LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Dr. Theodore Alexander Jr. Science Center School

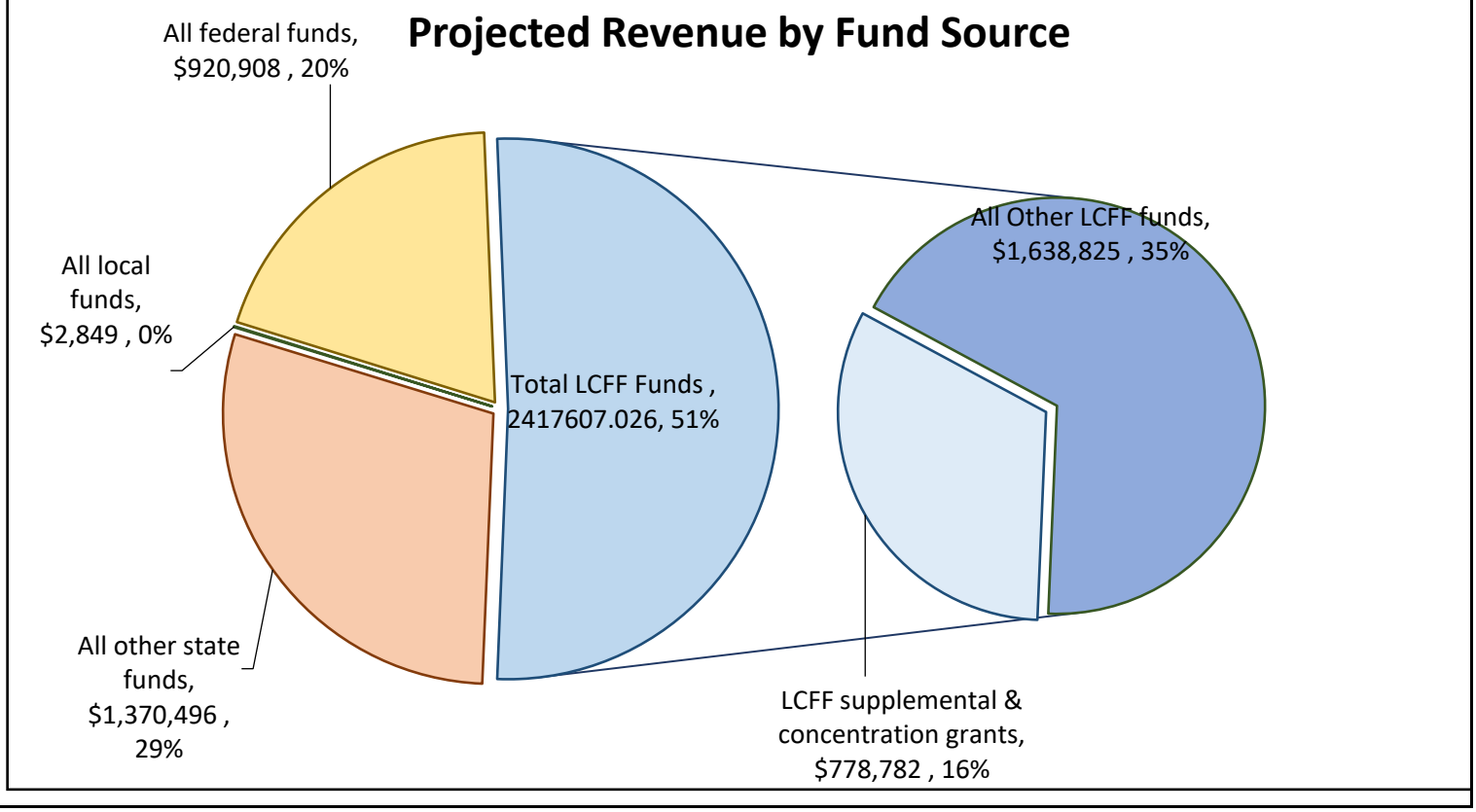
CDS Code: 19647330102491

School Year: 2026-27

LEA contact information: Victor Sanchez, Principal; vsanch7@lausd.net

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

Budget Overview for the 2026-27 School Year

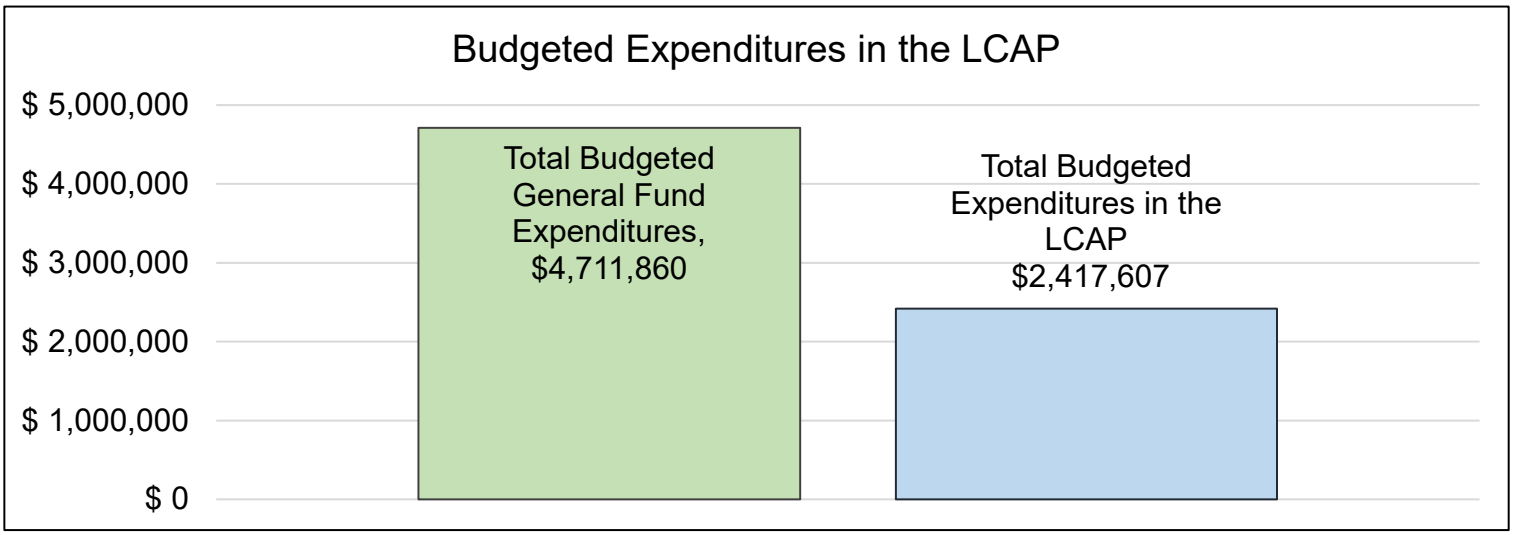


This chart shows the total general purpose revenue Dr. Theodore Alexander Jr. Science Center School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dr. Theodore Alexander Jr. Science Center School is $4,711,860.03, of which $2,417,607.03 is Local Control Funding Formula (LCFF), $1,370,496.00 is other state funds, $2,849.00 is local funds, and $920,908.00 is federal funds. Of the $2,417,607.03 in LCFF Funds, $778,782.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 Dr. Theodore Alexander Jr. Science Center School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Dr. Theodore Alexander Jr. Science Center School plans to spend $4,711,860.03 for the 2026-27 school year. Of that amount, $2,417,607.03 is tied to actions/services in the LCAP and $2,294,253.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

