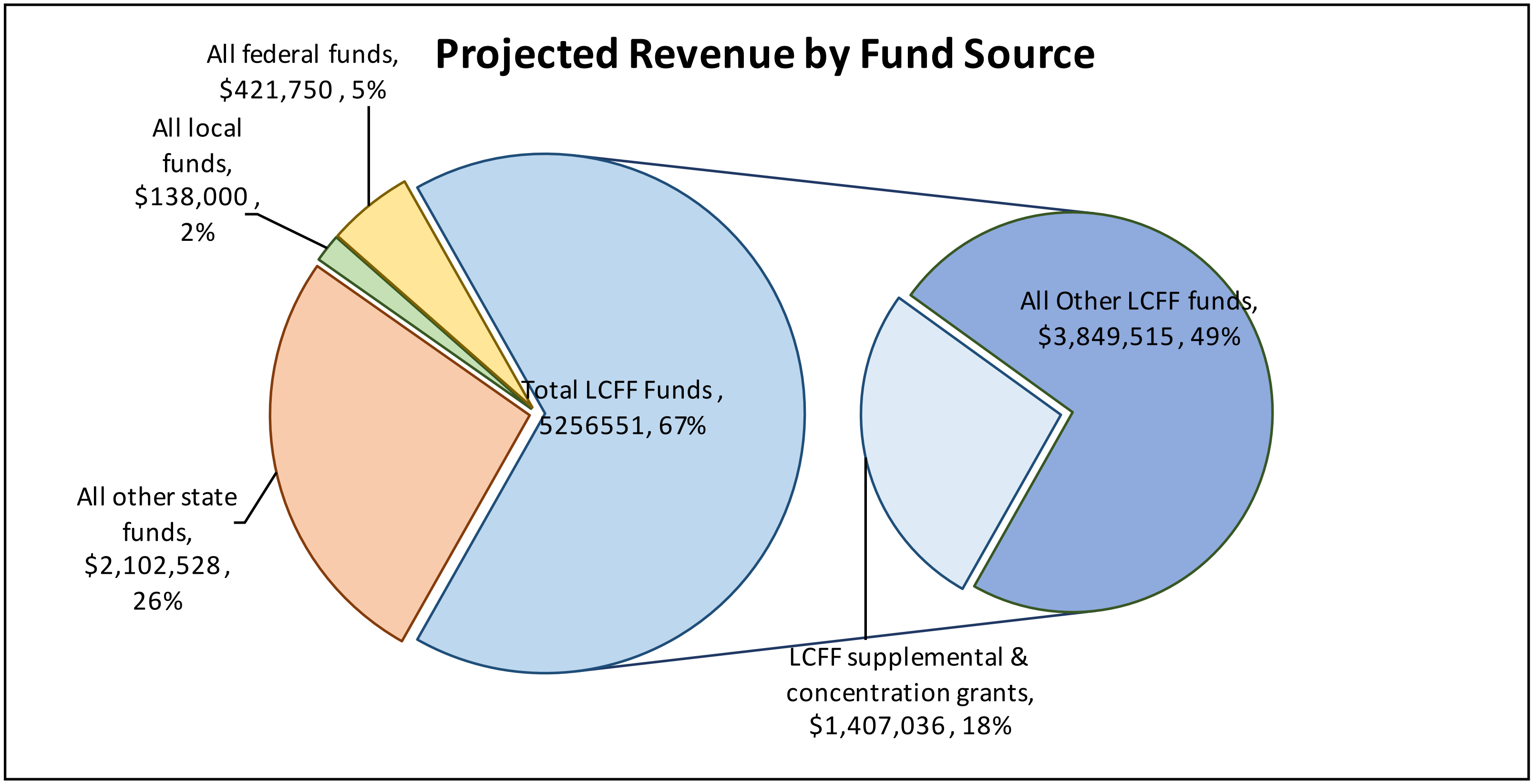
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Environmental Charter Middle School - Gardena
CDS Code: 19101990121772
School Year: 2026-27
LEA contact information: Jeremiah Rosario David, 310-214-3408, jd@ecsonline.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year



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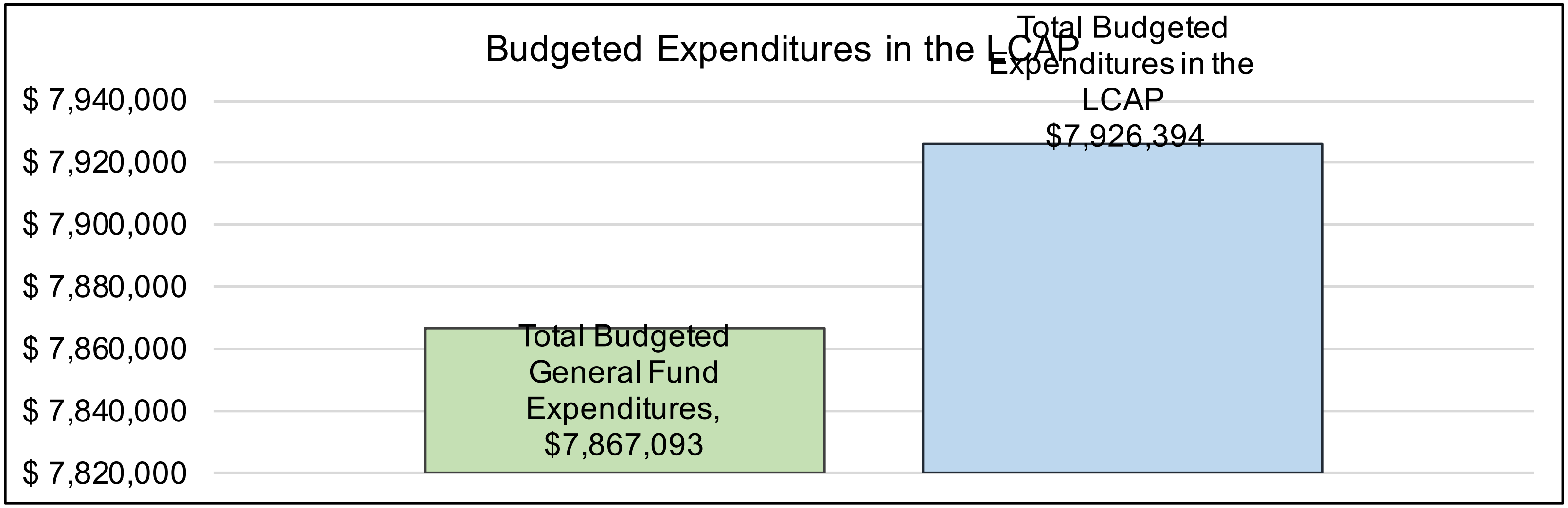
This chart shows the total general purpose revenue Environmental Charter Middle School - Gardena expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Environmental Charter Middle School - Gardena is $7,918,829.00, of which $5,256,551.00 is Local Control Funding Formula (LCFF), $2,102,528.00 is other state funds, $138,000.00 is local funds, and $421,750.00 is federal funds. Of the $5,256,551.00 in LCFF Funds, $1,407,036.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

