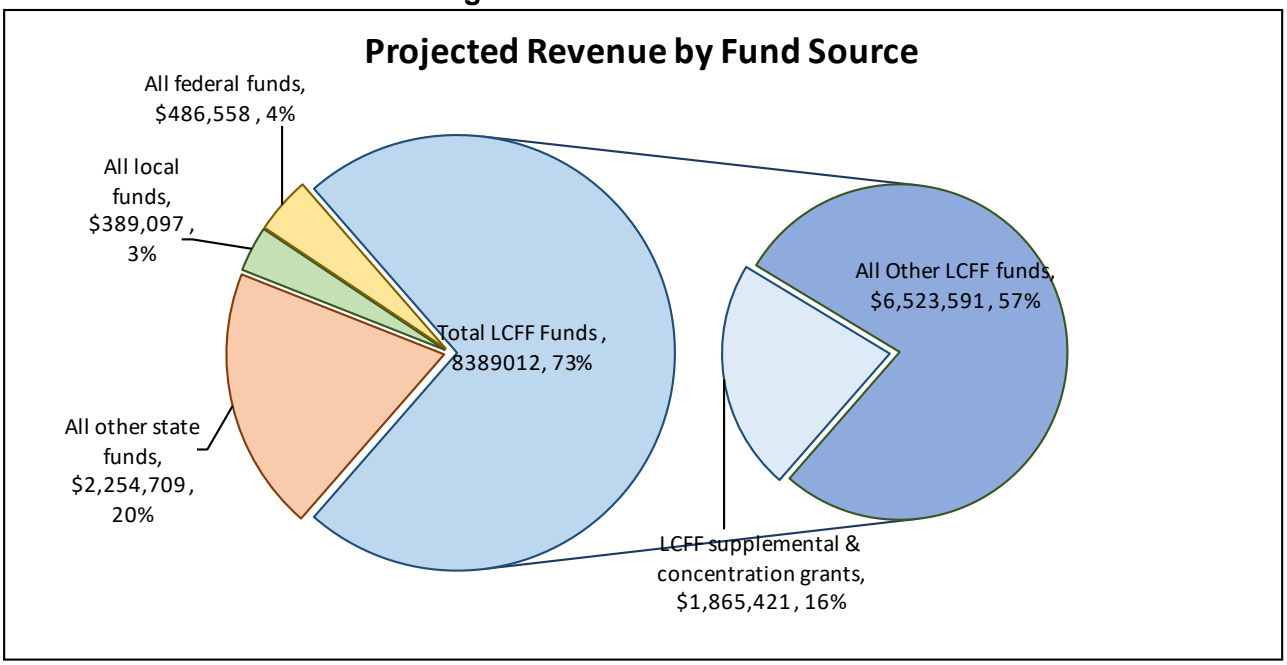
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Environmental Charter High School - Lawndale
CDS Code: 19646911996438
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

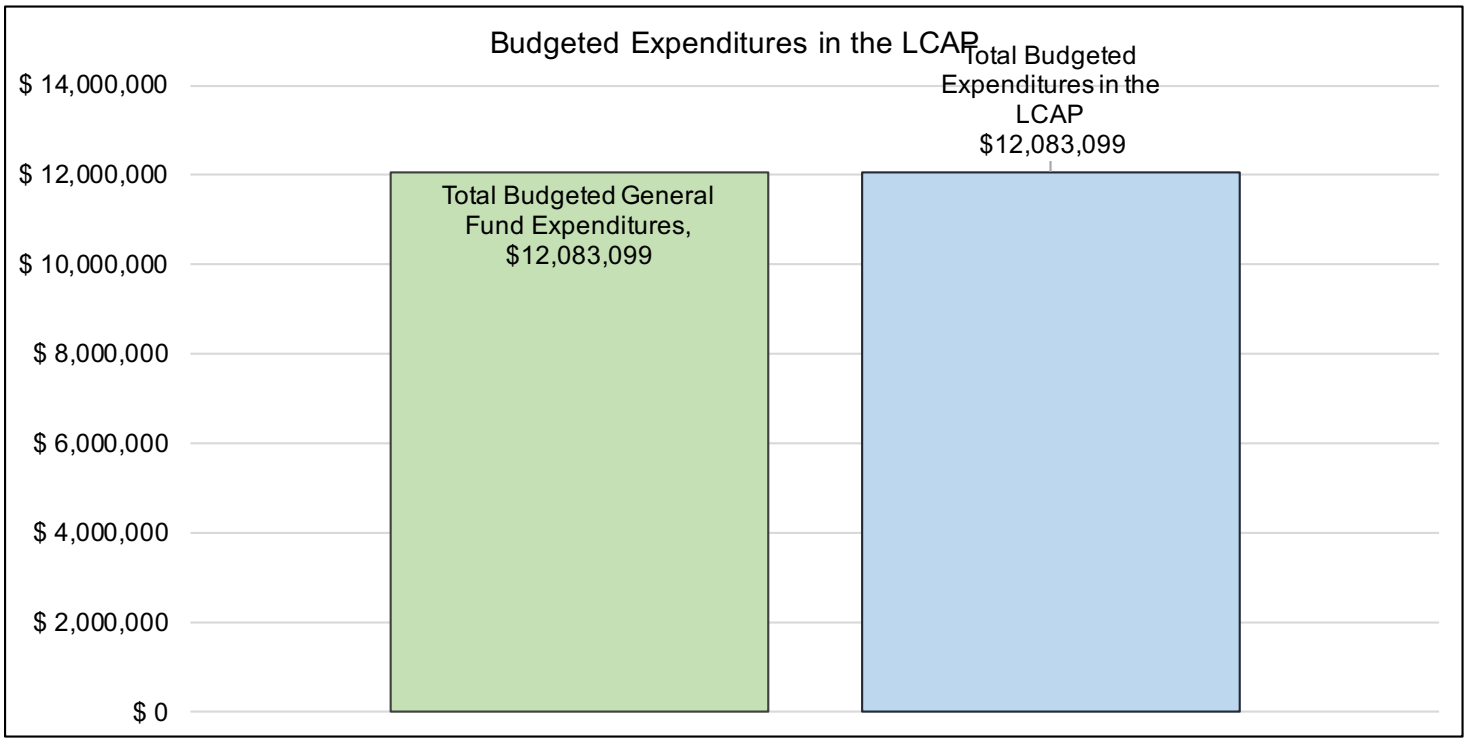


This chart shows the total general purpose revenue Environmental Charter High School - Lawndale expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Environmental Charter High School - Lawndale is $11,519,376.00, of which $8,389,012.00 is Local Control Funding Formula (LCFF), $2,254,709.00 is other state funds, $389,097.00 is local funds, and $486,558.00 is federal funds. Of the $8,389,012.00 in LCFF Funds, $1,865,421.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Environmental Charter High School - Lawndale plans to spend $12,083,099.00 for the 2026-27 school year. Of that amount, $12,083,099.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

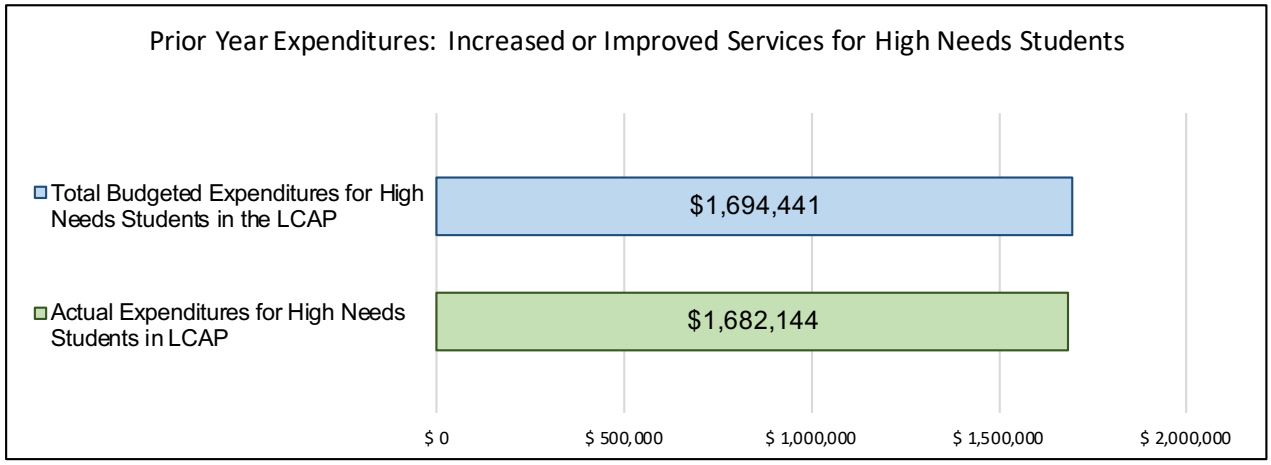
All general fund expenditures were accounted for in the LCAP.

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

In 2026-27, Environmental Charter High School - Lawndale is projecting it will receive $1,865,421.00 based on the enrollment of foster youth, English learner, and low-income students. Environmental Charter High School - Lawndale must describe how it intends to increase or improve services for high needs students in the LCAP. Environmental Charter High School - Lawndale plans to spend $2,967,112.00 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 High School - Lawndale 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 High School - Lawndale 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 High School - Lawndale's LCAP budgeted $1,694,441.00 for planned actions to increase or improve services for high needs students. Environmental Charter High School - Lawndale actually spent $1,682,144.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $12,297.00 had the following impact on Environmental Charter High School - Lawndale's ability to increase or improve services for high needs students:

Estimated actual LCFF expenditures for contributing actions were approximately $12,000 below budget. The budgeted community liaison position supporting parent engagement was not charged to the action, and field trip and administrative oversight costs came in lower than planned. These were offset by higher actual spending on ELD staffing and college readiness. Services for high needs students were delivered as planned, and the variance reflects staffing assignments rather than reduced service levels.

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 High School - Lawndale	Jennifer Larsen, Principal	jennifer_larsen@ecsonline.org, 310-214-3400

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.

ECHS-Lawndale (ECHSL) is a free, public charter school, authorized by the Lawndale Elementary School District, that serves students in 9th-12th grade from Lawndale, Gardena, Hawthorne, Inglewood, 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 495 students enrolled in the school, 75% are economically disadvantaged and qualify for free or reduced lunch, 3.2% are English learners, and approximately 11.1% are students with disabilities.

Since its opening in 2000, ECHSL has provided all students with an interdisciplinary curriculum that utilizes authentic assessments, as well as outdoor education and environmental experiential service learning opportunities to link academic content to real-life and professional careers beyond the classroom. ECHSL was founded on a best practices model that includes a small learning community, challenging core academics, interdisciplinary curriculum, authentic assessments, service learning projects, and strong partnerships with local businesses and organizations. Students must take the most rigorous course load available, including four years of math, history, and other core subjects. Everyone enrolled is also expected to graduate having completed the A-G requirements needed for admission into the California State University and University of California systems, as well as to apply to a four-year college. On average, 94% of ECHSL students complete their A-G requirements and 82% of graduates are admitted to four-year higher education institutions.

