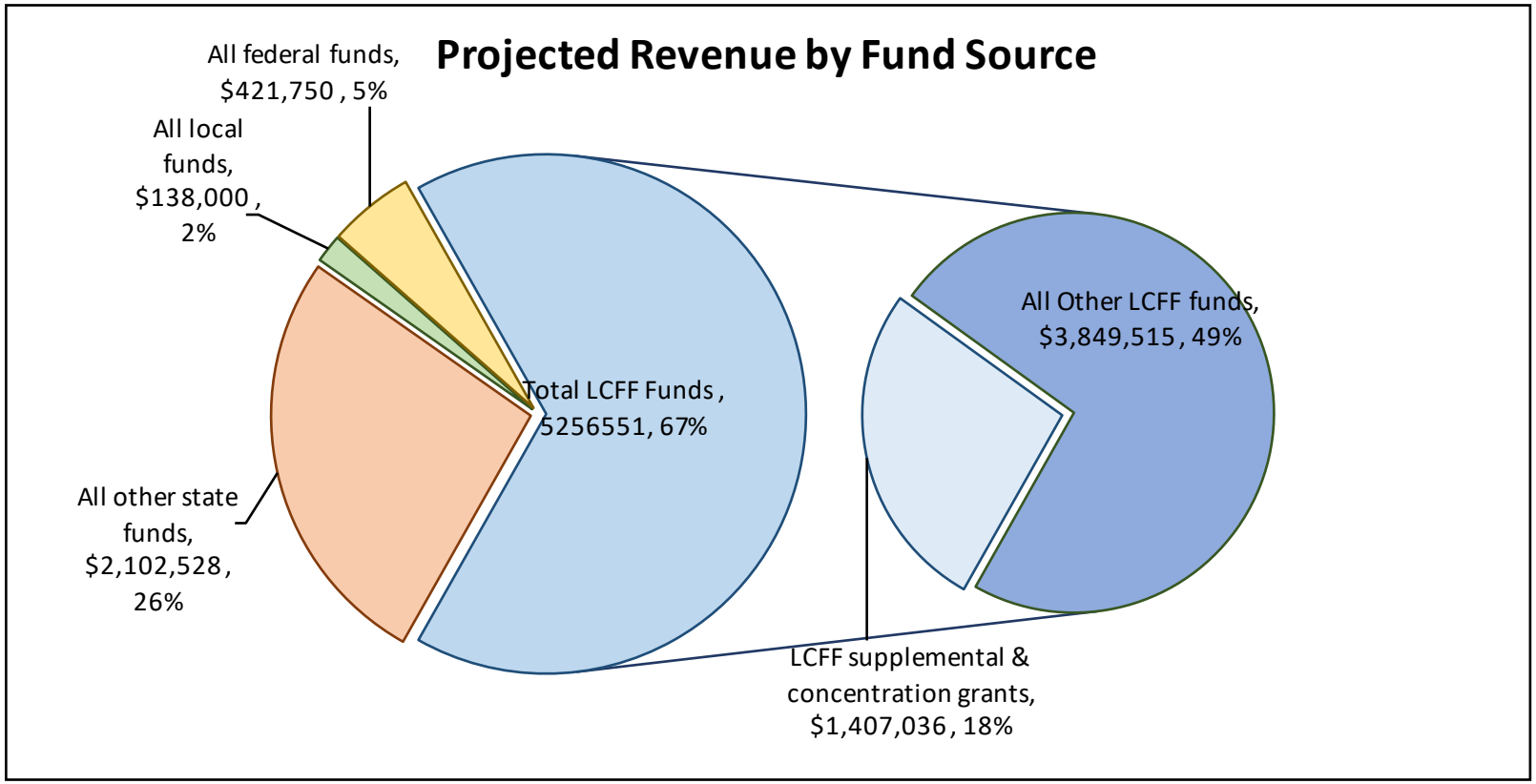
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Environmental Charter Middle School - Gardena
CDS Code: 19101990121772
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).

Budget Overview for the 2026-27 School Year

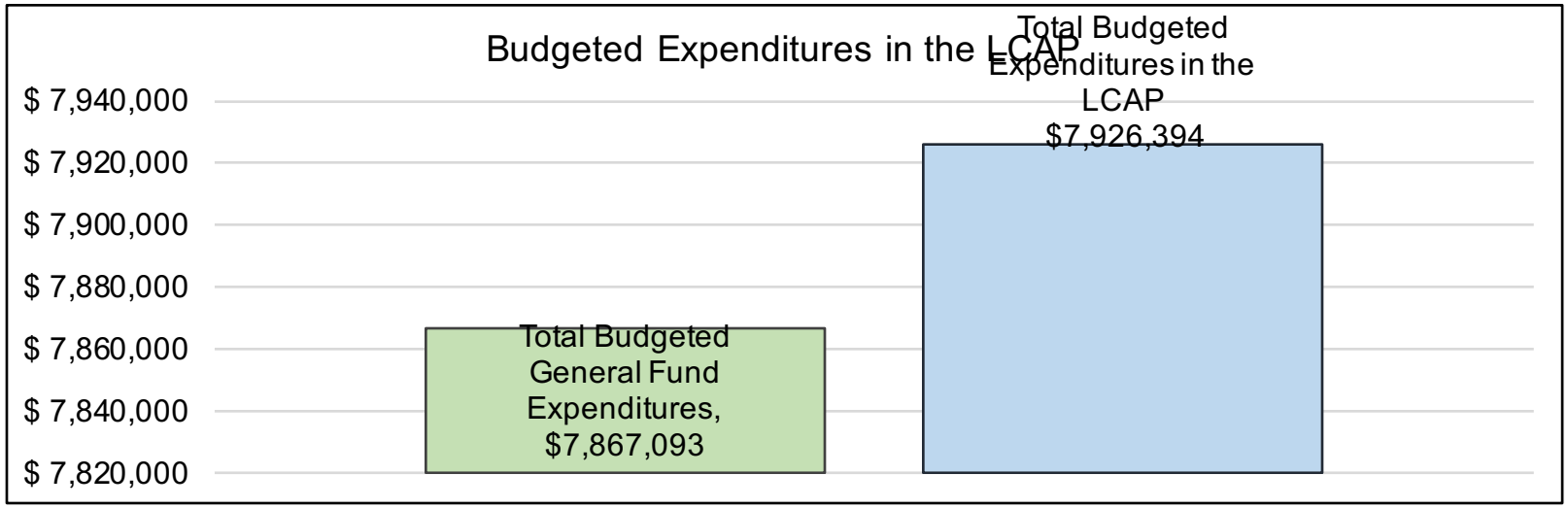


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Environmental Charter Middle School - Gardena 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 - Gardena is $7,918,829.00, of which $5,256,551.00 is Local Control Funding Formula (LCFF), $2,102,528.00 is other state funds, $138,000.00 is local funds, and $421,750.00 is federal funds. Of the $5,256,551.00 in LCFF Funds, $1,407,036.00 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.



This chart provides a quick summary of how much Environmental Charter Middle School - Gardena plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Environmental Charter Middle School - Gardena plans to spend $7,867,093.00 for the 2026-27 school year. Of that amount, $7,926,394.00 is tied to actions/services in the LCAP and $-59,301.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

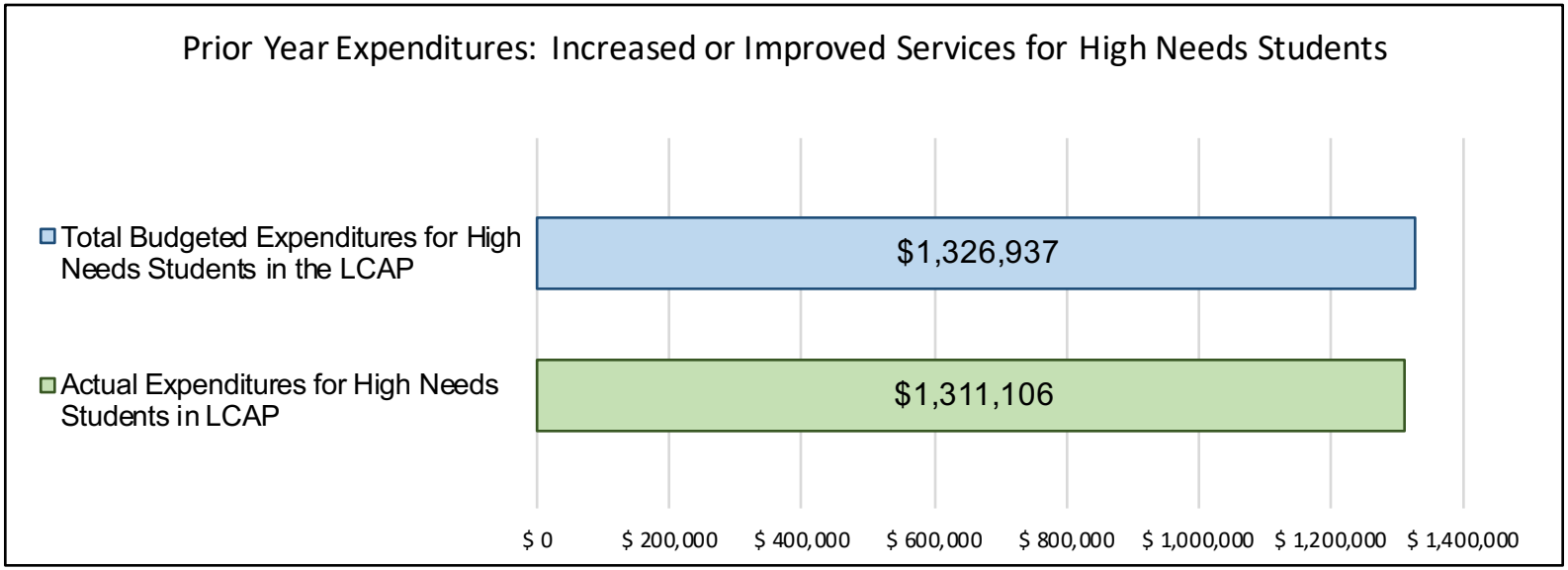
All general fund expenditures were accounted for in the LCAP.

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

In 2026-27, Environmental Charter Middle School - Gardena is projecting it will receive $1,407,036.00 based on the enrollment of foster youth, English learner, and low-income students. Environmental Charter Middle School - Gardena must describe how it intends to increase or improve services for high needs students in the LCAP. Environmental Charter Middle School - Gardena plans to spend $1,540,344.00 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 - Gardena 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 - Gardena 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 - Gardena's LCAP budgeted $1,326,937.00 for planned actions to increase or improve services for high needs students. Environmental Charter Middle School - Gardena actually spent $1,311,106.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $15,831.00 had the following impact on Environmental Charter Middle School - Gardena's ability to increase or improve services for high needs students:

Estimated actual LCFF expenditures for contributing actions came in approximately $15,800 below the budgeted amount, a variance of just over one percent. The difference was driven primarily by mid-year staffing shifts across the English language development and family and student engagement actions, including an ELD coordinator leave covered at a lower salary step. 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 - Gardena	Dave Trejo, Principal	dave_trejo@ecsonline.org, 310-425-1605

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-Gardena (ECMSG) is a free, public charter school, authorized by the Los Angeles County Office of Education, that serves students in 6th-8th grade from Gardena, Harbor Gateway, 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, 88.3% are economically disadvantaged and qualify for free or reduced lunch, 8.5% are English learners, and 18.1% are students with disabilities. African American and Black students represent 15.3% of enrollment in 2025-26, reflecting intentional recruitment growth.

Since its opening in 2010, ECMSG 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. Middle schoolers are inspired to break down barriers that prevent them from growing at their highest potential and find meaning in education. For several years, ECMSG's academic priority has centered on critical thinking through the implementation of the Reading Apprenticeship (RA) framework and intentional backward planning, which has produced measurable improvements in student metacognition, collaborative discourse, and achievement in ELA and math.

Complementing this rigorous classroom focus, ECMSG'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 strengthened 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. The school was also recognized by the City of Los Angeles Green Business Program for our efforts and leadership in making the community more environmentally sustainable.

Beyond the traditional academic year, ECMSG 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. Finally, the 2025-26 school theme, "Where we Belong, we Grow," reflects a structured three-tiered SEL system that supports all students' connectedness and sense of

belonging.

2026-27 Charter Renewal Context

During the upcoming 2026-27 academic year, ECMSG will submit their charter renewal petition. As noted above, ECMSG is authorized by LACOE per Ed. Code section 47605 and this petition, along with the adoption of the LCAP, has served as the primary organizational priority of 2025-26. ECMSG is thrilled to highlight a strong growth trajectory of post-pandemic academic recovery, demonstrating exceptional achievement after navigating learning disruptions and declines associated with the "COVID" drop. In fact, in 2025 ELA DFS improved from -44.2 pts to -22.2 pts over three years (+22.0 point increase); Math grew from -103.3 pts to -44.2 pts over three years (+59.1 point increase); Students who identify as Hispanic and SED progressed towards Green status in Math indicators, and the school's ELPI rates of 56.8% are above state average, which all provide a strong foundation for renewal.

Additionally, ECMSG met operational and compliance MPOs in 5 out of 5 years. The school successfully exited Differentiated Assistance eligibility in 2025-26, and current-year data shows no student group at the lowest performance level on any state indicator. Finally, consistent with LACOE IPR Recommendation 9, the 2026-27 LCAP incorporates stronger DFS-based cohort growth metrics aligned to the charter renewal framework.

LREBG Unexpended Funds Disclosure

ECMSG 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 (LCAP Action 2.b), which is a critical component of ECMSG'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, ECMSG is able to maintain these essential services and plan effectively for the eventual sunset of this funding source. ECMSG's base LREBG allocation is $594,970, with $163,251.62 budgeted for 2026-27 and the remaining balance allocated for 2027-28, the final year of the grant.

