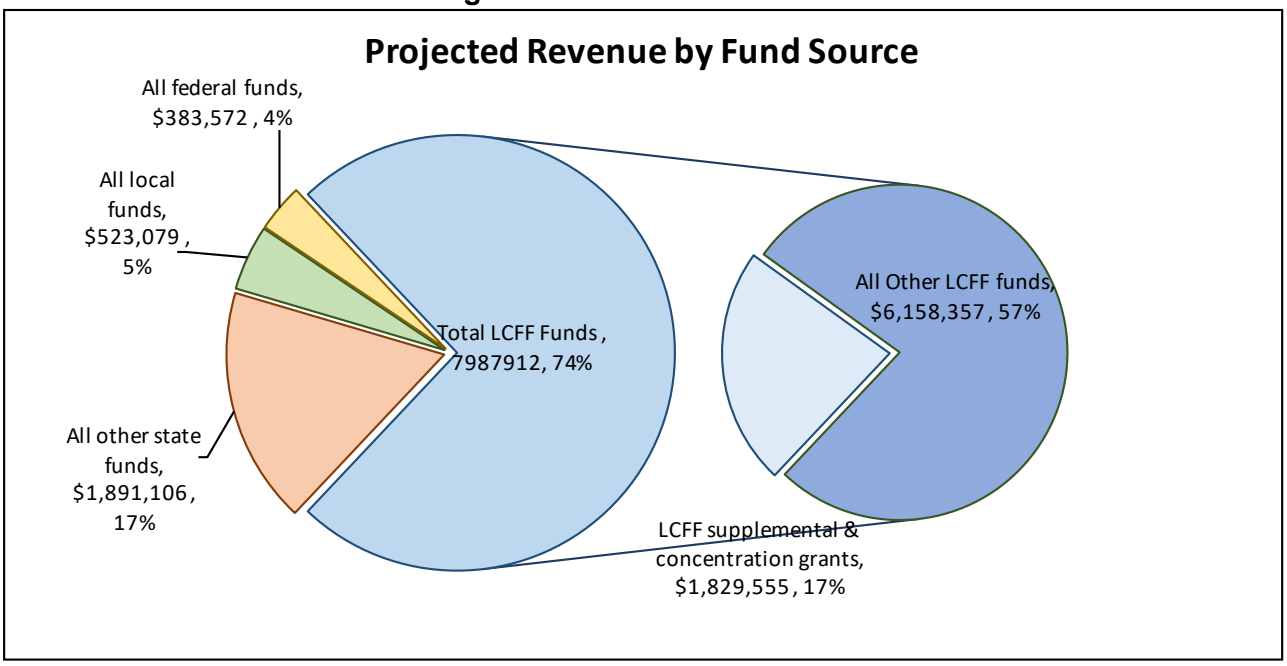
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Environmental Charter High School - Lawndale
CDS Code: 19646911996438
School Year: 2025-26
LEA contact information: Tracy Bondi, 310-214-3408, tracy_bondi@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 2025-26 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 $10,785,669.00, of which $7,987,912.00 is Local Control Funding Formula (LCFF), $1,891,106.00 is other state funds, $523,079.00 is local funds, and $383,572.00 is federal funds. Of the $7,987,912.00 in LCFF Funds, $1,829,555.00 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.

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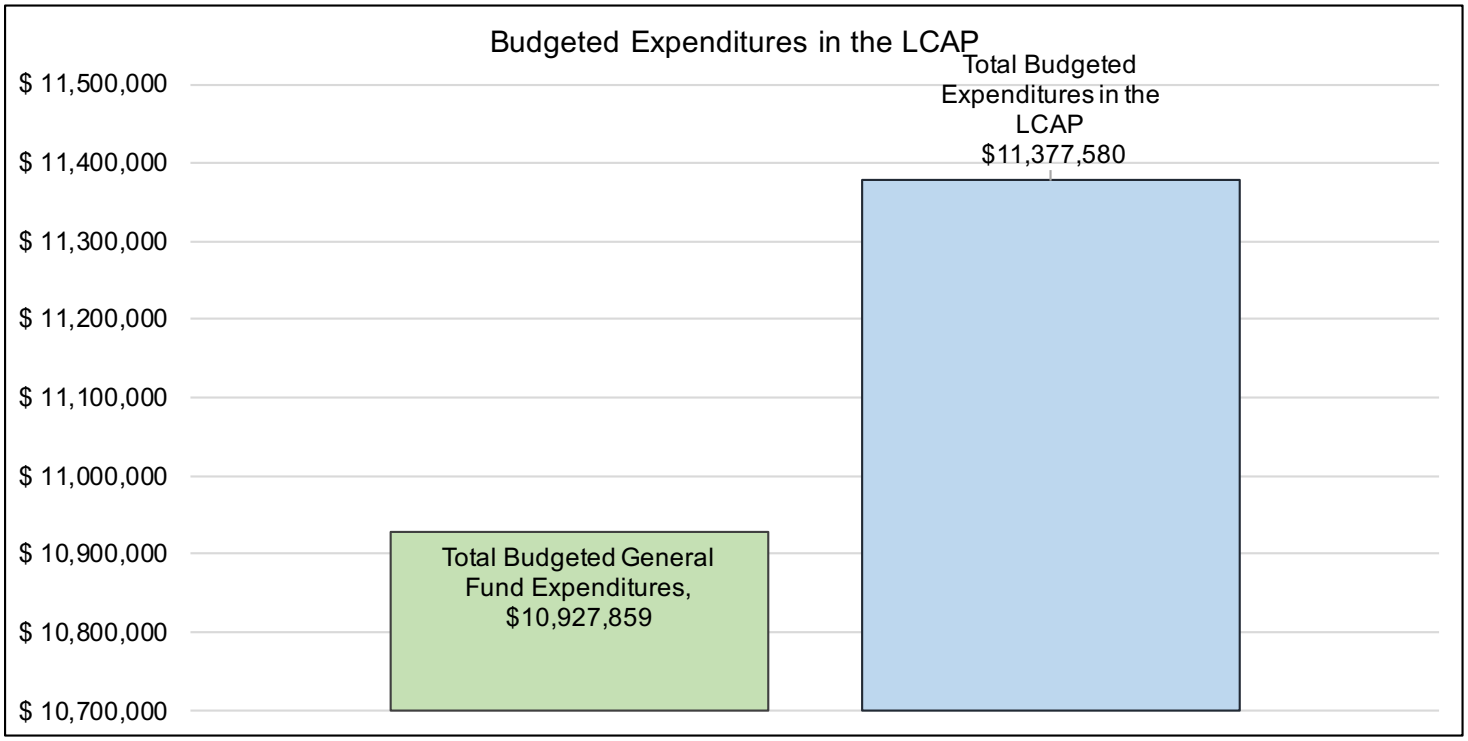


This chart provides a quick summary of how much Environmental Charter High School - Lawndale plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Environmental Charter High School - Lawndale plans to spend $10,927,859.00 for the 2025-26 school year. Of that amount, $11,377,580.00 is tied to actions/services in the LCAP and $-449,721.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

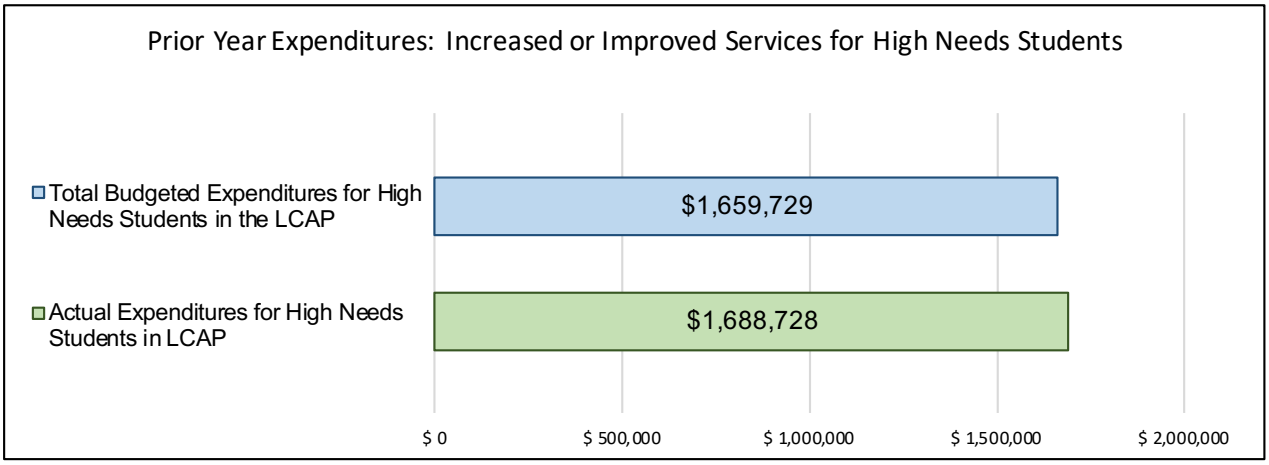
All general fund expenditures were accounted for in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Environmental Charter High School - Lawndale is projecting it will receive $1,829,555.00 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 $1,676,188.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Environmental Charter High School - Lawndale's LCAP budgeted $1,659,729.00 for planned actions to increase or improve services for high needs students. Environmental Charter High School - Lawndale actually spent $1,688,728.00 for actions to increase or improve services for high needs students in 2024-25.