ECHSL's academic priority is centered on Reading Apprenticeship and intentional backward planning. All learners are also invited to participate in outdoor excursions, free of charge, which is a rigorous service learning and wilderness experience that received the CA Serves Grant award and blends high-quality academics with civic engagement elements. A focus on the environment is further strengthened through the Green Ambassadors (GA) course, where ecological and biological science is incorporated with comprehensive climate change education in alignment CA AB 285. Additionally, through partnerships with Climate Action Pathways for Schools (CAPS), the South Bay Workforce Investment Board, LA Harbor College, West LA Community College and El Camino Community College, a new CTE Environmental Leadership Pathway allows students to earn up to 12 post-secondary credits before graduating, while also gaining work experience through internships and apprenticeships.

Finally, ECHSL has received the honor of being named a California Distinguished School, specifically as an Achievement Gap Closer for accelerating academic progress for two or more groups that have historically been underserved and as Beacon of Opportunity as a Title I school community that distinguishes itself through multiple student outcomes at very high performance level. During the 2024-25 school year, ECHSL met the eligibility requirements for 'High Performing' status and we will likely be submitting our renewal application to LESD under this designation.

LREBG Unexpended Funds Disclosure

ECHSL 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 and academic recovery. A portion of this grant has also been used to expand access to school counselors and wellness teams (Goal 2, Action 2.b), which is a critical component of ECHSL's focus on college and career readiness, and also an allowable use of LREBG funds.

While the funds have not yet been fully expended, this was an intentional and strategic approach, as spending the entire allocation in one reporting period would create a steep fiscal cliff in future years. Additionally, by distributing the total amount across the life of the grant, ECHSL is able to maintain essential services and effectively plan for the eventual sunset of this monetary source. ECHSL's base LREBG allocation is $798,270, of which approximately $372,600 of grant funds was expended through 2024-25. Of the remaining funds, $201,254.41 is budgeted for 2026-27 and $201,254.41 for 2027-28, the final year of the grant.

Following a comprehensive needs assessment conducted pursuant to Ed. Code Section 32526(d) that identified critical areas for support, particularly among those who were chronically absent, funds were strategically deployed during the reporting period. Under LCAP Action 2.b, counselor salaries were focused on individualized and small-group interventions to help students close achievement gaps and build academic skills they may have missed, consistent with EC Section 32526(c)(2)(C), which authorizes the integration of evidence-based pupil supports to address barriers to learning.

Reflections: Annual Performance

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

California's accountability system uses color ratings (Red, Orange, Yellow, Green, Blue) to show how student groups are performing on each indicator. Based on the 2024-25 California School Dashboard, the only student group at ECHSL receiving a performance level below Yellow on any state indicator was Students with Disabilities, which received an Orange on the Suspension Rate indicator. Although their suspension rate was low (1.7%), it had been 0% the prior year thus requiring analysis and an appropriate response plan.

The CCI (83.1% Prepared), Graduation Rate (95.3%), and Science indicators (56 points - but informational only) reflects the school’s high quality instruction and performance level.

Annual Performance Reflection

During the 2025-26 school year, ECHS-Lawndale continued to demonstrate outstanding academic outcomes and strong performance across most state indicators. A comprehensive review of the 2024-25 California School Dashboard reveals ECHSL as one of the highest-performing charter high schools in the South Bay, with exceptional ELA performance, strong Math growth, and Blue graduation and suspension rates. And recent CAASPP scores (data pulled on June 2, 2026) demonstrate similar results, with students continuing to outperform the state in ELA (notable increases seen amongst our ELs and SWDs), a continuation of an upward trajectory in Math (with bright spots amongst ELs and African American students) and gains in science. The goal section below will review three critical areas of concern: the declines in both the A-G completion rate and the English Learner Progress Indicator (ELPI), while also addressing the Orange performance indicator for Students with Disabilities (SWD) suspension rates.

Indicator	Status	Change	Status Level	Change Level	Color	State	Vs. State
ELA	+66.4	-1.3	High	Maintained	Green	-8.1	Beat state
Math	-27.1	31.7	Medium	Increased Significantly	Green	-42.2	Beat state
Science	+56	-3.3			Green	52.6	Beat state
English Learner Progress	47.1%	-16.1%	Medium	Declined Significantly	Orange	46.4%	Beat state
Suspension Rate	0.2%	0.0%	Very Low	Maintained	Blue	2.9%	Beat state
Graduation Rate	95.30%	-2.20%	Very High	Increased	Blue	87.8%	Beat state
College/Career	83%	6%	Very High	Declined	Blue	51.7%	Beat state

ELA Performance -- Green Indicator; +67.5 Above Standard (SY 2025-26)

ECHSL's overall ELA performance earned Green status on the 2024-25 CA Dashboard with students scoring on average 66.4 points above grade-level standard. In 2025-26, students continued to improve in this content area, increasing by approximately +1 DFS points and testing well above proficiency (based on data pulled on June 2, 2026). This means our high schoolers are not just meeting the state benchmark, they are exceeding it by a significant margin (the California state average is 8.1 points below standard). This is a remarkable result reflecting 25 years of mission alignment, a sustained investment in Reading Apprenticeship, and a rigorous college preparatory curriculum.

The five-year ELA DFS trajectory is:

ELA DFS	21-22	22-23	23-24	24-25	25-26
All Students	35.7	84.5	67.7	66.4	67.5

The table below shows ELA performance by specific student groups:

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	+66.4	-1.3	High	Maintained	Green	-8.1	Beat state
African American	*					-51.3	Beat state
Hispanic	+69.3	4.7	High	Increased	Green	-33.7	Beat state
EL	-0.8	19	Medium	Increased Significantly		-59.5	Beat state
LTEL	*					-104.5	Beat state
SWD	-65.8	-17.9				-89.4	Beat state
SED	+69.7	7	High	Increased	Green	-35.3	Beat state

ECHSL's strong ELA performance reflects the continued success of the schoolwide Reading Apprenticeship framework, which is embedded across all content areas to strengthen critical thinking, metacognition, and engagement with complex texts. In 2024-25, both Hispanic and Socioeconomically Disadvantaged students earned Green status on the Dashboard, demonstrating strong and equitable literacy outcomes across key student groups and in 2025-26 the upward trajectory continued. On this year's CAASPP tests (data pulled on June 2, 2026), ELs and SWD also demonstrated tremendous growth increasing approximately +21 DFS points and +50 DFS points respectively. At the same time though, it must be noted that this school year our African American students dropped over -60 DFS points. Although this group is too small to have an indicator level on the dashboard, the site will carefully analyze these results, along with data from NWEA trends to determine appropriate interventions going forward.

To further support students entering high school below grade level literacy standard, ECHSL continued implementing rigorous college-preparatory expectations alongside a targeted support system, including the addition of a dedicated 9th Grade ELA Intervention course during the 2025–26 school year. This provided structured assistance in reading comprehension, fluency, writing, and evidence-based analysis while ensuring students maintained access to grade-level coursework and high academic expectations.

Math Performance -- Yellow Indicator; -27.5 Below Standard (SY 2025-26 but maintained from SY 2024-25)
ECHSL's Math performance demonstrates steady growth and earned Green status on the 2024-25 CA Dashboard. Although on average, ECHSL students are performing below proficiency (-27.1 below the standard in 2025 and 27.5 below standard in 2026), their test scores are substantially higher than the California average (-42.4 below). However, it must be noted that on the 2026 CAASPP tests, ELs and African American students moved closer to proficiency by approximately 30 points and 12 points respectively. Note: data based on preliminary report pulled on June 2, 2026.

The five-year Math DFS trajectory is:

Math DFS	21-22	22-23	23-24	24-25	25-26
All Students	-70.4	-43.2	-58.8	-27.1	-27.5

The table below shows Math performance by specific student groups:

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	-27.1	31.7	Medium	Increased Significantly	Green	-42.2	Beat state
African American	*					-95.8	Beat state
Hispanic	-20.2	42.8	Medium	Increased Significantly	Green	-73.6	Beat state
EL	-87.2	48.3	Low	Increased Significantly		-86.1	Below state
LTEL	*					-158.9	Beat state
SWD	-128.1	-4.4	Very Low	Declined		-120.7	Below state
SED	-31.3	25.1	Medium	Increased Significantly	Green	-72.9	Beat state

ECHSL's improvement in Math reflects the sustained impact of its four-year math requirement, whereby all students are required to take 4 consecutive years of mathematics regardless of their level entering high school, as well as the integration of Reading Apprenticeship principles into mathematical reasoning, problem-solving, and academic discourse. College Readiness and Senior Seminar programming further reinforces quantitative reasoning throughout the year, helping learners apply math skills in postsecondary and real-world contexts.

While our Hispanic students increased proficiency substantially in 2025, there was a slight decrease in 2026 (-6 DFS points based on data from June 2, 2026). Similarly SWD also saw a decrease (-4 DFS points based on data from June 2, 2026) warranting data analysis with NWEA results to further understand this trend. That said, our Socioeconomically Disadvantaged students continue to make progress in this core subject, demonstrating strong outcomes for another key student group. While smaller student populations, including African American students and Long Term English Learners fall below reporting thresholds, thereby making broader equity conclusions more limited, ECHSL's overall math performance is strong and reflects the site's focus on student supports, as well as a data-driven approach to instruction. For example, end-of-unit assessments and quizzes gather real-time information so educators can adjust lesson plans accordingly. Math trends are also shared with the Math Department Chair, Accelerated Math 9 teacher, and the counseling team as an additional intervention for those who needed more assistance. Finally, regular 'look-fors' and professional development strengthened teaching strategies which led to instructional consistency across classrooms.

Science -- Green Indicator (Informational Only)

ECHSL's Science performance earned Green status on the 2024-25 Dashboard with students scoring 56.0 Science Points and slightly above the California state average of 52.6. In 2026, test takers moved even closer to proficiency, improving approximately 8 points and demonstrating growth in almost all student groups. However, during this reporting period our African American learners once again scored below the state average (-7.6 in 2025 and -18.8 in 2026). As a result of this data from June 2, 2026, the site will continue to monitor science access, as well as outcomes for this student group as part of the new CTE pathway integration.

Science	21-22	22-23	23-24	24-25	25-26
All Students				53.2	61.5

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	+56	-3.3			Green	52.6	Beat state
African American	*					43.4	
Hispanic	+54.8	-3.9			Yellow	47.1	Beat state
EL	+37.1					41.1	Below state
LTEL	*					34	
SWD	+39.3	-1.2				38.3	Beat state
SED	+55.2	-4.1			Green	47.1	Beat state

English Learner Progress -- Gray (No Performance Review SY 2024-25)

ECHSL's English Learner Progress Indicator (ELPI) received no color on the 2024-25 Dashboard because of the small cohort size; however, in 2024-25, 47.1% of test takers did make progress toward English language proficiency. Although this rate is slightly above the state average (46.4%), it represents a slight decline from 2023-2024. In 2025-26, students reversed this trend, with 64.3% of EL's progressing towards proficiency. It must be noted, ECHSL has 3.7% EL enrollment, therefore results are sensitive to individual testaker variation.

The five-year ELPAC progression trend is:

% ELs Making Progress	21-22	22-23	23-24	24-25	25-26
ELs	66.7%	75.0%	63.2%	47.1%	64.3%
LTELs			56.3%	50.0%	55.6%

The strong reclassification result of 93% for the Class of 2025, who entered ECHSL as English Learners, is a meaningful measure of EL program effectiveness at the school. This achievement underscores the impact of embedding targeted language development directly within our schoolwide Reading Apprenticeship framework, ensuring language acquisition happens alongside rigorous grade-level content.

