success. This stakeholder feedback directly influenced the development of the LCAP by reinforcing the need for targeted wraparound supports, expanded mental health services, attendance interventions, and relationship-centered practices designed to improve outcomes for students most in need of additional support.

This year, ECS administered an organization-wide staff survey and received valuable insight into the overall health and culture of the organization. Results showed that 72% of ECMSI staff find purpose in their work, and a majority reported that their basic workplace needs are being met. At the same time, staff at this site identified culture and opportunities for advancement related to professional growth as areas from improvement. To better understand this feedback, ECS' Superintendent and Deputy Superintendent of Instruction conducted a campus-specific listening tour and will facilitate targeted focus groups for paraeducators, elective/specialty teachers, new teachers, and office staff in the future. This input reinforces the importance of staff retention, employee wellness, and relationship-centered workplace culture. As a result, the LCAP continues to prioritize professional development, instructional coaching, staff wellness supports, and various systems designed to strengthen long-term employee sustainability across the ECS network.

The ECS Board of Directors was also engaged in LCAP development; members participated in LCAP-related discussion at four board meetings during the 2025-26 school year. At the July 28, 2025 board meeting, the Superintendent presented a preview of the 2025-26 Academic Priority Plan. At the November 10, 2025 meeting, the board received 2025 Dashboard results, LACOE Instructional Program Review recommendations, and charter renewal timelines. At the December 1, 2025 meeting, the board reviewed Dashboard data across all three LCAP goals. At the February 23, 2026 meeting, the board received the formal LCAP Mid-Year Report, the CA Dashboard Local Indicators Self-Assessment, and the 2026-27 LCAP development process overview, consistent with Ed. Code sections 47606.5 and 52062.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Improved Student Outcomes**. We will improve outcomes for all students by enhancing the quality of instruction, strengthening academic programs and implementing targeted supports.	Broad

State Priorities addressed by this goal.

4, 8

An explanation of why the LEA has developed this goal.

The mission of ECS is to redefine public education in underserved communities of color, while preparing conscious, critical thinkers who are equipped to graduate from college and contribute to a more equitable and sustainable world. The 2025 Dashboard confirms ECMSI's Green ELA indicator and Blue ELPI status level, which demonstrate strong results that reflect the sustained effectiveness of Reading Apprenticeship and data-driven ELD supports.

At the same time, the Math Orange indicator (flat DFS at -31.6), Red SWD Math DFS (-132.1, declined 26.2 points), the Red LTEL Math DFS (-111.3), and the B/AA ELA DFS decline (-26.4 points) makes it clear that equity gaps still remain. Year 2 of the LCAP focuses on deepening targeted interventions for these specific student groups, while addressing Math stagnation rates, and sustaining the strong ELA and ELPI growth trajectory.

Measuring and Reporting Results

All values are as of June 8, 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP English Language Arts Average Distance from Meeting Standard (DFS)	2024 -12.1 EL: -40 SWE: -77	2025 -4.9 EL: -36.9 SWE: -75.6	2026 -1.7 EL: -29.9 SWE: -62	2027 -3 EL: -28 SWE: -65	 +10.4 SWE: +10.1 EL: +15

2	CAASPP Math Average Distance from Meeting Standard (DFS)	2024 -31.6 EL: -64 SWE: -113	2025 -30.6 EL: -63.8 SWE: -135.2	2026 -21.5 EL: -43.1 SWE: -101.1	-22 EL: -52 SWE: -101	+10.1 SWE: +20.9 EL: +11.9
3	CAST Science Average Distance from Meeting Standard (DFS)	Each cohort's average 5th Gr distance from met	Class of 2025 5th grade DfS: -14* 8th grade DfS: -9* Change: +5 *source: CERS	Class of 2026 5th grade DfS: -19 8th grade DfS: -9 Change: +10 *source: CERS	Cohort baseline +9	+10
4	Percentage of English Learners who make progress on ELPAC	2024 ELPI Status: 73%	86.7%	84.3%	65% or greater	+11.3%
5	Per cohort, the percentage of students reclassified out of those who started at the site as an English Learner	Average reclassification rate for cohorts 2019 to 2023: 47%	Class of 2025 56%	Class of 2026 82%	55%	+28%
6	Other course outcomes: MS Physical Fitness Test Percentage of pupils participating in the Physical Fitness Test	23-24: 100%	100%	100%	95% of students required to take the test.	0%

Goal Analysis for 2025-26

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.

ECMSI implements a multi-tiered system of academic and social-emotional supports designed to ensure all students have equitable access to rigorous, grade-level instruction and the interventions necessary to thrive. Grounded in the Reading Apprenticeship framework and an inclusive education model, ECMSI's approach combines strong Tier 1 core instruction with targeted Tier 2 and Tier 3 interventions informed by ongoing data analysis, progress monitoring, and student-specific needs. Through collaborative teaching structures, tutoring, small-group intervention,

Student Study Team (SST) processes, counseling supports, and individualized academic planning, ECMSI is working to identify learning gaps early, provide timely intervention, and strengthen student achievement outcomes across all student groups.

ELA Implementation

Central to ECMSI's approach to improving student achievement is the Reading Apprenticeship (RA) framework. Through rigorous grade-level instruction grounded in discussion, inquiry, metacognition, and productive struggle, students develop strong literacy and critical thinking skills across content areas. Teachers utilize writing tasks, checks for understanding, student reflection, and standards-aligned assignments to monitor learning and adjust instruction in real time. Vertical curriculum alignment across grade levels and subject areas was further strengthened during the 2025–26 school year. These efforts contributed to the 2025 Dashboard's Green ELA indicator, with 69.1% of students improving their individual ELA performance. Additionally, 2025–26 IAB interim assessment data reflects continued upward movement, with 50.2% of students currently performing at or above goal, approaching the school's 52.7% target. And based on preliminary CAASPP data (pulled on June 14, 2026), overall student performance was up by approximately 3.4 DFS points with growth from several student groups, including English Learners (7.6 DFS points), SWD (8 DFS points), AA Students (9.7 DFS points) and Hispanic/Latino students (3.4 DFS points).

To ensure equitable access to grade-level literacy instruction, ECMSI is systemizing its Tier 2 structures to make them highly predictable, sustainable, and integrated concurrently alongside core instruction. These aligned interventions are informed by classroom assessments, IAB data, NWEA diagnostics, teacher referrals, and subgroup performance trends. Through this approach, after-school and lunch tutoring provide immediate, targeted reteaching aligned to end-of-unit assessments and exit ticket data. Concurrently, strategic pull-out supports for English Learners and Students with Disabilities (SWD) offer integrated language development and individualized literacy instruction directly mapped to ELPAC data, IEP goals, and classroom performance.

To proactively address foundational literacy gaps, ECMSI piloted its targeted reading intervention system for incoming 6th-grade students. Students scoring in the lowest percentile bands on the NWEA MAP Reading assessment, administered during Summer Bridge, are identified for additional support, with 5th-grade CAASPP Reading performance also considered as part of the identification process. Within the first few weeks of school, this cohort of approximately 20–30 learners receives fluency and decoding screeners to better determine their individualized literacy needs. Based on that data, students are then invited to participate in weekly 40-minute small-group sessions which are focused on skill development and reading comprehension. These interventions are led by paraeducators, the ELD Coordinator, and ELA/Humanities educators, and are designed to strengthen students' access to grade-level texts, classroom discussion, and overall literacy engagement.

ECMSI also continued implementing targeted supports for specific student groups who needed more instruction or assistance. The ELD department worked collaboratively with the Special Education department to provide in-class literacy support for those learners whose needs span both language acquisition and IEP goals. Teachers adopted a student-centered coaching model with real-time feedback, goal tracking, and instructional adjustments guided by both formative assessments and direct student check-ins. One-on-one meetings, structured targeted support, and instructional coaching helped respond to learning gaps in real time. This year the school also developed a targeted plan of action to address the performance of Black/African American students in ELA, whose DFS declined 26.4 points to -30.4 (Orange) on the 2025 Dashboard. In response to this data, ECMSI introduced differentiated ELA instructional coaching focused on culturally responsive text selection which was integrated across all three Reading Apprenticeship inquiry cycles. The African American Parent Partnership was also utilized to monitor efforts through family meetings focused on student achievement data and support strategies. Additionally, the Black Scholars Union continued serving as a dedicated space for academic support, identity affirmation, and relationship-building with trusted adults on campus.