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	Lucia Bañuelos, Principal	Lucia_Banuelos@ecsonline.org, 310-214-3400

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 just under 500 students enrolled in the school, 73.8% are economically disadvantaged and qualify for free or reduced lunch, 4.1% are English learners, and 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. Students are inspired to break down barriers that prevent them from growing at their highest potential and find meaning in education. Learners from this school are resilient, motivated to continue in their academic studies, prepared for college, and are driven to make a positive contribution in their community through leadership and civic engagement.

<u>ECS Best Practices</u>

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 the local community. We believe that students learn better in an environment where there is ample support from teachers, parents, and others around them. We also hold all students to a high expectation by providing only a college preparatory path. In fact, students cannot receive D's and they must take the most rigorous course load available, including four years of math, history, and other core subjects. Everyone enrolled is expected to graduate having completed the A-G requirements needed for admission into the California State University (CSU) and University of California (UC) systems, and to apply to a four-year college. Furthermore, teachers use expeditions, problem-based learning, thematic interdisciplinary instruction, and service based instructional strategies to help students apply content standards to real world problems. These connections and instructional pedagogy are consistent with the development of students' higher order thinking skills.

College & Career

ECHSL provides a rigorous college preparatory program to all students in grades 9-12. Not only are classes demanding, but they place an emphasis on critical thinking, problem solving, and college readiness. Students are also required to complete college-level research projects, participate in a senior seminar class to review the college application and FAFSA process, visit universities (including those located in CA and out-of-state), attend networking events, talk with former ECHSL graduates at Alumni Day, and attend Career Day, as well as I Love My HBCU Day, in order to support our learners and their families during the transition to post-secondary life. On average, 96% of graduates are admitted to a four-year higher education institution.

Our Green Ambassador's Internship Program also provides students with a unique opportunity to learn about various career options available after they graduate high school. While serving as "junior consultants," participants work alongside other employees and have the opportunity to apply the knowledge they learned in the classroom in a real world context. This program has been incredibly successful and in previous years it has resulted in several students being offered jobs at the end of their internship, as well as the development of a CTE Climate Action Pathway

Environmental Leadership Pathway

Through partnerships with the South Bay Workforce Investment Board and El Camino Community College, an Environmental Leadership Pathway was created to advance environmental literacy and career readiness. As part of this pathway, high school students have the opportunity to earn up to 12 post-secondary credits before graduating from ECHS-Lawndale. These credits are earned through dual enrollment classes in subjects such as environmental science, quantitative data analysis, and the principles of science and technology, offering students both college-level rigor and early exposure to career-relevant content. Students in the pathway also develop essential critical thinking and problem-solving skills, which directly support growth in both English Language Arts and Math achievement. Funded in part by a grant from the California Community Colleges and the K12 Strong Workforce Program (K12 SWP), the pathway provides access to hands-on learning experiences and meaningful networking opportunities with industry professionals. In addition to coursework, participants are eligible for internships and apprenticeships in high-demand green sectors such as clean energy, water conservation, and sustainability. These work-based learning opportunities not only offer practical job training, but also help build a foundation for successful careers in the growing environmental workforce.

Outdoor Education

ECHSL's outdoor education program promotes environmental awareness, interpersonal skills, group cohesion through team-building activities, landscape explorations, wilderness expeditions, and fun off campus adventures. All trips feature developmentally appropriate challenges and 100% of students in every grade level are encouraged to participate, free of charge. Underclassmen begin their experience with easier expeditions, which gradually scale in difficulty and scope as they mature. In previous years, participants have gone camping and hiking in locations such as the Pacific Crest Trail, Joshua Tree National Park, Catalina Island, the Santa Monica Mountains, Los Padres National Forest, Idyllwild, San Bernardino National Forest, Angeles National Forest, and Big Sur. And our 12th grade trip to Yosemite was recently awarded the CA Serves Grant through the CDE for its high quality academics, service learning, and civic engagement elements.

Addressing Inequities

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, 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 9th-12th graders are seen for their assets, have an authentic sense of belonging and are provided with a viable path to achieving academic success.

Additionally, our professional development informs best practices and guides us in developing action plans that strategically address achievement disparities. Our teaching model also incorporates small learning communities to cultivate meaningful relationships with adults on campus, which in turn generates a positive climate of care that significantly improves student engagement.

Social Emotional Wellness

Climate of care also remains a top priority at ECHSL. To maintain a strong school culture that fosters supportive relationships with peers and a trusted adult on campus, advisory periods are built into the bell schedule and are used to teach skills, as well as behavioral norms that enhance self-esteem while alleviating depression, anxiety and stress. During this dedicated time, targeted lessons focused on safety, culture, and the larger community create a sense of belonging while enhancing engagement. Students may also utilize this portion of the school day to meet in small groups, attend tutoring sessions or work with teachers to receive additional academic support thereby reinforcing the notion that there is an adult on campus who always wants them to do their best. This holistic approach educates the whole child, and enhances students' performance in reading, math, standardized tests and even grades. Finally, the site regularly collaborates with other ECS campuses in order to develop effective, efficient, and inclusive structures that better serve our students with disabilities and our English Language Learners.

Becoming a Trajectory-Changing System

ECHSL strategically aligns its work to support our three LCAP goals, while maintaining, improving and developing programming in order to become a trajectory changing system. To improve outcomes for all students, ECHSL remains committed to maintaining our academic priority work, upholding a student-centered stance, fostering a culture of feedback, and ensuring efficient and sustainable operations. We are also committed to improving key areas that directly impact student success, including strengthening our advisory program, deepening data literacy, enhancing inclusive practices, and expanding meaningful family engagement. Finally, to support long-term growth and innovation, our district is developing a robust CTE pathway, building a sustainable teacher and leader pipeline, and expanding collaboration with our certificate union (EEU).

The Learning Recovery Block Grant (LREBG)

This reporting year, funds have been strategically allocated to support key actions outlined in our 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 (LCAP Action 3.a), which is a critical component of our focus on college/career readiness and an allowable use of LREBG funds. While the funds have not yet been fully expended, this was an intentional approach as spending the entire allocation in one year would create a steep fiscal cliff in future years. Additionally, by distributing the total amount across the life of the grant, we are able to maintain essential services and effectively plan for the eventual sunset of this monetary source. Following a comprehensive needs assessment that identified critical areas for support, particularly amongst those who were chronically absent, funds were strategically utilized during the reporting period. Counselor salaries were focused on individualized and small-group interventions to help students close achievement gaps and build academic skills they may have missed. A portion of our Director of Student Wellness' salary helped to promote emotional well-being via resources and a supportive school environment which is vital to learning.

Reflections: Annual Performance

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

During this reporting period, ECHSL students demonstrated tremendous academic success and continued to close achievement gaps. Over 100% of seniors graduated last year, 98% completed their A-G requirements necessary for admission into the California State University (CSU) and University of California (UC) systems, 77.3% were placed in the “prepared” level on the CA Dashboard college/career indicator (increasing by 15.6%), 43% of all learners took at least one Advanced Placement (AP) course, and approximately 8% are dually enrolled and completing a course at El Camino College.