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

All general fund expenditures were accounted for in the LCAP.

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

In 2026-27, Environmental Charter Middle School - Gardena is projecting it will receive $1,407,036.00 based on the enrollment of foster youth, English learner, and low-income students. Environmental Charter Middle School - Gardena must describe how it intends to increase or improve services for high needs students in the LCAP. Environmental Charter Middle School - Gardena plans to spend $1,540,344.00 towards meeting this requirement, as described in the LCAP.

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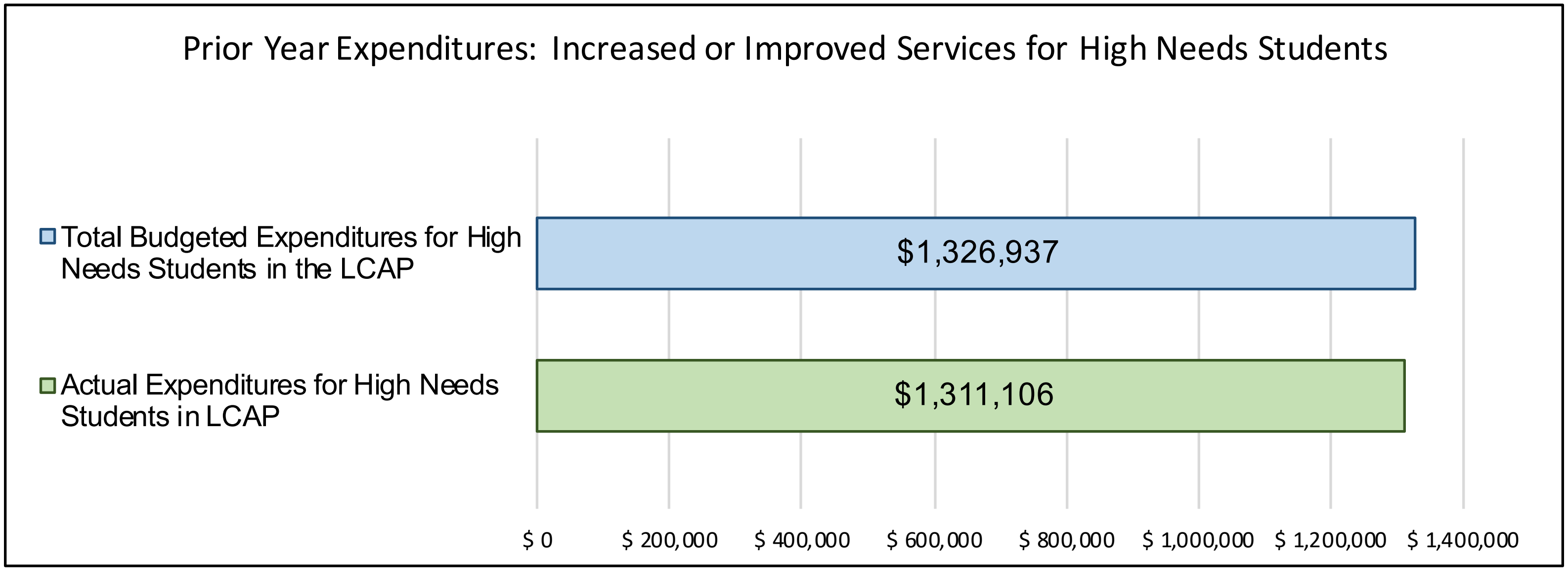
Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Environmental Charter Middle School - Gardena budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Environmental Charter Middle School - Gardena estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Environmental Charter Middle School - Gardena's LCAP budgeted $1,326,937.00 for planned actions to increase or improve services for high needs students. Environmental Charter Middle School - Gardena actually spent $1,311,106.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $15,831.00 had the following impact on Environmental Charter Middle School - Gardena's ability to increase or improve services for high needs students:

Estimated actual LCFF expenditures for contributing actions came in approximately $15,800 below the budgeted amount, a variance of just over one percent. The difference was driven primarily by mid-year staffing shifts across the English language development and family and student engagement actions, including an ELD coordinator leave covered at a lower salary step. All planned services for high needs students were delivered as intended.