Finally, to ensure ongoing accountability and responsiveness, Black/African American-specific IAB data was reviewed regularly during ILT meetings to monitor progress, identify trends, and inform instructional adjustments throughout the year.

Note: Based on recent 2025–26 CAASPP scores, the site will conduct analysis of performance data for LTELs whose distance from proficiency decreased (approximately 24.8 DFS points - based on data pulled on June 14, 2026), in order to identify learning gaps and implement the most effective targeted interventions. This will be addressed in the 2026–27 LCAP.

ELA Intervention Table (2025-26)

Level	Intervention Strategy	Implementation	Who Implements	Data Sources	Alignment
Tier 2	**After-School / Lunch Tutoring**	Targeted reteaching and literacy support based on exit tickets and classroom assessments.	Teachers, Paraeducators	Unit assessments, exit tickets, teacher referral	Reinforces writing skills and reading comprehension.
	8th grade Focus Students	8th grade Humanities teachers meet bi-weekly to analyze internal and external data for Black and African American students. Progress monitoring for 6 week cycles and shifts to support student learning are implemented in Tier 1 classroom space.	8th grade Humanities Teachers, Humanities Specialist	Department data analysis, subgroup performance data, qualitative student data (including student work, student conferences, etc)	Strengthens equitable access to rigorous literacy instruction; responds to previous area of growth in CA dashboard data
	6th Reading Fluency Small Groups	Small-group instruction targeting reading fluency, accuracy, and comprehension to support engagement with complex texts.	Paraprofessionals, ELD Coordinator, Humanities Specialist	NWEA data, reading fluency diagnostic, teacher observation	Supports access to grade-level texts and classroom discussions
	Pull-Out Support (ELD / SWEs)	Targeted small-group instruction addressing language development and individualized literacy learning needs.	ELD Coordinator, Education Specialists	ELPAC data, IEP goals, classroom data	Language support and specialized instruction

Math Implementation

In Mathematics, ECMSI maintained an overall Orange Dashboard indicator status for All Students and improved +10 DFS (-30.6 in 2025 to -20.5 in 2026 based on preliminary data from June 2, 2026). Test takers continue to demonstrate Accelerated Math Growth, with a majority of students improving from previous years. In fact, NWEA Fall-to-Spring 2025 data further supported this trend, with the Classes of 2025 and 2026 meeting Math growth targets (58% and 59%, respectively). Central to ECMSI's math approach is maintaining rigorous Tier 1 instruction while simultaneously strengthening our targeted intervention systems through MTSS-aligned supports. Math teachers regularly utilize common assessments, responsive instruction, collaborative problem-solving, and checks for understanding to monitor student progress and adjust instruction in real time. Reading Apprenticeship strategies are also integrated into curriculum and problem solving to strengthen academic discourse, metacognition, and productive struggle. For example, during advisory periods, students may utilize Freckle and Delta Math platforms to build skills needed to access grade-level content while also being exposed to rigorous mathematical problem-solving tasks.

To further strengthen equitable access to grade-level math content, ECMSI implemented multiple Tier 2 interventions designed to support students not yet meeting grade-level standards or proficiency. Math tutoring cycles continued during the 2025–26 school year through structured 6–8 week small-group interventions serving approximately 10–12 students at a time. Students were identified using multiple data

points, including NWEA scores, classroom assessments, unit assessments, exit tickets, teacher referrals, and subgroup performance trends. Pre- and post-assessments were used throughout each intervention cycle to monitor progress and identify specific skill gaps requiring reteaching and targeted support.

In addition, department and grade-level teams regularly analyzed student achievement trends and conducted individualized data review conferences with students to establish goals, monitor growth, and determine next instructional steps. After-school and lunch tutoring opportunities provided additional targeted support aligned to classroom instruction and prerequisite skill development. Classroom look-fors focused on instructional consistency, checks for understanding, and responsive teaching practices also guided ongoing coaching and intervention efforts. To complement these academic supports, ECMSI incorporated family engagement, confidence-building activities, and wraparound supports to reinforce student goals, strengthen mathematical self-efficacy, and promote sustained academic growth.

For students demonstrating strong math achievement and accelerated growth, ECMSI continued expanding enrichment opportunities through its 8th Grade Algebra pathway. Learners were identified for Algebra coursework using multiple data sources, including CAASPP performance, NWEA data, classroom assessments, and teacher recommendation. This accelerated pathway is designed to strengthen mathematical reasoning, expand access to rigorous coursework, and prepare students for advanced high school math courses and future AP math opportunities.

During this school year, particular attention was also given to student groups whose Dashboard performance decreased or remained in the Red or Orange categories. Specifically, SWD experienced a significant decline in their DFS scores, dropping an additional 26.2 points to -132.1 below proficiency (Red). This marks the second consecutive year of math performance challenges for Students with Disabilities and was a contributing factor in ECMSI being identified for Differentiated Assistance through LACOE. To support this student group, ECMSI first engaged in a reflective process that identified the site's strengths and areas of growth, while also reviewing effective goals, and discussing evidence-based programs or practices to improve SWD's progress in Mathematics. Through this process, stronger Tier 2 and Tier 3 intervention systems will be implemented to address IEP goals and significant gaps in foundational math skills. Education Specialists regularly reviewed these goals, in conjunction with diagnostic assessments, classroom performance, and progress monitoring data to create intensive, individualized supports aligned with state special education guidelines along with each student's unique learning needs. All supports also ensured the strengthening of prerequisite math skills, increased access to grade-level instruction, and improved overall mathematical confidence and engagement.

Similarly, Long-Term English Learners (LTELs), whose math performance remained an area of concern (DFS -111.3), received intensified instructional support through a credentialed Education Specialist who co-taught within the math classroom to provide targeted scaffolding and intervention. When needed, Specialized Academic Instruction (SAI) was delivered through small-group pull-out support focused on remediating prerequisite math skills and strengthening conceptual understanding, ensuring students could more successfully access rigorous, grade-level curriculum. Ongoing progress monitoring, paired with language supports embedded within mathematics instruction and aligned to ELPAC data and classroom performance, helped strengthen both mathematical reasoning and academic language development. This targeted, integrated approach also supported the foundational readiness necessary for success across other grade-level coursework.

Moving forward, ECMSI's math plan will focus on addressing the relatively flat cohort growth despite individual student progress. This trend is likely influenced, in part, by incoming 6th-grade students entering middle school significantly below grade level, which lowers the school's

aggregate DFS. Additionally, the Class of 2027 met math growth targets at a lower rate (32%), reinforcing the need for additional targeted intervention as this group of learners moves into 8th grade. In response, the school has identified strengthened Tier 2 math supports and deeper DFS data as key for 2026–27. ECMSI will continue refining its MTSS structures, including expanded tutoring cycles, co-teaching models, and IEP-aligned instructional systems in order to accelerate outcomes for SWDs, LTELS, and other student groups requiring additional support.

Note: this school year, ECMSI did not administer IABs.

Math Intervention Table (2025-26)

Advisory (Freckle + Delta Math) Targeted Practice	Targeted math practice addressing prerequisite skills needed to access grade-level content.	Classroom Teachers (GenEd) Education Specialists (SWEs)	NWEA data, Classroom assessments	Strengthens prerequisite skills while maintaining access to grade-level instruction.
Focus Students (Department Teams)	Departments analyze subgroup performance data and identify target students to inform Tier 1 and Tier 2 instructional adjustments. Teachers conduct individualized (1:1) data review conferences with focus students (with attention to special populations) to monitor progress and guide next steps	Department Teams	Department data analysis, subgroup performance data	Strengthens equitable access to rigorous math instruction
8th Grade Algebra Enrichment	Advanced students are enrolled in Algebra to extend mathematical thinking and prepare for advanced high school coursework.	Math Teachers	CAASPP data, NWEA data, teacher recommendation	Acceleration and enrichment pathway

Science Implementation

ECMSI's Science performance earned Yellow status on the 2025 Dashboard at 53.2 Points Above Standard, slightly above the state average of 52.6, but declining 4.8 points from 2024. The 2025 CAST assessment was informational only and not used for accountability determinations, but the trend warrants a proactive response. The Dashboard's Implementation of Academic Standards Local Indicator shows ECMSI at Level 3 (Initial Implementation) for Next Generation Science Standards (NGSS) which indicates an active transition to full implementation, but not yet at full sustainability.