This reporting year, ECHSL demonstrated strong performance in English Language Arts (ELA), with 78% of all 11th graders meeting or exceeding proficiency on the recent CAASPP assessment, up from 76% last year (data pulled on 6/17/25). In fact, students tested 66.1 points above the standard, affirming that over a majority of learners are above grade-level reading and writing expectations. Notably, ELs showed impressive growth and increased their proficiency by 12% (now 57%) and moved 7.4 points closer to standard (from -11 in 2023-24 >> -3.6 in 2024-25). Hispanic/Latino students also improved, with 81% now testing at proficient levels (compared to 77% last year) and gained 1.4 points in their average Distance from Standard scores (67.6 in 2023-24 >> 69 in 2024-25). While students with disabilities experienced a decrease in their performance rates, dropping 29.2 points and now 20% proficiency, it's important to consider the size of the testing group. In this case, there were fewer than 10 individuals who sat for the CAASPP, therefore any swing in test takers score carries greater weight and may not represent a systemic trend.

ECHSL remains committed to identifying and addressing root causes that may contribute to our students not meeting their growth targets. In response to data from NWEA, as well as summative tests, a targeted 9th Grade ELA Intervention class was designed in collaboration with the ELA Department Chair, Assistant Principal of Instruction, and ECS Humanities Specialist, to offer a slower instructional pace and narrowed writing prompts. Additionally, whenever a student’s grades signaled a risk of failure, families were promptly notified through letters and phone calls and counselors were looped in to provide wraparound support. Subsequently, the Assistant Principal of Instruction conducted check-ins with those who were struggling, prior to major assessments, to offer encouragement, review progress, and ensure preparedness. These efforts reflect the site’s strategic focus on early intervention, individualized interventions, and strong home-school communication, all of which contributed to strong ELA outcomes.

Based on the recent CA School Dashboard and CAASPP test results (data as of 6/17/25), ECHSL learners made significant gains in Math during the 2024–25 school year, particularly among key student groups. Overall, 11th graders improved their average scores by 31.2 points, moving closer to the standards from -59.8 in 2023-24 >> -28.6 in 2024-25. This progress also translated into a notable proficiency increase, from 21% last year to 41% this year. EL’s made a dramatic improvement, moving 49.6 points closer to the norm (from -136 in 2023-24 >> -86.4 in 2024-25), with proficiency rising to 21%. Hispanic/Latino students also showed strong growth, improving by 40.4 points (from -61.2 in 2023-24 >> -20.8 in 2024-24) and increasing their proficiency rate from 21% to 44%. These results reflect the site’s focus on student supports and a data-driven approach to instruction. While end-of-unit assessments and quizzes gather real-time information, educators can adjust lesson plans accordingly. Open communication with all stakeholders further ensured an understanding of school-wide math goals, as well as student expectations. To build alignment and sustain momentum, promising trends were shared with the Math Department Chair, Accel Math 9 teacher, and counseling team, as additional interventions targeted those who needed more assistance. Finally, regular ‘look-fors’ and professional development strengthened teaching strategies and led to instructional consistency across classrooms.

Going forward, ECHSL's commitment to equity, targeted intervention, and continuous improvement will ensure that our Students with Disabilities, whose growth remained remained flat, and our Black/African American students who moved further away from the standards by 24.3 points (-93.3 in 2023-24 >> -117.6 in 2024-25) is reflected in these gains. In fact, ECHSL will continue to monitor data and refine math supports to ensure that all students, particularly those furthest from proficiency, achieve academic success and close achievement gaps. The site will also utilize their Black Scholar's Union as a space to intentionally support academic achievement.

Finally, the 2024-25 CAASPP Science results for ECHSL reflect progress and academic growth (data pulled 6/17/25). While the statewide average for proficiency stands at 30.7%, 36% of our 12th graders met or exceeded the standard thereby outperforming the state. Several student groups also demonstrated noteworthy performance. English Learners achieved 7% proficiency, significantly higher than the statewide average of just 1.29% (and 0% proficiency last school year); however, their average distance from standard remained stable (-27 in 2023-24 >>-27.4 in 2024-25). While students with disabilities experienced a slight decline which highlights the need for continued support and targeted interventions, with an average distance from standard widening from -26.2 to -30.2, our Black/African American students made strong gains on this assessment In fact, 50% of test takers demonstrated subject matter mastery and their distance from the state norm is now -10.8 points (as compared to -26 in 2023-24). It must be noted however, although this progress is significant, this year's small sample size was fewer than 10 students therefore the results should be interpreted cautiously. Overall, these results suggest that ECHSL is on a positive trajectory and going forward, the site will align instruction with inclusive interventions, NWEA and course grade analysis, along with targeted tutoring, and even science infused programming to help those who are struggling.

When reviewing ELPAC data, which helps ECHSL identify and track our EL's language proficiency skills, approximately 47% of test takers advanced at least 1 performance level, compared to 63% in 2023-24. It is important to note that although this percentage fell, the current rate is in line with historic norms, which are well above the state's average. The school's ELA IAB results illustrated that almost 40% of students are testing above the standard and 47.6% are near the standard, while reclassification goals are approximately 23.8%. Furthermore, ECHS-Lawndale students continue to do well in all of their classes, with a high course passage and average GPA rates in English of 2.46 (Q1-Q3) and an impressive 2.73 in Math (Q1-Q3).

Furthermore, ECHSL is committed to providing all students with the tools and resources they need to succeed. This includes laptops, access to the internet, accessible classroom materials, and other applicable program support. While the learning community has returned to a new normal post-pandemic setting, health and safety remains a top priority. The site continues to follow LADPH protocol and offers hand sanitizing/washing stations, along with face masks and Rapid-Antigens tests. However, while academic performance remains a predominant focus at ECHSL, student wellness is also a top priority. Through a CA Community Schools Partnership Grant, a social worker on site is able to track chronic absences and follow up directly with families whose student may be. According to internal data, this year approximately 13% of students have chronically missed school from August - May, as compared to 21% in 2023-24. To address disciplinary incidents and implement restorative practices with fidelity, counselors and the social worker continue to help wrongdoers foster a sense of accountability, provide opportunities for reintegration in the learning community and continue to ensure a supportive learning environment for all. During protected advisory periods, Social Emotional Learning (SEL) competencies are interwoven into lesson plans and teach all 9-12th graders how to manage their emotions, make responsible decisions, and set positive goals. These SEL practices also aim to boost self-esteem and mitigate the effects of depression, anxiety, stress, and social withdrawal, while positively impacting performance in reading, math, standardized tests, and overall grades. experiencing social or emotional issues.

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	-Climate Survey: Students complete an abbreviated version of the the California Healthy Kids Survey -Advisory Survey: During advisory periods teachers ask questions about school connectedness, peer relations, and learning environment -Student bulletins -School Site Council (Note: the SSC meets three times a year. SSC members review data, identify student needs, develop the School Plan for Student Achievement, and provide input on the LCAP) -Open Door Access to administration via email and in person -Leadership Class

Parents	-Survey: Parents are asked to complete the California School Climate, Health, and Learning Survey -Town Halls -Parent/Teacher conferences -School Site Council (Note: the SSC meets three times a year. SSC members review data, identify student needs, develop the School Plan for Student Achievement, and provide input on the LCAP) -English Learner Advisory committee (Note: at ELAC meetings parents of English Learners are invited to provide feedback on the English Language Development program and strategize on ways to improve attendance) -African American Partnership meetings with Parent Liaison (Note: the focus is to build awareness, education, and a new level of consciousness about being an African American student in today's society) -Coffee with the Principal -Parent Workshops to enhance community relationships and improve communication between families and school staff -Open Houses -Back to School Night -ECS Board Meetings -Community Events (Garden Days, Unity Fest, Spring Carnival, Dia De Los Muertos, Arts & Culture Festival, Kwanzaa Black Joy Festival, I love My HBCU Day) -Access to administration via email, phone, and in person

Staff	-Weekly meetings with staff -Feedback questionnaires following staff meetings (Note: at the end of the weekly meeting, teachers and staff complete a feedback form. Information from these forms drives decisions about future professional development and the refinement of processes & procedures) -Listening tours with Superintendent and Deputy Superintendent of Instruction -Regular meetings with the Principal and Assistant Principal, Dean, College Prep and Student Services Support, Office Manager, Instructional Coaches, Community Liaison, Mental Health Team, Facilities (Campus Engineer) to solicit feedback on school operations and plan for future school events -Weekly meetings with the Mental health team (Counselor and Social worker) to solicit feedback and proactively address the needs of tier 2 and tier 3 behavioral concerns and/or families requiring additional support from the school -Weekly meetings with Weekly ELD and Special Education Coordinators to progress monitor the academic achievement of special populations as well as ensure compliance with the implementation of the requisite support -Meeting with the Office Manager to solicit feedback and monitor progress of compliance activities related to attendance -Meetings with Instructional Leadership Team (ILT, includes department chairs, instructional coaches, ELD and SPED coordinators) meetings to analyze feedback from teachers pertaining to professional development and student academic achievement. (Note: the ILT uses student achievement data and teacher feedback to adjust the scope and sequence of professional learning to respond to the needs of the stakeholder) -Cabinet meeting with fellow ECS principals, assistant principals, organization directors, and specialists to progress monitor charter implementation and adjust accordingly -Open Door Policy for Principal and Assistant Principal -Collaboration with staff at other ECS sites to produce “Unity Fest” a community event which celebrates Black/African American culture, history and partners -Confronting Anti-Blackness and Racism Teacher Inquiry group which lead to the new annual Kwanzaa event, Family Cookout and I love my HBCU Event