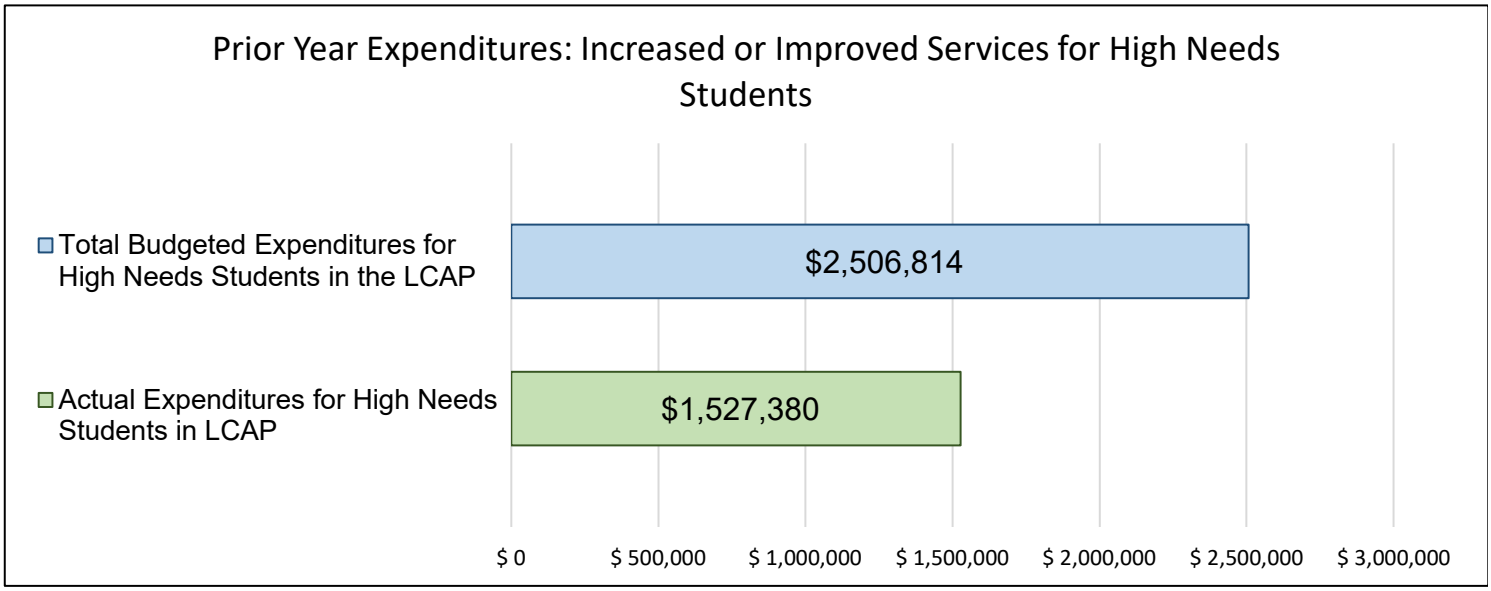
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within the school's budget). All Affiliated Charter School-determined expenditures are reflected in the LCAP and are referenced in the body of the LCAP Goals and Actions. The LCAP includes all LCFF funds for 2026–27 and does not include any other local, additional state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources.

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

In 2026-27, Dr. Theodore Alexander Jr. Science Center School is projecting it will receive $778,782.00 based on the enrollment of foster youth, English learner, and low-income students. Dr. Theodore Alexander Jr. Science Center School must describe how it intends to increase or improve services for high needs students in the LCAP. Dr. Theodore Alexander Jr. Science Center School plans to spend $778,782.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Dr. Theodore Alexander Jr. Science Center School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dr. Theodore Alexander Jr. Science Center School 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, Dr. Theodore Alexander Jr. Science Center School's LCAP budgeted $2,506,814.00 for planned actions to increase or improve services for high needs students. Dr. Theodore Alexander Jr. Science Center School actually spent $1,527,380.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $979,434.00 had the following impact on Dr. Theodore Alexander Jr. Science Center School's ability to increase or improve services for high needs students:

Note that the planned and actual expenditures for actions and services to increase or improve services reported here ONLY reflect the Affiliated Charter School's discretionary LCFF Supplemental and Concentration funds and expenditures (as shown in the Action Tables). The difference between Total Budgeted Expenditures and Actual Expenditures in the above chart is mainly due to staffing shortages and reliance on one-time funds. Despite these challenges, the Affiliated Charter School in partnership with Los Angeles Unified, prioritized and used available staff to support our target student populations of English Learners, students from low-income families, and students in foster care. However, staffing gaps limited student access to some planned academic and social-emotional services. For details, see the Goal Analysis sections of the 2025-26 LCAP.

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
Dr. Theodore Alexander Jr. Science Center School	Victor Sanchez, Principal	vsanch7@lausd.net (310)-502-1503

Plan Summary [2026-27]

General Information

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

The **Dr. Theodore Alexander Science Center School** is located in Exposition Park, one of the most densely populated areas in the state, and a community that has demonstrated perhaps the greatest need for this kind of educational institution. The communities served by the school are among the poorest in the city; the median household income in the 37th Congressional District (which includes Exposition Park) is approximately $65,000. Of the approximate 727,000 residents, 30.8% are foreign-born and 48.4% of the residents speak a language other than English in the home. There is 11.9% unemployment and 16.9% live below the poverty lines. In addition, 31.4% of the community receives some type of public assistance. The historic Exposition Park neighborhood of South Los Angeles, home of the California Science Center is a study in contrasts. Rich educational landmarks exist among some of the poorest performing schools in the city.

Formerly an African American enclave, the Exposition Park neighborhood is now a mixture of cultures that include a core African- American population, Caribbean Immigrants from Belize, Dominican Republic, Haiti and Hispanics immigrants from Mexico, Central, and South America. Exposition Park is surrounded by many cultural and educational resources (Natural History Museum of Los Angeles County, California African American Museum, the Expo Center, Los Angeles Memorial Coliseum, BMO Stadium, George Lucas Museum of Narrative Arts and the University of Southern California across the street on the park's northern border). This is the heart of urban Los Angeles and one of the oldest parts of the city.

The Alexander Science Center School is committed to continually employing recruitment strategies that reach out to all families in the community, especially those who are not traditionally represented in progressive educational institutions, such as low-income and academically low achieving students. The Alexander Science Center School is located in LAUSD Region South. Admission is through Choices Unified Enrollment and first priority is given to students who are residents of the nine bordering LAUSD schools closest to Alexander Science Center School and sibling priority.

Reflections: Annual Performance

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

In the 2023 CA School Dashboard, our school had 0 areas where All Students were in the lowest performance level rating (i.e., Red or Very Low). The table below indicates the lowest performance ratings by student group on the 2023, 2024 and 2025 CA Dashboards.

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	N/A	N/A	English Learners, Hispanic, Socioeconomically Disadvantaged
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
English Learner Progress Indicator (ELPI)	N/A	English Learners	N/A

Dr. Theodore Alexander Science Center School demonstrated strong academic performance on the 2025 CA School Dashboard. Student achievement in English Language Arts and Mathematics increased from the previous year, and were higher than state progress. English Learner Progress reflected that English learners continued making steady progress toward English proficiency, compared to the last year, and the state's rate. The school's Suspension Rate remained exceptionally low, indicating a positive and inclusive school climate, and science performance, as a newly reported informational indicator, showed consistent engagement among tested grade levels.

An area of growth Chronic Absenteeism indicator- identifying all students and student groups who are absent 10% or more of the instructional days they were enrolled- identifying specifically English Learners (28.1% chronically absent, an increase of 4.7%), Hispanic (26% chronically absent, an increase of 1.3%) and Socioeconomically Disadvantaged students (26.8% chronically absent, maintained from last year) in the red. Strategies to address the lowest performance rated student groups are as follows:

To improve chronic absenteeism among English Learner and Hispanic students, the school will implement weekly attendance monitoring with early outreach triggered after 2–3 absences. Bilingual attendance calls and text messages (Blackboard Connect) will be made by the PSA Counselor and office staff to communicate expectations and offer support. EL and Hispanic students with repeated absences will participate

in weekly check-ins with a designated adult mentor to build connection and identify barriers. Family attendance workshops will be offered in English and Spanish, and students demonstrating improved attendance will be recognized through classroom celebrations, certificates, and schoolwide incentives. Instructional teams will ensure students remain engaged through accessible, culturally responsive instruction, reducing disengagement that contributes to absenteeism.To reduce chronic absenteeism among Socioeconomically Disadvantaged students, the school will provide targeted MTSS attendance interventions, including attendance contracts if warranted, individualized improvement plans, and weekly progress monitoring. Families will be connected to transportation assistance, counseling services, health referrals, and food resources as needed through coordination with the PSW, AP, APEIS and community partners. Currently, students identified as chronically absent received daily or weekly check-ins with assigned staff to support consistency and accountability. The school implements attendance incentive programs (e.g., improved-attendance recognition, classroom challenges) and reviews attendance data monthly using PDSA cycles to adjust supports and ensure strategies are effectively reducing chronic absenteeism across identified subgroups.