To address performance declines and build a stronger science instructional foundation, ECMSI is integrating a practice-based model that begins with a comprehensive scope and sequence to ensure no gaps in foundational NGSS knowledge. Specifically, there is a growing focus toward the Science Education for Public Understanding Program (SEPUP), which emphasizes life/health sciences and links scientific inquiry to real-world community issues relevant to ECMSI's student population. Through intentional efforts to integrate data analysis (including NWEA

course grades), science-focused instructional coaching, science-infused programming during ELOP (Camp ECMS), ECMSI's student-centered approach is being refined to accelerate achievement toward the Green indicator.

In 2025-26, ECMSI teachers in both 7th and 8th grade Science are leading NGSS-aligned instructional development. The school is actively integrating the Science Education for Public Understanding Program (SEPUP), which has been piloted for 2 years and will be fully implemented next school year. The program emphasizes life/health sciences and links scientific inquiry to real-world community issues relevant to ECMSI's student population. In addition to EL and SWD resources that are woven into the curriculum, SEPUP's language-rich approach is also designed to improve access to NGSS content for English Learners (who earned Orange in Science: 44.9 above standard) and Students with Disabilities (37.8 above standard). ECMSI's NGSS Local Indicator is at Level 3 (Initial Implementation), reflecting the active transition rather than full sustainability.

English Learner and ELPI Implementation

ECMSI's ELPI performance status is Blue (86.7%, +13.3%), which reflects sustained and effective ELD programming. This exceptional result (40 percentage points above the state average of 46.4%) reflects the impact of dedicated EL paraeducator support, weekly ELD/SPED collaboration meetings, and EL preview sessions before core content units, in order to give students an opportunity to preview upcoming texts and key vocabulary for their ELA classes. Further demonstrating growth, the reclassification rate for the Class of 2025 was 56% (+9 points above the 47% baseline), surpassing the Year 3 target of 55%.

Interdisciplinary Benchmarks (IBMs) and Critical Thinking

Interdisciplinary Benchmarks (IBMs) are ECMSI's signature project-based learning experiences. Each IBM integrates multiple subject areas, such as English, History, Math, and Science, and focuses on a compelling question rooted in real-world issues. Students work collaboratively on hands-on group projects, present findings to audiences that include parents, community members and civic leaders, and demonstrate subject mastery through in-class writing assignments. IBMs also reflect ECMSI's commitment to environmental stewardship and critical thinking. During 2025-26, 79% of students said that most of their classes required critical thinking.

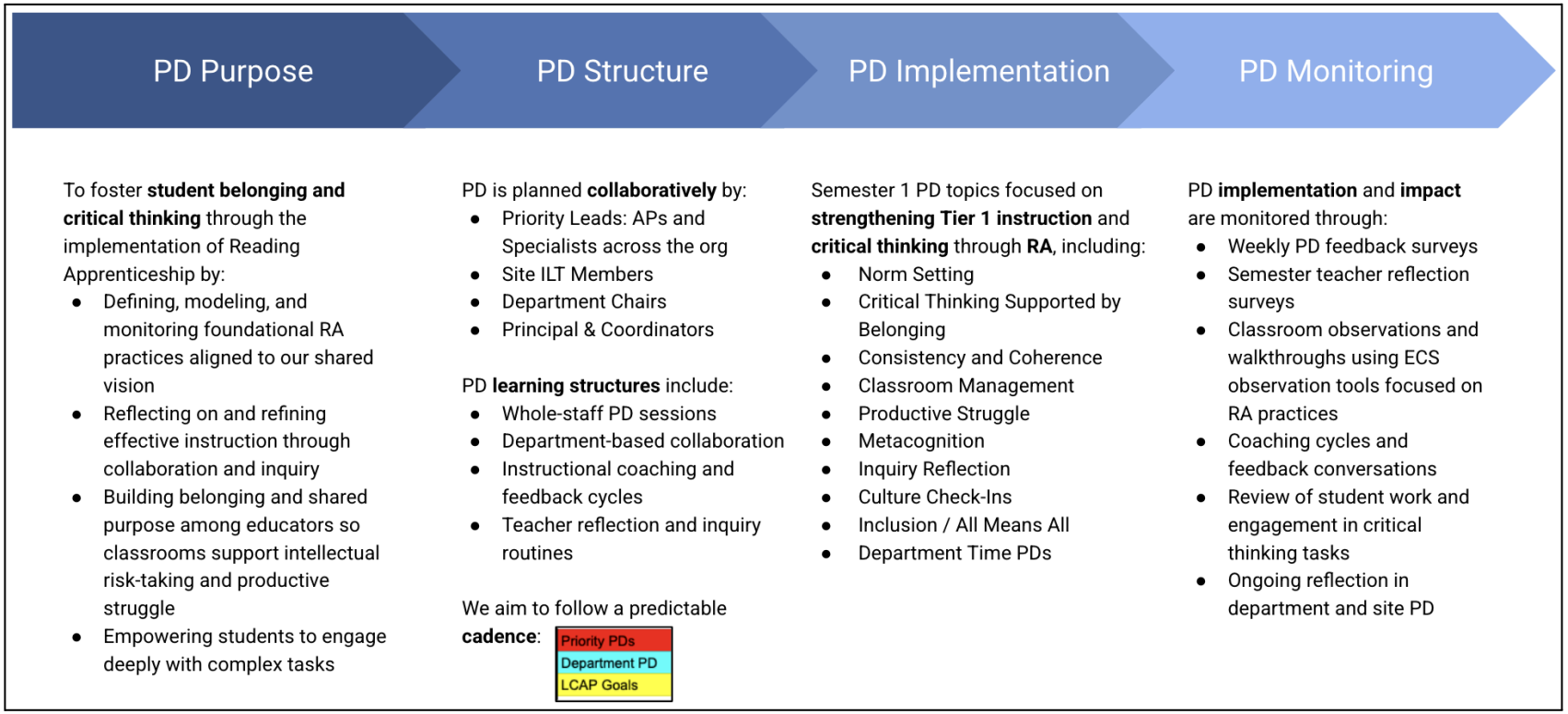
Professional Development Implementation

ECMSI's professional development (PD) model is grounded in a framework designed to strengthen Tier 1 instruction, critical thinking, student belonging, and instructional coherence across classrooms. Weekly whole-staff PD sessions are planned collaboratively by instructional leaders, department chairs, site ILT members, and coordinators. Department collaboration, coaching cycles, classroom walkthroughs, and teacher reflection routines are also regularly reviewed alongside specific themes focused on strengthening foundational RA practices, including productive struggle, metacognition, inquiry-based learning, classroom management, culturally responsive instruction, and inclusive "All Means All" practices that support equitable access to rigorous grade-level instruction.

ECMSI further reinforces a continuous improvement model through reflective practice and instructional coaching anchored in Reading Apprenticeship principles. Teachers submit instructional planning artifacts, participate in multiple classroom observations each year, and engage in debrief conversations with instructional leaders focused on effectiveness, student engagement, and critical thinking. Educators also participate in recurring reflection and goal-setting cycles informed by student achievement data. Data analysis follows a quarterly cadence:

Quarter 1 uses CAASPP results to identify bright spots and focus students; Quarter 2 analyzes NWEA Fall data; Quarter 3 incorporates NWEA Winter and IAB data to reflect on Semester 1 focus students and identify Semester 2 priorities; and Quarter 4 utilizes course grades and End-of-Unit assessments to evaluate growth and inform future instructional planning.

Finally, the impact of professional development is monitored through staff feedback surveys, classroom walkthroughs aligned to ECS observation tools, coaching cycles, teacher reflection surveys, student work analysis, and ongoing departmental inquiry. This structure ensures that all school staff are responsive to student needs, aligned to LCAP goals, and remain focused on strengthening instructional quality as well as equitable outcomes for all learners.



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 between budgeted expenditures and estimated accruals.