College/Career Indicator -- Green; 83.0% Prepared (SY 2024-25)

ECHSL's College/Career Indicator (CCI) earned Green status on the 2024-25 CA Dashboard with 83.0% of graduates prepared for college. This is 31.3% above the California state average and reflects the site's rigorous college preparatory curriculum, four-year Math and English

requirements, and a sustained investment in Senior Seminar as well as post-secondary programming. The CCI encompasses UC/CSU A-G completion rates, AP exam results, EAP designation, CTE completion, and dual enrollment.

The table below shows CCI rates by specific student groups:

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	83.0%	5.7%	Very High	Declined	Blue	51.7%	Beat state
African American	*					35.7%	Beat state
Hispanic	85.6%	7.3%	Very High	Declined	Blue	45.1%	Beat state
EL	66.7%					24.30%	Beat state
LTEL	64.3%					24.90%	Beat state
SWD	42.9%	21.5%	Low	Declined		18.7%	Beat state
SED	82.7%	7.2%	High	Declined	Green	44.8%	Beat state

An area of focus continues to remain with our Students with Disabilities, who declined over 14 points and require targeted academic support as described in the goal section below.

Graduation Rate -- Blue; 95.3% (SY 2024-25) and 95.7% (SY 2025-26)

In 2024-25, ECHSL's graduation rate earned Blue status at 95.3%, well above the California state average of 87.8% (Green). This reflects ECHSL's 25-year investment in matriculation supports, credit monitoring, and a culture where every student is expected to complete the A-G requirements. This year, the site's graduation rate was 95.7%, likely earning Blue status on the 2025-26 Dashboard again.

The five-year graduation trend is:

Graduation Rate	21-22	22-23	23-24	24-25	25-26
All Students	93.1%	96.1%	97.5%	95.3%	95.7%

The table below shows graduation data by specific student groups:

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	95.3%	-2.2%	Very High	Increased	Blue	87.8%	Beat state
African American	100.0%		Very High			82.6%	Beat state
Hispanic	95.6%	-1.6%	Very High	Increased	Blue	86.9%	Beat state
EL	100.0%		Very High			79.7%	Beat state
LTEL	100.0%		Very High			84.0%	Beat state
SWD	85.7%	-14.3%	Very High	Maintained		77.1%	Beat state
SED	96.3%	-0.9%	Very High	Increased	Blue	86.2%	Beat state

Similar to CPI rates, one area of focus continues to be with our Students with Disabilities, whose graduation rate is far below other student groups. Targeted support and interventions will be discussed in Goal 1 below.

A-G Completion -- Class of 2026: 94.6%

The A-G completion rate for the Class of 2026 was 94.6%, a 12-point increase from 82% in 2024-25. This result is an important academic priority that will continue in 2026-27. While the benchmark is still above most California high schools, ECHSL holds itself to a 99% standard and requires all graduating seniors to apply to a two or four-year college. Understanding the Class of 2025 data, and preventing a similar recurrence for future classes, will be addressed in Goal 1.

Suspension Rate -- Blue (All Students); Orange (SWD Student Group)

ECHSL's overall suspension rate for 2025-26 is .4%, which equates to a Blue status, a rate which has been maintained since 2023-2024 and is far below the California average of 2.9%. More importantly, five of the six numerically significant student groups would also earn Blue, which reflects the effectiveness of restorative justice practices and ECHSL's positive school culture. However it must be noted that during the 2024-25 SY, SWDs would receive an Orange rating with 1.8%, which is an increase from 0.0% in the prior year. While this rate is still below the state average, the increase requires some reflection.

Student group in detail is below:

Suspension	21-22	22-23	23-24	24-25	25-26
All Students	1.5%	1.2%	0.2%	0.2%	0.4%

Student Group	Status	Change	Status Level	Change Level	Color	State	Vs. State
All Students	0.2%	0.0%	Very Low	Maintained	Blue	2.9%	Beat state
African American	0.0%	0.0%	Very Low	Maintained	Blue	7.7%	Beat state
Hispanic	0.2%	0.0%	Very Low	Maintained	Blue	3.0%	Beat state
EL	0.0%	0.0%	Very Low	Maintained	Blue	3.2%	Beat state
LTEL	0.0%	0.0%	Very Low	Maintained	Blue	7.0%	Beat state
SWD	1.8%	1.8%	Medium	Increased	Orange	5.0%	Beat state
SED	0.3%	0.0%	Very Low	Maintained	Blue	3.6%	Beat state

Teacher Assignments and Local Indicators

ECHSL's Basics Local Indicator is Standard Met (0 students without materials access; 0 facilities deficiencies), with all 5 Local Indicators receiving Standard Met status. ECHSL uses internal graduation planning trackers, along with PowerSchool graduation data and the Dashboard CCI to ensure all students have access to, and are enrolled in, a broad course of study.

Local Climate Survey

ECHSL administers a Local Climate Survey (based on the CA Healthy Kids Survey) each year to measure how students feel about their school experience, safety while on campus, and their overall sense of belonging. Results inform advisory curriculum, SEL and culture of care initiatives, as well as campus-wide safety priorities. ECHSL tracks student connectedness as a key accountability metric consistent with Dashboard priorities.

Recent survey results show that 73% of students reported a high level of belonging; 89% feel safe at school; 99% report no drug or alcohol use. With respect to staff: 78% of teachers intend to return to ECHSL (a very strong retention rate); 82% feel their basic needs are being met; and 87% find purpose in their work. With respect to parents: 97% believe that the school has adults that care about the students, 96% believe it is a safe place for their child and 94% reported that the school allows input and welcomes parent contributions.

Chronic Absenteeism

Chronic Absenteeism	21-22	22-23	23-24	24-25	25-26
All Students	10.9%	13.2%	21%	12.8%	10.3%

At ECHSL, consistent daily attendance is a pillar of student success. We know that when students are in class every day, they thrive academically. As a result of concentrated interventions and targeted engagement activities led by our dedicated wellness team, the site's chronic absenteeism trends have continued their downward trajectory. In addition to proactive outreach and a focus on regular daily

attendance, the team successfully reduced their chronic absenteeism rate from 12.8% in 2024–25, and reached a new multi-year low of 10.3% during the 2025-26 school year (based on rate from June 2, 2026).

Professional Development

ECHSL identifies professional development needs through an ongoing analysis of teacher feedback, student learning data, classroom observation trends, and organizational priorities. All staff are trained to implement the Reading Apprenticeship (RA) framework for critical thinking, metacognition, academic discourse, and access to complex texts. And new teachers participate in a week-long orientation focused on RA routines, mission-aligned instructional expectations, college-preparatory systems, and school culture practices. Weekly, all-staff PD is collaboratively planned by Assistant Principals, instructional specialists, department chairs, the principal, coordinators, and the site ILT team to ensure coherence across the instructional program. Along with ongoing teacher reflection surveys and department input, leadership utilizes this feedback to shape coaching cycles and future PD priorities connected to LCAP goals. Finally, the site's administration also conducts classroom observations and provides both written and in-person feedback to support teacher growth and instructional refinement.

Data review follows a quarterly cadence: Q1 uses CAASPP data to identify bright spots and focus students; Q2 uses NWEA Fall; Q3 uses NWEA Winter and IABs; Q4 uses course grades. Senior Seminar and College Readiness integration is a specific 2025-26 PD priority, helping all teachers connect their content to post-secondary readiness. Analysis of CAASPP and CAST performance, NWEA growth reports, common assessments, course grades, EL and SPED progress data, and student work helps shape a PD plan in order to strengthen instructional coherence, sustain continuous improvement, and build long-term internal leadership capacity across the school.

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	**Local Climate Survey (based on California Healthy Kids Survey):** Administered annually. Results inform advisory curriculum, belonging initiatives, and safety priorities. ECHSL tracks student connectedness and safety as key accountability metrics. **Student Focus Groups:** Convened to gather input on belonging, academic experience, and college readiness supports. **Advisory Input:** Weekly advisory periods incorporate structured reflection and feedback on school programs and goals. **Community Events and Assemblies:** Monthly assemblies and events (Kwanzaa Celebration, Dia De Los Muertos Community Event, Career Day, I Love My HBCU Day, Alumni Day) integrate student voice and feedback into program design.
Parents	**Dashboard Priority 3 Self-Reflection:** Parent engagement data submitted annually. Parent input in decision-making is tracked as a required metric. **Pupusas with the Principal:** Quarterly informal parent meetings with Spanish translation. ECHSL provided community resources and a Legal Aid Know Your Rights webinar during immigration enforcement concerns in 2025-26. **PAC and ELAC:** PAC meets 3x/year to review data, and provide LCAP input. ELAC meets multiple times per year; a meet-and-greet for EL families is held before each school year. **African American Parent Partnership:** Regular meetings with the Parent/Community Liaison focused on building awareness and community for Black/African American students and families. **Additional Engagement:** Back to School Night, Open Houses, Parent Workshops, 8th Grade Parent Information Night (recruitment), Career Day, I Love My HBCU Day, multilingual monthly newsletter, TalkingPoints platform.

Staff	**Weekly Staff Meetings and PD Feedback Forms:** Structured feedback forms drive future PD decisions. **ILT Meetings:** Department chairs, instructional coaches, ELD and SPED coordinators analyze student achievement data and adjust professional learning. **Staff Survey:** Annual survey focused on commitment to mission, school connectedness, suggested improvements, and professional feedback. **Listening Tours:** Superintendent and Deputy Superintendent conduct formal listening tours to solicit direct staff feedback. **Cabinet Meetings:** ECS network cabinet sessions to monitor charter implementation and renewal preparation.
Community/Organizational Partners	Partners include: West Los Angeles Community College, El Camino Community College (CTE Environmental Leadership Pathway; dual enrollment); South Bay Workforce Investment Board (Golden State Pathway Program Advisory Board); the Bay Foundation, Green Schools National Network, Starview; ADAP (substance abuse); Masada Homes; Vida; Boys and Girls Club; Copia Food Recovery; Neighborhood Council (outdoor education); Tree People; Woodcraft Rangers; Growing Great; Antioch University. USC, CSULB, CSUDH, and LMU provide masters level social work and counseling interns.

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

Building strong relationships with all stakeholders is critical to achieving our mission. This not only promotes transparency, it 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 school issues.

Student feedback continues to play an important role in shaping ECHSL's school culture and LCAP priorities. All 9-12th graders regularly provide input through climate surveys (modeled after the CA Healthy Kids Survey), end-of-unit assessments, advisory feedback, and other reflection opportunities. High response rates and consistent themes across these sources demonstrate that students generally feel heard, understand how to be successful in their classes, and recognize the support structures available to them. Beyond the classroom, strong participation in internships, environmental projects, clubs, leadership opportunities, and outdoor education experiences also reflects engagement while fostering a sense of belonging in the school's community.

Specifically, student climate survey results indicate that 73% report a strong sense of belonging, 89% report feeling safe on campus, and 99% report no substance use. Additionally, 77% believe there is at least one trusted adult on campus, while 83% report that at least one teacher is invested in their success (up from 78% last year). These results reflect the effectiveness of the counseling systems, restorative practices, and relationship-centered student interventions. They also reinforce the LCAP goal of robust social-emotional frameworks that positively impact school culture through structured advisory periods and comprehensive MTSS / SEL systems.