Community/Organizational Partners	-Starview -Luminarias -ADAP (substance abuse) -Masada Homes -Vida (behavioral issues) -Juvenile Justice & Intervention Program (gang intervention partner) -Boys and Girls Club (after school programming) -Crossroads and WICK (families with little babies) -Outdoor Education Partners -Copia Food Recovery -Golden State Pathway Program Advisory Board (partners from El Camino College, South Bay Investment Board, Climate Action Pathway and Green Schools National Network)

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

At ECHSL, building strong relationships with families and community members is critical to achieving our mission and the Engaging Educational Partners (EEP) landing page plays a vital role in making all partnerships both meaningful and effective. The principal and office staff at ECHSL maintains their EEP landing page, which serves as a centralized, public-facing hub for stakeholder engagement documentation. This systemized approach not only tracks monthly (School Site Council and ELAC) and quarterly meetings (Coffee with the Principal), as well as weekly management and grade-level team meetings, instructional leadership collaboration time, and advisory committees, but it helps ensure transparency, consistency, and inclusion. In fact, the accessible format provides clear documentation that allows for input and accountability to those we serve.

Specifically the EEP landing page incorporates sequential meeting dates, live-links to agendas, presentations, resources, and even participant sign-in sheets. Meeting minutes and summaries capture key takeaways and next steps, creating a living history of community involvement that builds on past conversations. This promotes transparency and encourages every voice to be recorded, counted, and ultimately considered in decisions that impact the school. It also removes barriers by giving parents and partners the ability to revisit content on their own time, while staying up-to-date on important issues. Whether a partner joins a meeting in person, via Zoom, or reviews materials afterward, ECHSL actively seeks their participation in the process.

Our approach to engaging the larger community is also grounded in responsiveness, empathy, and advocacy. For example, during the Los Angeles fires, ECHSL acted swiftly to protect and inform our greater network. We issued frequent updates to families and staff through email and TalkingPoints, ensuring everyone had both timely and accurate information. We coordinated with neighboring districts to align safety

protocols, conducted surveys to hear directly from stakeholders, and hosted a Town Hall to address questions and concerns. In partnership with local organizations, we compiled and distributed a comprehensive resource list to help people access shelters, obtain health services, and tap into other vital supports. Moreover, in response to heightened concerns around recent immigration enforcement and reform, we provided clear and compassionate communication to families and staff, partnered with Legal Aid to offer a 'Know Your Rights' webinar, and distributed multilingual resource guides to all ECS contacts via our district's newsletter. We also supported students in their efforts to advocate for policies that uphold the rights of our immigrant community members. Accordingly, whether navigating environmental emergencies or social justice issues, ECHSL continues to prioritize inclusive, proactive engagement in order to ensure that everyone feels connected.

The opportunity for parents and community members to provide feedback is also supported by a variety of formal and informal methods, including parent surveys questionnaires (in both English and Spanish), Coffee with the Principal and town halls (with simultaneous Spanish translation offered), and listening sessions. ECHSL also invites families to have direct and ongoing access to school leadership via email, phone, and in-person meetings, fostering open lines of communication beyond formal meetings. And when feedback is received, there is a system in place for reviewing, synthesizing, and responding to the input collected. District leaders, site admin, counselors, advisory teachers and data teams analyze trends or recurring themes and use that information to inform decision-making on budget priorities, student support services, school culture, and academic programming. Key insights are then shared with stakeholders to demonstrate how different voices contribute to real changes on campus.

Students: Recent survey data collected from students indicates that 69% of students feel safe on campus, as compared to 63% last year and 60% in 2022-23, and 86% believe there is an adult on campus who always wants them to do their best (versus 83% last year and 81% in 2022-23). When specifically asked about advisory period, which is built into the schedule and provides intentional check-in points with a designated educator on campus, 73% agree/strongly agree that their advisor helps them keep track of academic progress and 76% agree/strongly agree that their advisor provides opportunities for academic support including study time and goal setting.

Families: Recent climate survey data offers valuable insights into our families' perceptions of encouraged engagement and school responsiveness. The evaluation reveals that 99% of parents feel welcome to participate in school activities and events, indicating a welcome and inclusive environment for parental involvement. Furthermore, 98% of respondents believe that school staff take their concerns seriously, suggesting a growing level of trust in addressing feedback or concerns. Notably, this year's survey shows a substantial number of positive responses (95%) regarding ECHSL actively seeking parent input before making decisions. The school's commitment to fostering partnerships with parents in their child's education is reflected in the survey, with 97% agreeing that they are encouraged to take an active role in their student's education. Finally, the climate data indicates strong overall satisfaction, with 97% of parents stating they would likely recommend ECHSL to their friends, underscoring a positive perception of the school within the broader community.

Staff: As the designated frontline professionals who interact with our students daily, insight from our certificate and classified employees about effective learning strategies, engagement activities, and areas for improvement is invaluable to grow the school's learning environment. Recent survey data indicates that 97% (66% last year) agree/strongly agree that ECHSL has sufficient resources to keep the campus safe. Furthermore, 98% agree/strongly agree that adults really care about the students, and 80% understand how school initiatives connect to learning and supports. 90% agree/strongly agree that they have the resources and materials needed to meet schoolwide instructional expectations (as compared to 87% last year) and 95% agree/strongly agree that ECHSL is a supportive and inviting place to work. This perspective is both critical to enhance learning experiences for all, while simultaneously strengthening the site's sense of community.

In conjunction with the pursuit of our organization-wide priorities, ECHSL regularly seeks input regarding the following priorities that have influenced our LCAP goals: (1) Planning for Critical Thinking; (2) Providing resources that support the tenet, "Every Child Is a Blessing"; (3) Aligning systems for effective and equitable learning; and (4) Wellness and engagement.

Planning for Critical Thinking (PCT) is both mission-aligned and supportive of teaching planning. To align best practices, constructive feedback from teachers helped site leaders evaluate what parts of PCT impacted student learning the most and various ways student-facing tasks could improve academic outcomes. Specifically, through the PCT process, teachers intentionally designed lessons that foster independent, rigorous thinking that correlates to end-of-unit assessments. In addition to collaborative unit planning and identifying standards-based goals, student data is regularly analyzed to anticipate learning needs. During protected planning time and collaborative department meetings, teachers create experiences that promote peer interaction, critical thinking, and multiple ways for students to demonstrate their understanding. ECS provides consistent support through instructional coaching, classroom observations, and designated collaboration time.

To inform our actions, while rekindling a natural curiosity for learning, the site continues to align best practices while developing multi-tier systems of support to meet the needs of all learners where equity gaps exist. As a result, students feel supported, seen, heard, respected and celebrated for what they bring to campus each day.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

4, 8

An explanation of why the LEA has developed this goal.

The mission of ECS is to redefine public education in underserved communities of color, while preparing conscious, critical thinkers who are equipped to graduate from college and contribute to a more equitable and sustainable world. To fulfill this goal, ECHS-Lawndale (ECHSL) consistently implements a best-practice teaching model and strives to enhance the effectiveness and efficiency of existing education programs. For example, through targeted initiatives, such as Reading Apprenticeship, student centered coaching, individual student check-ins, and tutoring for and math curriculum, we have witnessed improvements in student performance outcomes. Building upon this progress, we continue to administer enhanced support structures for those students who require additional assistance.