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

ECMSI continues to focus on strategic planning, professional development, and program evaluation in order to administer high-level instructional practices that support achievement and academic growth for all learners, especially those who are not yet meeting proficiency in ELA and Math. The 2025 Dashboard's Green ELA indicator (+9.1 points to -3.0), Blue ELPI (86.7%, far above the state average of 46.4%), Accelerated ELA Growth (69.1% of students improving), and reclassification at 56% for the Class of 2025 (+9 points above baseline) confirm that Reading Apprenticeship, ELD program supports, and co-teaching structures are producing measurable outcomes. Tailored instructional strategies for students with disabilities, English language learners, Black/African American students, and Hispanic/Latino students continue to be implemented and refined.

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.

Based on 2024-52025 Dashboard results and recent CAASPP data, ECMSI's 2026-27 focus areas are: Belonging (school-wide values across stakeholders), MTSS and differentiated instruction in ELA for our Black/African American students, Tier 2 Math Support (intensified for 8th grade, SWD, and LTEL student groups), and Co-Planning (to ensure vertical alignment and data-informed responsive instruction). Other adjustments include: ELD program enhancements targeting current ELs whose DFS is tracking below previous results and SEPUP science curriculum integration toward the Green indicator.

Next school year, ECMSI will also focus on further expanding all MTSS through targeted interventions in small groups, clearer progress monitoring, reteaching opportunities, and stronger coordination between classroom instruction and supports offered on campus.

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.a	ECS Certified	ECS personnel will support schools by analyzing and disaggregating data, facilitating professional development, guiding and developing curriculum, evaluating programs, and leading strategic planning efforts.	$229,999	N
1.b	Multi-Tiered Systems of Support/Teacher Development System (MTSS/TDS)	ECS will improve systems for equity in student learning and will articulate and implement an inclusive multi-tiered system of support that ensures all ECS students become conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.	$169,128	Y

		We will articulate the highest leverage instructional best practices for students who are low-income, English learners and/or foster youth and, through our Teacher Development System, we will prepare new educators to through student-centered coaching and professional development. In year one, we will: Determine which standards need to be prioritized to address gaps in student learning Determine the role of teacher-created versus adopted curricula and assessments Audit our existing intervention systems Articulate high leverage instructional best practices to serve as the bedrock for each of the three tiers of academic supports Train and support teachers through a variety of professional development modalities Monitor implementation of tiered supports Develop organization-wide tools to make MTSS efficient and sustainable in identifying students and providing appropriate interventions Observe and gather data to evaluate efficacy of practices and to ensure implementation with fidelity Provide leadership training in technical and adaptive skills to meet the needs of all students In years two and three we will continue to implement our teacher development system and integrate the systems and practices identified in year one to ensure our MTSS is coordinated, data-based, sustainable and supports equitable outcomes for students.		
1.d	English Language Development Program (ELD)	Collaborate with other ECS sites to maintain a shared system of compliance and accountability. Maintain a dedicated paraeducator in ELD at each site to support English learners	$363,777	Y

1.e	ELD PD	Improve delivery of ELD services through targeted professional development for general education teachers on serving English Learners at our site, with an emphasis on inclusive practices that support language development across all content areas	$137,889	Y
1.f	Special Ed Program	Collaborate with other ECS sites to maintain a shared system of compliance and accountability so the department is prepared to provide additional support for ELA and Math, or seamless substitution when an education specialist is absent	$827,140	Y
1.g	Special Ed PD	Improve delivery of special education services through intensive and targeted professional development opportunities and targeted supports.	$115,939	N
1.h	Literacy & Math Initiatives	Continue implementation of WestEd's Reading Apprenticeship across content areas with a focus on metacognition, text selection and collaborative classroom conversations that foster independent thinking . Continue implementation of adopted CCSS-aligned mathematics curricula. Pilot a reading intervention program to identify and deliver foundational reading instruction for those students who have not yet achieved reading fluency.	$541,737	Y
1.i	Specialty Classes	Specialty classes, including Green Ambassadors, Games and Handwork, College Readiness will help low income students and English learners develop the skills needed to succeed in a college preparatory high school, develop students' social emotional skills and reinforce content and skills from core courses through engaging activities appealing to multiple modalities.	$290,927	Y
1.j	College/Career Readiness	We plan to develop a new College/Career Readiness program and support its implementation, which helps low income students and English learners develop the skills needed to succeed in work and college. Based on this work, we intend to embed the development of each student's individual sense of purpose into advisory, counseling and College Prep/readiness classes.	$82,126	Y

Goal

Goal #	Description	Type of Goal
2	**Climate** & **Engagement**: We will foster a caring school culture that prioritizes student wellness, encourages stakeholder engagement, and promotes long-term organizational sustainability.	Broad

State Priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

Climate of care is foundational to ECMSI's mission. The 2025 Dashboard confirms a Blue suspension for all six student groups Blue, an outcome that indicates ECMSI's restorative practices approach has produced durable, low-suspension conditions across every student group, and improving climate survey data (81% adults care, up from 76%).

At the same time, the Red SWD Chronic Absenteeism indicator (24%, increased 1.1 pts) represents an equity and priority for this LCAP. Goal 2 actions will sustain the school's strong restorative culture while intensifying targeted supports for students with disabilities, as well as learners who may be experiencing barriers to consistent school attendance.

Measuring and Reporting Results

All values are as of June 8, 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7	Attendance	23-24*: 94%	95%	95.7%	95%	+1.7%
8	Chronic Absenteeism	23-24*: 19%	15%	8.6%	17.5%	-10.4%
9	Drop Out Rates	23-24: 0%	0%	0%	0%	0%
10	Suspension Rates	23-24: .3%	0%	0.3%	≤.5%	+0%
11	Expulsion Rates	23-24: 0%	0%	0%	0%	0%

12	Parent input in decision-making % of parents who agree that the school allows, seeks, and welcomes their input.	23-24: 93%	97%	98%	>=90%	+5%
13	Parent participation in programs for UDPs Percentage of parents who participate in parent conferences, ELAC and other activities aimed at engaging parents in school decision-making.	22-23: 86%	91%	92%	>=90%	+6%
14	Student Safety & Connectedness Percentage of students who say they felt Safe or Very Safe at school. Percentage of students who say they felt “Unsafe” or “Very unsafe” at school.	23-24 66% 4%	72% 4%	72% 1.7%	70% 2%	+6% -2.3%
15	Student Safety & Connectedness Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey	23-24: 60%	65%	68%	65%	+8%

Goal Analysis for 2025-26

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.

During the 2025–26 school year, ECMSI implemented Goal 2 actions with fidelity while continuing to reflect on opportunities to strengthen communication, transparency, and stakeholder engagement across the community. Through staff feedback and listening sessions led by the Superintendent and Deputy Superintendent of Instruction, along with frequent conversations with students and families, the school identified that it is important for stakeholders to be involved in decision-making in order for authentic dialogue to strengthen a culture of belonging and continuous improvement. These reflections helped inform and shape school culture and engagement efforts.

Overall, Goal 2 implementation resulted in several meaningful success stories related to school climate, student connectedness, and attendance. Based on the California School Dashboard, ECMSI's overall chronic absenteeism rate declined to 14.1% in 2024-25 (Yellow) and even further to 7.9% in 2025-26 (based on preliminary data from June 2, 2026), outperforming the state average of 17.1% and this year overall rates dropped even further to 7.9%. Several student groups also demonstrated significant improvement, including Black/African American students (15.8% rate), English Learners (15.7% rate), and Long-Term English Learners (13.5% rate and an impressive improvement of 9.2 points), with all student groups outperforming state averages. Suspension rates also remained incredibly low at 0.3% (Blue), with all six student groups demonstrating the highest possible equity outcome on the California Dashboard.

Furthermore, local Climate Survey data reflects positive progress with 81% of students reporting that an adult on campus cares about them (up from 76%), 74% reporting a high sense of belonging, and 73% reporting feeling safe at school. ECMSI attributes this to the strong connection between academic achievement and emotional well-being that has continuously been implemented as a comprehensive "climate of care" model. Supported through the California Community Schools Partnership Program (CCSPP) and LREBG funding, the school's Social Worker, Counselor, Dean, and even social work interns from local universities regularly utilize PBIS incentives, restorative justice practices, individualized family outreach, counseling supports, advisory-based SEL lessons, and targeted attendance campaigns designed to strengthen student engagement and connectedness. For example SEL lessons provided during Advisory periods often focused on accountability, self-esteem, stress management, and healthy coping strategies, while restorative practices and consistent disciplinary documentation contributed to a reduction in referrals and suspensions that helped maintain a supportive school climate.