Following a comprehensive needs assessment conducted pursuant to Ed. Code Section 32526(d) that identified chronic absenteeism and post-pandemic academic recovery as the most critical areas of need, particularly among student groups who experienced the greatest learning disruptions, funds were strategically deployed during the reporting period. Under LCAP Action 2.b, counselor salaries allowed for a focus on individualized and small-group interventions to help students address the barriers that contributed to chronic absenteeism, closing achievement gaps, and rebuilding academic skills and/or habits that learners may have missed. The impact of these LREBG-funded supports is monitored through the schoolwide Chronic Absenteeism rate (Goal 2, Metric 8) and Attendance Rate (Metric 7). The 2026-27 LREBG budget for this action includes a certificated counselor salary of $93,001, associated employee benefits of $32,336, and a portion of the ECS Director of Student Wellness salary ($32,841), whose work promotes emotional well-being through direct student services and a supportive school environment which is vital in order to sustain learning and attendance. These uses are consistent with Ed. Code Section 32526(c)(2)(C), which specifically authorizes the integration of evidence-based pupil supports to address barriers to learning.

Under LCAP Action 3.d, $2,073 was utilized in math assessment software and $3,000 was allocated to professional learning which supported targeted academic recovery for students identified through the needs assessment as requiring additional assistance in mathematics. The impact of these LREBG-funded math supports is monitored through CAASPP Math Average Distance from Meeting Standard (Goal 1, Metric 2) and NWEA Math growth results. These investments are aligned with EC Section 32526(c)(2)(B), which authorizes the use of LREBG funds to accelerate academic progress through evidence-based learning supports.

Reflections: Annual Performance

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

Performance Level Identification

The California Dashboard accountability system uses color ratings (Red, Orange, Yellow, Green, Blue) to demonstrate how student groups are performing on each indicator, with Red representing the lowest performance level and Blue the highest. Based on the 2024-25 California School Dashboard, the ECMSG received a Red rating on the state indicator for Chronic Absenteeism for all student groups. This is addressed directly below in the LCAP.

Chronic Absenteeism: Based on the 2024-25 CA Dashboard, the overall All Students rate is 21.5%, (Orange) and is above the state average of 17.1%. Additionally, several student groups have chronic absenteeism rates that have earned red status: Black/African American (24.4%, increased 2.7 points), English Learners (34.9%, increased 9.9 points), Hispanic (21.9%, maintained), Long-Term English Learners (36.4%, increased 10.3 points), Socioeconomically Disadvantaged (22.7%, maintained), and Students with Disabilities (31.3%, increased 9.8 points). However, as of June 3, ECMSG's 2025-26 chronic absenteeism improved dramatically across all student groups. In fact, as of June 11, 2026, the 2025-26 school-wide rate declined to 14.4%. SWD declined from 31.3% to 15.6% (-15.7 pts, projecting Yellow). AA declined to 14.3%. EL declined from 34.9% to 25% (-9.9 pts, projecting Yellow). Hispanic declined from 21.9% to 15.2% (-6.7 pts, projecting Yellow).

Annual Performance Reflection

During the 2025-26 school year, ECMSG demonstrated meaningful academic achievement and strong positive momentum across most indicators. A comprehensive review of the 2024-25 California School Dashboard reveals exceptional Math growth trajectory, improving EL outcomes, and lower chronic absenteeism rates. Additionally, the school exited Differentiated Assistance eligibility in 2025-26.

Indicator	Status	Change	Status Level	Change Level	Color	State	Vs. State
ELA	-22.2	7.7	Low	Increased	Yellow	-8.1	Below state
Math	-44.2	35.3	Low	Increased Significantly	Yellow	-42.2	Below state
Science	+44.8	-5.4			Orange	52.6	Below state
English Learner Progress	56.80%	3.40%	High	Increased	Green	46.4%	Beat state
Chronic Absenteeism	21.5%	-0.7%	Very High	Declined	Orange	17.1%	Above state
Suspension Rate	1.9%	1.1%	Low	Increased	Yellow	2.9%	Beat state

ELA Performance -- Yellow Indicator, -14.7 Below Standard (SY 2025-26 but demonstrated strong growth from last year)

ECMSG's overall ELA performance earned Yellow status on the 2024-25 CA Dashboard. When interpreting this result, context is essential. In 2022, students performed -44.2 Below Standard, a significant drop correlated with the Covid pandemic; however between 2023 - 2025, ECMSG moved significantly towards proficiency. And in 2025-26, overall all students continued the growth trajectory moving 7.5 DFS points closer to the state standard (as of June 14, 2026), with additional gain demonstrated by English Learners (up approximately 15 DFS points); and Students with Disabilities (up approximately 10 DFS points). This achievement is consistent with meaningful improvements and reflects the effectiveness of the Reading Apprenticeship framework, data-driven instruction, and the school's inclusion model.

Below is the five-year ELA DFS trajectory:

ELA DFS	21-22	22-23	23-24	24-25	25-26
All Students	-44.2	-39.5	-29.9	-22.2	-14.7

The table below shows ELA dashboard performance levels by student groups. In fact, all five significant student groups improved in ELA in 2024-25. While Long-Term English Learners and Students with Disabilities remain in Orange status and require more targeted support, both groups moved closer to the state standard (+7.8 and +16.2 points respectively) during this reporting period. Last school year, ECMSG's Black/African American students also gained 13.2 points in ELA (from -44.8 to -31.7, Yellow), illustrating a meaningful and positive trend.

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	-22.2	7.7	Low	Increased	Yellow	-8.1	Below state
African American	-31.7	13.1	Low	Increased	Yellow	-51.3	Beat state
Hispanic	-23.8	6.6	Low	Increased	Yellow	-33.7	Beat state
EL	-62.5	9.7	Low	Increased	Yellow	-59.5	Below state
LTEL	-105.6	7.8	Very Low	Increased	Orange	-104.5	Below state
SWD	-82.5	16.2	Very Low	Increased Significantly	Orange	-89.4	Beat state
SED	-23.5	8.7	Low	Increased	Yellow	-35.3	Beat state

To support students who are furthest from grade level proficiency in ELA, particularly Long-Term English Learners and Students with Disabilities, ECMSG used the following layered MTSS approach: A credentialed Education Specialist co-teaches in 6th and 7th grade Humanities, with weekly co-planning time for all collaborative teaching partners. Push-in support from the EL coordinator and paraeducators provides additional scaffolding within general education classrooms. The school's focus on students who need additional support ensures individualized attention for EL and SWD students at every data review cycle. Classroom observation data confirms meaningful growth across all critical thinking indicators in 2025-26. On the IAB ELA assessment, 77% of SWD students are performing Near or Above Standard, only two points below the all-student rate.

Math Performance -- Yellow Indicator; -41.4 Below Standard (SY 2025-26 but demonstrated strong growth from last year)

Although ECMSG's Math performance earned Yellow status on the 2024-25 Dashboard, the growth story is important. In this core subject, students demonstrated remarkable achievement moving from -103.3 to grade level proficiency in 2022 to -44.2 in 2025. And in 2025-26, students further illustrated an understanding of math concepts by moving, on average, an additional 3 points closer to proficiency (based on preliminary data pulled on June 22, 2026). This is an overall gain of approximately 60 point improvement over several years earning a Math Growth indicator of Exceptional, which is the highest possible growth rating. It should be noted that SWDs, and Hispanic students also showed significant improvement on their 2026 CAASPP tests, increasing approximately +4 points, and +2 points respectively. Conversely, during the same period, our ELs and LTELs decreased proficiency (-4 points and -39 points) warranting further data analysis to understand this trend and implement appropriate interventions in order to close achievement gaps. In 2026-27, the school will monitor EL and LTEL Math growth through the focus student protocol on a quarterly basis and will use the ELD-SPED collaboration structure to ensure language support is integrated into math intervention for these students. Note: scores for 2025-26 based on preliminary data pulled on June 2, 2026.

Below represents that five-year Math DFS trajectory:

Math DFS	21-22	22-23	23-24	24-25	25-26
All Students	-103.3	-97.9	-79.5	-44.2	-41.4

The next table breaks down each student group's performance in Math.

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	-44.2	35.3	Low	Increased Significantly	Yellow	-42.2	Below state
African American	-75.7	22.9	Very Low	Increased Significantly	Orange	-95.8	Beat state
Hispanic	-40.8	39.3	Low	Increased Significantly	Yellow	-73.6	Beat state
EL	-72.5	52.6	Very Low	Increased Significantly	Orange	-86.1	Beat state
LTEL	-121.7	27.4	Very Low	Increased Significantly	Orange	-158.9	Beat state
SWD	-119.2	27.3	Very Low	Increased Significantly	Orange	-120.7	Beat state
SED	-45.4	35.7	Low	Increased Significantly	Yellow	-72.9	Beat state

While preliminary 2025-26 CAASPP data shows positive momentum, the site acknowledges that students have yet to meet proficiency. That said, it is important to review the data story in conjunction with NWEA results. For example, in NWEA Math, SWD students have a Fall-Winter CGI of 0.07, outperforming the all-student average of -0.06. And on the 2026 CAASPP test, this student group increased tremendously. To support middle schoolers in Math, particularly Long-Term English Learners and ELs who are not meeting growth targets, ECMSG implemented a structured co-teaching model this school year with a credentialed Education Specialist co-teaching in 8th grade Math. Designated math intervention during the G40 period addressed IEP goals and provided just-in-time skill support for SWDs, which proved effective based on recent CAASPP scores whereby ELs, LTELs, and SWDs maintained their year-over-year proficiency rates (based on data pulled on June 2, 2026).

The school's quarterly benchmark cadence, with teachers conducting department-level data analysis using Winter NWEA results, applying Student Data Analysis Protocol, and making Keep/Start/Stop instructional decisions anchored in the Reading Apprenticeship framework, has produced results beyond projections for two years. In 2024-25, NWEA projected 15.7% Math proficiency on CAASPP, yet actual CAASPP Math proficiency was 34% in 2024-25 and 35% in 2025-26.

Science -- Green Indicator, 50 Points (SY 2025-26)

ECMSG's Science performance earned Orange status on the 2024-25 Dashboard at +44.8 Above Standard, which is both below the state average of +52.6 (Yellow) and a slight decline of 5.4 points. This year, students earned 50 Points, which will likely be Green status on the 2025-26 Dashboard.

Science	21-22	22-23	23-24	24-25	25-26
All Students				44.8	50

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	+44.8	-5.4			Orange	52.6	Below state
African American	+40.5					43.4	Below state
Hispanic	+44.6	-5.6			Orange	47.1	Below state
EL	+34.9	-2.5			Red	41.1	Below state
LTEL	+30.1	-4.3				34	Below state
SWD	+33.5	-6.4				38.3	Below state
SED	+44.8	-3.6			Orange	47.1	Below state

While this is informational only and not used for accountability determinations,the Local Academic Standards Implementation Local Indicator shows the school is at Initial Implementation for NGSS (Level 3) which indicates an active effort to improve science instruction at ECMSG.

To address performance declines and build a stronger science instructional foundation, ECMSG is integrating the Science Education for Public Understanding Program (SEPUP), which emphasizes life/health sciences and links scientific inquiry to real-world community issues relevant to ECMSG's student population in 6th grade.

In 2025-26, ECMSG teachers in both 7th and 8th grade Science piloted Open Sci Ed, an NGSS-aligned open source curriculum to address the Orange science indicator and improve EL access to NGSS content. The Local Academic Standards Implementation Local Indicator reflects that the school is at Initial Implementation for NGSS (Level 3), which is expected given the active curriculum adoption process.

English Learner Progress -- Green Indicator, 60.7%

ECMSG's English Learner Progress Indicator (ELPI) earned Green status on the 2024-25 Dashboard, with 56.8% of test takers making progress toward English language proficiency. This achievement is above the state average of 46.4%. Based on 2025-26 ELPAC results, ECMSG predicts an ELPI status of 60.7%, which will earn a Green status color.

The five-year ELPAC progression trend is below:

% ELs Making Progress	21-22	22-23	23-24	24-25	25-26
ELs	57.40%	72.2%	53.4%	56.8%	60.7%
LTELs				55.2%	52.9%

ECMSG's ELPI rate continues to improve, reflecting the effectiveness of the site's ELD Coordinator, designated ELD programming and in-class scaffolding, weekly ELD/SPED collaboration, along with All Means All inclusive practices that ensure performance gaps are both visible and acted upon at the classroom level throughout the school year. The reclassification rate for the Class of 2025 was 59% -- 11 points above the baseline of 48% and above the Year 3 target of 55%.

The Class of 2026 reclassification rate of 44% reflects two compounding factors: the absence of the COVID-era backlog that inflated the Class of 2025 rate, and the foundational language learning loss experienced by students who were in 2nd and 3rd grade during remote instruction. Unlike the prior cohort, these students entered middle school without the accumulated near-threshold ELs who boosted 2025 outcomes. The 44% rate, while below the Year 3 target, is consistent with pre-COVID cohort averages and reflects the expected normalization of the reclassification pipeline. In response to the Class of 2026 reclassification rate, ECMSG will implement a structured reclassification acceleration plan for the Class of 2027 cohort beginning in fall 2026. ECMSG will continue monitoring and strengthening Tier 2 ELD supports to close the gap (discussed further in the Goal section below).