The school maintained stable outcomes in Suspension Rates. The Dashboard shows accelerated growth in both English Language Arts and Mathematics, with 81.7% of students in ELA and 73.2% of students in Math improving their scores from the previous year.

Reflections: Technical Assistance

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

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.

[Identify the eligible schools here]

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 support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

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	Students actively engaged in initiatives that promoted individual wellness and modeled positive behaviors. Annual behavior assemblies and monthly awards ceremonies played a crucial role in enhancing school awareness and encouraging responsible conduct. A particular highlight was the Playworks Program “Junior Coach,” E-Sports Program, and Black Student Achievement Plan (BSAP), where students took the lead in supporting their peers during recess, lunch, after school, and schoolwide events. These student-led efforts fostered ownership of learning and allowed students to demonstrate and apply positive social-emotional skills in various settings. In addition, after-school enrichment programs expanded to include folklorico, cheer, digital media, theater, STEM, and robotics for gifted students. Students voiced a desire for more variety, which led to additional opportunities through the Woodcraft Rangers Afterschool Program. Aligned with social-emotional learning goals, Alexander Science Center continued to enrich student experiences by offering folklorico, sports camp, cheer, and arts programs. These options empowered students to explore their interests and develop specialized skills in a supportive environment.
Parents	At Dr. Theodore Alexander Science Center School, the staff engagement process was structured to ensure collaboration and inclusivity in decision-making. This process focused on three key planning documents: the Local Control and Accountability Plan (LCAP), the Single Plan for Student Achievement (SPSA), and Targeted Student Population (TSP) Plans. The school held ongoing meetings and workshops where staff actively participated in discussions related to LCAP, SPSA, and TSP priorities. These sessions encouraged open dialogue, brainstorming, and collaborative problem-solving. In addition, the Friends of Alexander Science Center School organization supported the goals and targets established by staff.

	Staff members regularly shared their perspectives through school experience surveys and feedback collected during faculty meetings. These mechanisms were designed to capture input on LCAP, SPSA, and TSP priorities, ensuring that diverse perspectives informed planning and decision-making. Committees and PLCs served as platforms for collaboration, reflection, and professional learning. Staff used these forums to discuss best practices, analyze student performance data, and contribute recommendations that informed continuous improvement efforts in the LCAP, SPSA, Charter Petition, and TSP documents approved by the Los Angeles Unified's Board of Education. Each year, the school conducted annual review meetings to evaluate the effectiveness of implemented plans. Staff insights collected throughout the year played a central role in assessing outcomes and shaping adjustments for the following academic year. The planning process included a designated phase for reviewing and incorporating staff input. Key themes and recommendations from meetings, surveys, and committees were summarized and embedded into the LCAP, SPSA, and TSP Plans, reflecting the school's commitment to valuing staff contributions as essential to the success of its educational programs and strategies.
Staff (Certificated and Classified)	All teachers participated in Tuesday Banked Day Professional Development, which focused on a Problem of Practice and was designed using the Plan, Do, Study, Act (PDSA) Cycle. In addition, teachers collaborated during four pull-out days in ELA, Math, and Science to analyze formative assessment data and develop both short- and long-term instructional plans. Summative data was then used to evaluate the effectiveness of the PDSA Cycle during the fall semester. To strengthen alignment, Instructional Leadership Team members partnered with the California Science Center education teams to share results of the cycles and coordinate instruction schoolwide. As a science-focused school, science leads also met regularly with California Science Center staff to ensure that all grade levels implemented a cohesive science charter petition aligned to the school's instructional vision.
Community	At Dr. Theodore Alexander Science Center School, we believe that parent voices are essential to shaping the success of our students. To strengthen engagement, we implemented Weekly Monday "Chats with the Principal", creating a regular space for families to share input, ask questions, and stay informed about school initiatives. Our school worked closely with families and community partners to support the whole child. We partner with the California Science Center, Natural History Museum, George Lucas Museum of Narrative Arts, University of Southern California, and other Exposition Park institutions. These partnerships provided our teachers with professional development, curriculum support, and unique learning experiences for

	students, such as VIP field trips, museum-based lessons, and programs like USC's Teacher in Residency and Engineering Transformer Program. In 2024, the George Lucas Museum developed a partnership with our school, and we also collaborated with the 2026 World Cup Committee and 2028 Olympic Committee to support the organization of the upcoming event. Families were encouraged to share their perspectives through the online School Experience Survey, which can be accessed through Connect-Ed messages, parent bulletins, and text reminders. We also highlight the importance of this survey during School Site Council (SSC), English Learner Advisory Committee (ELAC) meetings, and Chats with the Principal. In addition, classroom teachers used ClassDojo and other district-approved platforms to remind families to participate. By incorporating family feedback, we ensure that our school's plans and partnerships reflect the needs of our students and community.

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

The adopted LCAP was informed by feedback from educational partners, including staff, families, and community partners, who emphasized investing in staff capacity, instructional coherence, family engagement, and real-world learning opportunities.

Teacher input shaped the implementation of Tuesday Banked Day Professional Development using the Plan, Do, Study, Act (PDSA) Cycle, as well as four instructional pull-out days in ELA, Math, and Science to analyze data and refine instruction. Instructional Leadership Team collaboration with the California Science Center ensured schoolwide alignment and cohesive implementation of the science charter.

Family feedback led to expanded engagement through increased participation in the School Experience Survey via School Site Council (SSC), English Learner Advisory Committee (ELAC), and multiple communication platforms. Safety personnel were also highlighted as an important element to supporting the wellbeing of our students. Community partner input strengthened collaborations with Exposition Park institutions, providing professional learning for teachers and enriched, real-world learning experiences for students.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Academic Excellence**	Broad Goal

State Priorities addressed by this goal.

State Priority 2: State Standards (Conditions of Learning)
State Priority 4: Pupil Achievement (Pupil Outcomes)
State Priority 7: Course Access (Conditions of Learning)
State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Dr. Theodore Alexander Jr. Science Center, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations and a primary focus on student academic discourse. Student choice, student dialogue in real world application, Project Based Learning (PBL) and access to arts education is part of a well-rounded education that supports higher thinking.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5**	**2022-2023** **All Students:** -33.5 **African American/Black:** -56.7 **Hispanic/Latino:** -33.1 **English Learner:** -93.5 **RFEP:** -14.6 **Standard English Learner:** -31.6 **Students with Disability:** -125.1 **Low Income:** -41.6 *Source: Open Data Dashboard*	**2023-2024** **All Students:** -11.7 **African American/Black:** -11.8 **Hispanic/Latino:** -16.2 **English Learner:** -80.9 **RFEP:** -7.6 **Standard English Learner:** -9.0 **Students with Disability:** -101.2 **Low Income:** -12.2 *Source: Open Data Dashboard*	**2024-2025** **All Students:** -2.4 **African American/Black:** 13.9 **Hispanic/Latino:** -7.0 **English Learner:** -108.8 **RFEP:** 15.2 **Standard English Learner:** -1.7 **Students with Disability:** -37.4 **Low Income:** -5.7 *Source: Open Data Dashboard*	**2025-2026** **All Students:** -2.0.7 **African American/Black:** 15.9 **Hispanic/Latino:** -5.0 **English Learner:** -106.9 **RFEP:** -13.2 **Standard English Learner:** 1.7 **Students with Disabilities:** -35.4 **Low Income:** -3.7	**All Students:** +31.1 **African American/Black:** +70.6 **Hispanic/Latino:** +26.1 **English Learner:** -15.3 **RFEP:** +29.8 **Standard English Learner:** +29.9 **Students with Disability:** +87.7 **Low Income:** +35.9
2	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5**	**2022-2023** **All Students:** -43.5 **African American/Black:** -57.3 **Hispanic/Latino:** -44.4 **English Learner:** -94.7 **RFEP:** -45.9	**2023-2024** **All Students:** -28.3 **African American/Black:** -38.6 **Hispanic/Latino:** -30.9 **English Learner:** -50.9 **RFEP:** -36.1	**2024-2025** **All Students:** -23.2 **African American/Black:** -8.4 **Hispanic/Latino:** -27.5 **English Learner:** -115.6 **RFEP:** -13.9	**2025-2026** **All Students:** -21.3 **African American/Black:** -6.4 **Hispanic/Latino:** -25.5 **English Learner:** -112.6 **RFEP:** -11.9	**All Students:** +20.3 **African American/Black:** +48.9 **Hispanic/Latino:** +16.9 **English Learner:** -20.9 **RFEP:**