A major priority during 2025–26 centered on addressing chronic absenteeism among Students with Disabilities (SWD), which has declined to 12.2%, a reduction of 11.8% percentage points from the prior year. Although slightly outperforming the state average of 24.9%, the school's Counselor and Social Worker employed intensified individualized outreach efforts to reduce barriers to attendance and instructional access. Similar to previous years, TalkingPoints outreach continued to be utilized broadly across the school community at the 5% absence threshold, IEP-aligned attendance planning, and PBIS attendance rewards specifically communicated to SWD students and families. Targeted support for students who have historically faced barriers to accessing mental health services continues through restorative justice models implemented with fidelity. However, when necessary, Tier 2 supports were employed and included personalized phone calls and direct family communication from the front office to strengthen relationships and responsiveness amongst Black/African American students and Students with Disabilities. Weekly SWD case conferences were also conducted to review attendance trends, monitor interventions, and coordinate supports, while case managers were intentionally looped into outreach efforts and attendance planning to strengthen communication and intervention alignment for both students and families.

This school year, Tier 3 supports were expanded to support those experiencing attendance challenges, course failure, or promotion risk. These interventions included SST processes, individualized counseling supports, academic coaching, goal-setting conferences, and the 8th Grade Culmination Support Group, which provided targeted support for students requiring additional academic and social-emotional intervention. Social work interns from USC, CSULB, CSUDH, and LMU further expanded the school's capacity to provide individualized outreach, including

home visits and wraparound support for highest-need students and families.

This school year, ECMSI intentionally built relationships with families through school events, individualized outreach, and community engagement opportunities. For example, the school hosted quarterly “Coffee with the Principal” meetings specifically for African American families to strengthen the partnership in their child’s education, build trust, and create space for feedback related to belonging or academic success. In addition, the Dean and Counselor facilitated the African American student affinity group to strengthen connections among peers, create opportunities for student voice, increase feelings of belonging, and celebrate academic growth.

Additionally, ECMSI responded to heightened immigration enforcement concerns during the school year through rapid community outreach, multilingual communication, and a Legal Aid “Know Your Rights” webinar documented on the EEP landing page. These efforts helped ensure families felt informed, supported, and connected to available resources during periods of heightened stress and uncertainty.

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.

This year there were two material differences between budgeted expenditures and estimated actuals.

Outdoor education trips are a foundational element of ECS’ instructional programming. They are designed to immerse students in nature, foster hands-on learning, and develop environmental stewards. This year, ECMSI was fortunate to secure a community partnership with an organization that fully funded one of our overnight excursions. Not only were we able to maintain the high quality of the student experience that fosters engagement and belonging, this donation created a cost-saving and underspend in our budget.

Additionally, in an effort to drive enrollment and build a robust lottery, ECMSI budgeted for a dedicated campus Parent Liaison to manage outreach events as well as family communications. However, the individual hired for this role left the organization early in the year, leaving a vacancy for the majority of the 2025-26 term. To ensure recruitment efforts continued uninterrupted, leadership pivoted to a different model whereby a centralized Outreach Coordinator would serve all 4 ECS sites and the salary + benefits would be shared across the network. This restructuring reduced the personnel expenditures for this site and in this goal.

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

Goal 2 actions have demonstrated strong effectiveness in suspension rate (maintained at 0.3% Blue, all six student groups Blue), overall chronic absenteeism (down from 19.9% in 2023 to 14.1% in 2025 to 7.9% in 2026), and climate improvement (students reporting an adult cares about them on campus up 6 pts).

The primary area of focus this year continued to be with SWD and their Chronic Absenteeism rates(Red 24.0%, increased 1.1 pts), which required individualized intervention as detailed above.

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 material changes proposed to Goal 2 for 2026-27. The SWD chronic absenteeism response plan is incorporated into Year 2 action implementation. Climate survey data will continue to inform advisory curriculum refinements.

Additionally, to enhance a stronger culture of belonging, ECMSI will work to build a more intentional advisory program that will integrate SEL, community-building, student voice, relationship development, student leadership opportunities, and responsive support for diverse student needs. We are also looking for an Advisory Campus Lead to help develop and distribute the curriculum and layout, time-sensitive news and policy updates, admin communication, and community circle prompts for teachers to use.

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
2.a	Partnerships/Outdoor Education	ECS and school-site leadership will develop and sustain partnerships in order to increase quality outdoor education engagement of unduplicated pupils, so they are able to access resources, experience, and develop expertise related to their educational/career plans. Overnight excursions and day field trips will contribute to whole child wellness and allow students to explore open space, wilderness, while enhancing their sense of belonging and community building outside of the classroom. Substantial evidence supports the value of outdoor education programs for promoting healthy adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, & Richards, 1997; Norton & Watt, 2013).	$244,993	Y
2.b	AMA- MTSS (SEL)	We will continue our commitment to achieving equity is rooted in the guiding principle that every child is a blessing. We recognize our responsibility to proactively confront systemic barriers that hinder access to education and ensure our school supports all learners. Through a partnership with All Means All (AMA), a nonprofit dedicated to creating high-performing, inclusive learning environments for students with disabilities and historically marginalized communities, we've adopted leadership development and integrated inclusive practices to better support the diverse needs of our entire student population. This ensures	$356,877	Y

		our learners are seen for their assets, have an authentic sense of belonging and are provided with a viable path to achieving academic success. Our Best Practice model that incorporates small learning communities centers meaningful relationships with adults as a critical element needed for student engagement and learning. In advisory, these relationships act as a Tier 1 support for social, emotional & academic needs, where every student is included, has a sense of belonging and can engage in learning in order to fulfill our vision and works to improve students' overall performance (including attendance, engagement and CAASPP scores). Tools and strategies from advisory can be incorporated in classes across content areas. Practicing building community in advisory will also increase teachers' capacity to implement Universal Design for Learning and Reading Apprenticeship in academic settings. We continue to improve Tier 3 social emotional supports with a trained social worker, who can provide targeted interventions for student engagement and restorative practices that is currently provided by our counselors, enabling the counselors to spend more time supporting students in Tier 2.		
2.c	Parent Engagement	Continue to leverage and build parent engagement strategies, like Town halls, community events, committees and councils to expand parent involvement in decision-making and increase participation thereby creating a sense of connectedness, particularly amongst parents of low-income students and English learners.	$2,542	Y
2.d	Student Engagement	We will continue to develop programming, community partners, enrichment activities, and mentoring programs to improve attendance and decrease chronic absenteeism, particularly amongst our English Learners. We will maintain a robust afterschool program to supplement the educational program and increases student engagement, along with a sense of connectedness.	$56,232	N

Goal

Goal #	Description	Type of Goal
3	**Excellent Operations & Facilities**. We will ensure that our operations and facilities support the needs of our students, align with our educational programming, and promote the achievement of learning outcomes. With guidance from the ECS Home Office, we will improve systems that enable smooth, efficient, and compliant school operations.	Broad

State Priorities addressed by this goal.

1, 2, 7

An explanation of why the LEA has developed this goal.

ECMSI is committed to maintaining safe, clean, and functional facilities and ensuring 100% of students have access to standards-aligned instructional materials. The 2025 Dashboard confirms 0 facilities deficiencies and 0 students without materials access -- both indicators at Standard Met.

Goal 3 also includes ECS' HR Department actively monitoring credentialing progress with the site principal for all misassigned teachers on AB 1505-compliant pathways.