Chronic Absenteeism -- Yellow (13.7% All Students in SY 2025-26); All 6 Student Groups RED (SY 2024-25)

Chronic absenteeism means a student missed 10% or more of the school days they were enrolled, roughly 18 or more days in a typical school year and it is one of the strongest predictors of academic difficulty. On the 2024-25 Dashboard, ECMSG's overall chronic absenteeism rate of 21.5% (Orange), 4.4 percentage points above the state average of 17.1%. However this year, the CA rate dropped even further to 13.7% (rate from June 11, 2026).

The five-year all-student trend is:

Chronic Absenteeism	21-22	22-23	23-24	24-25	25-26
All Students	24.6%	20.4%	22.4%	21.5%	13.7%

\

Although several student groups received Red indicator status on last year's dashboard, it is also important to review the 2024-25 data in comparison with 2025-26 data, which shows dramatic improvement and is documented in the table immediately following:

Student Group	24-25 Status	25-26 Status	Projected Change	Projected Color	State 2025	Vs. State
All Students	21.5%	14.4%	-7.1%	Yellow	17.1%	Beat state
African American	24.40%	14.30%	-10.10%	Yellow	29.80%	Beat state
Hispanic	21.90%	15.20%	-6.70%	Yellow	20.1%	Beat state
EL	34.90%	25.00%	-9.90%	Yellow	18.1%	Above state
LTEL	36.40%	33.30%	-3.10%	Yellow	22.5%	Above state
SWD	31.30%	15.60%	-15.70%	Yellow	24.9%	Beat state

ECMSG has been very intentional about driving these results. To effect positive change, the school utilized an attendance tracking system to identify students who were trending toward chronic absenteeism before they even crossed the threshold, allowing staff to implement proactive interventions rather than reactive responses. Coordinators and case managers were regularly informed of attendance trends for their students and conducted in-person meetings with those approaching chronic absence levels in order to identify barriers and develop support plans. Proactive family outreach also helped to build relationships before absence patterns developed, while attendance report cards communicated a student's status across three categories (chronically absent, trending chronic, no issues). Throughout the year, school-wide engagement was also implemented to foster adult connections with students, and biweekly principal and Social Worker check-ins were utilized to review EL and SWD attendance trends.

Finally, various forms of communication, including weekly newsletters, TalkingPoints messages, parent education events, and even home visits when necessary continued to underscore the importance of regular attendance.

Suspension Rate -- Yellow (All Students); 5 Student Groups Orange

ECMSG's overall suspension rate earned Yellow status on the 2024-25 Dashboard at 1.9%, an increase of 1.1 points from the previous year. However, the suspension rate in 25-26 appears to be 0.5%, which is below the state average and returns ECMSG to their positive trend starting in 2022. Specifically, in 2024-25, EL and LTEL suspension rates were 4.5% and 6.1% respectively, representing 4 unique 8th grade students who appear in both subgroup rates because LTELs are counted within the broader EL population. Of those 4 students, 3 were suspended in connection with a single isolated incident; the fourth was a separate, unrelated matter. ECMSG's school-wide behavior model combines PBIS, tracked through DeansList, with restorative practices including community building circles, restorative conferences, and tiered behavioral interventions. DeansList's automated weekly parent behavior reports, translated into students' home languages, ensured that EL and LTEL families received real-time communication about their child's behavioral standing in their primary language throughout the school year.

By 2025-26, school-wide suspensions dropped to 0.5% trending back toward our historical success. This rate also represents approximately 3 students out of a total enrollment and reflects the cumulative impact of consistent PBIS reinforcement and restorative interventions on the conditions that contributed to prior incidents.

The 5-year student group suspension data is:

Suspension	21-22	22-23	23-24	24-25	25-26
All Students	3.8%	2.2%	0.8%	1.9%	0.5%

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	1.9%	1.1%	Low	Increased	Yellow	2.9%	Beat state
African American	2.2%	2.2%	Medium	Increased	Orange	7.7%	Beat state
Hispanic	1.7%	1.0%	Low	Increased	Yellow	3.0%	Beat state
EL	4.5%	3.0%	Medium	Increased	Orange	3.2%	Above state
LTEL	6.1%	6.1%	Medium	Increased Significantly	Orange	7.0%	Beat state
SWD	3.1%	1.7%	Medium	Increased	Orange	5.0%	Beat state
SED	2.1%	1.2%	Medium	Increased	Orange	3.6%	Beat state

ECMSG's restorative justice framework, robust MTSS social-emotional learning system and curriculum, and partnerships with organizations such as EmpowHER, The League, and The Alliance were utilized to reduce suspensions and strengthen student connectedness during the 2025–26 school year. Counselors and the social work team also worked closely with the Dean of Student Culture to ensure students received both accountability and care through coordinated, relationship-centered interventions.

As part of this approach, the school has implemented Restorative Intervention Days as a structured alternative to traditional suspension. During these intervention days, students participate in continued academic instruction, guided reflection with the counseling team, and restorative consequence and repair work facilitated by the discipline team. This model allows students to remain connected to their learning while engaging in meaningful accountability and opportunities to repair harm within the school community.

But restorative practices at ECMSG extend beyond simply avoiding suspension. The Student Services team works to identify the most appropriate intervention for each student through investigation, reflection, counseling, therapy supports, psychoeducation related to the incident, and individualized restorative projects designed to address root causes and strengthen community repair. This balanced approach prioritizes accountability, prevention, healing, and long-term student growth while maintaining a safe and supportive learning environment.

Teacher Assignments and Local Indicators

ECMSG's teacher assignment data shows 4 misassignments, based on the most recent CalSAAS monitoring cycle. HR is supporting the school to support this effort as LACOE's 2024-25 Instructional Program Review (Recommendation 6) specifically identified teacher misassignment reduction as a required action. The Dashboard also confirms 0 facilities deficiencies and 0 students without materials access -- both indicators at Standard Met.

Local Climate Survey

ECMSG's Local Climate Survey (based on California Health Kids Survey) and internal student surveys show that 68% of students feel safe and respected at school, including a 17% increase for Black and African American students; 74% feel adults believe in their ability to succeed, and 63% believe teachers know them well as a student and person.

The area of focus for growth is the indicator "I feel close to people at this school," which increased 7% school-wide but sits at 70% for Black and African American students. ECMSG is committed to tracking climate questions on a regular basis and building time for students, teachers, and parents to analyze the data results in order to provide feedback. The school's advisory program theme "Where we Belong, we Grow" and other on-campus SEL activities, including clubs, Weekly Student Bright Spot announcements, heritage month activities, Student Council and leadership fundraisers also provide peer accountability structures that are the vehicles for improving this indicator in 2026-27.

Our internal critical thinking survey also demonstrates that 76% of ECMSG students reported that most classes require critical thinking every day and 95% of classrooms show students engaging in independent thinking (up from 75% in 2024-25 per observation data).

Professional Development

ECMSG's professional development model emphasizes continuous improvement through ongoing data analysis, collaborative reflection, and instructional coaching. Educators regularly use multiple data sources, including CAASPP results, NWEA assessments, IABs, course grades, and End-of-Unit exams, to identify bright spots, monitor student growth, and determine which students require additional support. This work occurs through department collaboration, ILT meetings, coaching sessions, planning days, and collaborative inquiry cycles designed to strengthen Tier 1 instruction and improve student outcomes.

Throughout the year, teachers engage in structured data reflection cycles aligned to quarterly benchmarks. These cycles help educators refine instructional practices, identify effective strategies to scale across classrooms, and implement targeted interventions responsive to student needs. By grounding professional learning and instructional planning in real-time student data, ECMSG strengthens instructional coherence, promotes equity, and ensures that supports remain aligned to both LCAP goals and student achievement outcomes. Teachers also participate in joint class visits and targeted coaching to improve instructional practice and daily alignment to the school's shared instructional framework. Observation data from 2025-26 shows meaningful growth in the indicators most directly tied to this year's PD focus: independent thinking and processing observed in 95% of classrooms (up from 75%); metacognitive pause in 36% (more than double the 17% rate from 2024-25); students documenting their thinking in 66% of classrooms.

2024-25 Dashboard Performance Level Designation

ECMSG's CDE Performance Category is designated as Middle Performing. Based on the 2024-25 Dashboard, no student group received the lowest performance level on any academic state indicator (ELA, Math), but some student groups were still classified as Red indicators in Chronic Absenteeism (as documented above). However, ECMSG's 2025-26 data shows all student groups are projected to significantly improve from this status based on significant MTSS efforts. Accordingly, the primary focus for this LCAP is addressed in Goal 2 and includes: (1) the Red CA indicators and the required response plan for all 6 student groups; and (2) the suspension disproportionality (5 Orange student groups). The science indicator (Orange) and teacher credentialing gaps are addressed in Goals 1 and 3 respectively. As 2026-27 is

ECMSG's charter renewal year, this LCAP is particularly important to ensure compliance and accountability.

Reflections: Technical Assistance

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

ECMSG received Differentiated Assistance (DA) designation from LACOE based on CAASPP ELA/Math assessments and Chronic Absenteeism rates from: Students with Disabilities in 2022 and English Learners in 2023. The DA meetings spanned four full days (March 4, 2025; April 8, 2025; May 6, 2025 and June 3, 2025) and focused on collaborative analysis, planning, and implementation of strategies to improve student outcomes.

In 2025-26, ECMSG responded to each LACOE recommendation and reports that no student group is at the lowest performance level on any state indicator based on current-year data -- consistent with the dramatic CA improvement shown in mid-year data (all groups projected to exit Red status) and strong academic trajectory (no academic indicator at Red).

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 annually. 2025 results: 68% feel safe and respected at school; 74% feel adults believe in their ability to succeed; 63% feel teachers know them well as a student and person. School theme 2025-26: "Where we Belong, we Grow." **Critical Thinking Survey (Q2 and Annual):** 2025 annual survey: 76% report most classes require critical thinking every day; 66% practice independent critical thinking; 48% write about their thinking process **Student Bulletins and Monthly Assemblies:** Weekly announcements and monthly school-wide assemblies provide LCAP goal updates and solicit feedback, including weekly Student Bright Spots and weekly and quarterly awards in addition to end of semester carnivals and raffles. **Empowher and The League:** Gender-responsive programming embedded in advisory, building belonging and identity. **The Alliance:** Dedicated safe space for LGBTQ youth, built into the school's Tier 1 SEL system. **Summer Bridge:** Incoming 6th grade students participate in a multi-day Summer Bridge program before the school year begins, allowing new students to build relationships, learn school culture, and enter the first day of school with a sense of belonging rather than anxiety. Returning 8th grade students serve as peer leaders during Summer Bridge, strengthening their own leadership identity while modeling what it means to be part of the ECMSG community for the students who will follow in their path. **Annual Grade Level Camping Trips**: Every grade level at ECMSG participates in a fully funded overnight camping experience each school year. These trips are intentionally designed not as rewards but as structured opportunities for students to build interpersonal connections with peers and adults outside the classroom, and to develop a deeper sense of connection to themselves and the natural world. No student is excluded due to cost.

Parents	**Dashboard Priority 3 Self-Reflection:** Parent engagement data included in the Local Indicators annual report. **Town Halls:** With Spanish translation. ECMSG provided community updates and resources during immigration enforcement concerns in 2025-26. **PAC and ELAC:** Parent Advisory Committee (PAC) meets 3x/year to review data, and provide LCAP input. English Learner Advisory Committee (ELAC) provides parents of English Learners an opportunity to give feedback on ELD programming and attendance strategies. **Attendance Outreach:** Attendance report cards communicating status across three categories (chronically absent, trending chronic, no issues) were distributed to all families. **Coffee with Principal:** Provides an opportunity for families to provide direct feedback, while also learning about available community resources. **Community Events:** Coffee with the teachers, Back to School Night, Garden Days, Unity Fest, Earth Day, Harvest Fest. **B/AA Community Recruitment:** ECMSG recruited Black and African American families to serve as school ambassadors, providing tours and materials to share within their networks. B/AA enrollment grew from 11.7% in 24-25 to 16% in 2025-26. **New Family Orientation Series:** ECMSG provides three dedicated orientation sessions for newly enrolled families. The first takes place in the spring following acceptance, giving families an early introduction to school culture, expectations, and the ECMSG community before the summer begins. The second occurs in the summer immediately before Summer Bridge, preparing families for the transition and ensuring students arrive ready to participate. The third takes place just before the school year starts and covers the school's communication tools and apps, overnight camping logistics and expectations, and everything families need to stay connected and informed throughout the year. This three-part sequence ensures no new family enters the school year without the relationships and information they need to be full partners in their child's education. **Parent Partnership Group:** ECMSG's Parent Partnership Group meets monthly to provide informal feedback and ideas, plan fundraisers, and identify upcoming volunteer opportunities for families. Over time the group has undergone a deliberate gradual release of leadership, moving from principal-led to fully family-led, reflecting the school's commitment to authentic family voice and shared ownership of the school community.
Staff	**Weekly Staff Meetings and PD Feedback Forms:** Structured feedback forms drive future PD decisions. 2025-26 PD focused on RA productive struggle, metacognition, and belonging. **ILT Meetings:** Department chairs, instructional coaches (including Inclusion Coordinator Kaasa Dennis and ELD Coordinator Yoli Monje), and site leadership analyze student achievement data and adjust professional learning.

	Team Leader Meetings: Grade level team leaders collaborate, advocate for student and staff needs, and ensure alignment across teams to drive and support our goal of student critical thinking and belonging. **Staff Survey:** Staff provided an annual survey focused on commitment to mission, school connectedness, and professional feedback. **Listening Tours:** Superintendent and Deputy Superintendent conduct formal listening tours to solicit direct staff feedback. **Cabinet Meetings:** ECS network cabinet sessions, including LACOE IPR response review and charter renewal preparation.
Community/Organizational Partners	Partners include: The Gardena Willows, CA Fish and Wildlife, Ruckus Roots, Starview, ADAP (substance abuse), Masada Homes, Vida, Pali Institute (6th grade outdoor education), Camp Woodcraft Rangers (7th grade outdoor education), AstroCamp (8th grade outdoor education), Tree People, Growing Great, City of Garden, City of LA and City Council, Harbor Gateway Neighborhood Council, Harbor Gateway Chamber of Commerce, and Antioch University. USC, CSULB, CSUDH, and LMU provide masters level social work and counseling interns to expand the school's capacity to reach more students.