		Standard English Learner: -38.5 **Students with Disability:** -97.3 **Low Income:** -50.6 *Source: Open Data Dashboard*	**Standard English Learner:** -29.1 **Students with Disability:** -110.9 **Low Income:** -29.1 *Source: Open Data Dashboard*	**Standard English Learner:** -19.8 **Students with Disability:** -60.1 **Low Income:** -24.4 *Source: Open Data Dashboard*	**Standard English Learner:** -17.8 **Students with Disabilities:** -57.1 **Low Income:** -22.4	+32.0 **Standard English Learner:** +18.7 **Students with Disability:** +37.2 **Low Income:** +26.2
3	**Percent Met/Exceed Standard on California Science Test - Grade 5**	**2022-2023 All Students:** 17.5% **African American/Black:** 18.2% **Hispanic/Latino:** 17.6% **RFEP:** 0% **Standard English Learner:** 24.1% **Low Income:** 14.9% *Source: Open Data Dashboard*	**2023-2024 All Students:** 26.1% **African American/Black:** 27.3% **Hispanic/Latino:** 25.3% **RFEP:** 36.8% **Standard English Learner:** 25.8% **Low Income:** 26.8% *Source: Open Data Dashboard*	**2024-2025 All Students:** 22.6% **African American/Black:** No Data **Hispanic/Latino:** 16.4% **RFEP:** No Data **Standard English Learner:** 22.6% **Low Income:** 20.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 24.6% **African American/Black:** 29.3% **Hispanic/Latino:** 14.4% **RFEP:** 38.8% **Standard English Learner:** 24.6% **Low Income:** 22.0%	**All Students:** +5.1% **African American/Black:** ±0 **Hispanic/Latino:** -1.2% **RFEP:** ±0 **Standard English Learner:** -1.5% **Low Income:** +5.1%
4	**Percent of Students Meeting Early Literacy Benchmarks in Kindergarten**	**2022-2023 All Students:** 64.2% **African American/Black:** 87.5% **Hispanic/Latino:** 62.6% **English Learner:** 45.5% **Standard English Learner:** 69.2%	**2023-2024 All Students:** 61.4% **African American/Black:** 56.3% **Hispanic/Latino:** 58.3% **English Learner:** 76.9% **Standard English Learner:** 54.5%	**2024-2025 All Students:** 63.7% **African American/Black:** No Data **Hispanic/Latino:** 58.6% **English Learner:** 54.5% **Standard English Learner:** 60.0%	**2025-2026 All Students:** 64.4% **African American/Black:** 57.0% **Hispanic/Latino:** 60.6% **English Learner:** 56.5% **Standard English Learner:** 62.0%	**All Students:** -0.5% **Hispanic/Latino:** -4.0% **English Learner:** +9.0% **Standard English Learner:** -9.2% **English Learner:** +9.0%

		Students with Disability: 61.5% **Low Income:** 66.7% *Source: Open Data Dashboard*	**Students with Disability:** 33.3% **Low Income:** 61.2% *Source: Open Data Dashboard*	**Students with Disability:** 36.4% **Low Income:** 61.8% *Source: Open Data Dashboard*	**Students with Disability:** 38.3% **Low Income:** 63.8.%	**Students with Disability:** -25.1% **Low Income:** -4.9%
5	**Percent of Students Meeting Early Literacy Benchmarks in Grade 1**	**2022-2023 All Students:** 61.2% **African American/Black:** 86.7% **Hispanic/Latino:** 57.9% **English Learner:** 25.0% **Standard English Learner:** 64.6% **Students with Disability:** 25.0% **Low Income:** 61.3% *Source: Open Data Dashboard*	**2023-2024 All Students:** 72.6% **African American/Black:** No Data **Hispanic/Latino:** 71.3% **English Learner:** 44.4% **Standard English Learner:** 77.2% **Students with Disability:** 50.0% **Low Income:** 72.1% *Source: Open Data Dashboard*	**2024-2025 All Students:** 72.0% **African American/Black:** 64.3% **Hispanic/Latino:** 72.6% **English Learner:** No Data **Standard English Learner:** 68.4% **Students with Disability:** 53.3% **Low Income:** 70.7% *Source: Open Data Dashboard*	**2025-2026 All Students:** 74.2.% **African American/Black:** 66.3.% **Hispanic/Latino:** 74.6% **English Learner:** 47.4% **Standard English Learner:** 70.4% **Students with Disability:** 55.0% **Low Income:** 72.7%	**All Students:** +10.8% **African American/Black:** ±0 **Hispanic/Latino:** +14.7% **English Learner:** ±0 **Standard English Learner:** +3.8% **Students with Disability:** +28.3% **Low Income:** +9.4%
6	**Percent of Students Meeting Early Literacy Benchmarks in Grade 2**	**2022-2023 All Students:** 74.2% **African American/Black:** 78.6% **Hispanic/Latino:** 72.7% **English Learner:** 42.9% **Standard English Learner:** 75.3%	**2023-2024 All Students:** 71.1% **African American/Black:** 92.3% **Hispanic/Latino:** 68.4% **English Learner:** 54.5% **Standard English Learner:** 72.5%	**2024-2025 All Students:** 82.2% **African American/Black:** No Data **Hispanic/Latino:** 80.7% **English Learner:** 75.0% **Standard English Learner:** 81.0%	**2025-2026 All Students:** 84.2% **African American/Black:** 94.3% **Hispanic/Latino:** 82.7% **English Learner:** 77.0% **Standard English Learner:** 83.0%	**All Students:** +8.0% **African American/Black:** ±0 **Hispanic/Latino:** +8.0% **English Learner:** +32.1% **Standard English Learner:**

		Low Income: 74.7% *Source: Open Data Dashboard*	**Low Income:** 71.8% *Source: Open Data Dashboard*	**Low Income:** 80.7% *Source: Open Data Dashboard*	**Low Income:** 82.7%	+5.7% **Low Income:** +6.0%
7	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 20.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 18.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 16.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 18.4%	**All Students:** -3.8%
8	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 59.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 48.7% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 50.7%	**All Students:** -10.6%
9	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 22.2% **Hispanic/Latino:** 22.4% **Low Income:** 22.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 18.6% **Hispanic/Latino:** 15.6% **Low Income:** 18.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 20.4% **Hispanic/Latino:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 21.6% **Hispanic/Latino:** 17.6% **Low Income:** 20.6%	**All Students:** -1.8%
10	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 98.0% **Hispanic/Latino:** 97.6% **Standard English Learners:** 97.1% **Low Income:** 97.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 98.0% **Hispanic/Latino:** 100.0% **Standard English Learners:** 97.4% **Low Income:** 97.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 97.2% **Hispanic/Latino:** 98.4% **Standard English Learners:** 96.6% **Low Income:** 97.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 100.0% **Hispanic/Latino:** 100.0% **Standard English Learner:** 100.0% **Low Income:** 100.0%	**All Students:** -0.8% **Hispanic/Latino:** +0.8% **Standard English Learner:** -0.5% **Low Income:** -0.8%

11	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 60.0% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 65.0%	**All Students:** ±0
12	**Percent of Students with Disabilities Who Receive Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 69.4% **Hispanic/Latino:** 66.7% **Standard English Learners:** 69.2% **Low Income:** 68.6% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 71.4% **Hispanic/Latino:** 66.7% **Standard English Learners:** 75.0% **Low Income:** 68.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 57.1% **Hispanic/Latino:** 55.3% **Standard English Learners:** 56.8% **Low Income:** 54.9% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 60.4% **Hispanic/Latino:** 57.3% **Standard English Learner:** 58.0% **Low Income:** 56.9%	**All Students:** -12.3% **Hispanic/Latino:** -11.4% **Standard English Learner:** -12.4% **Low Income:** -13.7%

Goal Analysis for [2025-2026]

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.