Parent engagement, additionally aligned to Dashboard priorities, reflects a strong culture of partnership at ECHSL with 98% of families feeling welcomed, 94% believe their input is welcome, and 94% report being active partners in their child's education. EL parent feedback obtained through ELAC meetings regarding reclassification, along with ELPAC participation which has reinforced the continuation of dedicated ELD paraeducators supporting our ELs. Parent Advisory Committee input on college access and A-G tracking has also shaped the LCAP's emphasis on 9th grade credit monitoring, with expanded credit recovery options made available in response to the Class of 2025's A-G decline. Additionally, The African American Parent Partnership has directly shaped the LCAP's emphasis on culturally responsive programming, while I Love My HBCU Day, and Alumni Day incorporate intentional opportunities for belonging.

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 87% of staff find purpose in their work, 78% intend to return, and 82% reported that their basic workplace needs are being met. At the same time, staff at this site identified culture (belonging) 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. Additionally, counselor and social worker feedback via staff surveys has informed the continuation and intensification of SWD-specific supports in Goal 2, particularly in response to the SWD suspension Orange indicator.

Regarding ECS Board of Directors' engagement in LCAP development, members were engaged 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, preparing conscious, critical thinkers equipped to graduate from college and contribute to a more equitable and sustainable world. The 2024-25 Dashboard confirms ECHSL's strong foundation: students were above the proficiency standard in ELA(+66.4) and Math growth continued to improve (-27.1) which is significantly above state average of -42.2. These outstanding results reflect 25 years of rigorous college preparatory standards, along with the implementation of the Reading Apprenticeship model and a culture where every student is expected to graduate college-ready. At the same time, the 2024-20245 A-G completion decline (82%, -17 pts from 99% baseline) and ELPI decline (47.1%, -16.1 pts) makes it clear that specific equity gaps require a response plan.

Accordingly, Year 2 of the LCAP focuses on restoring A-G completion rates toward the school's historical rate at 95%, sustaining ELA and Math Green momentum, addressing the ELPI decline through enhanced EL supports, deepening SWD academic outcomes (CCI 42.9%, graduation 85.7%), and formally launching the CTE Environmental Leadership Pathway.

Measuring and Reporting Results

All values are as of June 8, 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	CAASPP English Language Arts Average Distance from Meeting Standard (DFS)	Each cohort's average 8th Gr distance from met.	Class of 2026 8th grade DfS: -4* 11th grade DfS: 66* Change: +70 *source: CERS	Class of 2027 8th grade DfS: -4* 11th grade DfS: 67* Change: +71 *source: CERS	Cohort baseline + 9	+72
2	CAASPP Math Average Distance from Meeting Standard (DFS)	Each cohort's average 8th Gr distance from met.	Class of 2026 8th grade DfS: -54* 11th grade DfS: -30* Change: +24 *source: CERS	Class of 2027 8th grade DfS: -51* 11th grade DfS: -28* Change: +23 *source: CERS	Cohort baseline + 9	+23
3	CAST Science Average Distance from Meeting Standard (DFS)	Each cohort's average 8th Gr distance from met	Class of 2025 8th grade DfS: ** 12th grade DfS: -9* Change: n/a *source: CERS **less than 11 students	Class of 2026 8th grade DfS: -11* 11th grade DfS: -3.5* Change: +7.5 *source: CERS	Cohort baseline +12	+7.5
4	The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (a-g)	23-24: 99%	Class of 2025 82%	Class of 2026 94.6%	95% of students who are on the A-G pathway are on track to complete it.	-4.4%
5	Percentage of pupils who have completed CTE pathways	0%	0%	0%	0%	0%
6	Percentage of pupils who have completed both a-g and CTE pathways	0%	0%	0%	0%	0%
7	Percentage of English Learners who make progress on ELPAC	2024 ELPI Status: 63.2%	47%	64.3%	65% or greater	1%

8	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: 71%	Class of 2025 93%	Class of 2026 82%	75%	+11%
9	Percentage of pupils who pass AP exams with score of 3+	2019-2023 Average: 47%	Class of 2025 64%	tbd	50%	tba
10	Pupils prepared for college by the EAP - ELA	Each cohort's percentage Standard Exceeded on 8th grade CAASPP ELA	Class of 2026 8th grade: 8%* 11th grade: 37%* Change: +29% *source: CERS	Class of 2027 8th grade: 11%* 11th grade: 36%* Change: +25% *source: CERS	Baseline + 3%	+25%
11	Pupils prepared for college by the EAP - Math	Each cohort's percentage Standard Exceeded on 8th grade CAASPP Math	Class of 2026 8th grade: 10%* 11th grade: 11%* Change: +1% *source: CERS	Class of 2027 8th grade: 13%* 11th grade: 11%* Change: -2% *source: CERS	Baseline + 3%	-2%

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.

ECHS-Lawndale (ECHSL) continues to demonstrate exceptional academic outcomes, outperforming the state across all CA School Dashboard indicators while also earning High or Very High performance levels in every category. In recognition of these achievements, ECHSL was honored for the second time as a California Distinguished School and specifically acknowledged for its exemplary instructional programming, along with significant student growth. This recognition reflects the site's innovative educational model, dedicated staff, and talented students, all of whom contribute to a thriving college-preparatory environment rooted in equity, rigor, and belonging. Since opening in 2000, ECHSL has built a unique educational experience for South Los Angeles families, empowering students to achieve at the highest academic levels while preparing them for success in college, career, and civic life.

ELA Implementation

Central to ECHSL's approach to improving student outcomes is the Reading Apprenticeship (RA) framework, which is implemented across all content areas to develop students' literacy, analytical thinking, metacognition, discussion, inquiry, and productive struggle with complex texts. The effectiveness of this approach is reflected on the 2025 Dashboard, where ECHSL earned a Green indicator at +66.4 points Above Standard, which further continued on the 2026 CAASPP test, with an additional 3 point gain (as of June 2, 2026), representing continued growth from prior years. To sustain this momentum and ensure all students have access to rigorous literacy instruction, ECHSL utilizes a comprehensive MTSS grounded in ongoing analysis of classroom assessments, state testing data/results, course grades, ELPAC performance, and A-G completion metrics. RA practices were also expanded into Senior Seminar, to specifically help 12th graders apply their analytical and writing skills to college application essays and financial aid (FAFSA) completion.

As part of this work, ECHSL introduced a formalized 9th Grade ELA Intervention course during the 2025–26 school year for students entering high school below ELA proficiency. Co-taught by ELA teachers and the ELD Coordinator, the class focuses on foundational reading skills, fluency development, comprehension, academic discourse, and writing while maintaining access to grade-level curriculum. This early intervention was also intentionally designed to strengthen the A-G completion pipeline and prevent ELA credit deficiencies later in high school.

Beyond Tier 1 instruction, to monitor and respond to student needs, after-school and lunch tutoring sessions provided opportunities for reteaching and literacy support based on classroom assessments, exit tickets, and teacher referrals. Quarterly Focus Student reviews conducted by grade-level teams and ILT utilized CAASPP, NWEA, and course grade data to identify those who require additional support while developing individualized academic plans. For example, ELs and SWD received targeted pull-out services through the ELD Coordinator and Education Specialists in order to address language development aligned to IEP literacy goals. At times, counselors and grade-level teams also coordinated SST processes to address academic, behavioral, and social-emotional barriers to achievement.

ECHSL continued strengthening supports available to students during the 2025–26 school year through ELD preview sessions prior to core content units that enhanced classroom scaffolding for ELs. Formal observation and coaching focus area for instructional leaders, along with weekly ELD/SPED collaboration meetings, helped coordinate support for dual-identified students. Collectively, these structures ensure that all students, including English Learners, Students with Disabilities, and those entering below grade level, have equitable access to rigorous instruction and the support necessary to succeed.

Note: Although almost all student groups improved in ELA, based on the 2025–26 CAASPP scores, the site will conduct ongoing analysis of performance data for our African American students who saw a significant decline (approximately -65 DFS points) in order to identify and implement the most effective targeted interventions and close these achievement gaps. 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 college-preparatory literacy instruction using RA practices promoting metacognition, discussion, inquiry, and productive struggle with complex texts.	All Classroom Teachers	Classroom assessments, CAASPP data, NWEA data, course grades	Ensures access to rigorous grade-level instruction for all students
Tier 1	Senior Seminar (12th Grade)	College application essays, FAFSA, research projects, and post-secondary planning integrated with RA writing instruction.	Counselors, Senior Seminar Teachers	College acceptance data, FAFSA completion rate, student writing portfolios	College readiness and completion of a-g / CTE requirements
Tier 2	9th Grade ELA Intervention Course	Targeted foundational literacy course for students not meeting ELA proficiency in the critical 9th grade transition year. Co-taught with ELD coordinators, uses fluency protocols and foundational reading skills.	ELA Teachers, ELD Coordinator	Course grades, reading assessments, teacher referral, CAASPP entry data	A-G completion pipeline; early intervention to prevent credit deficits in 10th-12th grade
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 and reading comprehension for a-g completion
Tier 2	Focus Students (Grade Level Teams)	Departments analyze student group data each quarter and identify focus students for personalized academic plans.	Grade Level Teams, ILT	CAASPP, NWEA, course grades, a-g tracking data	Equitable access to rigorous literacy instruction; a-g completion monitoring
Tier 2	Pull-Out Support (ELD / SWEs)	Targeted small-group instruction for EL and SWD students addressing language development and IEP-aligned literacy needs.	ELD Coordinator, Education Specialists	ELPAC data, IEP goals, classroom data	Language support; LRE; college readiness for EL and SWD populations

Tier 3	SST Process	Structured process to identify students needing additional academic, behavioral, or social supports.	Counselor, Grade-Level Teams	Teacher referral, academic data, behavioral observations	MTSS framework; a-g credit recovery coordination
Tier 3	12th Grade Graduation Support	Intensive senior-year counseling, credit audits, and intervention for students at risk of not meeting graduation or a-g requirements.	School Counselor, Social Worker	PowerSchool grad plans, credit audit data, counselor referral	Graduation rate maintenance; a-g completion recovery

MATH Implementation

ECHSL's Math performance continues to demonstrate strong growth and reflects the site's comprehensive MTSS designed to ensure all students succeed. Central to this success is the longstanding requirement that all high schoolers complete four years of mathematics, regardless of their entry point in 9th grade, ensuring sustained exposure to rigorous content and alignment with A-G and college readiness expectations. Within Tier 1 instruction, teachers integrate Reading Apprenticeship (RA) strategies that promote metacognition, productive struggle, discourse, and problem-solving, while College Readiness and Senior Seminar courses reinforce quantitative reasoning and mathematical literacy. These instructional practices contribute to our students' success, with ECHSL earning a Green Math indicator and moving closer to proficiency on the dashboard. Notably, both our Hispanic students and Socioeconomically Disadvantaged students also earned Green status in Mathematics, demonstrating strong and equitable outcomes across the school's largest student groups.

To further ensure that all students have access to rigorous mathematics instruction, ECHSL maintains inclusive co-teaching models that support SWD within the Least Restrictive Environment. General education teachers and Education Specialists collaborate to align instruction to IEP goals, while maintaining access to grade-level content and supporting career readiness outcomes. Additionally, Tier 2 interventions provide targeted support for those requiring additional assistance. For example, after-school and lunch tutoring sessions offer opportunities for reteaching based on unit assessments, exit tickets, and course grade. This helps address learning gaps before they impact A-G completion or CAASSP scores. Quarterly Focus Student reviews conducted by grade-level teams and the Instructional Leadership Team utilize data from state tests (CAASPP, NWEA), along with course grades to identify where customized interventions and extra support may be needed.