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 ECMSG, Student climate data ('Where we Belong, we Grow' theme) indicates that 74% of students feel adults on campus believe in their ability to succeed and 69% feel safe at school, which has reinforced the continuation and refinement of advisory structures. MTSS, PBIS incentives (i.e.: Disneyland tickets for community reporting and Dodger game tickets), along with a SEL system has been implemented to address how well students feel known by teachers (63% responded positively). ECMSG has also integrated an emphasis on belonging and has intentionally utilized restorative interventions, as well as a Community Ambassador model, to recruit and support Black/African American families.ECMSG's Student Leadership Council provides students with a formal voice in school culture and decision-making, giving young people the opportunity to plan school events, represent their peers, and develop the leadership skills that reinforce their own sense of belonging and investment in the community. As a result, 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 ECMSG, with 98% of families reporting that the school both values and actively seeks their input. The Parent Partnership Group, which meets monthly and is now fully family-led, serves

as an additional channel for informal feedback, fundraising planning, and volunteer coordination, reflecting the school's commitment to shared ownership of the community beyond formal advisory structures. Feedback gathered through ELAC meetings, regarding English Learner progress and barriers to reclassification, reinforced the continuation of small-group ELD sessions that preview curriculum material and offer 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) and LTELs, where chronic absenteeism remains a concern on the California School Dashboard.

In alignment with the California Community Schools Partnership Program (CCSPP) and ECS' commitment to shared leadership, ECMSG 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 78% of ECMSG staff find purpose in their work, 74% reported that their basic workplace needs are being met and 69% believe in leadership efficacy. 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.

In addition to ECMSG staff reviewing LACOE's recommendations in cabinet meetings and ILT sessions in order to integrate response strategies into Year 2 action planning, the ECS Board of Directors 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 2024-25 Dashboard confirms ECMSG's Exceptional Math Growth (75.9%), Black/African American students gained 22.9 points and Long-Term English Learners met Math cohort growth thresholds for both the Class of 2025 (+59.3 points) and Class of 2026 (+18.2 points), representing some of the strongest Math gains in the school's history. Green ELPI status (56.8%), and strong reclassification rate (59%). At the same time, last year's dashboard also shows that LTELs and SWD students in both ELA and Math remain Orange, Science is Orange (below state average), and Class of 2028's NWEA Math results indicate continued need for Tier 2 intervention.

Consistent with LACOE IPR Recommendations, Year 2 focuses on sustaining Math momentum, deepening EL and SWD targeted supports, integrating SEPUP science curriculum, and building DFS-based cohort growth metrics for the charter renewal framework.

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	2024	2025	2026		
		-34	-23	-15.1	-25	+18.9
	Average Distance from Meeting Standard (DFS)	SWE: -107	SWE: -87	SWE: -73.9	SWE: -95	SWE: +34
		EL: -74	EL: -55	EL: -47.9	EL: -62	EL: +26.1

2	CAASPP Math Average Distance from Meeting Standard (DFS)	2024 -82 AA: -102 EL: -127	2025 -45 AA: -75 EL: -66	2026 -41.7 AA: -80.3 EL: -76.6	-73 AA: -90 EL: -115	+40.3 AA: +21.7 EL: +50.1
3	CAST Science Average Distance from Meeting Standard (DFS)	Each cohort's average 5th Gr distance from met	Class of 2025 5th grade DfS: -21* 8th grade DfS: -20* Change: +1 *source: CERS	Class of 2026 5th grade DfS: -21.2* 8th grade DfS: -15.2* Change: +6 *source: CERS	Cohort baseline +9	+6
4	Percentage of English Learners who make progress on ELPAC	2024 ELPI Status: 53%	56.8	60.7%	65% or greater	7.7%
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: 48%	Class of 2025 59%	Class of 2026 44%	55%	-4%
6	Other course outcomes: MS Physical Fitness Test Percentage of pupils participating in the Physical Fitness Test	99%	99%	100%	95% of students required to take the test.	+1%

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, ECMSG implemented academic achievement actions with fidelity and grounded in a clear, data-driven continuous improvement model that focused on accelerating student growth. The school's approach centered on establishing ambitious growth targets, strengthening instructional coherence, and making student performance data both accessible and actionable for staff and students.

Throughout the year, assessment results were analyzed and shared schoolwide, with grade-levels, classroom, and student-group levels to help teachers quickly identify bright spots, students needing extra support, and responsive instructional strategies. Educators also engaged in ongoing data reflection cycles using CAASPP, NWEA, IAB, course grade, and End-of-Unit assessment to inform instruction, intervention, and progress monitoring. ECMSG began implementing individualized student growth goal-setting through data conferences designed to increase student ownership, metacognition, and engagement in their academic progress. Overall, implementation successes included strengthened data systems, more targeted intervention planning, and increased alignment between instructional practices and student growth outcomes, while continued areas of focus include accelerating achievement for historically underserved student groups and strengthening consistency across intervention systems.

ELA Implementation

Central to ECMSG's approach to improving student learning outcomes is the cultivation of a strong literary and analytical foundation through the Reading Apprenticeship (RA) framework. The 2025–26 school theme, *"Where We Belong, We Grow,"* reflects the belief that belonging and academic achievement are deeply interconnected, and this principle is embedded throughout professional development, instructional coaching, classroom observations, as well as student support systems. Building upon the momentum of 2024–25, during which all five numerically significant student groups improved in ELA, the school continued strengthening both Tier 1 instruction and intervention systems throughout 2025–26. As a result, overall student scores moved even closer to proficiency and improved by 9.8 DFS points (as of June 14, 2026), with strong achievement growth also seen by our English Learners (up approximately 15 DFS points), LTELS (up approximately 20 DFS points) and SWD (up approximately 22 DFS points).

At the Tier 1 level, all Humanities teachers implemented rigorous grade-level instruction grounded in RA routines, inquiry-based learning, metacognition, productive struggle, and academic discourse. Students engaged daily in structured reading, writing, annotation, and collaborative discussion activities designed to strengthen comprehension, analytical thinking, and written expression. In addition to core Reading Apprenticeship instruction, ECMSG strengthened literacy supports through targeted G40 (iReady) intervention practice designed to address prerequisite reading skills while maintaining student access to rigorous grade-level texts and tasks. Additionally, using NWEA data, classroom assessments, and classroom observations, teachers and the Education Specialist provided differentiated literacy practice focused on fluency, comprehension, vocabulary development, and written analysis within the general education setting. For example, the Education Specialist co-teaches in both 6th and 7th-grade Humanities classrooms, and provides weekly co-planning time built into the schedule for all teaching to partners in order to meet the needs of students. Push-in support from the ELD Coordinator and paraeducators further allows for additional scaffolding and ensures English Learners and Students with Disabilities can access rigorous grade-level instruction.

Classroom observation data confirms meaningful growth in critical thinking and is directly connected to the school's 2025–26 Reading Apprenticeship professional development focus. Independent think time and processing was observed in 95% of classrooms, up from 75% during the 2024–25 school year. Metacognitive pauses were observed in 36% of classrooms, more than doubling the prior year's 17% rate, and students documenting their analysis through written explanation, annotation, or questioning was observed in 66% of classrooms. This year, the RA inquiry cycle structure, followed by department collaboration the subsequent week, allowed teachers to integrate new instructional practices directly into classroom routines and lesson design.

The school also implemented the With Box framework to establish individualized CAASPP growth goals which strengthened the student's ownership over academic progress. Those performing Near or Below Standard were targeted for 1.3 years of academic growth, consistent with

The New Teacher Project trajectory-changing growth expectations, while students performing At or Above Standard were targeted for a five-point DFS increase. Teachers then held individualized data conferences with students to review personalized NWEA and CAASPP growth goals, which helped learners build awareness, track progress, and better understand their own learning trajectories.

To strengthen equitable access to grade-level literacy instruction, ECMSG implemented Tier 2 supplemental supports through G40 intervention blocks and small-group literacy instruction which focused on fluency, extended reading, and writing development. English teachers, Education Specialists, paraeducators, and coordinators regularly collaborated to deliver targeted assistance aligned to RA routines and classroom learning goals. The school's process also ensured that English Learners and Students with Disabilities received individualized attention through progress monitoring, instructional adjustments, and targeted support planning. As a result, both student groups improved and moved closer to proficiency (based on preliminary data from June 14, 2026).

Additional Tier 2 support included after-school and lunch tutoring sessions focused on reteaching literacy concepts identified through unit assessments, exit tickets, classroom performance, and teacher referral data. Department teams engaged in regular Focus Student cycles, analyzing performance trends and qualitative data to determine which learners require more assistance or instructional adjustment within. Reading fluency in small groups facilitated by paraeducators, the ELD Coordinator, and the ELA Specialist, provided targeted interventions to strengthen students' ability to engage with complex grade-level texts. Finally, pull-out supports for English Learners and SWDs allowed for individualized language development aligned with ELPAC data, IEP goals, and classroom performance data. EL coordinator leave during a significant portion of 2024-25 tested the school's ELD systems, and while continuity supports were maintained, this context is relevant to understanding EL outcome data for that year.

This school year, ECMSG further expanded its foundational literacy intervention systems for incoming 6th-graders. Students identified through NWEA MAP Reading results and prior CAASPP performance as needing additional support received targeted fluency and decoding screeners at the beginning of the school year to ensure foundational skill gaps were identified early. Multiple educators, including paras, the Education Specialist, coordinators, and Humanities teachers, collaborated to create small-group intervention sessions during 6th-grade English classes and G40 intervention periods. While focusing on fluency protocols, decoding development, comprehension, and repeated practice using anchor texts directly, the approach strengthened access to grade-level content while maintaining instructional coherence.

For those students requiring more intensive support, specifically learners who demonstrated significant gaps in fluency, decoding, comprehension, language development, and overall academic readiness, ECMSG employed Tier 3 interventions. This included structured small-group instruction delivered through G40 intervention periods along with targeted literacy resources such as Really Great Reading. Education Specialists, coordinators, and paraeducators simultaneously worked closely to deploy individualized support aligned to student data, progress monitoring, and identified literacy needs. The SST process also fostered a structured system to identify learners who needed additional academic, behavioral, or social-emotional support. This was done through teacher referrals, academic data analysis, and even behavioral observations. Additionally, the 8th Grade Culmination Support Group provided academic coaching, social-emotional support, progress monitoring, and goal setting for students not yet on track for promotion at the end of the year.

Student outcome data reflects the impact of these inclusive instructional systems. On the IAB ELA assessment, 77% of Students with Disabilities performed Near or Above Standard, only two percentage points below the all-student rate, demonstrating stronger alignment between inclusive instructional practices and student outcomes. ECMSG continues to utilize data-driven instructional cycles to monitor growth, identify bright spots, and refine intervention systems in order to accelerate academic achievement for all learners.

Note: Based on the 2025–26 CAASPP scores, the site will conduct analysis of performance data for Students in 6th grade whose proficiency decreased slightly, as well as our African American students (whose proficiency dropped by 7%) in order to identify learning gaps and implement the most effective targeted interventions. This will be addressed in the 2026–27 LCAP.

ELA Interventions

Level	Intervention Strategy	Implementation	Who Implements	Data Sources	Alignment
Tier 1	Core Instruction (Reading Apprenticeship Framework)	Rigorous literacy instruction using RA practices to promote metacognition, discussion, inquiry, and productive struggle with complex texts.	Classroom Teachers, Ed Specialists, Paraeducators	Classroom assessments, student work, CAASPP and NWEA data	Strengthens critical thinking and ensures access to rigorous grade-level literacy instruction
Tier 1	G40 (iReady) Targeted Practice	Targeted literacy practice addressing prerequisite reading skills needed to access grade-level texts and tasks.	Classroom Teachers (GenEd), Education Specialists (SWEs)	NWEA data, classroom assessments	Strengthens prerequisite reading skills while maintaining access to grade-level instruction
Tier 1	Inclusive Education (Co-Teaching, Push-in)	Students learn together in mixed groups within the GenEd classroom through a co-teaching model that supports diverse learning needs.	General Education Teachers with Education Specialists (Inclusion Coordinator Kaasa Dennis)	IEP goals, classroom performance data, CAASPP data	Least Restrictive Environment; IEP-aligned instruction
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
Tier 2	Focus Students (Department Teams)	Departments analyze subgroup data and identify focus students to guide Tier 1 instructional adjustments. Student Data Analysis Protocol applied each quarter.	Department Teams, ILT	Department data analysis, NWEA, CAASPP, course grade data	Strengthens equitable access to rigorous literacy instruction

Tier 2	Reading Fluency Small Groups	Small-group instruction targeting reading fluency, accuracy, and comprehension.	Paraeducators, ELD Coordinator Yoli Monje, ELA Specialist	NWEA data, reading fluency diagnostic, teacher observation	Supports access to grade-level texts and classroom discussions
Tier 2	Pull-Out Support (ELD / SWEs)	Targeted small-group instruction addressing language development and individualized literacy needs.	ELD Coordinator Yoli Monje, Education Specialists	ELPAC data, IEP goals, classroom data	Language support and specialized instruction
Tier 3	SST Process	Structured process to identify students needing additional academic, behavioral, or social supports.	Counselor Vrisela Zepeda, Grade-Level Teams	Teacher referral, academic data, behavioral observations	MTSS framework
Tier 3	8th Grade Culmination Support Group	Social-emotional, academic, and goal-setting support for students not on track for culmination.	Counselor Vrisela Zepeda, Social Work Interns	Counselor referral, academic progress monitoring	Student engagement and readiness for graduation

Math Implementation

In Math, ECMSG's 2024–25 performance produced strong outcomes and reflected significant academic growth across nearly all student groups. This upward trend continued for most student groups in 2025-26 as well. This achievement was rooted in a rigorous data-to-instruction planning process in which NWEA benchmark results, classroom assessments, unit data, and CAASPP performance directly informed curriculum, intervention assignments, and instructional adjustments. While almost all student Math indicators increased in 2025-2026, our EL and LTEL scores dropped slightly prompting a targeted analysis of language access barriers and intervention alignment currently underway for 2026-27 (based on data pulled on June 2, 2026).