Action 1: Base Instructional Supports, including General Fund School Program

This action was implemented to address the needs of all students. Base Instructional Supports, including General Fund School Program action focused on establishing purposeful small-group instruction, providing targeted pull-out interventions, and designing high-quality learning experiences that promoted collaboration and peer-based problem solving.

These deliberate approaches enabled teachers to tailor instruction, respond to individual student needs, engage in strategic planning, and deliver timely feedback. Consequently, teachers noted clear evidence of student growth, reflected not only in standardized assessment results but also in continuous formative data, with steady progress demonstrated across all grade levels. A significant challenge, however, was the continued shortage of qualified substitute teachers.

Action 2: Special Education Supports

This action was implemented to address the needs of students. The Special Education Supports action was implemented through consistent push-in and pull-out instructional models that provided individualized support while maintaining access to grade-level content. Scaffolded support and specialized instruction contributed to student success. Overall, this action helped advance academic achievement and enhanced students' confidence, engagement, and sense of belonging within the general education environment. A significant challenge, however, was the need for our Resource Specialist Program (RSP) teacher to receive a Special Education Aide consistently throughout the school year to support the increased students that have been assigned RSP services.

Action 3: Charter School Categorical Block Grant

This action was implemented to address the needs of all students. The Charter School Categorical Block Grant action was implemented by funding class-size reduction teachers, which allowed for smaller class sizes and more individualized instruction across all grade levels. This structure enabled teachers to deliver targeted interventions, differentiate instruction, engage in collaborative planning, and closely monitor student progress. This action strengthened student engagement and confidence while contributing to measurable gains in both ELA and Math schoolwide.

Action 4: Class Size Reduction

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Alexander Science Center. The Class Size Reduction action was implemented through the addition of teachers in grades 4 and 5, resulting in smaller class sizes and increased opportunities for individualized instruction. These smaller learning environments strengthened student–teacher interactions and

allowed teachers to consistently implement differentiated instruction, targeted feedback, and small-group support. Overall, class size reduction enhanced student engagement, confidence, and instructional quality, contributing to measurable academic gains across grade levels.

Action 5: Dual Language Education

This action was implemented to address the needs of all students.The Dual Language Education action was focused on intentional instructional structures and targeted supports designed to meet the linguistic and academic needs of all learners. These supports enabled teachers to differentiate instruction, provide targeted interventions, collaborate in planning, and closely monitor student progress.

Action 6: Black Student Achievement Plan

This action was implemented to address the needs of all students as BSAP services positively impact all students, and its interventions are made available to every student. The Black Student Achievement Plan was carried out through focused, equity-centered strategies designed to support both the academic and social-emotional needs of students. Instructional practices emphasized targeted small-group support, data-driven decision-making, and culturally responsive approaches to enhance learning and engagement. These efforts led to strong performance on the 2024–25 Smarter Balanced Assessment, with Black students surpassing district averages in Literacy and Math.

Action 7: Supplemental Arts Education

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Alexander Science Center. The Supplemental Arts Education action was implemented through the consistent integration of music, dance, theater, and visual arts throughout the instructional day and afterschool programs. This approach ensured that students had access to arts-enriched learning experiences that reinforced core academic skills and supported differentiated instruction. Supplemental Arts Education impacts in engagement, attendance and academic performances.

Action 8: Supplemental Afterschool Programs

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Alexander Science Center. The Supplemental Afterschool Programs action was implemented by providing structured tutoring and enrichment opportunities beyond the regular school day. Participating students received targeted academic support that allowed them to strengthen foundational skills and make measurable gains in both ELA and Math, as reflected in i-Ready formative and benchmark assessments. In addition to academic support, enrichment offerings such as arts, STEM, dance, and project-based learning increased student engagement, creativity, and confidence. Overall, the afterschool program fostered sustained motivation, higher-order thinking, and academic growth through meaningful and well-rounded learning experiences.

Action 9: Charter Supplemental/Concentration Funds in Lieu of EIA

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Alexander Science Center. This action focused on schoolwide gains on the Smarter Balanced Assessments (SBA) and i-Ready assessments which confirm that targeted investments in instructional staffing, intervention programs, social-emotional supports, safety personnel, and data-driven practices

were effective. These coordinated efforts strengthened instruction, improved student engagement and readiness to learn, and ensured timely supports, resulting in sustained academic growth through a comprehensive whole-child approach.

Action 10: Student Equity Needs Index (SENI) Investments towards Academic Excellence

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Alexander Science Center. SENI funds were implemented to support targeted professional development, provide dedicated teacher planning time during challenging circumstances, and expand intervention opportunities through afterschool and Saturday programs. These investments enabled staff to address specific student needs, increase instructional coherence, and provide additional learning time for students most at risk, thereby supporting accelerated growth and equity across the school.

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

No material differences.

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

Action 1: Base Instructional Supports, including General Fund School Program

During the 2025–26 school year, i-Ready Middle of Year (MOY) data for grades K–5 indicates that 20.8% of students are currently performing at or above grade level in Reading, while approximately 19.8% of students are performing at or above grade level in Math. This data provides an important mid-year benchmark to guide instructional planning and targeted interventions for the remainder of the school year. SBA results demonstrate continued academic progress across the school. ELA proficiency increased from 44.29% in the 2024 school year to 47.50% in 2025, representing a schoolwide improvement of 3.21 percentage points.

Similarly, Math proficiency increased from 35.71% in 2024 to 38.43% in 2025, reflecting a schoolwide improvement of 2.72 percentage points. These gains indicate steady growth in student achievement and reflect the school's continued focus on strengthening standards-aligned instruction and targeted academic support.

Effectiveness: Data indicated that interventions were highly effective due to the implementation of structured small-group instruction, targeted pull-out sessions, and rigorous learning opportunities that encouraged collaboration and peer problem-solving. These intentional strategies allowed teachers to differentiate instruction, address specific learning needs, plan effectively and provide immediate feedback to students. As a result, teachers observed measurable growth not only on standardized assessments but also through ongoing formative assessments, with consistent progress evident across all grade levels.

Action 2: Special Education Supports

Early literacy data indicated steady improvement among students receiving targeted interventions, with notable gains on i-Ready benchmarks. During the 2024–25 school year, Special Education students in grades K–5 demonstrated meaningful progress. In i-Ready Reading Assessments, placement levels increased from 19% at the BOY to 30% at the EOY. In i-Ready Math, students showed significant growth,

improving from 7% at BOY to 19% at EOY. SBA results also reflected growth for students with disabilities, particularly in ELA, where scaffolded supports and specialized instruction played a key role in their success.

Effectiveness: Consistent support for special education students is essential to their growth and success. At Alexander Science, a combination of pull-out and push-in models, students were provided with individualized support while still engaging in grade-level content. These approaches not only addressed students' individualized goals but also strengthened their confidence, participation, and sense of belonging in the general education setting.

Action 3: Charter School Categorical Block Grant

As the school continues to monitor progress during the 2025–26 school year, Middle of Year (MOY) i-Ready data shows that approximately 20.8% of students in grades K–5 are currently performing at or above grade level in Reading and approximately 19.8% in Math compared to Beginning of the Year i-ready data, providing an important benchmark for targeted interventions and instructional planning for the remainder of the school year. The block grant funding that supported classroom reduction teachers played a key role in this success by enabling smaller class sizes and more individualized instruction. SBA results demonstrate continued academic progress across the school.