Measuring and Reporting Results

All values are as of June 8, 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Teachers: Fully credentialed & appropriately assigned Number of misassignments	23-24: 1	5	tbd	0	tbd
17	Instructional Materials: Percentage of students with access to standards-aligned instructional materials.	23-24: 100%	100%	100%	100%	0%

18	School Facilities in “Good Repair”: Clean, safe, and functional as determined by Facility Inspection Tool (FIT) or other local instrument that meets same criteria	23-24: The facility received ratings of Good on all inspected systems, and an overall rating of Exemplary	The facility received ratings of Good on all inspected systems, and an overall rating of Exemplary	The facility received ratings of Good on all inspected systems, and an overall rating of Exemplary	The facility will receive ratings of good on all inspected systems and an overall rating of exemplary.	0%
19	Course Access	23-24: All students have access to CCSS and CA ELD Standards-aligned curriculum and to the educational program as outlined in the charter petition.	100%	100%	100% of students have access to CCSS and CA ELD Standards-aligned curriculum and to the educational program as outlined in the charter petition.	0%

Goal Analysis for 2025-26

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.

Goal 3 actions were implemented effectively throughout the 2025–26 school year and continued to support safe and high-functioning learning environments aligned with ECS’ educational program. With support from the ECS Home Office, ECMSI maintained strong operational systems related to facilities, instructional materials, compliance, and overall school operations.

Facilities remained in excellent condition, with zero instances failing the Good Repair Standard during the LACOE Annual Inspection. LACOE determined that ECMSI achieved an “Exemplary” facilities rating with an Overall Rating score of 100%. Additionally, LACOE verified sufficient instructional materials in all classrooms visited during the review, with zero students lacking access to standards-aligned instructional materials, consistent with a “Standard Met” rating on the Basics Local Indicator. All 5 Local Indicators also received a “Standard Met” rating during the 2025–26 school year.

ECS HR and the site principal meet regularly with each misassigned teacher to monitor credentialing progress and provide financial support for AB 1505-compliant credential pathways. All cases are targeted for resolution prior to the October 2026 census date.

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.

A difference between budgeted expenditures and estimated actuals resulted from personnel adjustments and expanded student supports. First, the site replaced an elective teacher (Green Ambassadors) who left the organization and the new teacher had a higher salary than anticipated. The final contract was adjusted to reflect the new employee's verified credentials and advanced placement on the step-and-column salary schedule. Additionally, as a result of a prolonged vacancy required an unbudgeted substitute teacher was hired to maintain classroom continuity. This position was in place until February 2026. Finally, the site provided additional compensation for the on-site Counselor who provided critical, targeted meetings and resources while navigating the needs of students and families. While these shifts exceeded initial projections, each investment was vital to preserving instructional quality and supporting trajectory change.

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

Goal 3 actions have demonstrated effectiveness in facilities maintenance and materials access (both at 100% / all compliant). Teacher credentialing improvement is the area of ongoing focus; HR and site administration have intensified monitoring and financial support in 2025-26.

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 material changes proposed to Goal 3 for 2026-27. Credentialing improvement efforts continue with the same oversight structure.

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
3.a	Employees for Ed. Program	School will employ certificated employees necessary to implement educational programs.	$1,181,728	N
3.b	Employees for Operations	School will employ staff necessary for effective operations and facilities that support student safety and the implementation of educational programs	$519,774	N
3.c	Insurance/Benefits	School will maintain required insurance and will offer competitive employee benefits packages.	$964,402	N
3.d	Curriculum	School will purchase books, materials and supplies to ensure smooth operations and effective implementation of educational programs. Students will be provided with free and reduced lunch.	$421,047	N
3.e	Professional Services	School will leverage professional services and other ongoing operating expenses to ensure smooth operations and effective implementation of educational programs. Action encompasses budget series 5000, including professional services such as attorneys and auditors and expenses such as copier rentals, tech support, and district oversight.	$1,607,783	N
3.f	Capital Improvements	School site will make capital improvements to ensure student safety and support implementation of educational programs.	$617,546	N
3.g	CMO Classified	ECS personnel will provide the school with human resources, accounting, financial, development, data and facilities support to ensure smooth operations. ECS personnel will also support the school's implementation of standards and work to secure additional resources needed to implement educational programs.	$0	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,507,898	$191,580

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
39.280%	2.312%	$84,312	41.592%

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 1.b (MTSS / TDS)	The 2025 California Dashboard, along with our state-required needs assessment for learning recovery funds, and ongoing classroom data confirms that the students who need the most academic support are our English learners, socioeconomically disadvantaged students, and students with disabilities. In Math, our overall Dashboard score plateaued in 2024-25, and two student groups, students with disabilities and Long-Term English Learners, remain significantly below grade level.	To meet students where they are academically while keeping them in rigorous grade-level classes, ECMSI uses different learning platforms — including Freckle and Pear Deck — often during Advisory periods and intervention cycle sessions. These tools give students targeted, individualized practice in ELA and Math at their current skill level, without pulling them out of core instruction (Least Restrictive Environment). The program is available to every student because 88.8% of our enrollment is socioeconomically	ELA interim assessment: 52.7% of students at or above goal. Math interim assessment: 42.3% of students at or above goal. English Learner reclassification rate: target 55% or higher. Students with Disabilities Math score: move from Red toward Orange.

		disadvantaged, thus virtually all of our students qualify for these learning recovery supports, and no eligible student should be excluded.	
Goal 1, Action 1.f (Special Education Program)	Students with disabilities at ECMSI are facing two serious challenges at the same time: their Math scores are 132.1 points below standard (Red), and 24.0% are chronically absent (also Red). These two barriers reinforce each other: when students miss school, it is harder to close academic gaps, and when gaps feel insurmountable, students disengage. As a result, LACOE designated ECMSI for Differentiated Assistance in January 2026, and this designation is the driving force behind new MTSS interventions. The LACOE-supported review process confirmed that stronger co-teaching structures, more consistent IEP-to-instruction alignment, and greater program stability are the highest-leverage responses.	ECMSI's Special Education team, including education specialists, an Inclusion Coordinator, and a school counselor, provides co-teaching in Math and ELA classrooms, small-group specialized instruction aligned to each student's IEP goals, and individualized counseling and attendance outreach. This program serves all students with disabilities school-wide, providing the specialized support each student's plan requires. Because 88.8% of ECMSI students are socioeconomically disadvantaged, nearly every student with a disability at ECMSI is also low-income; this action therefore contributes $314,999 in LCFF-funded special education paraprofessional staffing principally directed at the intersecting academic and attendance needs of low-income students with disabilities, and is provided on an LEA-wide basis.	Students with Disabilities Math Dashboard score: move from Red (-132.1) toward Orange (target: -101 by 2027). Students with Disabilities ELA Dashboard score: continue improving from Orange. Students with Disabilities Chronic Absenteeism rate: reduce from 24.0% (Red) toward 20% or below.
Goal 1, Action 1.h (Literacy & Math Initiatives)	While ECMSI's school-wide ELA performance status is Green, the student groups our needs assessment identifies as furthest from proficiency are low-income students, English Learners, and students with disabilities. Additionally, the 2025 Dashboard shows Long-Term English Learners 111.3 points below standard in Math (Red) and students with disabilities 132.1 points below standard in Math (Red). Many incoming students also enroll in the school reading below grade level without prior access to foundational reading intervention. These students need literacy instruction embedded in every content area, as well as a math program that closes	This action funds continued implementation of WestEd's Reading Apprenticeship across all content areas, adopted CCSS-aligned mathematics curricula, and a pilot of a reading intervention program that both identifies and delivers foundational reading instruction to students who have not yet achieved reading fluency. Reading Apprenticeship makes disciplinary literacy strategies part of every class, which allows students reading below grade level access to rigorous content without being pulled from core instruction. Because 88.8% of ECMSI students are low-income and many of these students are furthest from proficiency standards, providing this action school-wide is the most effective way to reach	ELA interim assessment: 52.7% of test takers at or above goal. Math interim assessment: 42.3% of test takers at or above goal. Long-Term English Learner Math Dashboard score: move from Red toward Orange. Percentage of students achieving reading fluency benchmarks in the intervention pilot.