However, the overall success reflects ECMSG's continued investment in rigorous Tier 1 instruction grounded in Reading Apprenticeship (RA) practices that emphasize productive struggle, mathematical reasoning, inquiry, metacognition, and critical thinking. All Math teachers implemented high-quality grade-level instruction supported by ECS-developed curriculum workbooks aligned to California standards, CAASPP item types, and SMPs (Standards for Mathematical Practice). Frequent classroom assessments, student work analysis, NWEA growth monitoring, and CAASPP data reviews guided instructional shifts and responsive reteaching throughout the year. The school also utilized G40 (iReady) targeted practice to strengthen skills while providing access to rigorous grade-level coursework. NWEA data and classroom

assessments were also regularly utilized to assign differentiated interventions that focused on operational fluency, problem solving, unit coherence, productive struggle, and mathematical discourse.

Central to ECMSG's math implementation was an inclusive education model, whereby co-teaching structures, collaborative planning, and push-in supports allowed general education teachers and credentialed Education Specialists to provide scaffolded instruction within the classrooms (Least Restrictive Environment). In 2025–26, a co-teaching model with a credentialed Education Specialist was utilized in 8th-grade Math to ensure SWDs received appropriate instruction in content areas where achievement gaps were most pronounced. EL and SWD students also received targeted math intervention during G40 tied directly to IEP goals, ELPAC data, classroom performance, and just-in-time skill support, which proved to be tremendously impactful for our SWDs who increased approximately +27 DFS points on the 2026 CAASPP test (data pulled on June 14, 2026).

The school's quarterly review of data continued to drive instructional decision-making throughout 2025–26. Quarter 1 focused on CAASPP bright spot analysis and the identification of focus students; Quarter 2 utilized NWEA Fall results as within-year baseline data cross-referenced with course grades; Quarter 3 used NWEA Winter data and IAB analysis through department-level Student Data Analysis Protocols; and Quarter 4 utilized course grades and End-of-Unit performance data to determine whether instructional adjustments translated into grade-level mastery. Each teacher's unit planning process began with Stage 0 data analysis to ensure NWEA testing results directly informed instructional design, assessments, and G40 intervention placement.

NWEA data further advanced the school's instructional response process. For example, during 2024–25, NWEA projected a 15.7% Math proficiency rate, while actual CAASPP proficiency was 34% (and slightly up to 35% based on recent 2025-26 data from June 2, 2026), thereby outperforming projections by 18.3 percentage points. This substantial growth validated ECMSG's use of benchmark data and demonstrated that the school's MTSS was capable of producing stronger results than predictive assessments alone anticipated. In addition to utilizing NWEA MAP assessments to help identify those requiring additional math support, ECMSG reviewed exit tickets, unit assessments, student group performance trends, teacher referrals, CAASPP data, ELPAC data, IEP goals, and course grades. Department teams regularly analyzed classroom data to determine those requiring targeted intervention, individualized conferencing, or additional academic support. Teachers then conducted individualized data review conferences with those students to strengthen awareness of personalized growth goals and increase student investment in their own academic progress.

Other tier 2 interventions included after-school and lunch tutoring sessions focused on reteaching current unit concepts and strengthening prerequisite math skills identified through exit tickets, classroom assessments, and teacher referral data. Small-groups were organized for G40 targeted operational fluency, number sense, mathematical reasoning, and conceptual understanding during intervention cycles. The Education Specialist, paraeducators, and EL coordinator also provided pull-out support for SWDs and ELs who needed more individualized math support aligned with their IEP goals or ELPAC data. Conversely, if a middle schooler demonstrated advanced performance in math, identified by CAASPP scores, NWEA data, classroom assessments, and teacher recommendation, ECMSG provided expanded enrichment through its 8th Grade Algebra pathway which prepared learners for accelerated coursework and future advanced math courses.

Tier 3 supports included SST processes, individualized intervention planning and counseling support. Students were identified through teacher referrals, academic data analysis, and behavioral observations. The 8th Grade Culmination Support Group additionally provided academic coaching, progress monitoring, goal setting, and social-emotional support for students at risk of not meeting culmination requirements and not yet on track for promotion or academic success.

Note: Based on the 2025–26 CAASPP scores, the site will conduct ongoing analysis of performance data for English Learners and LTELs in order to identify learning gaps and implement the most effective targeted interventions to advance growth. This will be addressed in the 2026–27 LCAP.

Math Interventions

Level	Intervention Strategy	Implementation	Who Implements	Data Sources	Alignment
Tier 1	Core Instruction (Reading Apprenticeship Framework)	Rigorous grade-level math learning using RA practices that promote metacognition, discussion, inquiry, and productive struggle.	Classroom Teachers	Classroom assessments, student work, CAASPP data	Strengthens critical thinking and ensures access to rigorous grade-level instruction
Tier 1	G40 (iReady) 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
Tier 1	Inclusive Education (Co-Teaching, Push-in)	Mixed-group instruction in the GenEd classroom through a co-teaching model supporting diverse learning needs. Co-teaching in 8th grade math.	General Education Teachers, Education Specialists	IEP goals, classroom performance data, CAASPP data	Least Restrictive Environment; IEP-aligned instruction
Tier 2	After-School / Lunch Tutoring	Targeted reteaching and support based on exit tickets and classroom assessments.	Teachers, Paraprofessionals	Exit tickets, unit assessments, teacher referral	Reinforces mathematical reasoning and problem-solving
Tier 2	Focus Students (Department Teams)	Departments analyze subgroup data, identify focus students, and conduct 1:1 data check-in conferences. All Means All equity tool tracks < 10% differential between any student group and all students.	Department Teams, ILT	NWEA, CAASPP, course grade data; All Means All reports	Strengthens equitable access to rigorous math instruction

Tier 2	Pull-Out Support (SWEs)	Small-group instruction addressing individualized math learning needs aligned to IEP goals.	Education Specialists, Paraprofessionals	ELPAC data, IEP goals, classroom data	Specialized instruction; language support for dual-identified students
Tier 2	8th Grade Algebra Enrichment	Advanced students enrolled in Algebra to extend mathematical thinking and prepare for high school coursework.	Math Teachers	CAASPP data, NWEA data, teacher recommendation	Acceleration and enrichment pathway
Tier 3	SST Process	Structured process to identify students needing additional academic or social supports.	Social Worker Celebaste Benitez, Grade-Level Teams	Teacher referral, academic data, behavioral observations	MTSS framework
Tier 3	8th Grade Culmination Support Group	Social-emotional, academic, and goal-setting support for students not on track for culmination.	Counselor Vrisela Zepeda	Counselor referral, academic progress monitoring	Student engagement and readiness for graduation

Science Implementation

ECMSG is in the process of integrating the Science Education for Public Understanding Program (SEPUP), which emphasizes life/health sciences and links scientific inquiry to real-world community issues relevant to ECMSG's student population in 6th grade. The program also provides an inquiry-based, language-rich approach linked to real-world community issues relevant to ECMSG's student population. Furthermore, In 2025-26, ECMSG teachers in both 7th and 8th grade Science piloted Open Sci Ed, an NGSS-aligned open source curriculum, to address the Orange science indicator and specifically to improve EL access to NGSS content. The Local Academic Standards Implementation Local Indicator reflects that the school is at Initial Implementation for NGSS (Level 3), which is expected given the active curriculum adoption process.

English Learner and ELPI Implementation

ELs demonstrated significant academic growth during the 2024–25 school year, improving 9.7 points in ELA on the 2024-25 CA Dashboard and 52.6 points in Math. With the ELD Coordinator, ECMSG is positioned to continue this momentum through strengthened instructional coherence,

intervention systems, and collaborative support structures. Specifically, the Coordinator will initiate reclassification readiness monitoring at the start of the year, rather than at year end, tracking each 8th grade EL student's progress toward all four criteria simultaneously: ELPAC proficiency, NWEA/CAASPP performance, teacher evaluation, and parent consultation. Targeted academic language instruction during Designated ELD in G40 will explicitly address the linguistic demands most closely tied to reclassification criteria, informed by the ELD Coordinator's participation in the LACOE Long-Term English Learner Community of Practice.

ELs will also be served through an inclusive instructional model that utilizes push-in support from coordinators, credentialed Education Specialists, and paraeducators. A robust framework for growth, proficiency, and equitable access to rigorous grade-level content is driven by weekly co-planning and integrated co-teaching structures with credentialed Education Specialists in 6th and 7th-grade Humanities and 8th-grade Math. This foundational support works in tandem with designated ELD instruction that utilizes students' existing reading texts to reinforce language acquisition, alongside targeted math interventions focused on IEP goals, prerequisite skill development, and just-in-time instructional support

Moreover, the school remains focused on ensuring individualized monitoring, goal setting, and intervention planning for EL and SWD students occur throughout each data review cycle. Preliminary 2025–26 CAASPP data (pulled on June 2, 2026) reflects encouraging progress, with SWD students achieving a Fall-to-Winter NWEA Math CGI of 0.07, outperforming the all-student average of -0.06, and a +27 DFS increase on recent CAASPP tests. ECMSG also continues collaborating with its sister school, ECMS-Inglewood, to study and implement promising practices that strengthen language acquisition, inclusion, and academic achievement for multilingual learners.

Interdisciplinary Benchmarks (IBMs) and Critical Thinking

Interdisciplinary Benchmarks (IBMs) are ECMSG's signature project-based learning experiences. Each IBM integrates multiple subject areas, English, History, Math, and Science, around a single compelling Essential Question rooted in real-world issues. Students work collaboratively on hands-on group projects, present their findings to authentic audiences (including community members and civic leaders), and demonstrate individual mastery through in-class writing. IBMs reflect our school's commitment to environmental stewardship, critical thinking, and community engagement.

Professional Development Implementation

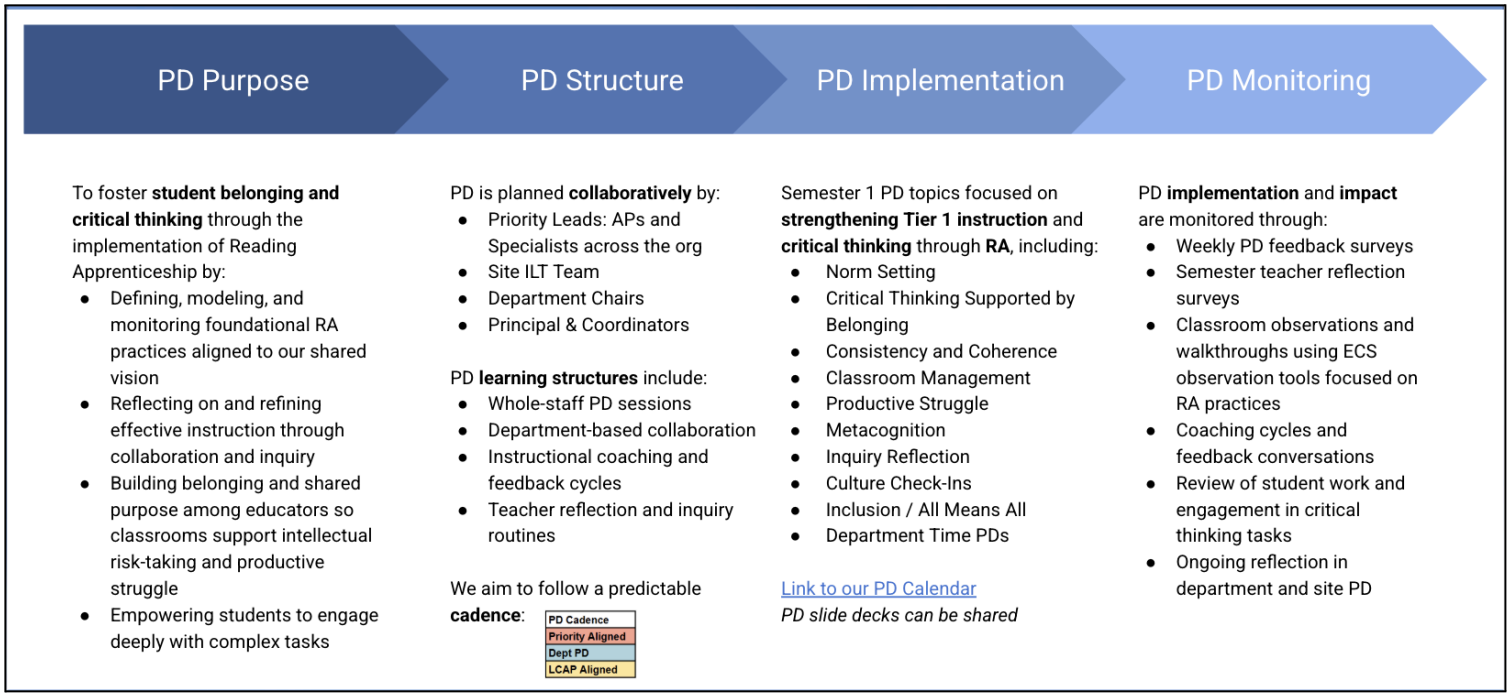
ECMSG’s professional development (PD) model is grounded in strengthening Tier 1 instruction, student belonging, critical thinking, and instructional coherence through the implementation of the Reading Apprenticeship (RA) framework. PD priorities are developed by the Principal and Assistant Principal, instructional specialists, department chairs, site ILT members, and coordinators to ensure alignment with school goals and student needs. Weekly all-staff PD sessions also provide time for department collaboration, instructional coaching and feedback cycles, inquiry routines, and collaborative planning opportunities all designed to support continuous improvement across classrooms.