ELA proficiency increased from 44.29% in the 2024 school year to 47.50% in 2025, representing a schoolwide improvement of 3.21 percentage points. Similarly, Math proficiency increased from 35.71% in 2024 to 38.43% in 2025, reflecting a schoolwide improvement of 2.72 percentage points. These gains indicate steady growth in student achievement and reflect the school's continued focus on strengthening standards-aligned instruction and targeted academic support.

This structure allowed teachers to provide targeted interventions, differentiate lessons, engage in collaborative planning, and closely monitor student progress. Collectively, these investments expanded opportunities for small-group instruction and fostered higher levels of student engagement and achievement throughout the school.

Effectiveness: The block grant funding class-size reduction teachers proved highly effective in accelerating academic growth across grade levels. With smaller class sizes, teachers were able to deliver more individualized instruction, tailor lessons to meet students' specific needs, and dedicate additional time to targeted small-group support. The reduced student-to-teacher ratio also created space for collaborative planning sessions, allowing teachers to align instruction, analyze data, and adjust strategies with greater precision. As a result, classrooms became more interactive and engaging, with students demonstrating higher levels of participation, confidence, and measurable progress in both ELA and Math.

Action 4: Class Size Reduction

With the addition of teachers in grades 4 and 5, class sizes were reduced, allowing for stronger student–teacher interactions and more individualized support. This action in smaller learning environments contributed to measurable success, as SBA results reflected high percentages of students meeting or exceeding standards in both ELA and Math. 47% of students met or exceeded standards in ELA, and 38% of students met or exceeded standards in Math. In the lower grades, i-Ready literacy benchmarks showed steady growth among early learners, demonstrating the impact of early intervention and targeted instruction in building strong foundational skills. 45% of students met or exceeded standards in ELA, and 47% of students met or exceeded standards in Math.

Effectiveness: Class size reduction proved highly effective in improving instructional quality and student outcomes. With fewer students per classroom, teachers were able to implement differentiated instruction more consistently, tailoring lessons to meet individual learning needs. The reduced class sizes also allowed teachers to provide timely, targeted feedback and dedicate meaningful time to small-group instruction focused on specific skills and standards. This structure fostered stronger student-teacher relationships, deeper engagement, and greater academic confidence, resulting in measurable gains in both ELA and Math across grade levels.

Action 5: Dual Language Education

As the school continued to monitor progress during the 2025–26 school year, Middle of Year (MOY) i-Ready data shows=ed that approximately 20.8% of students in grades K–5 are currently performing at or above grade level in Reading and approximately 19.8% in Math compared to Beginning of the Year i-ready data, providing an important benchmark for targeted interventions and instructional planning for the remainder of the school year. SBA results demonstrate continued academic progress across the school. ELA proficiency increased from 44.29% in the 2024 school year to 47.50% in 2025, representing a schoolwide improvement of 3.21 percentage points. Similarly, Math proficiency increased from 35.71% in 2024 to 38.43% in 2025, reflecting a schoolwide improvement of 2.72 percentage points. These gains indicate steady growth in student achievement and reflect the school's continued focus on strengthening standards-aligned instruction and targeted academic support.

Effectiveness: Structures and supports allowed teachers to provide targeted interventions, differentiate lessons, engage in collaborative planning, and closely monitor student progress. Collectively, these investments expanded opportunities for small-group instruction and fostered higher levels of student engagement and achievement throughout the school.

Action 6: Black Student Achievement Plan

Literacy and Numeracy achievement continue to be schoolwide strengths, with particularly strong outcomes among our Black student subgroup, who outperformed district averages in Distance from Standard (DFS). In the 2024–25 Smarter Balanced Assessment, Black students demonstrated exceptional performance in Literacy with a DFS of -0.2, compared to the district average of -37.4. While Numeracy presented challenges overall for grades 3–5, our student subgroups made remarkable gains, reflecting growth and resilience. Black students achieved a DFS of -8.4 in Math, significantly outperforming the district average of -59.3.

Effectiveness: The success of our Black students reflected the effectiveness of our targeted supports and equity-driven practices. Through small-group instruction, data-informed planning, and culturally responsive teaching, students received focused academic and social-emotional support. Enrichment programs and afterschool opportunities further strengthened engagement and confidence, resulting in achievement levels that exceeded district averages.

Action 7: Supplemental Arts Education

Students are highly engaged in differentiated learning, which has supported strong outcomes across the school. Arts integration remained schoolwide, reaching 100% of students and enriching their learning experiences. Attendance remained high, with the majority of students

maintaining excellent attendance, while chronic absenteeism stayed below district averages. Academic results from SBA and iReady further confirmed that students continued to excel in both ELA and Math.

Effectiveness: This action proved highly effective. The integration of music, dance, theater, and visual arts not only strengthened student engagement but also reinforced core academic skills. Arts programming remained aligned during the instructional day and afterschool, ensuring consistency and higher depth of learning. Both families and students expressed strong enthusiasm for arts showcases, and participation was closely linked to high levels of motivation, problem solving and consistent attendance.

Action 8: Supplemental Afterschool Programs

Students who participated in after-school tutoring and enrichment showed measurable improvement in i-Ready Assessments both ELA and Math, as reflected in their formative and benchmark assessment results (results stated in previous LCAP actions).

Effectiveness: Afterschool programs proved highly effective by offering students targeted academic support beyond the regular school day. These sessions provided additional time for students to strengthen foundational skills and master grade-level standards in both ELA and Math. At the same time, enrichment activities such as arts, STEM, dance and project-based learning fostered creativity, confidence, and curiosity—helping students stay motivated and deeply engaged in their learning. These enrichment opportunities also promoted higher-order critical thinking by challenging students to analyze, problem-solve, and apply knowledge in new and meaningful ways.

Action 9: Charter Supplemental/Concentration Funds in Lieu of EIA

This action supported measurable academic gains across all grade levels. i-Ready results demonstrated substantial growth, with Reading placement for grades K–5 increasing from 29% at the BOY to 45% at the EOY, and Math placement rising from 11% to 47% during the same period.

Effectiveness: These outcomes, validated by schoolwide gains on both the Smarter Balanced Assessments (SBA) and i-Ready assessments, demonstrate that strategic investments in instructional staffing, intervention programs, social-emotional supports, safety personnel, and data-driven practices effectively advanced student achievement. Together, these expenditures supported a comprehensive whole-child approach, ensuring that academic, safety, behavioral, and emotional needs were addressed to promote sustained growth and success for all students.

Action 10: Student Equity Needs Index (SENI) Investments towards Academic Excellence

Academic growth was evident across all grade levels. i-Ready results showed strong gains, with Reading placement for grades K–5 increasing from 29% at the BOY to 45% at the EOY, and Math placement rising from 11% to 47% during the same period. Smarter Balanced Assessment (Distance from Standard, DFS) data reflected significant improvement in literacy, with 4th graders improving from -9.2 to -2.4 and 5th graders progressing from -7.7 to +3.7, surpassing grade-level standards. While Numeracy presented challenges overall for grades 3–5, student subgroups including Black, Low-Income, and Latinx students achieved remarkable gains and outperformed district averages. As the school continues to monitor progress during the 2025–26 school year, Middle of Year (MOY) i-Ready data shows that approximately 20.8% of

students in grades K–5 are currently performing at or above grade level in Reading and approximately 19.8% in Math compared to Beginning of the Year i-ready data, providing an important benchmark for targeted interventions and instructional planning for the remainder of the school year. Smarter Balanced Assessment (Distance from Standard, DFS) data reflected significant improvement in literacy, with 3-5 graders improving from -11.67 to -2.36 surpassing grade-level standards. While Numeracy presented challenges overall for grades 3–5, schoolwide in 2024 at -28.32 points, we managed to improve in 2025 at -23.19 points highlighting an improvement of 5.13 in DCF from one year to the next.

Effectiveness: SENI investments proved highly effective in accelerating student growth and supporting equity across the school. This action allowed for targeted professional development, dedicated teacher planning time during challenging circumstances, and expanded intervention opportunities through afterschool and Saturday programs. These supports addressed specific student needs and provided additional learning time for those most at risk. By focusing resources on the school's most vulnerable populations, Student Equity Needs Index (SENI) expenditures ensured equitable access to both intervention and enrichment opportunities, resulting in stronger academic outcomes and improved student engagement.