	achievement gaps while keeping learners in rigorous grade-level coursework.	the unduplicated students toward whom it is directed with intervention intensity calibrated to those with the greatest need.	
Goal 1, Action 1.i (Specialty Classes)	Student engagement and belonging are not separate from academic achievement , in fact they are preconditions for it. Our 2025 climate survey found that 74% of students report a high sense of belonging overall, but belonging among Black/African American students was notably lower at 62%. For low-income students and English Learners specifically, access to enrichment experiences, including environmental education, hands-on learning, and college awareness, is rarely available outside of school. Feedback from students, families, and staff directly identified these gaps and shaped the design of our specialty programming.	Specialty courses, including Green Ambassadors (environmental science and stewardship), Games and Handwork (SEL through hands-on design), and College Readiness (college awareness, study skills, and goal-setting), are offered to all students school-wide and these experiences directly address documented equity gaps. These courses build academic identity and a sense of belonging that reinforce all other instructional investments.	Student belonging rate (Climate Survey target: improve from 74% school-wide and 62% among Black/African American students). Chronic absenteeism rate (strong belonging is a documented protective factor). On-track indicators toward high school readiness.
Goal 1, Action 1.j (College/ Career Readines s)	First-generation college-goers from low-income communities often lack exposure to the post-secondary options, vocabulary, and self-advocacy skills that peers from higher-income backgrounds take for granted. Middle school is the time when students form their academic identity and begin deciding whether college is "for people like me." ECMSI's enrollment is almost entirely made up of students from low-income communities of color who will be the first in their families to pursue college, making early college awareness a documented equity need for our entire student population.	The College and Career Readiness program provides structured learning about post-secondary options, career pathways, and goal-setting, and it is embedded into dedicated course time. The program is available school-wide because ECMSI's entire enrollment is composed of low-income and English Learner students for whom college-going identity formation at the middle school level is an equity investment, not a luxury.	On-track trajectory toward a-g coursework readiness. Student-reported college-going self-efficacy (climate survey). Students with a documented college or career goal by 8th grade graduation.
Goal 2, Action 2.a (Partners hips/Outd oor	Low income students at ECMSI have far less access to green spaces, wilderness, overnight travel, and enrichment experiences outside of school in comparison to their peers from higher income communities. At ECS, we know that	ECS and site leadership sustain community partnerships that provide overnight excursions at each grade level, day field trips, and service learning at no cost to families, removing the financial barrier that would otherwise exclude	Percentage of students participating in grade-level overnight trips. Chronic absenteeism rate (maintain improvement; 2025

Education)	these experiences shape belonging, identity, and engagement. Our 2025 Climate Survey found that 74% of students report a high sense of belonging, but belonging among Black/African American students, nearly all of whom are also low income at the school, was notably lower at 62%. Family and student feedback consistently identifies the 6th, 7th, and 8th grade overnight outdoor education trips as among the most valued parts of the ECMSI program, and chronic absenteeism declines fastest among students who feel connected to the school community.	low income students entirely. These experiences build belonging, community, and stewardship that students rarely access otherwise. The action is provided school-wide because 88.8% of ECMSI students are low income and a cost-based opt-in model would exclude precisely the students the action is principally directed toward.	Dashboard 14.1% Yellow, 2025-26 mid-year 7.9%). Local Climate Survey belonging measure (improve from 74% school-wide and 62% among Black/African American students).
Goal 2, Action 2.b (CABR-M TSS SEL)	When students do not feel like they belong, they stop engaging and coming to school. At ECMSI, where 88.8% of our student body qualifies as low-income, those carrying the heaviest burdens outside the classroom are often the most vulnerable to school disconnection. The 2025 Dashboard shows chronic absenteeism for students with disabilities at 24.0% (Red), and Black/African American students, nearly all of whom are also low income at ECMSI, declined 26.4 points in ELA to -30.4 (Orange). Local Climate Survey responses confirm that belonging is the lever: students who report that there is a caring adult on campus attend school more and achieve at a higher rate. Low income students disproportionately lack access to private counseling and mental health services, thus making school-based Tier 1 through Tier 3 social emotional support an equity need for this student group.	The Dean of Student Culture and the school counselor, funded in substantial part through this action, deliver the school's tiered social emotional system: advisory as a Tier 1 belonging structure for every student, counselor-led Tier 2 small groups, and individualized Tier 3 intervention coordinated with the social worker. The focus on Black/African American families, in coordination with our Black Scholars Union work, continues to shape advisory content, affinity group facilitation, and staff training so that belonging is built deliberately for the students the data shows are least connected. Because nearly nine in ten ECMSI students are low income, providing this action LEA-wide is the most effective way to reach the unduplicated students it is principally directed toward, and the supports are calibrated to the students with the highest need.	Chronic absenteeism rate for all students and for students with disabilities (reduce from 24.0% Red toward 20% or below). Suspension rate. Local Climate Survey belonging measure. Percentage of students reporting an adult on campus who wants them to do their best.
Goal 2, Action 2.c (Parent	Parents of low income students and English learners face many barriers to participating in school decision-making, including work schedules that conflict with in-person meetings	ECMSI funds a multilingual two-way communication platform (Talking Points) that translates school communication into each family's home language and lets parents	Parent participation rates in school decision-making bodies (PAC, ELAC, Parent Advisory Committee).

Engagement)	and communication sent only in English. When these families do not have the opportunity to provide input, the school loses its perspective of the very student groups its equity work serves. ELAC feedback confirmed that language-accessible, two-way communication is what determines whether EL families can participate, and 98% of ECMSI families report the school values and seeks their input, a level of trust this action is designed to sustain.	respond in that language, alongside engagement strategies such as online town halls that remove scheduling barriers. The action is directed at parents of English learners and low income students because they are the families for whom language access and schedule flexibility decide participation. Given ECMSI's 88.8% unduplicated enrollment, LEA-wide delivery is the most effective structure for reaching them.	Percentage of families reporting the school values and seeks their input (maintain 98%). Priority 3 Local Indicator self-reflection ratings.

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 1, Action 1.d (ELD Program)	ECMSI has 15.6% English learners, and data shows that while these students are making strong progress toward English proficiency (our ELPI indicator is Blue at 86.7%, nearly twice the state rate), their ELA and Math scores still require intensive language support. The 2025 Dashboard shows English Learners scoring 32.3 points below standard in ELA and 61.8 points below standard in Math. And reaching reclassification to the point where a student has developed enough English proficiency to exit EL services, takes sustained, expert support throughout middle school.	A dedicated ELD paraeducator provides in-class language support, runs preview sessions before major content units so students can interact with key vocabulary before their ELA classes, and collaborates weekly with the Special Education team to support students who have both language development needs and IEP goals. This action is provided solely to English Learners. The paraeducator's support follows EL students into their content-area classes, so language development is woven into every subject they take, not just ELD class.	English Learner Progress Indicator: maintain Blue status (target: 65% or more of test takers making progress). English Learner reclassification rate: target 55% or higher. English Learner ELA Dashboard score: reduce gap toward Yellow status.
Goal 1, Action 1.e (ELD PD)	ECMSI's English Learners are making strong progress overall (Blue ELPI at 86.7%), but teachers recognize that sustaining and accelerating progress requires continuous improvement in how they deliver language	Targeted professional development for teachers who work with English Learners, including Reading Apprenticeship applied to EL contexts, ELD scaffolding strategies across content areas, and LTEL-specific academic language	English Learner ELA and Math Dashboard scores (DFS). English Learner reclassification rate (target: 55% or higher). ELPI

	instruction across all content areas. Teachers who serve English Learners need specific skills, including ELD scaffolding, academic language support embedded in Math and Science, and strategies for Long-Term English Learners who have been in EL services for five or more years.	development. This is a targeted investment in the teachers who directly serve EL students — improving teacher practice is how we improve student outcomes.	progress rate (maintain Blue).

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

Not applicable.

Additional Concentration Grant Funding

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

With 88.8% of students socioeconomically disadvantaged, all concentration grant add-on funding at ECMSI goes directly toward increasing staff who provide hands-on services to students -- the three positions that are central to the school's highest-priority equity work. Action 2.b (the school counselor and social worker, funded in part through LREBG and CCSPP) provides the individualized outreach and attendance intervention that directly addresses the Red SWD Chronic Absenteeism indicator documented above. Action 1.d (the ELD paraeducator) provides in-class scaffolding and ELD preview sessions that have sustained ELPI Blue status at 86.7%, far above the state average of 46.4%. Action 1.f (the Special Education team, including the Inclusion Coordinator hired as part of the Differentiated Assistance response) provides the co-teaching and IEP-to-instruction alignment described in the Technical Assistance section.