During the 2025–26 school year, PD focused on strengthening foundational RA practices in order to create learning environments where students engage in productive struggle, inquiry, metacognition, and academic discourse. Semester 1 PD topics included norm setting, critical thinking supported through belonging, consistency and coherence in instructional routines, classroom management, metacognitive reflection, inquiry cycles, culturally responsive check-ins, and inclusive “All Means All” instructional practices designed to ensure equitable access to

rigorous grade-level learning. Teachers regularly engaged in RA inquiry sessions followed by department collaboration cycles that allowed educators to process new strategies that could be integrated directly into classroom instruction and interventions.

ECMSG also utilizes multiple data sources to guide instructional planning, identify bright spots, and monitor student growth. Quarter 1 focuses on analyzing CAASPP data to identify strengths and focus students; Quarter 2 utilizes NWEA Fall data as a within-year baseline; Quarter 3 incorporates NWEA Winter and IAB results to reflect on Semester 1 focus students and identify Semester 2 priorities; and Quarter 4 uses course grades and End-of-Unit assessments to evaluate instructional effectiveness and overall student growth. These cycles are monitored through department collaboration time, coaching sessions, planning days, ILT meetings, and collaborative inquiry structures to ensure instructional decisions remain responsive to student needs.

Finally, the impact of professional development is monitored through weekly PD feedback surveys, semester teacher reflection surveys, and classroom observations aligned to RA practices. Coaching and feedback, along with the review of student work to determine the level of engagement in critical thinking tasks, and ongoing reflection also occurs during department and site PD sessions. This ensures educators remain aligned to LCAP goals, responsive to student achievement data, and focused on strengthening equitable instructional 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.

There are a few material differences between the Budgeted Expenditures and Estimated Actual Expenditures due to mid-year staffing shifts, leaves of absences, and recruitment challenges. In all instances, leadership adapted personnel structures to ensure student needs were met and instructional continuity remained.

First, a variance occurred due to staffing changes within the ELD program. Specifically, A mid-year leave taken by the ELD Coordinator initially resulted in a salary underspend. Additionally, one of the ELD para-educators assumed the Coordinator's primary duties but transitioned to from Full-Time to Part-Time.

An additional variance occurred in Special Education. The original July 2025 budget had positions that remained vacant. Specifically, instead of three Behavior Intervention Implementation (BII) roles, only one was filled. The two other positions were converted into Grade-Level Paraprofessionals, resulting in an underspend. Furthermore, several special education assessments and counseling services were brought in-house rather than using outside contracted providers, thus expenditures were less than projected.

Finally, at the end of Semester 1, a sudden vacancy opened in the College Readiness Course. To ensure continuity of instruction, the school filled the vacancy with a former para who had transitioned into a long-term substitute. This employee's compensation was below the budgeted salary allocation for that position and resulted in an underspend compared to original projections.

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

ECMSG's Goal 1 actions have demonstrated strong effectiveness in Math (Exceptional growth 75.9%; Hispanic and SED reached Green; EL +52.6 pts), EL outcomes (ELPI Green 56.8% above state; reclassification 59% above baseline), and ELA improvement (all 5 student groups improved; school-wide from -29.9 to -22.2). Reading Apprenticeship, co-teaching, and data-driven focus student protocols, along with All Means all inclusive practices, are the primary drivers. However, when reviewing dashboard data, areas requiring continued efforts include: LTEL in both ELA and Math (Orange); SWD in both ELA and Math (both Orange); Class of 2028 Math growth; and Science which is in the Orange status.

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 reflections from the 2024–25 Dashboard results, LACOE IPR recommendations, charter renewal planning, and 2025–26 mid-year data, ECMSG made slight adjustments to Goal 1. While the school experienced strong overall academic growth, with significant gains across nearly all student groups, some challenges emerged that informed revisions to instruction, intervention planning, and progress monitoring systems. Specifically, three cohort indicators did not meet the MPO threshold during 2024–25: African American students in the Class of 2026 who declined 16.1 points, and SWDs in the Classes of 2025 and 2026 who declined 0.8 points and 6.8 points respectively.

While the decline among African American students in the Class of 2026 was unexpected given growth patterns observed across other student groups, this particular cohort of learners had an intern teacher in 6th grade, then a long-term substitute, and a first-year teacher in 7th grade. This resulted in compounded instructional discontinuity over multiple years. To respond to this data, ECMSG is revisiting its student monitoring

systems, and strengthening intervention planning structures that occur during student data conferences to improve student engagement and ownership of growth goals. Additionally, their current Math teacher and department chair are intentionally monitoring these learners to ensure they feel supported, connected, and invested in their own growth trajectory.

Additional changes to Goal 1 actions include strengthening co-teaching and intervention systems for Long-Term English Learners (LTELs) and SWDs consistent with LACOE IPR Recommendation 1. Not only is this site expanding G40 intervention supports by using iReady in place of Freckle to better align intervention practice with ECMSG's instructional model, there is a continued refinement of inclusive instructional systems grounded in Reading Apprenticeship and "All Means All" practices.

To address the school's Orange Science indicator, the 2026–27 LCAP also includes implementation of the SEPUP science curriculum to increase coherence and rigor in science instruction. Furthermore, ECMSG added DFS-based cohort growth metrics to the MPO section consistent with LACOE IPR recommendations and charter renewal guidance.

As part of both the 2026–27 LCAP and concurrent charter renewal process, ECMSG is developing cohort-based growth goals that measure students against their own prior achievement levels rather than static benchmarks. Using the New Teacher Project growth standard as the framework, students performing Near or Below Standard will be targeted for 1.3 years of academic growth annually, while students performing At or Above Standard will be targeted for a five-point DFS increase. These revisions strengthen the school's focus on equitable growth, individualized student progress monitoring, and trajectory-changing outcomes for all learners.

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 Certificated	ECS personnel will support schools by analyzing and disaggregating data, facilitating professional development, guiding and developing curriculum, evaluating programs, and leading strategic planning efforts.	$230,527	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.	$423,349	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 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	$226,047	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	$27,458	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	$1,126,736	Y
1.g	Special Ed PD	Improve delivery of special education services through intensive and targeted professional development opportunities and targeted supports.	$6,086	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.	$130,926	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.	$288,494	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.	$78,101	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.

The 2024-25 Dashboard identified chronic absenteeism and suspension rates as the primary focus areas for Goal 2, with several student groups receiving Red or Orange indicators. These results reinforced what the school already understood: attendance and behavior are not isolated problems. They are symptoms of whether students feel known, safe, and connected to their school community.

In response, ECMSG invested deeply in building a school culture where belonging is structural, not incidental. The school theme 'Where we Belong, we Grow' was not a slogan but a framework that shaped advisory programming, PBIS incentives, restorative practices, and staff-student relationships throughout the year. PBIS systems provided consistent, schoolwide positive reinforcement through weekly Bright Spots recognition, quarterly awards, Dean's List acknowledgments, and high-engagement incentives including Dodger game tickets and Disneyland tickets tied to community-building behaviors. Advisory met three days per week and served as the primary Tier 1 space for relationship building, goal setting, and social-emotional development. Gender-responsive programming through EmpowHER and The League, and a dedicated safe space for LGBTQ youth through The Alliance, ensured that belonging was intentional and inclusive across student identities.

When students struggled, the school responded restoratively rather than punitively. Restorative Intervention Days kept students connected to learning while engaging them in guided reflection, accountability, and community repair. The Student Services team coordinated individualized responses through counseling, therapy supports, and restorative projects designed to address root causes rather than simply manage behavior.

As of June 11, 2026, schoolwide chronic absenteeism declined significantly from 21.5% to 14.4% and school-wide suspensions dropped to 0.5%, with all student groups showing improvement. Goal 2 continues to prioritize the full continuum of culture-building, wellness, and family partnership strategies necessary to sustain this trajectory and support all student groups in exiting Red indicator status.

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: 93%	93%	94.2%	95%	+1.2%
8	Chronic Absenteeism	23-24: 25% AA: 27%	22% AA: 26%	14.4% AA: 14.3%	23.5% AA: 23.5%	-11.7% AA: -12.7%
9	Drop Out Rates	23-24: 0.6%	0%	0%	0%	-0.6%
10	Suspension Rates	23-24: 0%	1.9%	0.5%	≤.5%	+0.5%
11	Expulsion Rates	23-24: 0%	0.3%	0%	0%	0%
12	Parent input in decision-making % of parents who agree that the school allows, seeks, and welcomes their input.	23-24: 98%	93%	97%	>=90%	-1%
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.	23-24: 98%	94%	86%	>=90%	-12%
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 63% 6%	64% 9%	69% 4.7%	69% 3%	+7% -1.3%

15	Student Safety & Connectedness Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey	23-24: 56%	61%	64%	62%	+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 2025–26, ECMSG implemented Goal 2 with fidelity and focused on reducing chronic absenteeism, while strengthening student wellness, improving belonging, and addressing disproportionate suspension rates. Last year's Dashboard identified chronic absenteeism as a schoolwide priority, with all student groups receiving Red indicators. In response, ECMSG created a comprehensive chronic absenteeism response plan that included an attendance tracking tool to flag students trending toward chronic absenteeism early, along with attendance report cards for families that were organized into three categories: chronically absent, trending chronic, and no attendance concerns. Automated TalkingPoints outreach messages sent at early absence thresholds, individualized phone calls by the front office or on-site Social Worker also built stronger family relationships, as did in-person meetings with students approaching the chronic absence threshold and home visits for students at highest risk. For English Learners, outreach was coordinated by the ELD Coordinator and during ELAC meetings, while Students with Disabilities received additional support through the IEP processes whereby attendance barriers such as transportation, medical needs, anxiety, or other access concerns were identified and addressed.

This Goal 2 implementation effort was supported by CCSPP and LREBG funding, which allowed ECMSG to sustain a designated Social Worker, Counselor, Dean, and expanded the student wellness team through partnerships with local universities including USC, CSULB, CSUDH, and LMU. Not only did these grants increase the school's capacity to provide individualized outreach, case management, family engagement, and student support without overburdening core staff, they also increased connectedness, belonging and overall engagement. As of June 11, 2026, schoolwide chronic absenteeism declined from 21.5% to 14.4%. All student cohorts, including those identified by LACOE as priority groups, also showed major improvement: SWD declined from 31.3% to 15.6% (-15.7 pts, projecting Yellow). AA declined to 14.3%. EL declined from 34.9% to 25% (-9.9 pts, projecting Yellow). Hispanic declined from 21.9% to 15.2% (-6.7 pts, projecting Yellow). Building on this model, ECMSG will continue to allocate a proportionally greater share of intervention resources toward students trending chronic, recognizing that earlier intervention produces better outcomes than reactive support after the threshold has been crossed.

As illustrated on the 2024–25 Dashboard, overall suspension rate increased from 0.8% to 1.9% with several student groups seeing notable increases including ELs, who rose from 1.5% to 4.5% and African American students who went from 0% to 2.2%. While a small number of

incidents involving multiple students created a disproportionate impact on the overall rate, there were also isolated events which elevated the numbers significantly. Accordingly, with the help of the Dean of Students, ECMSG implemented an enhanced restorative justice framework in response to increases in suspension rates and student group disproportionality. In addition to monthly discipline equity reviews using disaggregated student group data during ILT meetings, stronger coordination was developed between the discipline, counseling, and social work teams to ensure students receive both accountability and care. The school also continued implementing a three-tiered SEL system under the theme “Where We Belong, We Grow,” which includes advisory three times per week using the Upstream SEL curriculum, character development lessons led by the Dean, the Dean’s List recognition program, and partnerships with organizations such as EmpowHER, The League, and The Alliance to strengthen belonging and establish consistent Tier 1 behavioral expectations across classrooms. As a result of this intentional approach, Current 2025-26 suspension rates have dropped to 0.5%, returning to the school's historical standard of excellence.

Furthermore, in an effort to keep this new rate, ECMSG also implemented Restorative Intervention Days as a structured alternative to traditional suspension. During these interventions, students who would otherwise be excluded from school participated in continued academic instruction, guided reflection with the counseling team, along with restorative consequence and repair work with the discipline team. This approach keeps students connected to learning while providing meaningful accountability and opportunities to repair harm within the school community. And beyond simply avoiding suspension, the Student Services team works intentionally to identify the most appropriate intervention for each student through investigation, assessment, counseling, reflection time, therapy supports, psychoeducation connected to the incident, and restorative projects designed to address root causes of behavior and rebuild relationships with impacted individuals and the broader school community.

Overall, Goal 2 implementation resulted in several meaningful successes related to school climate, student connectedness, belonging, and attendance. Student survey data reflects continued growth in students’ sense of engagement and connection to the school community. In 2025–26, 70% of middle schoolers reported feeling involved in helping solve problems at school or in the community, an increase from 61% the previous year. Additionally, 73% of students reported feeling involved in helping protect the environment, up from 66% in 2024–25, reflecting ECMSG’s continued commitment to leadership opportunities and environmental stewardship. Relationship-centered structures also demonstrated strong outcomes, with 87% of students reporting that there is an adult on campus who wants them to do their best. Advisory systems remained a particularly important source of support, as 73% of students reported that their advisor is easy to talk to when support is needed, and 81% reported that their advisor helps keep track of their academic progress. Collectively, these results suggest that the school’s theme, “Where We Belong, We Grow,” has become increasingly embedded within the student experience and school culture, contributing to stronger belonging, increased engagement, and improved attendance outcomes across the campus community.