For students requiring more even intensive support, ECHSL utilizes different Tier 3 approaches. Student Study Team (SST) processes are initiated through teacher referral and academic data review to coordinate targeted academic, behavioral, and social-emotional supports. Students who do not successfully complete a required mathematics course are provided access to credit recovery opportunities through Edgenuity or equivalent programs, ensuring they remain on track for graduation and A-G completion. Additional supports include Math Repeater courses for students needing a second opportunity to master foundational content and successfully progress through the mathematics sequence. At the same time, ECHSL remains committed to expanding access to advanced coursework through its Honors Pathway Summer Program. This bridge opportunity allows those who did not initially qualify for the accelerated pathway, or who previously started the course but then dropped it, to re-enter the honors sequence and have access to college-preparatory coursework and experiences.

Note: Based on the 2025–26 CAASPP scores, the site will conduct ongoing analysis of performance data for Students with Disabilities (SWD) and Hispanic students in order to identify and implement the most effective targeted interventions and close these achievement gaps. 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 + College-Prep Math)	Rigorous grade-level Math instruction using RA practices promoting metacognition and productive struggle. All students required to complete four years of Math including Algebra 2 or higher.	All Classroom Teachers	CAASPP data, course grades, EAP results	Four-year Math requirement; a-g compliance; EAP Prepared designation for college readiness
Tier 1	Inclusive Education (Co-Teaching for SWD)	Co-teaching model supporting SWD students in Math classes while maintaining Least Restrictive Environment.	General Education Math Teachers, Education Specialists	IEP goals, course grades, CAASPP data	LRE; IEP-aligned Math instruction; CCI trajectory for SWD
Tier 2	After-School / Lunch Math Tutoring	Targeted reteaching for students approaching or failing key Math milestones affecting a-g completion.	Math Teachers, Paraeducators	Unit assessments, exit tickets, course grade alerts	A-G completion; credit recovery prevention
Tier 2	Focus Students (Grade Level Teams)	Quarterly data analysis identifying focus students in Math with specific 1:1 conference and intervention plans.	Grade Level Teams, ILT	CAASPP, NWEA, course grades, AP data	Equitable Math outcomes; AP Math course access
Tier 3	SST Process	Structured process for students requiring intensive Math support beyond Tier 2.	Counselor, Math Teachers	Teacher referral, academic data	MTSS framework
Tier 3	Credit Recovery (Edgenuity or Equivalent)	Structured credit recovery opportunity for students who did not pass a required Math course.	Counselor, Math Teachers	Course completion records, counselor referral	A-G completion; graduation rate maintenance

Tier 3	Math Repeater Course	Small structured course or students who did not pass the previous year and need additional support.	Counselor, Math Teachers	Course completion records, counselor referral	A-G completion; graduation rate maintenance
Tier 3	Honors Pathway (Summer Program)	Structured math pathway for students who did not make it into the accelerated class when they originally tested or they dropped out of the program, but now they are ready to re-join class.	Counselor, Math Teachers	CAASPP, NWEA, course grades, AP data	Equitable math outcomes AP Math Course Access

English Learner and ELPI Implementation

ELD preview sessions and integrated classroom scaffolding practices reinforced reclassification supports for our English Learners. As a result, recently reclassified EL's scored 20.7 points Above Standard and improved +33.3 DFS points. While the school's identified ELPI performance indicated that 47.1% of test takers made progress towards English proficiency, a rate slightly about the state average (46.4%), it also represents a decline of 16.1 percentage points from 2024. To continue and sustain progress, ECHSL strengthened individualized EL supports through quarterly progress-monitoring meetings with the ELD Coordinator, integrated ELPAC preparation into advisory, and began targeted ELD preview sessions before CAASPP-tested content units. These structures help to ensure that students receive consistent language development support alongside rigorous grade-level instruction.

College and Career Implementation

ECHSL continues to build a strong postsecondary readiness culture through AP coursework, dual enrollment opportunities, and the new CTE Environmental Leadership Pathway. AP participation is increasing more equitably across student groups, with AP Humanities results providing important insight for strengthening vertical alignment and literacy preparation across grade levels. Although College/Career Indicator (CCI) data from the Class of 2025 reflects a decline from previous years, this change is largely attributable to a modification in the state's calculation methodology. Beginning last year, AP course passage rates were added as a qualifying indicator for college readiness. To ensure consistency, the state recalculated ECHSL's 2024 CCI rates (88.2%).

When compared against this new baseline, ECHSL's 2025 CCI of 83% represents a decline. However, despite this adjustment, the school maintained in Very High status on the dashboard which reinforces the importance of expanding access to AP coursework, dual enrollment, career pathway experiences, along with targeted college counseling supports to ensure students graduate fully prepared for postsecondary success. To address SWD's 14.3-point decline in the College/Career Indicator (CCI), ECHSL continues to strengthen systems designed to ensure all students have equitable access to college and career readiness opportunities. Across grade levels, co-teaching models and intentional IEP-to-instruction alignment continue to support SWD students in rigorous coursework. The site also identified the need for targeted

PD for teachers serving ELs, LTELs, and SWD students, with a focus on ELD strategies and postsecondary transition planning. Additionally, with the new CTE Environmental Leadership Pathway, intentional structures have been incorporated in the planning phase to ensure SWD can successfully participate in dual enrollment courses, internships, apprenticeships, and other career-orientated learning experiences. This includes assistive technology, individualized instruction, extended time accommodations, Universal Design for Learning (UDL) principles, and the addition of a Dual Enrollment Support Teacher who will help students navigate college-level coursework, implement accommodations, and overcome barriers to success.

A-G Requirements and Graduation Implementation

To ensure all students remain on track for college eligibility and successful graduation, and address the Class of 2025's 17-point A-G completion rate decline, ECHSL strengthened its A–G monitoring and intervention systems during the 2025–26 school year. Beginning in 9th grade, counselors actively monitored A–G course progress from the first day of enrollment and conducted regular reviews to identify students needing additional support. Quarterly grade-level team meetings included full cohort grade checks and allowed staff to implement early alerts, such as practice communication with families when a student's grade approaches a D or F in any A –G course. If a high schooler did not successfully complete the requirement, expanded credit recovery options, including Edgenuity, are made available to regain credits and stay on track for graduation. Additionally, Senior Seminar incorporated a formal A–G audit during the first quarter so that every 12th grader understood their graduation eligibility status in order to address any issue before the ceremony. Finally, ECHSL also expanded its 8th Grade Parent Information Night to provide families with a clearer understanding of the A–G pathway, which includes the school's college- preparatory expectations and commitment that all learners are prepared for postsecondary opportunities.

Professional Development Implementation

ECHSL's professional development model during the 2025–26 school year focused on strengthening Tier 1 instruction through Reading Apprenticeship practices that promote metacognition, inquiry, productive struggle, discussion, and inclusive participation across all classrooms. Weekly all staff PD also emphasized that academic achievement and belonging are deeply interconnected, and therefore instructional practices should intentionally create learning environments where students feel known, supported, and challenged.

Through department collaboration time, instructional coaching cycles, walkthrough feedback, and teacher reflection routines, PD ensured alignment to LCAP goals, classroom observation trends, and student achievement data. Planned by assistant principals, instructional specialists, department chairs, the site ILT team, coordinators, and administration, Key topics included norm setting, critical thinking supported by belonging, classroom management, productive struggle, culture check-ins, inclusive "All Means All" instructional practices, and consistency and coherence across classrooms. Department time was also utilized to analyze student work, review benchmark data, identify focus students, and refine instructional responses. As a result of this sustained professional learning focus, ECHSL continued strengthening instructional coherence across departments while building staff capacity to support rigorous, equitable, and student-centered learning experiences for all students.

PD Purpose	PD Structure	PD Implementation	PD Monitoring
To foster **student belonging and critical thinking** through the implementation of Reading Apprenticeship by: • Defining, modeling, and monitoring foundational RA practices aligned to our shared vision • Reflecting on and refining effective instruction through collaboration and inquiry • Building belonging and shared purpose among educators so classrooms support intellectual risk-taking and productive struggle • Empowering students to engage deeply with complex tasks	PD is planned **collaboratively** by: • Priority Leads: APs and Specialists across the org • Site ILT Members • Department Chairs • Principal & Coordinators PD **learning structures** include: • Whole-staff PD sessions • Department-based collaboration • Instructional coaching and feedback cycles • Teacher reflection and inquiry routines We aim to follow a predictable **cadence**	Semester 1 PD topics focused on **strengthening Tier 1 instruction** and **critical thinking** through **RA**, including: • Norm Setting • Critical Thinking Supported by Belonging • Consistency and Coherence • Classroom Management • Productive Struggle • Metacognition • Inquiry Reflection • Culture Check-Ins • Inclusion / All Means All • Department Time PDs	PD **implementation** and **impact** are monitored through: • Weekly PD feedback surveys • Semester teacher reflection surveys • Classroom observations and walkthroughs using ECS observation tools focused on RA practices • Coaching cycles and feedback conversations • Review of student work and engagement in critical thinking tasks • Ongoing reflection in department and site PD

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 material difference between the budgeted expenditures and the estimated actual expenditures exists within Goal 1, specifically related to our English Learner Development (ELD) staffing allocation. Originally, the position was budgeted as a part-time role based on initial enrollment projections and staffing models. However, as the academic year progressed, student needs required more interventions and monitoring, therefore the ELD position shifted to full-time status and resulted in the site overspending on this budget item.

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

ECHSL's Goal 1 actions have demonstrated strong effectiveness in ELA (+66.4 Above Standard), Math (-27.1 but a +31.8 DFS gain), Science (Green +56.0), CCI (Green 83.0%, 31.3 pts above state), Graduation (Blue 95.3%), and EL reclassification. The school attributes this success to Reading Apprenticeship, the four-year Math and English requirements, and Senior Seminar are primary drivers.

Moving forward, attention in 2026-27 will be given to: (1) A-G completion decline, which is addressed through 9th grade A-G tracking, credit recovery, and early warning system; (2) ELPI decline (47.1%, -16.1 pts;) which is addressed through individualized EL progress monitoring; and (3) SWD CCI (42.9%, -14.3 pts) and graduation rates (85.7%, -14.3 pts) which is addressed through co-teaching and counseling supports in Goals 1 and 2.

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

Based on 2024-25 Dashboard results and 2025-26 mid-year data, ECHSL's 2026-27 Goal 1 adjustments include: (1) 9th Grade ELA Intervention Course; CTE Environmental Leadership Pathway (Action 1.j) now has a formal cohort operational in 2026-27 and will be reviewed as a distinct metric; (3) Stronger A-G tracking metric.

No material changes to goal description.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.a	ECS Certified	ECS personnel will support schools by analyzing and disaggregating data, facilitating professional development, guiding and developing curriculum, evaluating programs, and leading strategic planning efforts.	$250,074	N
1.b	Multi-Tiered Sys of Support/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. We will articulate the highest leverage instructional best practices for students who are low-income, English learners and/or foster youth and, through our Teacher Development System, we will prepare new educators to through student-centered coaching and professional development.	$678,852	Y

		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	$243,496	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	$23,416	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	$931,596	Y
1.g	Special Ed PD	Improve delivery of special education services through intensive and targeted professional development opportunities and targeted supports.	$0	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.	$764,336	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.	$886,161	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.