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.

Dual Language Education has been incorporated into the General Fund School Program and is no longer reflected as a separate action in the LCAP.

Alexander Science Center will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Alexander Science Center LCAP.

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	Base Instructional Supports, including General Fund School Program	Alexander Science Center will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,686,293 **School Discretionary Fund Cost: $341,635**	N
2	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Alexander Science Center to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $3,126,789	N
3	Charter School Categorical Block Grant	Alexander Science Center will continue to support smaller class sizes, by providing Class Size Reduction teachers to support all students.	**School Discretionary Fund Cost: $253,333**	N
4	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Alexander Science Center.	District Cost: $981,941	Y
	Dual Language Education	Dual Language Education has been incorporated into the General Fund School Program and is no longer reflected as a separate action in the LCAP.		
5	Black Student Achievement Plan	Alexander Science Center will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $52,800	N
6	Supplemental Arts Education	Alexander Science Center will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $30,006	Y
	Supplemental Afterschool Programs	Alexander Science Center will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Alexander Science Center LCAP.		

7	Charter Supplemental/Concentration Funds in Lieu of EIA	Alexander Science Center will implement support for English Learners, students in foster care, and low income students, including administrative leadership, professional development, and instructional resources.	**School Discretionary Fund Cost: $486,138**	Y
8	SENI Investments towards Academic Excellence	Alexander Science Center will implement support for English Learners, students in foster care, and low income students, including administrative leadership, TSP Coordinator, staff support and instructional resources.	**School Discretionary Fund Cost: $550,686**	Y

Goal 2

Goal #	Description	Type of Goal
2	**Joy and Wellness**	Broad Goal

State Priorities addressed by this goal.

State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In order for students to be excited about attending school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected, and respected. To ensure this, Dr. Theodore Alexander Science Center must continue to invest in key personnel such as noon supervision aides, campus aides, assistant principals, pupil services and attendance counselors, instructional aides, instructional personnel, and community representatives. Community and national issues have heightened the need to increase, or at minimum maintain, the level of safety personnel at our school to ensure vigilant oversight and protection of all educational partners' mentally and physically. These roles are critical to maintaining a safe, orderly, and supportive environment that allows both students and staff to succeed.

This year has underscored the urgency of these expenditures, as environmental challenges such as "shootings at schools" and new government policies have significantly impacted the mental health and well-being of families, staff, and students. Without these essential supports in place, students' ability to engage fully in their learning is compromised.

Moving forward, it is imperative that the school continue to develop data-driven attendance plans that address chronic absenteeism, mental wellness, student recovery, and prompt enrollment, while leveraging community resources to meet student and family needs. School safety initiatives, including professional development led by the Assistant Principal to support the professional growth of classified staff, are essential to maintaining a safe, supportive, and well-prepared school environment. These investments are not optional—they are fundamental to ensuring equity, safety, and academic success for every child at Dr. Theodore Alexander Science Center.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 25.6% **African American/Black:** 31.2% **Hispanic/Latino:** 24.4% **English Learner:** 21.1% **RFEP:** 45.8% **Standard English Learner:** 23.9% **Students with Disability:** 16.3% **Low Income:** 25.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 39.9% **African American/Black:** 47.1% **Hispanic/Latino:** 38.3% **English Learner:** 39.7% **RFEP:** 37.8% **Standard English Learner:** 39.2% **Students with Disability:** 26.0% **Low Income:** 38.0% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 39.8% **African American/Black:** 46.0% **Hispanic/Latino:** 37.8% **English Learner:** 44.0% **RFEP:** 41.7% **Standard English Learner:** 38.1% **Students with Disability:** 28.2% **Low Income:** 37.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 41.9% **African American/Black:** 48.0% **Hispanic/Latino:** 39.8% **English Learner:** 46.0% **RFEP:** 43.7% **Standard English Learner:** 40.1% **Students with Disabilities:** 30.2% **Low Income:** 39.4%	**All Students:** +14.2% **African American/Black:** +14.8% **Hispanic/Latino:** +13.4% **English Learner:** +22.9% **RFEP:** -4.1% **Standard English Learner:** +14.2% **Students with Disability:** +11.9% **Low Income:** +11.6%
2	**State Chronic Absenteeism Rate (90% or Lower) - Grades K-8**	**2022-2023** **All Students:** 49.1% **African American/Black:** 44.4% **Hispanic/Latino:** 50.4% **English Learner:** 54.4% **RFEP:** 33.3%	**2023-2024** **All Students:** 24.0% **African American/Black:** 26.0% **Hispanic/Latino:** 24.0% **English Learner:** 22.0% **RFEP:** 13.0%	**2024-2025** **All Students:** 24.9% **African American/Black:** 17.5% **Hispanic/Latino:** 25.9% **English Learner:** 31.2% **RFEP:** 17.9%	**2025-2026** **All Students:** 21.0% **African American/Black:** 15.5% **Hispanic/Latino:** 23.0% **English Learner:** 29.2% **RFEP:** 15.9.%	**All Students:** -24.2% **African American/Black:** -26.9% **Hispanic/Latino:** -24.5% **English Learner:** -23.2% **RFEP:** -15.4%

		Standard English Learner: 50.5% **Students with Disabilities:** 63% **Low Income:** 50.1% *Source: Open Data Dashboard*	**Standard English Learner:** 26.0% **Students with Disabilities:** 35.0% **Low Income:** 26.0% *Source: Open Data Dashboard*	**Standard English Learner:** 24.7% **Students with Disabilities:** 32.9% **Low Income:** 26.4% *Source: Open Data Dashboard*	**Standard English Learner:** 23.0% **Students with Disabilities:** 32.0% **Low Income:** 24.0%	**Standard English Learner:** -25.8% **Students with Disability:** -30.1% **Low Income:** -23.7%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades K-5 (District Calculation)**	**2022-2023** **All Students:** 40.1% **African American/Black:** 36.4% **Hispanic/Latino:** 41.2% **English Learner:** 47.9% **RFEP:** 22.9% **Standard English Learner:** 41.2% **Students with Disability:** 57.1% **Low Income:** 42.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 33.1% **African American/Black:** 33.8% **Hispanic/Latino:** 33.9% **English Learner:** 28.6% **RFEP:** 20.0% **Standard English Learner:** 36.0% **Students with Disability:** 42.0% **Low Income:** 35.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 28.6% **African American/Black:** 22.2% **Hispanic/Latino:** 29.7% **English Learner:** 36.0% **RFEP:** 22.2% **Standard English Learner:** 28.6% **Students with Disability:** 35.2% **Low Income:** 30.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 26.6% **African American/Black:** 20.2% **Hispanic/Latino:** 27.7% **English Learner:** 34.0% **RFEP:** 17.0% **Standard English Learner:** 26.6% **Students with Disabilities:** 33.2% **Low Income:** 28.8%	**All Students:** -11.5% **African American/Black:** -14.2% **Hispanic/Latino:** -11.5% **English Learner:** -11.9% **RFEP:** -0.7% **Standard English Learner:** -12.6% **Students with Disability:** -21.9% **Low Income:** -12.1%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 54.9% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 59.7% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 72.6% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 75.6%	**All Staff:** +17.7%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 0.0%	**2023-2024** **All Students:** 0.0%	**2024-2025** **All Students:** 0.0%	**2025-2026** **All Students:** 0.0%	**All Students:** 0%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 0 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0	**All Students:** 0
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0%	**All Students:** 0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 85.7% **African American/Black:** 81.8% **Hispanic/Latino:** 86.1% **English Learner:** 88.0% **RFEP:** 87.5% **Standard English Learners:** 84.7% **Students with Disability:** 82.4% **Low Income:** 85.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 85.1% **African American/Black:** 80.0% **Hispanic/Latino:** 85.6% **English Learner:** 100.0% **RFEP:** 79.2% **Standard English Learners:** 83.9% **Students with Disability:** 81.8% **Low Income:** 85.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 83.7% **African American/Black:** 84.2% **Hispanic/Latino:** 83.1% **English Learner:** No Data **RFEP:** 70.4% **Standard English Learners:** 85.8% **Students with Disability:** No Data **Low Income:** 83.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 85.7% **African American/Black:** 86.2% **Hispanic/Latino:** 85.1% **English Learner:** 100.0% **RFEP:** 72.4% **Standard English Learners:** 87.8% **Students with Disability:** 84.8% **Low Income:** 85.8%	**All Students:** -2.0% **African American/Black:** +2.4% **Hispanic/Latino:** -3.0% **English Learner:** ±0 **RFEP:** -17.1% **Standard English Learner:** +1.1% **Students with Disability:** ±0 **Low Income:** -1.6%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds**	**2022-2023** **All Parents:** 92.3%	**2023-2024** **All Parents:** 91.0%	**2024-2025** **All Parents:** 92.5%	**2025-2026** **All Parents:** 93.5%	**All Parents:** +0.2%