During the past year, we refined our multi-tiered interventions to increase daily attendance rates, encourage student engagement, decrease disciplinary issues, develop social-emotional wellness, and reinforce academic skills in both ELA and Math. In addition to closing achievement gaps, our efforts also focused on supporting students from lower socioeconomic backgrounds, those with disabilities, kids who are currently placed in foster care or are experiencing homelessness, and learners where English is a second language. As a result of our goal to improve student outcomes through small class sizes, authentic assessments, and a best-practices teaching model, those enrolled at ECHSL are consistently exceeding academic benchmarks and demonstrating college-readiness. Our focus on individualized learning has also ensured that all learners are both challenged and supported.

For example, this year at ECHSL targeted supports were implemented to address achievement gaps amongst 9th grade students in ELA, especially for those who were not meeting the standard. After analyzing data sources—including grades, formative and summative assessments, even NWEA and IAB data, the site identified a specific subset of high schoolers who needed additional assistance to both complete and pass English 9. With support from the ELA Chair, AP of Instruction and ECS' Humanities Specialist, these learners were placed in an intervention class that proceeded at a slower pace and had fewer options for writing themes or prompts.

With respect to Mathematics, targeted interventions and supports were implemented to strengthen our students' performance in Math 2 (Juniors), Accelerated Math 9, and Accelerated Math 10. While end-of-unit assessments and quizzes monitored progress, attendance at tutoring sessions was tracked, specific student check-ins were planned, and consistent parent communication was used to keep families informed and engaged in their child's progress. Additionally, outcomes were regularly shared with the Math Department Chair, along with

specific course educators and the ECHSL counseling team, in order to foster collaborative solutions that meet each student's needs.
As a result of our focus on individualized learning, that both challenged and supported all learners this year the average ELA GPA stands at 2.46 (Q1-Q3) and the average Math GPA is 2.73 (Q1-Q3).

Research consistently shows a strong connection between student well-being, sense of connectedness, and academic achievement. Recognizing this, ECHSL is committed to improving our school climate and fostering student engagement as a key part of our second goal. The school was fortunate to have been awarded a two-year planning grant through the CA Community School Partnership Program and has since applied for a CCSPP Implementation Grant that allows us to have a dedicated social worker on campus who helps with our Tier 2 and 3 needs, SEL and PBIS programs, along with the implementation of restorative justice practices, crisis intervention, and referral services for students and families in need. Additionally, as a result of the school's Dean regularly implementing restorative justice practices, in conjunction with the efforts to thoroughly document our discipline process, students have received more support that has resulted in a decrease in infractions and suspensions. Last school year, the site reported 89 referrals, of which 5 were Black/African American students, 50 were English Learners and 17 were students with disabilities. This year, to date, ECHSL has 58 referrals, of which 1 is a Black/African American student, 44 are English Learner total events and 14 are students with disabilities total events. This illustrates that it is critical that we continue fostering a holistic and educational experience that supports the whole child, improves disciplinary issues, and simultaneously elevates academic success.

Measuring and Reporting Results

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		Cohort baseline + 9	+70
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		Cohort baseline + 9	+24

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		Cohort baseline +12	n/a
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%		95% of students who are on the A-G pathway are on track to complete it.	-17%
5	Percentage of pupils who have completed CTE pathways	0%	0%		0%	0%
6	Percentage of pupils who have completed both a-g and CTE pathways	0%	0%		0%	0%
7	Percentage of English Learners who make progress on ELPAC	2024 ELPI Status: 63.2%	47%		65% or greater	-16%
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%		75%	+22%
9	Percentage of pupils who pass AP exams with score of 3+	2019-2023 Average: 47%	tba		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		Baseline + 3%	+29%

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		Baseline + 3%	+1%

Goal Analysis for 2024-25

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.

Central to the goal to improve student learning outcomes is the cultivation of a robust literary and analytical foundation that engages students, explores diverse genres and perspectives, while also reflecting the complex realities of our world. All learners are given the opportunity to deepen their understanding of English Language Arts, while exploring diverse perspectives and the intersectionality of identity and experience. While leveraging Tier 1 instructional best practices, including Reading Apprenticeship and our district-wide critical thinking priority goal, high schoolers are encouraged to develop their critical thinking skills through writings, assignments aligned with learning goals, student facing tasks, moments for reflection, and other meaningful checks for understanding. Vertical alignment in curriculum across all subject matters was also enhanced, while targeted support for specific cohorts, including English Learners, students with disabilities, and Hispanic/Latino students was employed. Furthermore, educators utilized robust student work analysis to inform additional interventions (Tier 2 and 3), summer programs (Summer Bridge and Summer School/Credit Recovery), and even targeted literacy assistance for those who required more personalized instruction. In Math, the site saw progress in distance from standard scores as a result of curated strategies that incorporated protected thinking time, collaborative learning, and critical thinking-focused lessons. For example, teachers used common assessments and responsive instruction, along with tutoring sessions and co-teaching models, to improve mathematical fluency and content understanding. This year teachers utilized an advisory period built into the bell schedule to allow for differentiated learning, academic support, wellness services and counseling (when necessary). Furthermore, through regular professional development and weekly meetings with the site's ELD team, Special Education Coordinator and Instructional Leadership Team, academic achievement was carefully monitored and the real-time data informed lesson planning to enhance student outcomes.

As research consistently shows a strong connection between academic achievement and student well-being and/or a sense of connectedness, the site is committed to enhancing the school's overall climate of care. During class time, interdisciplinary projects planned throughout the year encouraged innovation, creativity and collaboration with peers thereby fostering a sense of belonging and community. Through a new California Serves grant with the CA Department of Education, our seniors were provided with interactive and inspirational service learning activities that promoted civic stewardship, encouraged consistent attendance with consequences clearly articulated for absenteeism, and increased engagement by connecting real world issues to their coursework and curriculum. A series of restorative justice practices in conjunction with efforts to thoroughly document disciplinary issues fostered a climate where all students felt supported and the site

saw less referrals/suspensions as a result. Finally, SEL lessons that focused on healthy relationships, screen time and social media effect on teens, accountability, self esteem, and effective ways to mitigate stress or anxiety also positively impacted the learning environment. This led to notable academic success in ready, math, standardized test scores, and overall grades.

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.

Not applicable (no material differences to report).

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

ECHSL continues to focus on strategic planning, professional development, and program evaluation in order to administer high level instructional practices that support achievement and academic growth, of all learners, but also those students who are not meeting the standard in both ELA and Math. Tailored instructional strategies particularly for students with disabilities, English language learners, our Black/African American students, as well as our Hispanic/Latino students, continue to be implemented as the site works to reduce CA Dashboard distance from standard scores and increase subject matter proficiency. To address disparities, the site implemented a range of targeted interventions through MTSS focused on employing strong instructional practices related to ELA, reading and critical thinking, along with protected think time and collaborative learning to improve student outcomes in math. This approach is not only effective in supporting those who are not meeting the standard, but it also has positive effects school-wide. In fact, as a result of our MTSS strategies being implemented with fidelity, and an emphasis on data-driven instruction, targeted support, and professional development, ECHSL students are closing achievement gaps and their growth is outpacing the state in English and Mathematics.

Furthermore, by embedding WestEd's Reading Apprenticeship into professional development, beginning with a 3-day summer institute for all new teachers, ECHSL continues to model this teaching framework for staff during their weekly meetings, as well as during regular check points with instructional coaches or key administrators. This has led to a majority of students actively participating in collaborative conversations that are core-text based and frequent instances of independent thinking or processing during classroom observations. When conducting visits to observe teaching and collect evidence of Tier 1 systems, site leaders also observed students documenting their process in writing or through verbal explanations, justifying answers, asking questions, and annotating their text. Finally, to improve academic growth amongst our students with disabilities, weekly department meetings, para-professional meetings, and 1:1 specialist meetings were scheduled to support an effective delivery model. Finally, a district-wide tracking system helps to ensure compliance in the delivery of processes, program/technical support, and other services.

As part of our ongoing mission to educate underserved and low income students, ECHSL offers pivotal support during the transition from middle school to high school. The aforementioned actions, in conjunction with the development of instructional service plans, has helped the site streamline processes that directly respond to the diverse needs of learners in a more timely fashion. Additionally, the bell schedule preserves advisory periods and intervention time and provides subsequent opportunities for teachers and/or support staff to collaborate in pursuit of meeting the challenges of our most vulnerable students. By working together with key stakeholders, including our families and educators, we are preparing students for the demands of a rigorous high school, and fostering important skills, such as essay writing, public speaking, organization, research protocols, effective group collaboration, and critical thinking, encouraging success in core content courses.

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.