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 variance between budgeted expenditures and estimated actual expenditures occurred when the community liaison in charge of overseeing attendance, went on leave in October. Because the employee has not yet returned, it resulted in lower estimated actual expenditures for this specific personnel line item.

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

To ensure that chronic absenteeism rates continued to decline and students remained actively engaged as a result of regular attendance, the site redistributed these compliance and outreach duties across the existing office staff. This realignment allowed ECMSG to actively maintain daily attendance monitoring and family outreach without disruption.

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. Per LACOE IPR Recommendation 3, the chronic absenteeism intervention system, which incorporates attendance tracking tool, attendance report cards, biweekly principal/social worker check-ins, and proactive family outreach, was formalized as a standing Goal 2 structure in 2026-27, not a temporary response. The three-tier SEL framework ("Where we Belong, we Grow") was also codified in Action 2.b as the Tier 1 vehicle for suspension reduction and belonging improvement.

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).		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 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.		Y
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.		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 increase student engagement, along with a sense of connectedness.		Y

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.

ECMSG maintains 0 facilities deficiencies and 0 students without materials access (Dashboard Local Indicator: Basics at Standard Met; LACOE FIT inspection October 17, 2025: no follow-up assigned). The primary Goal 3 improvement area is teacher credentialing with 4 misassignments from 2 teachers actively being resolved. LACOE IPR Recommendation 6 specifically required this action. Goal 3 also encompasses ECMSG's charter renewal petition as the primary new deliverable for 2026-27.

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: 5	4	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, ECMSG 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 ECMSG 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.

Teacher credentialing: ECMSG is working with HR to support the resolution of remaining misassignment cases. The Year 2 misassignment count reflects cases involving two teachers, both of whom are actively mid-process in resolving their credential status. One has passed 2 of 3 required CSET sections with results on the third pending, and has a paired support teacher assigned. The other has passed all required CSETs and has a new application for additional authorizations currently in process with the CTC. The increase from Year 1 reflects the complexity of multi-step credentialing processes rather than new hiring without credentials. Both cases are targeted for resolution before the October 2026 census date.The school continues to cross-reference the master schedule with credentials on an ongoing basis and will prioritize fully credentialed hiring in all future staffing decisions.

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 expenses and estimated actuals.

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

Goal 3 actions were implemented effectively throughout 2025-26. Facilities remain in excellent condition with all items compliant on the LACOE Annual Inspection (October 17, 2025; no follow-up assigned) and 0 students without access to standards-aligned instructional materials. All Local Indicators received Standard Met.

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 beyond the addition of charter renewal petition preparation as a key deliverable within Goal 3 Action 3.c. Per LACOE IPR Recommendation 6, Goal 3 Action 3.c (credentialing) is expanded to include ongoing cross-referencing of the master schedule against credentials, with a specific milestone of resolving active misassignments before the October 2026 census date. Fully credentialed hiring is the norm for all future staffing decisions.

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.	$1,119,146	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	$245,881	N
3.c	Insurance/Benefits	School will maintain required insurance and will offer competitive employee benefits packages.	$901,637	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.	$457,081	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.	$1,653,611	N
3.f	Capital Improvements	School site will make capital improvements to ensure student safety and support implementation of educational programs.	$100,000	N
3.g	Home Office 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.	$329,692	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
$1,407,036	$173,575

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
36.551%	0.811%	$28,448	37.362%

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)	Our needs assessment, combined with three years of Dashboard data, NWEA benchmarks, and LACOE IPR findings, confirms that the students who need the most academic support are our English learners, long-term English learners, and students with disabilities. In Math, even with our exceptional school-wide growth (59.1 points since 2022 and Exceptional growth status for 75.9% of students), long-term English learners and students with disabilities remain Orange. In ELA, LTELs and SWDs remain Orange as well.	To meet students where they are academically while keeping them in grade-level classes, ECMSG uses iReady G40 -- a digital intervention platform -- during intervention periods. The tool gives students targeted, individualized practice in ELA and Math at their current skill level. It also gives teachers and coordinators real-time data, so instruction can be adjusted immediately. This program serves all enrolled students because 88.3% of our population is socioeconomically disadvantaged -- meaning virtually all of our students qualify	CAASPP ELA DFS: school-wide trajectory toward Year 3 target of -25; LTEL and SWD trend toward Yellow. CAASPP Math DFS: school-wide trajectory toward Year 3 target of -73; LTEL and SWD trend toward Yellow. IAB ELA and Math: % of students at or above goal by student group. NWEA: % of students meeting growth

	Beyond these groups, our NWEA data shows the Class of 2028 did not meet Math growth targets -- only 38% met the growth standard, which tells us the intervention pipeline for our current 7th graders needs to be stronger in 2026-27.	for learning recovery supports, and no student should be left out of the intervention system.	targets by cohort, specifically Class of 2028.
Goal 1, Action 1.f (Special Education Program)	Students with disabilities at ECMSG represent 17% of enrollment, and their academic outcomes have been one of our highest priorities for the past two years. On the 2024-25 Dashboard, SWD students are Orange in both ELA (DFS -82.5) and Math (DFS -119.2). Our LACOE Instructional Program Review specifically identified inclusive education practices and co-teaching structures as the areas requiring the most investment (Recommendation 1). The encouraging news: early 2025-26 data shows the investment is working. SWD students achieved a Fall-to-Winter NWEA Math growth index of 0.07 -- outperforming the all-student average of -0.06. And 77% of SWD students are performing near or above standard on the IAB ELA assessment, just two points below the all-student rate. ECMSG exited Differentiated Assistance eligibility in 2025-26, reflecting that these systems are producing results. The goal now is to sustain and deepen them.	Inclusion Coordinator Kaasa Dennis, three Education Specialists, and the broader SPED team provide co-teaching in 6th- and 7th-grade Humanities and 8th-grade Math, push-in support across content areas, small-group Specialized Academic Instruction (SAI) aligned to individual IEP goals, and coordination with general education teachers through regular co-planning time. The program serves all students with disabilities school-wide because every SWD at ECMSG is enrolled here, and because the Least Restrictive Environment model means their instruction happens alongside all other students, not in a separate program. Because 88.3% of ECMSG students are socioeconomically disadvantaged, nearly every student with a disability at ECMSG is also low-income. This action contributes $236,678 in LCFF supplemental and concentration funded special education paraprofessional staffing, which provides the in-class push-in, small-group, and one-to-one support that the Least Restrictive Environment model requires. That staffing is principally directed at the intersecting academic and attendance needs of low-income students with disabilities and is provided on an LEA-wide basis.	SWD ELA DFS: continue improvement from Orange -82.5 toward Yellow. SWD Math DFS: continue improvement from Orange -119.2 toward Yellow. SWD Chronic Absenteeism rate: maintain below 14.4% (2025-26 YTD), building on the 15.7-point mid-year improvement from 31.3% Red.
Goal 1, Action 1.h (Literacy	On the 2024-25 Dashboard, long-term English learners and students with disabilities remain Orange in both ELA and Math. NWEA data shows the Class of 2028 did not meet Math	ECMSG continues WestEd's Reading Apprenticeship across content areas with a focus on metacognition, text selection, and collaborative discourse, continues	CAASPP ELA DFS: school-wide trajectory toward Year 3 target of -25; LTEL and SWD trend toward

& Math Initiatives)	growth expectations, with only 38% meeting their achievement targets, indicating the foundational literacy and math intervention pipeline requires strengthening for current 7th graders.	implementation of CCSS-aligned mathematics curricula, and pilot a foundational reading intervention program to identify and serve students who have not yet achieved ELA fluency. The action is provided LEA-wide because 88.3% of students are socioeconomically disadvantaged and the framework strengthens Tier 1 instruction that all unduplicated students rely on for grade-level access.	Yellow. CAASPP Math DFS: school-wide trajectory toward Year 3 target of -73; LTEL and SWD trend toward Yellow. IAB ELA and Math: percentage of test takers at or above goal by student group. NWEA: percentage of test takers meeting growth targets, specifically Class of 2028.
Goal 1, Action 1.i (Specialty Classes and Outdoor Education)	Student belonging, engagement, and sense of purpose are not separate from academic performance -- they are what make academic achievement possible. ECMSG's 2025-26 climate survey shows 68% of students feel safe and respected at school, 74% feel adults believe in their ability to succeed, and 63% feel teachers know them well as a student and person. These are meaningful numbers, and our school theme, "Where We Belong, We Grow," reflects our conviction that belonging and achievement work together. But we also know that for low-income students and English learners specifically, access to enrichment experiences, including outdoor expeditions, environmental science, college readiness, is rarely available outside of school. LACOE's Instructional Program Review specifically identified a tiered SEL framework as a required investment.	Specialty courses (i.e. Green Ambassadors, Games and Handwork) along with outdoor education partnerships (Pali Institute for 6th grade, Camp Woodcraft Rangers and/or Santa Barbara Adventures for 7th grade, AstroCamp for 8th grade) are offered to all students at no cost. Green Ambassadors links environmental science to real climate issues and is aligned to California AB 285. Games and Handwork builds SEL skills through hands-on learning projects. Outdoor experiences provide team-building, belonging, and academic identity that reinforce every other investment in this LCAP. ECMSG was also recognized by the City of Los Angeles Green Business Program for its environmental leadership, which is a reflection of how deeply this programming is embedded in the school's identity. These programs are school-wide and these experiences directly address documented equity gaps.	Student belonging rate (Climate Survey): improve from 64% school-wide, specifically targeting Black/African American student belonging, which improved 17% this year and should continue rising. Student safety rate: maintain 69% or higher feeling safe and respected. Chronic Absenteeism rate: belonging is a documented protective factor against absenteeism, and both metrics will be tracked in parallel.
Goal 1, Action 1.j (College/ Career Readines s)	To thrive in a rigorous middle school that prepares learners for a college-preparatory high school, low-income students and English learners require early college and career awareness, personal purpose, and solid academic habits. ECMSG's mission centers on	ECMSG develops and implements a College/Career Readiness program that embeds individual sense of purpose into advisory, counseling, and College Prep/readiness classes, helping low-income students and English learners build the skills	Student belonging and sense-of-purpose rates (Climate Survey): maintain or improve. School-wide Attendance Rate: maintain 94.2% or higher, targeting

	preparing students to graduate from college, and the reclassification and academic data for the Class of 2026 indicate current 8th graders need more robust, purpose-driven supports before transitioning to high school	needed for work and college. The action is provided LEA-wide because the program is delivered through advisory and core readiness courses serving all students, of whom 88.3% are socioeconomically disadvantaged.	95% by 2026-27. Reclassification rate: recover from 44% (Class of 2026) toward the 55% Year 3 target.
Goal 2, Action 2.a (Partnerships/Outdoor Education)	ECMSG's 2025-26 Local Climate Survey shows that 68% of students feel safe and respected at school and that the indicator "I feel close to people at this school" sits at 70% for Black and African American students, the lowest of any group. We know that belonging is a documented safeguard against chronic absenteeism, therefore we must prioritize this area given that all six numerically significant student groups earned a 'Red' status on the 2024–25 Dashboard. Furthermore, low-income students and English learners rarely have access to outdoor and experiential enrichment outside of school, making school-funded access an equity issue.	ECS and site leadership sustain outdoor education partnerships (Pali Institute for 6th grade, Camp Woodcraft Rangers for 7th grade, AstroCamp for 8th grade) and fully funded overnight grade-level camping trips offered to all students at no cost. These experiences build belonging, peer and adult connection, and academic identity that reinforce attendance and engagement. The action is provided LEA-wide because ECMSG is a single-school charter at 88.3% socioeconomically disadvantaged enrollment, and no student is excluded due to cost.	Student belonging rate (Climate Survey): improve school-wide, with particular focus on Black/African American student belonging (70%). School-wide Chronic Absenteeism rate: maintain improvement trajectory (2024-25 Dashboard 21.5% Orange; 2025-26 end of year 14.4%, projecting Yellow). Student safety rate: maintain 69% or higher feeling safe and respected.
Goal 2, Action 2.b (Counselor, Social Worker, Wellness)	The 2024-25 Dashboard identified chronic absenteeism as ECMSG's priority. Last school year, all six numerically significant student groups were Red: Black/African American students (24.4%), English Learners (34.9%), Hispanic students (21.9%), Long-Term English Learners (36.4%), Socioeconomically Disadvantaged students (22.7%), and Students with Disabilities (31.3%). Chronic absenteeism -- missing 10% or more of school days, roughly 18 or more days per year -- is one of the strongest predictors of academic difficulty, and for low-income students, the barriers are often outside the classroom: housing instability, family stress, immigration-related anxiety, health needs. LACOE's Instructional Program Review specifically required a documented response	The counselor, social worker, Dean, and graduate social work interns from USC, CSULB, CSUDH, and LMU deliver an attendance intervention system that includes daily tracking to flag students trending toward chronic absence before they cross the threshold; proactive family outreach through TalkingPoints in English and Spanish; attendance report cards sorted into three categories (chronically absent, trending, no concerns); biweekly principal and social worker check-ins specifically for EL and SWD attendance trends; in-person meetings with students approaching the chronic absence mark; and home visits for highest-need families. Since the system has been formalized, the results are dramatic: as June 11, 2026 school wide CA declined from 21.5%	School-wide Chronic Absenteeism rate: maintain improvement trajectory (2024-25 Dashboard: 21.5% Orange; 2025-26 end of year: 14,4%, projecting Yellow). All 6 previously Red student groups: maintain improvement toward Yellow or better. School-wide Attendance Rate: maintain 94.1% or higher (2025-26 YTD), targeting 95% by 2026-27.