A strong climate of care remains foundational to ECHSL success and continues to support the school's exemplary outcomes in graduation rates, college acceptances, and overall well-being. In addition to students feeling safe on campus, a majority report having a high sense of belonging. Chronic absentee rates continue to decline and CCI outcomes still represent a high baseline of achievement that reflects deep student engagement.

At the same time, a 1.7% increase in SWD suspensions in 2024-2025 (placing the metric at the 'Orange' performance level) and a decline in SWD graduation rates highlights the need for a more targeted response. To address these completion barriers, the LCAP will outline enhanced case-management and MTSS tailored for this student population.

Overall, Goal 2 implementation continues to strengthen ECHSL's restorative culture, continuing to develop belonging for both students and staff, and sustain meaningful progress in attendance, engagement, and school connectedness into 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
12	Attendance	23-24: 93%	95%	94.3%	≥90%	+1.3%
13	Chronic Absenteeism	23-24: 21%	13%	10.3%	19.5%	-10.7%
14	Drop Out Rates	23-24: 0%	0%	0%	0%	0%
15	High School Graduation Rates	23-24: 98.3%	95.3%	95.7%	≥95% will graduate* *defined as achieving the terminal level of their designated diploma pathway.	-2.6%

16	Suspension Rates	23-24: .2%	.2%	.4%	≤.5%	+.2%
17	Expulsion Rates	23-24: 0%	0%	0%	0%	0%
18	Parent input in decision-making % of parents who agree that the school allows, seeks, and welcomes their input.	23-24: 97%	98%	94%	≥90%	-3%
19	Parent participation in programs for UDPs Percentage of parents who participate in parent conferences, ELAC and other activities aimed at engaging parents in school decision-making	22-23: 76%	97%	85%	≥90%	+9%
20	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 80% 4%	73% 5%	79% .8%	≥70% ≤2%	-1% -3.2%

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 2 actions have been implemented with fidelity throughout 2025-26. ECHSL has continued to foster a culture of care grounded in trust, respect, high expectations, and student voice. This ensures that every learner, regardless of background, language, or ability can participate on campus in a way that encourages growth and achievement. Through intentional structures that prioritize coherence and consistency, staff work to ensure all 9-12th graders feel supported and academically challenged. This has contributed to the site's graduation rates and 4-year college acceptance rates.

Additionally, the overall suspension rate has maintained at 0.2% (Blue), year-to-date attendance is approximately 94.0% ADA (consistent with the budget forecast), and the Local Climate Survey shows continued positive results. Restorative justice practices, advisory periods, and the school's culture of belonging , reinforced through I Love My HBCU Day, Alumni Day, Career Day, and the African American Parent Partnership, have also contributed to ECHSL's sustained behavioral excellence. During the 2025-25 school year, ECHSL responded to immigration enforcement concerns with rapid community outreach, multilingual resources, including a Legal Aid Know Your Rights guide with direct links to community services.

The 2024-25 SWD Suspension Orange indicator (1.7%) reflects a +1.7 pts from 0.0%, along with declining attendance rates, are primary Goal 2 priorities. Supported by the LREBG grant, along with other funding sources, the counselor and social worker continue to implement intensified supports for this student group. This includes individualized outreach for any SWD student receiving a discipline referral, enhanced IEP team and Dean communication for behavioral incidents, restorative alternatives prioritized for SWD students before formal disciplinary action is taken, and para-professional training on de-escalation techniques along with proactive classroom support.

Throughout the year, Tier 1 supports are included during advisory periods where feedback is solicited from students on school initiatives and goals, as well as monthly assemblies that integrate student voice into program design. Events such as Kwanzaa Celebration, Dia De Los Muertos and I Love My HBCU Day, integrate cultural traditions and ensure that students see their unique identities reflected throughout their educational journey. When asked, 71% said there is fairness and respect for diversity, 75% believe ECHS supports social emotional learning, and 66% recognize that they are engaging in work to become community and environmental stewards. These outcomes align directly with the schoolwide LCAP goal 2 and focus on cultivating critical thinking along with belonging.

With respect to staff, ECHSL is proud of their school culture that drives continuous improvement and provides many opportunities for meaningful collaboration, as well as data-informed decision-making. Certified and classified employees engage in weekly PD meetings designed to align instructional practices to academic priority goals. This includes regular data-assessment cycles where ELD and SPED coordinators analyze real-time student achievement and determine adjusted tiers of intervention to optimize classroom support. Furthermore, central to the school’s high staff retention rates is their ability to be directly involved in decision-making and program development. The efficacy of these engagement practices is validated by the annual staff survey, which demonstrates mission alignment and institutional connectedness.

Finally, this year ECHSL responded proactively to the community when immigration enforcement concerns impacted attendance among EL and low-income families. Through direct outreach, Legal Aid “Know Your Rights” resources, and individual case-management, the high school successfully dismantled fear-based barriers to attendance and reinforced that the campus is a secure, inclusive and welcoming environment for all.

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.

The material difference between the budgeted expenditures and the estimated actual expenditures for Goal 2 involves an after-school enrichment opportunity. This year, ECHSL partnered with Downbeat Music in order to provide students with small-group music lessons twice a

week using an instrument of their choosing. This included guitar, cello, violin, and flute, and culminated in live performances at various school events. This budget variance was driven by an intentional, student-centered expansion of extra-curricular programming and allowed for significantly greater access to a wider variety of specialized instruments. Consequently, the rental fees for these high-quality instruments increased beyond our initial projections; however, it directly supported schoolwide engagement goals and gave learners autonomy to select their own instruments while exploring diverse artistic interests. Additionally, this program fostered a deep sense of belonging, pride, and community connection through their rehearsals and campus performances.

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

This year, in response to SWD's increase in suspension rates ECHSL implemented: (1) monthly equity review of disciplinary referrals disaggregated by student group at ILT; (2) counselor and social worker case conferencing for any SWD student receiving a referral; (3) restorative alternatives protocol for SWD students -- mandatory before any suspension recommendation; (4) para-professional de-escalation training.

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

No material changes proposed to Goal 2 for 2026-27. The SWD suspension response plan is incorporated into Year 2 action implementation. Action 2.d (Student Engagement) is added as a distinct measure for 2026-27 to ensure the school's investment in extracurricular activities and student life contribute to belonging and academic achievement.

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	$355,608	Y

		for promoting healthy adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, & Richards, 1997; Norton & Watt, 2013).		
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.	$363,351	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.	$2,389	Y

2.d	Student Engagement	We will continue to develop programming, community partners, enrichment activities, and mentoring programs to improve attendance and decrease chronic absenteeism, particularly amongst our English Learners. We will maintain a robust afterschool program to supplement the educational program and increases student engagement, along with a sense of connectedness.	$98,710	Y
2.e	After School Program	We will operate a free after school program staffed by credentialed teachers and support staff, providing homework support, tutoring aligned to A-G coursework, and enrichment activities. The program extends the academic day for low income students who cannot access paid tutoring and provides working families a safe, supervised environment that strengthens attendance and belonging.	$279,452	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.

ECHSL maintains 0 facilities deficiencies and 0 students without materials access (Dashboard Local Indicator: Basics at Standard Met). The primary Goal 3 compliance improvement area is teacher credentialing: 72.1% of FTEs hold clear credentials (31.67 total FTE), which is 10.4 percentage points below the state average of 82.5%. ECS HR and the site principal actively monitor credentialing progress for all teachers on AB 1505-compliant pathways.

Measuring and Reporting Results

All values are as of June 8, 2026.

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

24	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%
25	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 2025-26. Facilities remain in excellent condition with 0 deficiencies on the LESD Annual Inspection and 0 students without access to standards-aligned instructional materials. All 5 Local Indicators received Standard.

ECS HR and the site principal continue to meet regularly with each teacher on a credentialing pathway to ensure AB 1505-compliance.

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

No material differences between budgeted expenditures and estimated accruals.

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

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, ECHSL 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 Williams Inspection.

LACOE determined that ECHSL 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.

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

No material changes proposed to Goal 3 for 2026-27. Credentialing improvement continues with the same oversight structure.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.a	Employees for Ed. Program	School will employ certificated employees necessary to implement educational programs.	$2,059,745	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	$275,559	N
3.c	Insurance/Benefits	School will maintain required insurance and will offer competitive employee benefits packages.	$1,757,254	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.	$396,756	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.	$1,629,943	N
3.f	Capital Improvements	School site will make capital improvements to ensure student safety and support implementation of educational programs.	$767,375	N
3.g	CMO Classified	ECS personnel will provide the school with human resources, accounting, financial, development, data and facilities support to ensure smooth operations. ECS personnel will also support the school's implementation of standards and work to secure additional resources needed to implement educational programs.	$319,026	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
$1,865,421	$202,557

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
28.595%	5.130%	$315,127	33.725%

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)	ECHSL's data, including the formal LREBG needs assessment from 2021-22, CA Dashboard analysis, site-level NWEA results and IAB benchmark data have identified that while our school-wide academic outcomes are strong, some students groups need targeted more intervention including our English Learners, Students with Disabilities (whose CCI declined 14.3 points and graduation rate declined 14.3 points), and Socioeconomically Disadvantaged students navigating a	Intervention platforms and MTSS provide structured, individualized academic practice and supports across ELA and Math, which are targeted at those students who need additional assistance to achieve and maintain A-G eligibility. This includes the 9th Grade ELA Intervention Course, which was added in 2025-26 specifically to address foundational literacy gaps early in high school, as well as Delta Math practice integrated into advisory and after-school tutoring. These supports	CAASPP ELA DFS: maintain Green status (current +66.4 above standard). CAASPP Math DFS: maintain Green status and annual growth trajectory (current -27.1, +31.8 pts gain). A-G completion rate: restore toward 95% or above (Class of 2025: 82%; Class of 2026: 94.6%; Year 3 target: 95%).

	college-preparatory high school in communities with historically lower four-year college completion rates. Additionally, although A-G completion dipped from 99% (Class of 2024) to 82% (Class of 2025) before recovering to 94.6% (Class of 2026), analyzing and addressing the root cause of the 2025 dip remains an academic equity priority driving this investment.	serve all students because a majority of those enrolled in ECHSL are socioeconomically disadvantaged, and the A-G requirement challenge affects every student cohort at the school.	CCI % Prepared: maintain 80%+ (current: 83.0%, Green).
Goal 1, Action 1.f (Special Education Program)	Students with disabilities represent 11.1% of ECHSL's enrollment. In a college-preparatory school where 100% of students are expected to complete A-G requirements and apply to college, students with IEPs face additional barriers to achieving those outcomes. The 2024-25 Dashboard shows SWD CCI at 42.9%, a 14.3-point decline that requires a direct response. SWD graduation rate also declined to 85.7%, a 14.3-point drop. The SWD suspension rate moved from 0.0% to 1.7% (Orange). These three indicators illustrate that students with disabilities need additional support including stronger IEP-to-instruction alignment, more integrated co-teaching in rigorous college-prep courses, and closer coordination between academic and wellness MTSS as they navigate a demanding four-year program.	Education Specialists, paraeducators, and the broader SPED team provide co-teaching in core A-G courses, Specialized Academic Instruction (SAI) aligned to individual IEP goals, transition planning for seniors navigating college applications and FAFSA with disability-related supports, and coordination with general education teachers through weekly collaborative planning. The special education team also works with the on-site counselor and social worker to ensure SWD students are connected to individualized wellness supports when attendance or behavioral patterns arise. This program serves all students with disabilities school-wide and the Least Restrictive Environment model means instruction happens inside the same classrooms, with the same rigorous expectations, as other ECHSL students. Given that over three-quarters of the ECHSL student body is socioeconomically disadvantaged, the vast majority of our students with disabilities simultaneously navigate low-income challenges. This action is directed toward ensuring that dually designated students receive the specialized, diagnosed, targeted supports necessary to fulfill A-G requirements and graduate college-ready on an LEA-wide basis.	SWD CCI % Prepared: improve from 42.9% (target: recover toward 65%+ over the three-year LCAP cycle). SWD graduation rate: maintain at or above 85% and improve toward the school-wide 95%+ rate. SWD suspension rate: reduce from Orange 1.7% toward 0.0%. SWD A-G completion rate: tracked separately as part of the overall a-g recovery plan.