Expanding on the work ELA teachers have done this year, ECHS-Lawndale continues to build curriculum that is vertically aligned, while leaning into common rubrics including data from IAB's, NWEA and CAASPP scores, and end of unit assessments to ensure grade-level rigor and that standards are being met. Through a focus of "claim - evidence - analysis" the site supports the correlation between formative and summative assessments, and increases student ownership of their learning. Additionally, by enhancing Math classroom "look-fors," we are giving students a multi-modality experience that protects independent think time, encourages collaboration, elevates student voice and provides an opportunity to both revise/synthesize thinking.

To combat passivity amongst many students, teachers have reduced lecture-style instruction and increased opportunities for student voice. This approach not only strengthens formative assessments, but it encourages greater student engagement which often translates into higher 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
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.	$220,530	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. 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.	$272,438	Y
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	$246,380	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	$25,650	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	$835,286	N
1.g	Special Ed PD	Improve delivery of special education services through intensive and targeted professional development opportunities and targeted supports.	$50,000	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.	$232,584	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.	$533,895	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.

ECHSL remains focused on our mission of reimagining public education in low income communities of color and to meet the evolving needs of all learners enrolled in the school. We recognize the virtual learning during Covid school closures impacted our students' connectedness and created increased feelings of isolation. Not only have we seen a higher volume of students dealing with anxiety, peer pressure, or questioning their gender identity, we are also seeing the negative consequences of attention-seeking behavior resulting in disciplinary issues. Additionally, our counselors and social workers are seeing the direct correlation between those who are socially withdrawn and chronic absenteeism. To navigate these issues we implemented a comprehensive approach that further develops a caring school culture and supports student wellness while being responsive to feedback.

As part of our student-centered approach, ECHSL prioritizes positive relationships between high schoolers and their peers, as well as trusted adults on campus. This creates a learning environment that encourages engagement and promotes regular participation. Our interdisciplinary curriculum also provides opportunities for student collaboration and partnerships beyond the classroom, Intersession projects (9th graders focused on community transformation; 10th graders analyzed the school mission; and 11th graders examined how to leverage political power for positive change in the community), PBIS rewards, community circles, and even our outdoor education excursions foster a strong school climate. Finally, Advisory periods, clubs on campus, and student bulletins build communication, relationship skills, and align with our goal of creating a community with a sense of belonging.

Maintaining strong partnerships with our families is also a key element for student success. ECHSL has increased the number of in-person opportunities for parents to actively engage in the decision making process and continues to communicate/solicit feedback through newsletters, targeted emails, conferences, and on-campus events, all of which reinforce a supportive home-school connection. The Educational Partners (EEP) landing page not only ensures effective and meaningful collaboration, but it acts as a public, centralized hub for documenting stakeholder engagement. This promotes transparency, consistency, and inclusion, while tracking meeting dates, minutes, agendas, presentations, minutes and sign-in sheets.

Finally, our best-practice of regular and consistent staff meetings, professional development, surveys, listening tours, and an 'open door' policy with site administration further ensures programs, policies and protocols are mission aligned to enhance a positive and thriving school culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12	Attendance	23-24: 93%	95%		≥90%	+2%
13	Chronic Absenteeism	23-24: 21%	13%		19.5%	-8%
14	Drop Out Rates	23-24: 0%	0%		0%	0%

15	High School Graduation Rates	23-24: 98.3%	100%		≥95% will graduate* *defined as achieving the terminal level of their designated diploma pathway.	+1.7%
16	Suspension Rates	23-24: .2%	.2%		≤.5%	0%
17	Expulsion Rates	23-24: 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%		≥90%	+1%
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%			≥90%	
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%		≥70% ≤2%	-7% +1%

21	Student Safety & Connectedness Average level of agreement with connectedness questions on CA Healthy Kids Survey or similar climate survey	60%	64%		≥65%	+4%

Goal Analysis for 2024-25

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.

ECHSL maintains a caring school culture that supports student wellness, is responsive to stakeholder feedback, and ensures organizational sustainability. While recognizing that social emotional health directly impacts academic success, the site employed various MTSS strategies to tackle both chronic absenteeism and strengthen the sense of belonging felt by all. Community Garden Days held on campus, along with Town Hall meetings, coffee with the Principal, newsletters, Open Houses, two-way messaging platforms that provided targeted communication, and other on-campus events which reinforce a supportive home-school connection, families were encouraged to partner with the school in order to ensure student success. As a result, 99% of parents felt welcome to participate at the school and 99% agree/strongly agree that the school allows for their input and welcomes their contributions. Families were also provided with clear expectations about attendance and the negative consequences that arise when a child misses school. Fun campaigns, competitions and even PBIS rewards encouraged student engagement and peer-to-peer connectedness. After carefully tracking daily attendance and following up directly with those families whose child was frequently out of school, the site's chronic absentee rates dropped from 16.3% in 2023-24 to 14.2% this year.

Additionally, through funds provided by the CA Community Schools Partnership Program (planning grant), the site maintained a dedicated mental health team, which included a dedicated social worker on campus, a Dean, and a counselor. Not only were restorative justice practices implemented with fidelity, crisis interventions and incidents requiring discipline were carefully documented so students felt more support while on campus. This led to a positive learning environment with less referrals and suspensions, whereby students understood accountability and felt safe sharing concerns or vulnerabilities. Regular and consistent staff meetings, professional development, surveys, listening tours, and an 'open door' policy with site administration further helped ECHSL align programming and policies for a thriving school culture. Finally, with the help of local partnerships ranging from The Bay Foundation and Climate Action Schools to EmpowerHer and Kinecta, our students were provided with direct experiential learning opportunities that helped foster a sense of environmental stewardship within the community and often increased daily participating and attendance rates.

In summation, strong leadership, clear communication with families, and the strategic use of funding from crucial grants that support mental wellness helped ECHSL remain focused on its student-centered mission. Overall, the school experienced measurable progress in attendance,

engagement, and school climate, and continues to serve as a model for how intentional practices can lead to meaningful outcomes for underserved student populations.

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.

ECHSL's Estimated Actual Expenditures are slightly higher than our Budgeted Expenditures, reflecting an allocation of resources to best serve our students and the site's evolving program needs. A significant factor contributing to this increase is an overspend on our Outdoor Education experiences. These invaluable trips remain free for all students and truly foster connectedness along with an exposure to nature, rising program and partner costs, increased bus fees and transportation expenses, and stipends for staff chaperoning overnight trips have contributed to higher expenses. However, we are pleased to report that ECHSL recently received a CA Serves grant, through the CA Department of Education, specifically for our 12th-graders, which will help offset some of these rising costs. Additionally, we had an overspend related to our participation in All Means All leadership training, an essential investment to better serve all learners and ensure a truly inclusive school environment. Conversely, ECHSL saw an underspend in its Social Worker position. This was a result of our long-time mental health team member leaving the organization and the subsequent hiring of a new individual at a lower salary, thereby leading to cost savings in this area. Furthermore, after-school program costs have also decreased, primarily due to lower staff salaries. This underspend reflects a reduced demand from students, allowing the site to employ fewer staff members while still meeting student needs. These variances demonstrate our responsiveness to both opportunities for enrichment and changes in operational requirements, ensuring responsible fiscal management while prioritizing student well-being and development.

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

ECHSL is dedicated to meeting the social-emotional learning needs of all students. The staff continue to implement measures that foster a climate of care in order to enhance each student's sense of belonging on campus and promote engagement, which leads to academic success. School organized excursions and field trips provided high schoolers with opportunities to experience open spaces, wilderness, and community-building beyond the school environment. Additionally, our refined advisory program further strengthens connectedness and identity by encouraging self expression and inclusion after learning about different perspectives. Creatively enacting fun Friday activities, spirit weeks and free dress passes, have also helped combat chronic absenteeism, while interdisciplinary lessons during class time continue to engage students in remarkable ways. Hands-on learning projects, Intersessions, college tours, athletic teams, and community events on campus allow for culture and history to be explored with purpose and enthusiasm, while leading learners in 9th - 12th grade to enthusiastically demonstrate what they have learned throughout the 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.