	plan for all six student groups. This action is funded in part through ECMSG's state Learning Recovery grant (LREBG), which identified attendance barriers as a top priority need in 2021-22, and the California Community Schools Partnership Program (CCSPP).	to 14.4%, all six previously Red student groups improved significantly, and the school is projecting Yellow for year-end. This program serves all enrolled students because ECMSG is a single-school charter, and because every socioeconomically disadvantaged learner, EL, and foster youth student we serve is eligible for these supports.	
Goal 2, Action 2.c (Parent Engagement)	Parent participation in programs for unduplicated pupils (Metric 13) fell to 86% in 2025–26, missing our target of 90% or greater. This performance represents a 12-percentage-point decrease from our established 98% baseline. Families of low-income students and English learners require sustained, accessible engagement channels to remain partners in decision-making, consistent with Dashboard Priority 3.	ECMSG leverages Town Halls with Spanish translation, PAC and ELAC, Coffee with the Principal, family-led Parent Partnership Group, and community events to expand parent involvement in the school's decision-making process, while strengthening belonging, particularly among parents of low-income students and English learners. The action is provided LEA-wide because every unduplicated family at this single-school charter is eligible for and invited to these engagement structures.	Parent participation in programs for UDPs (Metric 13): recover toward 90% or greater. Parent input in decision-making (Metric 12): maintain 90% or greater. ELAC and PAC attendance and feedback volume.
Goal 2, Action 2.d (Student Engagement)	Chronic absenteeism earned Red status for all six numerically significant student groups on the 2024-25 Dashboard, with English Learners at 34.9% and Long-Term English Learners at 36.4%. Sustained engagement programming is required to maintain the 2025-26 improvement trajectory, particularly for English Learners.	ECMSG develops programming, community partnerships, enrichment activities, mentoring, and a robust afterschool program to improve attendance and decrease chronic absenteeism, particularly among English Learners. These initiatives also build belonging and connection. The action is provided LEA-wide because these engagement structures serve all students at a single-school charter where 88.3% are socioeconomically disadvantaged.	School-wide Chronic Absenteeism rate: maintain improvement (2024-25 Dashboard 21.5% Orange; 2025-26 end of year 14.4%, projecting Yellow). All six previously Red student groups: maintain improvement toward Yellow or better. School-wide Attendance Rate: maintain 94.2% or higher, targeting 95%.

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)	ECMSG has approximately 42 English learners and 33 long-term English learners whose language development needs span a variety of content areas, grades, and periods of the school day. Our 2024-25 Dashboard shows ELPI (English learner progress) at Green -- 56.8% of test takers making progress toward English proficiency, which is above the state average of 46.4%. While this is an achievement, our EL students' DFS scores in ELA and Math remain below standard, meaning progress toward proficiency have not yet been achieved. Additionally, our Class of 2026 reclassification rate was 44% -- below the 48% baseline -- which indicates that our current 8th graders need more intensive support to complete the reclassification pathway prior to high school. Long-term English learners face both language development needs and, often, IEP goals, making ELD-SPED coordination essential.	ELD Coordinator and Lead Paraeducator provide designated ELD instruction during G40, in-class push-in scaffolding across content areas, and weekly collaboration with the Special Education team to support students who have both language development and IEP goals. ELD coordinator works directly with ELAC and families of English learner students to ensure services and goals are transparent and understood. While all EL students receive Designated and Integrated ELD, LTEL students additionally receive individualized reclassification case management and targeted academic language acceleration through the ELD Coordinator, focused specifically on the linguistic demands of grade-level content that have prevented reclassification despite years of English instruction. This program serves all EL and LTEL students school-wide through every classroom.	ELPI: maintain Green status, improve toward 65% or higher. EL and LTEL ELA and Math DFS: continue reducing gap. Reclassification rate: recover from 44% (Class of 2026) back toward and above the 55% Year 3 target, with particular focus on current 8th-grade ELs.
Goal 1, Action 1.e (ELD PD)	Despite ECMSG's strong ELPI (Green at 56.8%), EL and LTEL students remain below standard in ELA and Math. The Class of 2026 reclassification rate dropped to 44%, below the 48% baseline, which signals that our current 8th graders need additional ELD support before matriculating. Long-term English learners also face a particular challenge: they have been in EL services for five or more years and need not just language supports but academic language development that allows them to close	Targeted professional development for teachers serving EL and LTEL students: Reading Apprenticeship applied to EL contexts, ELD scaffolding strategies across content areas, LTEL-specific academic language development and discourse strategies, and reclassification pathway planning. This is a limited investment because the PD is specifically designed for and directed at improving instruction for EL and LTEL student groups.	EL and LTEL ELA and Math DFS. EL reclassification rate: recover toward 55% and above, with focus on current 8th-grade English learners. ELPI: maintain Green and improve toward 65% or higher.

	content-area gaps at the same time. Teachers who serve these students often need additional PD to do this effectively.		

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.

ECMSG is a single-school charter with 88.3% socioeconomically disadvantaged enrollment (well above the 55% threshold). All concentration grant add-on funding is directed to increase staff providing direct services to students at ECMSG. Actions 2.b (Counselor, Social Worker, and counseling/social work interns from USC/CSULB/CSUDH/LMU), 1.d (ELD Coordinator and Lead Paraeducator), and 1.f (Inclusion Coordinator and Education Specialists) all fund certificated and classified staff providing direct services. These staff increases directly serve all unduplicated student groups -- most critically addressing the 6 Red CA indicators and 5 Orange suspension groups identified in this LCAP.

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 -- ECMSG is a single-school charter with 88.3% SED enrollment (above 55%)	1:20
Staff-to-student ratio of certificated staff providing direct services to students	N/A -- ECMSG is a single-school charter with 88.3% SED enrollment (above 55%)	1:16

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	$ 3,849,515	$ 1,407,036	36.551%	0.811%	37.362%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,591,571	$ 2,423,236	$ 455,016	$ 456,571	$ 7,926,394.00	$ 5,214,344	$ 2,712,050

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					$ 230,527	$ -		$ 230,527			$ 230,527	0.000%
1	1.b	Multi-Tiered Sys of Support/TDS	All	Yes	LEA-wide	All	All	Ongoing	$ 389,902	$ 33,447	$ 421,582			$ 1,767	$ 423,349	0.000%
1	1.d	ELD Program	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 226,047	$ -	$ 95,041			$ 131,006	$ 226,047	0.000%
1	1.e	ELD PD	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 25,358	$ 2,100	$ 2,100			$ 25,358	$ 27,458	0.000%
1	1.f	Special Ed Program	Students with Exceptionalities	Yes	LEA-wide	All	All	Ongoing	$ 898,203	$ 228,533	$ 236,678	$ 625,746	$ 188,334	$ 75,978	$ 1,126,736	0.000%
1	1.g	Special Ed PD	Students with Exceptionalities	No						$ 6,086				$ 6,086	$ 6,086	0.000%
1	1.h	Literacy & Math Initiatives	All	Yes	LEA-wide	All	All	Ongoing	$ 115,203	$ 15,723	$ 98,473	$ 30,686		$ 1,767	$ 130,926	0.000%
1	1.i	Specialty Classes	All	Yes	LEA-wide	All	All	Ongoing	$ 280,794	$ 7,700	$ 288,494				$ 288,494	0.000%
1	1.j	College/Career Readiness	All	Yes	LEA-wide	All	All	Ongoing	$ 78,101	$ -	$ 78,101				$ 78,101	0.000%
2	2.a	Partnerships/Outdoor Education	All	Yes	LEA-wide	All	All	Ongoing	$ 13,200	$ 201,164	$ 214,364				$ 214,364	0.000%
2	2.b	AMA- MTSS (SEL)	All	Yes	LEA-wide	All	All	Ongoing	$ 271,534	$ -	$ 9,787	$ 212,812		$ 48,935	$ 271,534	0.000%
2	2.c	Parent Engagement	All	Yes	LEA-wide	All	All	Ongoing	$ 39,753	$ 6,605	$ 46,358				$ 46,358	0.000%
2	2.d	Student Engagement	All	Yes	LEA-wide	All	All	Ongoing	$ 49,366	$ -	$ 49,366				$ 49,366	0.000%
3	3.a	Employees for Educational Program	All	No					$ 1,119,146	$ -	$ 860,933	$ 258,213			$ 1,119,146	0.000%
3	3.b	Employees for Operations	All	No					$ 245,881	$ -	$ 90,925	$ 154,956			$ 245,881	0.000%
3	3.c	Insurance/Benefits	All	No					$ 901,637	$ -	$ 837,084	$ 64,553			$ 901,637	0.000%
3	3.d	Curriculum	All	No						$ 457,081	$ 10,856	$ 121,441	$ 166,682	$ 158,102	$ 457,081	0.000%
3	3.e	Professional Services	All	No						$ 1,653,611	$ 966,476	$ 679,563		$ 7,572	$ 1,653,611	0.000%
3	3.f	Capital Improvements	All	No						$ 100,000			$ 100,000		$ 100,000	0.000%
3	3.g	Home Office Classified	All	No					$ 329,692	$ -	$ 284,953	$ 44,739			$ 329,692	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
$ 3,849,515	$ 1,407,036	36.551%	0.811%	37.362%	$ 1,540,344	0.000%	40.014%	Total:	$ 1,540,344
								LEA-wide Total:	$ 1,443,203
								Limited Total:	$ 97,141
								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	$ 421,582	0.000%
1	1.d	ELD Program	Yes	Limited	English Learners	All	$ 95,041	0.000%
1	1.e	ELD PD	Yes	Limited	English Learners	All	$ 2,100	0.000%
1	1.f	Special Ed Program	Yes	LEA-wide	All	All	$ 236,678	0.000%
1	1.h	Literacy & Math Initiatives	Yes	LEA-wide	All	All	$ 98,473	0.000%
1	1.i	Specialty Classes	Yes	LEA-wide	All	All	$ 288,494	0.000%
1	1.j	College/Career Readiness	Yes	LEA-wide	All	All	$ 78,101	0.000%
2	2.a	Partnerships/Outdoor Education	Yes	LEA-wide	All	All	$ 214,364	0.000%
2	2.b	AMA- MTSS (SEL)	Yes	LEA-wide	All	All	$ 9,787	0.000%
2	2.c	Parent Engagement	Yes	LEA-wide	All	All	$ 46,358	0.000%
2	2.d	Student Engagement	Yes	LEA-wide	All	All	$ 49,366	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 7,794,033.00	$ 7,731,282.00

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	$ 26,711	$ 26,711
1	1.b	Multi-Tiered Sys of Support/TDS	Yes	$ 299,582	$ 311,504
1	1.d	ELD Program	Yes	$ 207,510	$ 174,508
1	1.e	ELD PD	Yes	$ 25,154	$ 24,756
1	1.f	Special Ed Program	No	$ 1,031,353	$ 905,560
1	1.g	Special Ed PD	No	$ 5,793	$ 6,088
1	1.h	Literacy & Math Initiatives	Yes	$ 414,903	$ 424,651
1	1.i	Specialty Classes	Yes	$ 284,853	$ 280,744
1	1.j	College/Career Readiness	Yes	$ 108,453	$ 48,367
2	2.a	Partnerships/Outdoor Education	Yes	$ 220,204	$ 223,354
2	2.b	AMA- MTSS (SEL)	Yes	$ 287,740	$ 272,175
2	2.c	Parent Engagement	Yes	$ 37,933	$ 32,712
2	2.d	Student Engagement	Yes	$ 29,960	$ 31,107
3	3.a	Employees for Educational Program	No	$ 1,097,739	$ 1,028,475
3	3.b	Employees for Operations	No	$ 239,825	$ 333,783
3	3.c	Insurance/Benefits	No	$ 824,752	$ 901,312
3	3.d	Curriculum	No	$ 439,464	$ 469,593
3	3.e	Professional Services	No	$ 1,793,804	$ 1,815,222
3	3.f	Capital Improvements	No	$ 100,000	$ 100,000
3	3.g	Home Office Classified	No	$ 318,300	$ 320,660

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)
$ 1,366,567	$ 1,326,937	$ 1,311,106	$ 15,831	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	$ 239,948	$ 273,448.00	0.000%	0.000%
1	1.d	ELD Program	Yes	$ 78,528	$ 45,526.00	0.000%	0.000%
1	1.e	ELD PD	Yes	$ -		0.000%	
1	1.h	Literacy & Math Initiatives	Yes	$ 251,456	$ 317,280.00	0.000%	0.000%
1	1.i	Specialty Classes	Yes	$ 284,853	$ 280,744.00	0.000%	0.000%
1	1.j	College/Career Readiness	Yes	$ 108,453	$ 48,367.00	0.000%	0.000%
2	2.a	Partnerships/Outdoor Education	Yes	$ 220,204	$ 223,354.00	0.000%	0.000%
2	2.b	AMA- MTSS (SEL)	Yes	$ 80,602	$ 63,568.00	0.000%	0.000%
2	2.c	Parent Engagement	Yes	$ 37,933	$ 32,712.00	0.000%	0.000%
2	2.d	Student Engagement	Yes	$ 24,960	$ 26,107.00	0.000%	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)
$ 3,621,388	$ 1,366,567	0.811%	38.547%	$ 1,311,106	0.000%	36.205%	$ 84,830.46	2.342%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

California Department of Education
November 2024