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	N/A -- ECMSI is a single-school charter with 88.8% SED enrollment (above 55%)	1:18
Staff-to-student ratio of certificated staff providing direct services to students	N/A -- ECMSI is a single-school charter with 88.8% SED enrollment (above 55%)	1:15

2026-27 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 %)
2026-27	$ 3,838,893	$ 1,507,898	39.280%	2.312%	41.592%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,503,544	$ 2,701,015	$ 131,741	$ 395,286	$ 8,731,586.00	$ 5,573,105	$ 3,158,481

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.a	ECS Certificated	All	No					$ 229,999	$ -	$ 229,999				$ 229,999	0.000%
1	1.b	Multi-Tiered Sys of Support/TDS	All	Yes	LEA-wide	All	All	Ongoing	$ 101,794	$ 67,334	$ 127,858	$ 35,270		$ 6,000	$ 169,128	0.000%
1	1.d	ELD Program	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 363,777	$ -	$ 317,061			$ 46,716	$ 363,777	0.000%
1	1.e	ELD PD	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 137,890	$ -	$ 14,161			$ 123,729	$ 137,890	0.000%
1	1.f	Special Ed Program	Students with Exceptionalities	Yes	LEA-wide	All	All	Ongoing	$ 680,820	$ 146,320	$ 314,999	$ 435,821		$ 76,320	$ 827,140	0.000%
1	1.g	Special Ed PD	Students with Exceptionalities	No					$ 111,668	$ 4,271		$ 111,668		$ 4,271	$ 115,939	0.000%
1	1.h	Literacy & Math Initiatives	All	Yes	LEA-wide	All	All	Ongoing	$ 525,247	$ 16,490	$ 446,696	$ 95,041			$ 541,737	0.000%
1	1.i	Specialty Classes	All	Yes	LEA-wide	All	All	Ongoing	$ 281,986	$ 8,941	$ 203,261	$ 87,666			$ 290,927	0.000%
1	1.j	College/Career Readiness	All	Yes	LEA-wide	All	All	Ongoing	$ 82,126	$ -	$ 82,126				$ 82,126	0.000%
2	2.a	Partnerships/Outdoor Education	All	Yes	LEA-wide	All	All	Ongoing	$ 15,000	$ 229,993	$ 192,605	$ 52,388			$ 244,993	0.000%
2	2.b	AMA- MTSS (SEL)	All	Yes	LEA-wide	All	All	Ongoing	$ 356,876	$ -	$ 211,371	$ 145,505			$ 356,876	0.000%
2	2.c	Parent Engagement	All	Yes	LEA-wide	All	All	Ongoing		$ 2,542	$ 2,542				$ 2,542	0.000%
2	2.d	Student Engagement	All	No					$ 20,019	$ 36,213		$ 56,232			$ 56,232	0.000%
3	3.a	Employees for Educational Program	All	No					$ 1,181,728	$ -	$ 903,544	$ 278,184			$ 1,181,728	0.000%
3	3.b	Employees for Operations	All	No					$ 519,773	$ 1	$ 448,545	$ 71,229			$ 519,774	0.000%
3	3.c	Insurance/Benefits	All	No					$ 964,402	$ -	$ 922,868	$ 41,534			$ 964,402	0.000%
3	3.d	Curriculum	All	No						$ 421,047	$ 33,239	$ 127,817	$ 131,741	$ 128,250	$ 421,047	0.000%
3	3.e	Professional Services	All	No						$ 1,607,783	$ 845,123	$ 752,660		$ 10,000	$ 1,607,783	0.000%
3	3.f	Capital Improvements	All	No						$ 617,546	$ 207,546	$ 410,000			$ 617,546	0.000%
3	3.g	Home Office Classified	All	No						$ -					$ -	0.000%

2026-27 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
$ 3,838,893	$ 1,507,898	39.280%	2.312%	41.592%	$ 1,912,680	0.000%	49.824%	**Total:**	$ 1,912,680
								LEA-wide Total:	$ 1,581,458
								Limited Total:	$ 331,222
								Schoolwide Total:	$ -

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.b	Multi-Tiered Sys of Support/TDS	Yes	LEA-wide	All	All	$ 127,858	0.000%
1	1.d	ELD Program	Yes	Limited	English Learners	All	$ 317,061	0.000%
1	1.e	ELD PD	Yes	Limited	English Learners	All	$ 14,161	0.000%
1	1.f	Special Ed Program	Yes	LEA-wide	All	All	$ 314,999	0.000%
1	1.h	Literacy & Math Initiatives	Yes	LEA-wide	All	All	$ 446,696	0.000%
1	1.i	Specialty Classes	Yes	LEA-wide	All	All	$ 203,261	0.000%
1	1.j	College/Career Readiness	Yes	LEA-wide	All	All	$ 82,126	0.000%
2	2.a	Partnerships/Outdoor Education	Yes	LEA-wide	All	All	$ 192,605	0.000%
2	2.b	AMA- MTSS (SEL)	Yes	LEA-wide	All	All	$ 211,371	0.000%
2	2.c	Parent Engagement	Yes	LEA-wide	All	All	$ 2,542	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,416,936.00	$ 8,572,538.00

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.a	ECS Certificated	No	$ 27,019	$ 27,019
1	1.b	Multi-Tiered Sys of Support/TDS	Yes	$ 172,182	$ 172,592
1	1.d	ELD Program	Yes	$ 177,399	$ 177,399
1	1.e	ELD PD	Yes	$ 112,602	$ 115,701
1	1.f	Special Ed Program	No	$ 923,606	$ 894,474
1	1.g	Special Ed PD	No	$ 125,022	$ 132,215
1	1.h	Literacy & Math Initiatives	Yes	$ 500,973	$ 520,126
1	1.i	Specialty Classes	Yes	$ 263,575	$ 280,103
1	1.j	College/Career Readiness	Yes	$ 79,726	$ 79,726
2	2.a	Partnerships/Outdoor Education	Yes	$ 297,566	$ 250,519
2	2.b	AMA- MTSS (SEL)	Yes	$ 352,419	$ 350,291
2	2.c	Parent Engagement	Yes	$ 3,158	$ 3,236
2	2.d	Student Engagement	Yes	$ 87,805	$ 56,232
3	3.a	Employees for Educational Program	No	$ 1,048,455	$ 1,175,614
3	3.b	Employees for Operations	No	$ 683,638	$ 644,191
3	3.c	Insurance/Benefits	No	$ 868,355	$ 901,900
3	3.d	Curriculum	No	$ 448,233	$ 465,901
3	3.e	Professional Services	No	$ 1,628,203	$ 1,708,299
3	3.f	Capital Improvements	No	$ 617,000	$ 617,000
3	3.g	Home Office Classified	No	$ -	$ -

2025-26 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)
$ 1,458,036	$ 1,382,608	$ 1,373,724	$ 8,884	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.b	Multi-Tiered Sys of Support/TDS	Yes	$ 130,474	$ 130,541.00	0.000%	0.000%
1	1.d	ELD Program	Yes	$ 138,542	$ 138,541.00	0.000%	0.000%
1	1.e	ELD PD	Yes	$ 18,181	$ 21,280.00	0.000%	0.000%
1	1.h	Literacy & Math Initiatives	Yes	$ 399,491	$ 408,788.00	0.000%	0.000%
1	1.i	Specialty Classes	Yes	$ 178,470	$ 194,997.00	0.000%	0.000%
1	1.j	College/Career Readiness	Yes	$ 79,726	$ 79,726.00	0.000%	0.000%
2	2.a	Partnerships/Outdoor Education	Yes	$ 235,035	$ 187,881.00	0.000%	0.000%
2	2.b	AMA- MTSS (SEL)	Yes	$ 199,531	$ 208,734.00	0.000%	0.000%
2	2.c	Parent Engagement	Yes	$ 3,158	$ 3,236.00	0.000%	0.000%
2	2.d	Student Engagement	Yes	$ -	$ -	0.000%	

2025-26 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)
$ 3,647,232	$ 1,458,036	0.000%	39.977%	$ 1,373,724	0.000%	37.665%	$ 84,312.00	2.312%

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 school site.
- **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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