Not Applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.a	Partnerships/Outdoor Education	ECS and school-site leadership will develop and sustain partnerships in order to increase quality outdoor education engagement of unduplicated pupils, so they are able to access resources, experience, and develop expertise related to their educational/career plans. Overnight excursions and day field trips will contribute to whole child wellness and allow students to explore open space, wilderness, while enhancing their sense of belonging and community building outside of the classroom. Substantial evidence supports the value of outdoor education programs for promoting healthy adolescent development (Cason & Gillis, 1994; Dillon et al., 2006; Hattie, Marsh, Neill, & Richards, 1997; Norton & Watt, 2013).	$420,607	Y

2.b	AMA- MTSS (SEL)	We will continue our commitment to achieving equity is rooted in the guiding principle that every child is a blessing. We recognize our responsibility to proactively confront systemic barriers that hinder access to education and ensure our school supports all learners. Through a partnership with All Means All (AMA), a nonprofit dedicated to creating high-performing, inclusive learning environments for students with disabilities and historically marginalized communities, we've adopted leadership development and integrated inclusive practices to better support the diverse needs of our entire student population. This ensures our learners are seen for their assets, have an authentic sense of belonging and are provided with a viable path to achieving academic success. Our Best Practice model that incorporates small learning communities centers meaningful relationships with adults as a critical element needed for student engagement and learning. In advisory, these relationships act as a Tier 1 support for social, emotional & academic needs, where every student is included, has a sense of belonging and can engage in learning in order to fulfill our vision and works to improve students' overall performance (including attendance, engagement and CAASPP scores). Tools and strategies from advisory can be incorporated in classes across content areas. Practicing building community in advisory will also increase teachers' capacity to implement Universal Design for Learning and Reading Apprenticeship in academic settings. We continue to improve Tier 3 social emotional supports with a trained social worker, who can provide targeted interventions for student engagement and restorative practices that is currently provided by our counselors, enabling the counselors to spend more time supporting students in Tier 2.	$314,357	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.	$29,718	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.	$76,415	Y

2.e	After School Program		$116,662	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.

In order to achieve successful student learning outcomes, operations and facilities continue to support the educational programs in place at ECHSL. With assistance from the ECS Home Office, we have established effective protocols and policies that maintain compliance and help the site efficiently function day-to-day.

Measuring and Reporting Results

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	4		0	-1
23	Instructional Materials: Percentage of students with access to standards-aligned instructional materials.	23-24: 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 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% 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 2024-25

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.

It is imperative that our operations and facilities remain mission-aligned and continue to meet the needs of our educational programs. In order to ensure the achievement of all learning goals, the ECS Home Office, which includes human resources, accounting, financial/fund development, and data management, has developed policies, procedures and protocols for the ECHS-Lawndale leadership team to direct

their focus on student outcomes. In addition to the regular use of Door Bloks in each classroom, gates were regularly monitored, and emergency drills were practiced throughout the year. Early in the school year, site leaders met with district administration to review existing safety practices and assess procedures that need updating. ECS also updated its Network Safety Plan with protocols and communication templates should there be a health or safety issue on campus.

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.

ECHSL's Estimated Actual Expenditures show slight differences from our Budgeted Expenditures as a result of an overspend on food services. The organization recently switched vendors, and while individual meal costs are slightly higher, our students are enjoying the new options and selections more, leading to increased participation and consumption.

It must be noted that ECHSL's total expenditures were within 1.5% of the approved budget, demonstrating strong fiscal management and strategic resource allocation. Any necessary adjustments made throughout the year were focused on enhancing compliance, strengthening campus safety, and ensuring staff were supported, reinforcing our mission to reimagine public education and deliver meaningful progress for our students and community.

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

Not Applicable.

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.

Not Applicable.

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.	$2,672,095	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	$512,621	N
3.c	Insurance/Benefits	School will maintain required insurance and will offer competitive employee benefits packages.	$1,657,754	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.	$409,011	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.	$1,701,902	N
3.f	Capital Improvements	School site will make capital improvements to ensure student safety and support implementation of educational programs.	$600,000	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.	$449,678	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,829,555	$203,318

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
29.71%	3.22%	$186,107	32.47%

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 b** **Action h** **Action j**	After assessing the needs, conditions and circumstances of our low income students and English language learners, we determined that as a result of the pandemic there was a higher proportion of these students who were not passing their courses (ELA and Math) than we've seen in previous years.	In order to address this condition, we will improve instruction via our teacher development system (Action 1.b), our literacy and math initiatives (Action 1.h), and Confronting Anti-Blackness & Racism (Action 1.j). Through our Teacher Development System, including professional development, classroom observations, and regular meetings with Instructional Leadership Teams, we will articulate the highest leverage instructional best practices for students who are low-income, English learners and/or foster youth, while preparing our new teachers with student-centered coaching and related mentorship from site administration. Via our Literacy & Math Initiatives (Action 1.h), we will continue implementing MTSS, along with WestEd's Reading Apprenticeship, we are focusing on metacognition across all content areas, text selection and classroom conditions, building vertical alignment and common rubrics to ensure grade level rigor, while also aligning with our organizational-wide priority "planning for critical thinking." In addition to the continued implementation of adopted CCSS-aligned mathematics curricula, to support learning we have implemented "Look-Fors" which include protected independent think time, small group collaboration, group discussion, and opportunities to synthesize thinking in order to better support the balance of fluency, rigor and overall student success. To increase the effectiveness and sustainability of academic interventions, we will increase resources and refine the functioning of our Multi-Tiered systems of support (Action 1.b) for both ELA and Math courses. These targeted supports to ensure that all ECS students become conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.	In year one, we will: Determine which standards need to be prioritized to address the impact of the pandemic on 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 Draft a 3 year vision for improving MTSS at ECS Observe and gather data to evaluate efficacy of practices and to ensure implementation with fidelity 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.

		We also discovered that a lower percentage of our English Language Learners entered and completed college, in comparison to other student groups, including our low income students who have a lower rate of college completion than students statewide. In order to address these conditions, we will provide all learners with our College/Career Readiness program and we will refine the program as informed by our ongoing work supporting Confronting Anti-Blackness & Racism (Action 1.j). These actions are being provided on an LEA-wide basis and we expect that all students whose academic achievement has declined post-pandemic will benefit from these supports. However, because of ECS' targeted actions implemented to meet the news associated with specific students, EL and low-income students are able to achieve high GPAs and course passage rates in ELA and Math. Additionally, we expect that other academic measures (specifically NWEA and CAASPP scores) for our low-income students and English learners will increase as well.	

Goal 2 **Action a** **Action b** **Action c** **Action d** **Action e**	After assessing the needs, conditions and circumstances of our low income students and our English Language learners, we understand that post-pandemic many schools experienced lower attendance rates and higher rates of chronic absenteeism. Overall, chronic absenteeism increased from 13.5% in the previous year to 24% in the current year. Similar trends were observed for English Learner and low-income student groups.	To proactively address this condition, we hired a social worker, through a CA Community Schools Partnership Grant, to help track chronic absences and follow up directly with families whose students were regularly absent. We also provided outdoor education and service learning opportunities to our students (Action 2.a), free of charge, reimagined advisory to increase engagement, school connectedness and provide opportunities for c social emotional and academic support (Action 2b). We will continue to leverage successful parent engagement strategies, while expanding parent involvement in the decision making process (2.c). In an effort to build a more inclusive learning environment for low-income students and English language learners (Action 2.d), we are continuing to develop programming, work with community partners, offer enrichment opportunities (like a robust afterschool program), and create mentoring programs to increase student engagement and sense of connectedness. (Action 2.e). These actions are being provided on an LEA-wide basis and we expect that all students with less than a 95% attendance rate will benefit. The actions also meet needs most associated with those who experience chronic stress, anxiety, feelings of isolation, and are currently experiencing a socio-economically disadvantaged status; however, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of other student groups.	We will closely monitor progress to increase the attendance rate of our low-income students, as well as all students. We will also regularly review parent participation rates through our Parent Engagement Tracker tool. Through surveys and School Site Council, we will also seek feedback from students, parents, and staff about attendance and chronic absenteeism issues.

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 d Action e	Our Interdisciplinary Benchmark and ELPAC test scores indicate our EL students often struggle with the writing substrand of the written language claims and achieve lower ELA scores on CAASPP tests.	We will collaborate with other ECS sites to create shared systems of compliance and accountability (Action 1.d). To fulfill the high needs of English Learners upon school entry, we will continue to assign a full-time paraeducator to support 9th grade English learners. We'll improve delivery of ELD services through targeted professional development (Action 1.e) that focuses on the Reading Apprenticeship framework for all staff, including general education teachers serving English Learners at our site.	We will monitor progress in increasing our percentage of English Learners who make progress on ELPAC. We will also review, for each cohort, the percentage of students reclassified out of those who started at the site as an English Learner.