Goal 1, Action 1.h (Literacy & Math Initiatives)	Most ECHSL students enter 9th grade from middle schools in communities where literacy outcomes trail state averages. Additionally, low income students are the least likely to have access to private tutoring or enrichment to close those gaps. While school-wide ELA performance is strong at 66.4 points above standard (Green), the students still below standard are concentrated in our unduplicated groups: English learners (scored 0.8 points below standard) and test takers with disabilities (scored 65.8 points below standard) in 2024-25. The A-G completion dip from 99% (Class of 2024) to 82% (Class of 2025), followed by recovery to 94.6% (Class of 2026), confirms that sustaining rigorous, literacy-rich instruction in every classroom is the foundation of the school's academic plan.	Reading Apprenticeship is implemented across all content areas. Every teacher is trained to make disciplinary reading visible through metacognition, text selection, and collaborative classroom conversations, so that low income students and English learners receive expert literacy instruction in every class period rather than only in English class. The ELA Specialist provides coaching and curriculum support, and CCSS-aligned mathematics curricula with a piloted reading intervention program deliver foundational instruction for students who have not yet achieved reading fluency. The action is provided school-wide because the majority of ECHSL students are low income, language demands span every A-G course, and embedding literacy support in core instruction reaches unduplicated students without pull-out stigma or scheduling barriers.	CAASPP ELA DFS (maintain Green, currently +66.4). CAASPP Math DFS (sustain annual growth trajectory, +31.8 points). English Learner ELA DFS (sustain recovery, +19 point increase in 2024-25). A-G completion rate (restore toward 95%).
Goal 1, Action 1.j (College/ Career Readiness and CTE)	ECHSL works to ensure that every student will graduate having completed the A-G requirements and will have applied to a four-year college. On average, 96% of ECHSL graduates are accepted to four-year institutions, and the Class of 2025 achieved 100% FAFSA completion. These outcomes exist because of a sustained, school-wide investment in college readiness that touches every advisory period, every Senior Seminar class, and every credit recovery option available. The A-G completion dip (the Class of 2024 graduated at 99%, the Class of 2025 at 82%, and the Class of 2026 recovered to 94.6%) requires an understanding of what drove the 2025 decrease along with preventative measures to sustain the recovery. For low-income students and English Learners, many of whom are first-generation college-goers, assistance with financial aid	Senior Seminar integrates an A-G audit in the first quarter so every 12th grader knows their graduation eligibility status before the school year is well underway. College Readiness programming also builds skills with application writing, financial aid literacy, and career exploration across all four years. The new CTE Environmental Leadership Pathway, which was developed with partnerships including West LA Community College, El Camino Community College, the South Bay Workforce Investment Board, and Climate Action Pathways for Schools allows students to earn up to 12 post-secondary college credits before graduating through internships, apprenticeships, and dual enrollment courses. This provides an alternative college-readiness pathway for students who may face barriers to completing the traditional A-G sequence.	A-G completion rate: restore toward 95% or above (Year 3 target: 95%; Class of 2025: 82%; Class of 2026: 94.6%). FAFSA completion rate: maintain 100%. CCI % Prepared: maintain 80%+ Green (current: 83.0%). CTE pathway enrollment and completion rate: tracked as a new standalone metric as the pathway enters its first operational cohort year. AP pass rate: maintain at or above Class of 2025 benchmark (64%); Year 3 target: 50%+.

	and/or college applications is essential. Accordingly, the college counseling and readiness infrastructure described above is not supplemental, it is the difference between attending college and not.	These programs serve all students school-wide.	
Goal 2, Action 2.a (Partnerships/Outdoor Education)	Low income students at ECHSL have far less access to wilderness, travel opportunities, and enrichment experiences outside of school than their higher income peers. These experiences shape both belonging and the career vision that drives college persistence. Parent and student feedback gathered through advisory circles and annual surveys consistently identifies outdoor education as among the most valued parts of the ECHSL program. Chronic absenteeism, which fell from 21% in 2023-24 to 10.3% in 2025-26, declines fastest among students who feel connected to the school community, and the students at greatest risk of disconnection are low income students balancing work, family obligations, and transportation barriers.	ECS and site leadership sustain community partnerships that provide overnight excursions, day field trips, and service learning opportunities at no cost to families. This removes the financial barrier that would otherwise exclude low income students from participating entirely. These experiences build belonging, expose students to open space, encourage environmental careers connected to the school's CTE Environmental Leadership Pathway, and create community outside the classroom. The action is provided school-wide because the majority of ECHSL students are low income and a cost-based opt-in model would exclude precisely the students the action is directed toward.	Percentage of students participating in outdoor education trips. Chronic absenteeism rate (sustain below 19.5%). Local Climate Survey belonging measure.
Goal 2, Action 2.b (Counselor, Social Worker, Wellness)	ECHSL's current wellness concern is the SWD-Suspension Orange indicator: 1.7% of students with disabilities were suspended in 2024-25, up from 0.0% the prior year. While this rate remains well below the state average, the increase requires analysis and a response plan. This includes counselor-led restorative practices, individualized IEP-aligned behavioral supports, and proactive teacher-counselor coordination. The on-site counselor and social worker are also the primary drivers behind ECHSL's chronic absenteeism improvement, which declined from 21% at the 2023-24 baseline to 12.8% in 2024-25 to 10.3% in 2025-26, a multi-year low that reflects family outreach and individual interventions. The	The on-site counselor, social worker, and wellness staff provide individualized attendance interventions and SWD-specific suspension prevention that includes implementing restorative alternatives. Additionally for every SWD discipline referral, the counselor and social worker collaborate, the IEP-team and Dean distribute communication for behavioral incidents, and paraprofessionals receive de-escalation training. Additionally, the site conducts monthly equity review of disciplinary referrals disaggregated by student groups at ILT meetings, along with proactive family outreach through TalkingPoints and quarterly Principal meetings. Social work graduate interns from	SWD suspension rate: reduce from Orange 1.7% toward 0.0% (target in Goal 2 actions). All Students Chronic Absenteeism rate: maintain improvement trajectory (2023-24: 21%; 2024-25: 12.8%; 2025-26: 10.3% -- target: sustain below 12%). SWD graduation rate: monitored as a linked outcome; counselor support is a primary protective factor. SWD CCI % Prepared: counseling and transition

	counselor position central to this work is funded through ECHSL's Learning Recovery grant under Goal 2, Action 2.b.	USC, CSULB, CSUDH, and LMU expanded the team's capacity to reach learners who need more intensive support. This program serves all enrolled students, including every English Learner, low-income student, and foster youth.	planning integration tracked as a contributing factor to CCI recovery.
Goal 2, Action 2.c (Parent Engagement)	Parents of low income students and English learners at ECHSL face language and scheduling barriers to participating in their student's college pathway. In a school where every student is expected to complete A-G requirements and apply to a four-year college, families navigating that process for the first time, and often in a language other than English, need accessible two-way communication in order to act as full partners. Spring 2024 survey data shows 99% of families feel welcomed and 97% feel encouraged to be active partners, a level of trust that depends on sustained language access.	ECHSL funds the Talking Points platform, which translates all school communication into each family's home language and allows parents to respond in that language, alongside virtual town halls and digital feedback surveys that remove scheduling barriers. The action is directed at parents of English learners, as well as low income students, because language access and schedule flexibility determine whether these families can be active participants in the decision-making process, along with college planning. It is provided school-wide in order to reach all families.	Parent participation in decision-making bodies (ELAC, PAC). Percentage of families reporting they feel welcomed and encouraged as partners (maintain at or above 97%). Priority 3 Local Indicator self-reflection ratings.
Goal 2, Action 2.d (Student Engagement)	Chronic absenteeism at ECHSL has disproportionately affected English learners and low income students. While the school-wide rate improved to 10.3% in 2025-26, sustaining this rate requires students to have specific reasons to be on campus beyond the bell schedule. Historically, low income students have less access to paid enrichment, summer programs, and mentoring outside of school, so school-provided engagement programming is the primary route to these experiences. The summer transition into 9th grade is a documented risk point where incoming students without structured support begin high school already behind.	ECHSL funds a summer bridge and summer school program that gives incoming students and those who are credit-deficient, often low income as well, a structured academic on-ramp. Alongside various enrichment partnerships such as the Downbeat Music after school program and other mentoring opportunities connected to community partners, these investments are designed to make school the place where low income students and English learners have access to the enrichment their peers obtain privately. This directly supports attendance and belonging, and the action is provided school-wide because absenteeism risk crosses grade levels and identification-based gatekeeping would deter the students most in need.	Chronic absenteeism rate for all students and for English learners (sustain below 12%). Summer bridge participation and subsequent 9th grade course passage rates. Student survey measures of engagement and belonging.

Goal 2, Action 2.e (After School Program)	Low income families at ECHSL frequently lack affordable, safe, academically supportive after school options, and the hours between dismissal and evening are when unsupervised students are most at risk of disengagement. Parent feedback identifies after school programming as both a necessity and an academic support. Students who stay connected to campus through structured after school activities show stronger attendance and stronger course completion outcomes where ECHSL's equity gaps are concentrated among low income students and English learners.	ECHSL provides a robust after school program staffed by credentialed teachers, offering homework support, tutoring aligned to A-G coursework, and enrichment activities at no cost to families. The program extends the academic day for students who cannot access paid tutoring, and it gives working families a safe, supervised environment for their child in the afternoon/early evening. It is directed at low income students, for whom free access removes the cost barrier that would otherwise exclude them from equivalent private options, and it is provided school-wide because open enrollment maximizes reach to the unduplicated students it serves.	After school program enrollment and attendance. Chronic absenteeism rate. A-G course passage rates for participating students.

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)	ECHSL has a small English Learner population with approximately 3.7% of enrollment and only 17 students tested for ELPI in 2024-25. Because the cohort is small, individual student variation can impact the school's ELPI percentage in either direction. In 2024-25, ECHSL's ELPI was 47.1% (down from 63.2% the prior year), with no Dashboard color assigned due to cohort size. The school analyzed this result and strengthened individualized ELD monitoring, along with ELPAC preparation. The investment worked: 2025-26 ELPI data shows 64.2%	The ELD Coordinator, ELD Paraeducator, and ELD provide dedicated ELD services: designated ELD instruction, in-class scaffolding across content areas, ELD preview sessions before major content units, ELPAC preparation integrated into advisory, and quarterly progress-monitoring meetings with each identified	ELPI: maintain at or above 65%+ Green status (current Year 2: 64.2%, recovered from Year 1 decline). EL reclassification rate: maintain at or above 75% annually (Class of 2025: 93%; Class of 2026: 75%; Year 3 target: 75%). EL a-g completion rate: track as a sub-metric of

	of test takers making progress, essentially at the 65%+ Green target. Despite this recovery, the structural need for dedicated EL support remains. EL students at a college-preparatory high school require language acquisition support that spans content areas, grade levels, and every step of the A-G pathway. The 93% reclassification rate for the Class of 2025 is the clearest evidence that this sustained investment produces results.	English Learner. The 9th Grade ELA Intervention course, co-taught by the ELA teacher and ELD Coordinator, also provides intensive early literacy support for incoming English Learners. This action is provided solely to English Learners, including Long-Term English Learners. Because language acquisition at a college-preparatory high school spans every class, every year, and every graduation requirement, the support follows each EL student across content areas and the full A-G pathway. Note: The ELD Specialist position was expanded from part-time to full-time in 2025-26 in response to increasing student needs.	the overall a-g monitoring system.
Goal 1, Action 1.e (ELD PD)	ECHSL's needs assessment demonstrates an ELPI decline (-16.1 pts to 47.1% Gray; 17 test takers). ECHSL has identified that teachers serving ELs and LTELs students require additional PD in ELD strategies, ELPAC preparation, inclusive practices, and post-secondary transition planning to reverse these trends. LTEL-specific PD addresses academic language development and reclassification pathways per EC 52064(b)(1).	Targeted PD focused on teachers serving EL, LTEL, and ELD scaffolding for college-prep content, ELPAC preparation, and college or career pathways.	ELPI % making progress (target: restore toward 65%+); EL reclassification rate (target: maintain 75%+)

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

Not applicable.

Additional Concentration Grant Funding

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

With 77.5% of students socioeconomically disadvantaged, all concentration grant add-on funding at ECHSL goes directly toward increasing staff who provide hands-on services to students -- the three positions central to the school's highest-priority equity work. Action 2.b (the counselor, social worker, and wellness staff, funded in part through LREBG and CCSPP) delivers the individualized outreach and restorative intervention system that drove ECHSL's chronic absenteeism rate from a 21% baseline to 12.8% in 2024-25 to 10.3% in 2025-26 -- a multi-year low -- while simultaneously implementing the SWD-specific suspension response plan that mandates restorative alternatives before any suspension recommendation for a student with disabilities. Action 1.d (the ELD Coordinator, ELD Specialist, and ELD Paraeducator -- with the Specialist position expanded from part-time to full-time in 2025-26 in direct response to growing student need) provides the designated ELD instruction, preview sessions, and ELPAC preparation that produced a 93% reclassification rate for the Class of 2025 and an ELPI recovery to 64.2% in 2025-26. Action 1.f (the SPED Education Specialists and co-teaching personnel) provides the IEP-to-instruction alignment and co-teaching in A-G courses that directly addresses the 14.3-point declines in both SWD CCI and SWD graduation rate documented above.

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 -- ECHSL is a single-school charter with 77.5% SED enrollment (above 55%)	1:27
Staff-to-student ratio of certificated staff providing direct services to students	N/A -- ECHSL is a single-school charter with 77.5% SED enrollment (above 55%)	1:12

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	$ 6,523,591	$ 1,865,421	28.595%	3.224%	31.819%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 8,407,241	$ 2,363,567	$ 870,359	$ 441,932	$ 12,083,099.39	$ 8,544,046	$ 3,539,053

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					$ 250,074	$ (0)	-	-	$ 250,074	-	$ 250,074	0.000%
1	1.b	Multi-Tier Sys of Support/TDS	All	Yes	LEA-wide	All	All	Ongoing	$ 255,516	$ 423,336	$ 669,852	-	-	$ 9,000	$ 678,852	0.000%
1	1.d	ELD Program	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 243,496	$ (0)	$ 120,300	-	-	$ 123,195	$ 243,496	0.000%
1	1.e	ELD PD	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 23,416	$ -	$ 23,416	-	-	-	$ 23,416	0.000%
1	1.f	Special Ed Program	Students with Exceptionalities	Yes	LEA-wide	All	All	Ongoing	$ 831,497	$ 100,099	$ 97,584	$ 733,913	-	$ 100,100	$ 931,596	0.000%
1	1.g	Special Ed PD	Students with Exceptionalities	No						$ -	-	-	-	-	$ -	0.000%
1	1.h	Literacy & Math Initiatives	All	Yes	LEA-wide	All	All	Ongoing	$ 265,571	$ 498,765	$ 691,165	$ 67,128	-	$ 6,043	$ 764,336	0.000%
1	1.j	College/Career Readiness	All	Yes	LEA-wide	All	All	Ongoing	$ 771,871	$ 114,290	$ 473,976	$ 412,185	-	-	$ 886,161	0.000%
2	2.a	Partnerships/Outdoor Education	All	Yes	LEA-wide	All	All	Ongoing	$ 24,700	$ 330,908	$ 339,208	$ 16,400	-	-	$ 355,608	0.000%
2	2.b	AMA- MTSS (SEL)	All	Yes	LEA-wide	All	All	Ongoing	$ 354,589	$ 8,762	$ 242,042	$ 42,778	-	$ 78,531	$ 363,351	0.000%
2	2.c	Parent Engagement	All	Yes	LEA-wide	All	All	Ongoing		$ 2,389	$ 2,389	-	-	-	$ 2,389	0.000%
2	2.d	Student Engagement	All	Yes	LEA-wide	All	All	Ongoing	$ 78,000	$ 20,710	$ 96,710	$ 2,000	-	-	$ 98,710	0.000%
2	2.e	Afterschool program	All	Yes	LEA-wide	All	All	Ongoing	$ 130,481	$ 148,971	$ 210,471	-	$ 68,981	-	$ 279,452	0.000%
3	3.a	Employees for Educational Program	All	No					$ 3,686,949	$ (1,627,204)	$ 1,716,054	$ 343,691	-	-	$ 2,059,745	0.000%
3	3.b	Employees for Operations	All	No					$ 293,559	$ (18,000)	-	-	$ 275,559	-	$ 275,559	0.000%
3	3.c	Insurance/Benefits	All	No					$ 1,015,301	$ 741,953	$ 1,481,509	-	$ 275,745	-	$ 1,757,254	0.000%
3	3.d	Curriculum	All	No						$ 396,756	-	$ 279,339	-	$ 117,417	$ 396,756	0.000%
3	3.e	Professional Services	All	No						$ 1,629,943	$ 1,397,720	$ 224,579	-	$ 7,645	$ 1,629,943	0.000%
3	3.f	Capital Improvements	All	No						$ 767,375	$ 552,375	$ 215,000	-	-	$ 767,375	0.000%
3	3.g	Home Office Classified	All	No					$ 319,026	$ (0)	$ 292,471	$ 26,555	-	-	$ 319,026	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
$ 6,523,591	$ 1,865,421	28.595%	3.224%	31.819%	$ 2,967,112	0.000%	45.483%	**Total:**	$ 2,967,112
								LEA-wide Total:	$ 2,823,396
								Limited Total:	$ 143,716
								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-Tier Sys of Support/TDS	Yes	LEA-wide	All	All	$ 669,852	0.000%
1	1.d	ELD Program	Yes	Limited	English Learners	All	$ 120,300	0.000%
1	1.e	ELD PD	Yes	Limited	English Learners	All	$ 23,416	0.000%
1	1.f	Special Ed Program	Yes	LEA-wide	All	All	$ 97,584	0.000%
1	1.h	Literacy & Math Initiatives	Yes	LEA-wide	All	All	$ 691,165	0.000%
1	1.j	College/Career Readiness	Yes	LEA-wide	All	All	$ 473,976	0.000%
2	2.a	Partnerships/Outdoor Education	Yes	LEA-wide	All	All	$ 339,208	0.000%
2	2.b	AMA- MTSS (SEL)	Yes	LEA-wide	All	All	$ 242,042	0.000%
2	2.c	Parent Engagement	Yes	LEA-wide	All	All	$ 2,389	0.000%
2	2.d	Student Engagement	Yes	LEA-wide	All	All	$ 96,710	0.000%
2	2.e	Afterschool program	Yes	LEA-wide	All	All	$ 210,471	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 11,377,584.00	$11,819,219

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	$ 220,530	$215,572
1	1.b	Multi-Tier Sys of Support/TDS	Yes	$ 229,494	$232,535
1	1.d	ELD Program	Yes	$ 246,379	$279,447
1	1.e	ELD PD	Yes	$ 25,650	$25,185
1	1.f	Special Ed Program	No	$ 835,286	$764,088
1	1.g	Special Ed PD	No	$ -	$0
1	1.h	Literacy & Math Initiatives	Yes	$ 292,585	$289,138
1	1.j	College/Career Readiness	Yes	$ 672,896	$693,428
1	2.a	Partnerships/Outdoor Education	Yes	$ 578,745	$559,464
1	2.b	CABR- MTSS (SEL)	Yes	$ 288,998	$290,685
1	2.c	Parent Engagement	Yes	$ 29,718	$3,075
2	2.d	Student Engagement	Yes	$ 76,415	$84,340
2	2.e	Afterschool program	Yes	$ 116,662	$109,481
2	3.a	Employees for Educational Program	No	$ 2,458,303	$2,694,966
2	3.b	Employees for Operations	No	$ 512,621	$512,621
2	3.c	Insurance/Benefits	No	$ 1,668,415	$1,684,477
2	3.d	Curriculum	No	$ 409,011	$416,775
2	3.e	Professional Services	No	$ 1,666,198	$1,747,987
3	3.f	Capital Improvements	No	$ 600,000	$763,688
3	3.g	Home Office Classified	No	$ 449,678	$452,267

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)
$ 1,799,239	$ 1,694,441	$ 1,682,144	$ 12,297	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-Tier Sys of Support/TDS	Yes	$ 224,691	$ 227,732.00	0.000%	0.000%
1	1.d	ELD Program	Yes	$ 131,824	$ 155,973.00	0.000%	0.000%
1	1.e	ELD PD	Yes	$ 20,650	$ 20,185.00	0.000%	0.000%
1	1.h	Literacy & Math Initiatives	Yes	$ 211,930	$ 210,787.00	0.000%	0.000%
1	1.j	College/Career Readiness	Yes	$ 518,093	$ 538,304.00	0.000%	0.000%
1	2.a	Partnerships/Outdoor Education	Yes	$ 301,124	$ 281,843.00	0.000%	0.000%
1	2.b	CABR- MTSS (SEL)	Yes	$ 121,996	$ 104,905.00	0.000%	0.000%
1	2.c	Parent Engagement	Yes	$ 29,718	$ 3,075.00	0.000%	0.000%
2	2.d	Student Engagement	Yes	$ 74,415	$ 82,340.00	0.000%	0.000%
2	2.e	Afterschool program	Yes	$ 60,000	$ 57,000.00	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)
$ 6,142,425	$ 1,799,239	3.224%	32.516%	$ 1,682,144	0.000%	27.386%	$ 315,126.78	5.130%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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