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.

Concentration funds will be used for the retention of critical positions for educational service at ECHS-L: college preparation teachers. These funds will be used to cover the salary expenses for this role. Without these funds, ECHS-L would not be able to retain the current number of teachers in this subject matter.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable–single school LEA.	Not Applicable–single school LEA.
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable–single school LEA.	Not Applicable–single school LEA.

2025-26 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 %)
2025-26	$ 6,158,357	$ 1,829,555	29.708%	3.224%	32.932%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 7,878,111	$ 1,994,691	$ 1,112,150	$ 392,628	$ 11,377,580.00	$ 7,595,350	$ 3,782,230

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					$ 220,530	$ -	$ -		$ 220,530		$ 220,530	0.000%
1	1.b	Multi-Tier Sys of Support/TDS	All	Yes	LEA-wide	All	All	Ongoing	$ 242,201	$ 29,040	$ 266,438			$ 4,803	$ 271,241	0.000%
1	1.d	ELD Program	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 246,379	$ -	$ 131,824			$ 114,555	$ 246,379	0.000%
1	1.e	ELD PD	English Learners	Yes	Limited	English Learners	All	Ongoing	$ 20,650	$ 5,000	$ 20,650		$ 5,000		$ 25,650	0.000%
1	1.f	Special Ed Program	Students with Exceptionalities	No					$ 705,286	$ 130,000	$ 154,058	$ 536,301	$ 65,110	$ 79,817	$ 835,286	0.000%
1	1.g	Special Ed PD	Students with Exceptionalities	No						$ 50,000		$ 50,000			$ 50,000	0.000%
1	1.h	Literacy & Math Initiatives	All	Yes	LEA-wide	All	All	Ongoing	$ 214,447	$ 18,137	$ 151,930	$ 37,206	$ 35,311	$ 8,137	$ 232,584	0.000%
1	1.j	College/Career Readiness	All	Yes	LEA-wide	All	All	Ongoing	$ 436,282	$ 97,614	$ 518,093		$ 15,803		$ 533,896	0.000%
1	2.a	Partnerships/Outdoor Education	All	Yes	LEA-wide	All	All	Ongoing	$ 27,200	$ 393,407	$ 301,124	$ 119,483			$ 420,607	0.000%
1	2.b	AMA- MTSS (SEL)	All	Yes	LEA-wide	All	All	Ongoing		$ 288,998	$ 121,996	$ 78,163	$ 28,585	$ 60,254	$ 288,998	0.000%
1	2.c	Parent Engagement	All	Yes	LEA-wide	All	All	Ongoing	$ 27,227	$ 2,491	$ 29,718				$ 29,718	0.000%
2	2.d	Student Engagement	All	Yes	LEA-wide	All	All	Ongoing	$ 63,840	$ 12,575	$ 74,415	$ 2,000			$ 76,415	0.000%
2	2.e	Afterschool program	All	Yes	LEA-wide	All	All	Ongoing	$ 99,162	$ 17,500	$ 60,000		$ 56,662		$ 116,662	0.000%
2	3.a	Employees for Educational Program	All	No					$ 2,672,094	$ 21,656	$ 2,251,624	$ 442,126			$ 2,693,750	0.000%
2	3.b	Employees for Operations	All	No					$ 512,620	$ -	$ 512,620				$ 512,620	0.000%
2	3.c	Insurance/Benefits	All	No					$ 1,657,754	$ 3,703	$ 1,653,779		$ 7,678		$ 1,661,457	0.000%
2	3.d	Curriculum	All	No						$ 409,011	$ 231,267	$ 60,327		$ 117,417	$ 409,011	0.000%
2	3.e	Professional Services	All	No						$ 1,703,098	$ 1,398,575	$ 296,878		$ 7,645	$ 1,703,098	0.000%
3	3.f	Capital Improvements	All	No						$ 600,000		$ 215,000	$ 385,000		$ 600,000	0.000%
3	3.g	Home Office Classified	All	No					$ 449,678	$ -		$ 157,207	$ 292,471		$ 449,678	0.000%

2025-26 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
$ 6,158,357	$ 1,829,555	29.708%	3.224%	32.932%	$ 1,676,188	0.000%	27.218%	Total:	$ 1,676,188
								LEA-wide Total:	$ 1,523,714
								Limited Total:	$ 152,474
								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	$ 266,438	0.000%
1	1.d	ELD Program	Yes	Limited	English Learners	All	$ 131,824	0.000%
1	1.e	ELD PD	Yes	Limited	English Learners	All	$ 20,650	0.000%
1	1.h	Literacy & Math Initiatives	Yes	LEA-wide	All	All	$ 151,930	0.000%
1	1.j	College/Career Readiness	Yes	LEA-wide	All	All	$ 518,093	0.000%
1	2.a	Partnerships/Outdoor Education	Yes	LEA-wide	All	All	$ 301,124	0.000%
1	2.b	AMA- MTSS (SEL)	Yes	LEA-wide	All	All	$ 121,996	0.000%
1	2.c	Parent Engagement	Yes	LEA-wide	All	All	$ 29,718	0.000%
2	2.d	Student Engagement	Yes	LEA-wide	All	All	$ 74,415	0.000%
2	2.e	Afterschool program	Yes	LEA-wide	All	All	$ 60,000	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 10,089,950.00	$ 10,287,951.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.a	ECS Certificated	No	$ 219,463	$ 205,245
1	1.b	Multi-Tier Sys of Support/TDS	Yes	$ 253,638	$ 226,386
1	1.d	ELD Program	Yes	$ 250,571	$ 248,595
1	1.e	ELD PD	Yes	$ 20,550	$ 19,218
1	1.f	Special Ed Program	No	$ 694,165	$ 720,069
1	1.g	Special Ed PD	No	$ -	$ -
1	1.h	Literacy & Math Initiatives	Yes	$ 215,392	$ 218,556
1	1.j	College/Career Readiness	Yes	$ 491,255	$ 442,875
1	2.a	Partnerships/Outdoor Education	Yes	$ 297,424	$ 386,815
1	2.b	AMA- MTSS (SEL)	Yes	$ 371,004	$ 319,841
1	2.c	Parent Engagement	Yes	$ 49,439	$ 52,390
2	2.d	Student Engagement	Yes	$ 76,415	$ 76,415
2	2.e	Afterschool program	Yes	$ 151,208	$ 116,246
2	3.a	Employees for Educational Program	No	$ 2,535,272	$ 2,489,556
2	3.b	Employees for Operations	No	$ 408,028	$ 478,539
2	3.c	Insurance/Benefits	No	$ 1,540,059	$ 1,557,565
2	3.d	Curriculum	No	$ 320,026	$ 369,037
2	3.e	Professional Services	No	$ 1,643,164	$ 1,810,261
3	3.f	Capital Improvements	No	$ 150,000	$ 150,000
3	3.g	Home Office Classified	No	$ 402,877	$ 400,342

2024-25 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)
$ 1,755,904	$ 1,659,729	$ 1,688,728	$ (28,999)	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	$ 243,138	$ 220,386.00	0.000%	0.000%
1	1.d	ELD Program	Yes	$ 148,274	$ 152,115.00	0.000%	0.000%
1	1.e	ELD PD	Yes	$ 20,550	$ 19,218.00	0.000%	0.000%
1	1.h	Literacy & Math Initiatives	Yes	$ 149,633	$ 152,798.00	0.000%	0.000%
1	1.j	College/Career Readiness	Yes	$ 477,955	$ 441,575.00	0.000%	0.000%
1	2.a	Partnerships/Outdoor Education	Yes	$ 297,424	$ 386,815.00	0.000%	0.000%
1	2.b	AMA- MTSS (SEL)	Yes	$ 137,401	$ 129,016.00	0.000%	0.000%
1	2.c	Parent Engagement	Yes	$ 49,439	$ 52,390.00	0.000%	0.000%
2	2.d	Student Engagement	Yes	$ 74,415	$ 74,415.00	0.000%	0.000%
2	2.e	Afterschool program	Yes	$ 61,500	$ 60,000.00	0.000%	0.000%

2024-25 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)
$ 5,773,341	$ 1,755,904	2.060%	32.474%	$ 1,688,728	0.000%	29.250%	$ 186,106.82	3.224%

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.

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.

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.
- 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.

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* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);
    - **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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.
    - *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.
    - *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.
    - 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.
    - 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.
    - 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

- 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.

- 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.

- 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.

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 of 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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