	(per School Experience Survey)	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 96.2% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 93.2% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 95.9% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 97.9%	**All Staff:** -0.3%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 82.4% **African American/Black:** 90.9% **Hispanic/Latino:** 80.9% **English Learner:** 84.0% **RFEP:** 92.0% **Standard English Learners:** 79.8% **Low Income:** 82.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 76.2% **African American/Black:** 84.2% **Hispanic/Latino:** 75.2% **English Learner:** 72.2% **RFEP:** 66.7% **Standard English Learners:** 78.9% **Low Income:** 76.3% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 74.6% **African American/Black:** 63.2% **Hispanic/Latino:** 74.8% **English Learner:** 64.3% **RFEP:** 68.4% **Standard English Learners:** 74.8% **Low Income:** 75.8% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 76.6% **African American/Black:** 65.2% **Hispanic/Latino:** 76.8% **English Learner:** 66.3% **RFEP:** 69.7% **Standard English Learners:** 76.8% **Low Income:** 77.8%	**All Students:** -7.8% **African American/Black:** -27.7% **Hispanic/Latino:** -6.1% **English Learner:** -19.7% **RFEP:** -23.6% **Standard English Learner:** -5.0% **Low Income:** -7.1%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 91.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 92.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 92.1%	**All Parents:** -1.6%

Goal Analysis for [2025-2026]

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.

Action 1: Base-Funded Health Supports

This action was implemented to address the needs of all students, through the continuous placement of a full-time nurse on campus for the entire school year, ensuring uninterrupted access to daily health and wellness services for all students. The nurse consistently provided immediate medical response, managed chronic health conditions, conducted routine health monitoring, and coordinated care with families and staff.

Health services were integrated into daily school operations, resulting in reduced health-related absences, minimized loss of instructional time, and improved attendance. The sustained, schoolwide implementation of full-time nursing services ensured a safe and healthy learning environment that supported student focus, engagement, and academic success.

Action 2: Base-Funded School Climate Support Staff

This action was implemented to address the needs of all students for consistent, schoolwide operation of the Wellness and Attendance Teams throughout the first semester of the 2025–26 school year. Teams met regularly to review attendance data, identify at-risk students early, and coordinate timely interventions, including personalized family outreach, safety supports, and targeted incentives. Attendance strategies were embedded into daily classroom practices and reinforced through schoolwide recognition programs and ongoing communication with families. The sustained implementation of these coordinated systems resulted in improved attendance, reduced chronic absenteeism, strengthened student engagement, and greater academic consistency across the school.

Action 3: Supplemental School Climate Support Staff

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Alexander Science Center, through the consistent, schoolwide application of safety, supervision, and wellness systems throughout the school day. Dedicated supervision staff were strategically assigned to key areas before school, during transitions, recess, and dismissal to ensure student safety and visibility. Clearly defined behavioral expectations were taught, reinforced, and consistently applied across classrooms and common areas.

Proactive conflict-resolution practices, embedded within social-emotional learning lessons, were used regularly to support positive student interactions. In addition, wellness initiatives and student leadership opportunities, including student council and peer leadership roles, were implemented throughout the year to strengthen student voice, belonging, and connectedness resulting in a safe, inclusive, and supportive school climate. A notable challenge, however, is the training of new staff to support student.

Action 4: Student Equity Needs Index (SENI) Investments towards Joy and Wellness

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Alexander Science Center, through the training and coordinated deployment of key staff to establish a comprehensive, schoolwide support system addressing students' psychological, mental, and physical well-being. Social-emotional learning was intentionally embedded into daily classroom instruction, schoolwide routines, and extracurricular activities. Staff collaborated regularly to monitor student needs, respond proactively to concerns, and provide consistent support both inside and outside the classroom.

Use of School Experience Survey data informed adjustments to practices, ensuring continuous improvement. Through these sustained and aligned efforts, the school successfully created a welcoming, safe, and supportive environment that strengthened students' sense of belonging and overall well-being.

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

No material differences.

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

Action 1: Base-Funded Health Supports

The majority of students at Dr. Alexander Science Center school maintained excellent attendance during the first semester of the 2025-26 year. 78.42% Percent of All Students at Dr. Alexander Science Center have Excellent Attendance (96% or Higher).

Effectiveness: This action was highly effective because consistent health support services, including a full-time nurse, ensured that students' medical and wellness needs were addressed promptly and effectively throughout the school day. Having a nurse on campus full-time allowed for immediate response to health concerns, management of chronic conditions, and proactive monitoring of student well-being. This consistent presence also reduced instructional time lost to health-related absences, improved attendance, and strengthened communication with families regarding student care. Overall, maintaining a full-time nurse supported a safe, healthy learning environment that directly contributed to improved student focus, engagement, and academic success.

Action 2: Base-Funded School Climate Support Staff

Schoolwide data from the School Experience Survey reflects a positive upward trend in student satisfaction and sense of belonging at Dr. Theodore Alexander Science Center School. The percentage of students who reported "I am happy to be at this school" increased from 81% in 2024 to 83% in 2025, while those who agreed with the statement "I feel close to people at this school" rose significantly from 67% to 78% during the same period.

These improvements highlight the school's ongoing commitment to fostering a welcoming, inclusive, and supportive environment for all students. Through strengthened social-emotional learning initiatives, student leadership opportunities, and intentional efforts to build positive relationships among students and staff, the school continues to enhance campus connectedness and overall student well-being.

Effectiveness: The majority of students at Dr. Theodore Alexander Science Center School maintained excellent attendance during the first semester of the 2025–26 school year, demonstrating the school's strong commitment to student engagement and wellness. This success resulted from the coordinated efforts of the Wellness and Attendance Teams, who implemented proactive strategies such as personalized outreach, attendance incentives, additional safety personnel, and early interventions for at-risk students. Ongoing communication with families, combined with classroom-based incentives and schoolwide recognition programs, helped establish a positive culture of consistent attendance. Collectively, these actions reduced chronic absenteeism, strengthened students' sense of belonging, and promoted academic consistency—supporting the school's goal of ensuring every student is present, engaged, and ready to learn each day.

Action 3: Supplemental School Climate Support Staff

Schoolwide data from the School Experience Survey reflects a positive upward trend in student satisfaction and sense of belonging at Dr. Theodore Alexander Science Center School. The percentage of students who reported "I am happy to be at this school" increased from 81% in 2024 to 83% in 2025, while those who agreed with the statement "I feel close to people at this school" rose significantly from 67% to 78% during the same period.

These improvements highlight the school's ongoing commitment to fostering a welcoming, inclusive, and supportive environment for all students. Through strengthened social-emotional learning initiatives, student leadership opportunities, and intentional efforts to build positive relationships among students and staff, the school continues to enhance campus connectedness and overall student well-being.

Effectiveness: Students at Dr. Theodore Alexander Science Center School regularly express a strong sense of safety and connection within a welcoming and inclusive school environment. A schoolwide safety framework—supported by consistent supervision, clear behavioral expectations, and proactive approaches to conflict resolution—helps ensure students feel secure throughout the day. Wellness programs, social-emotional learning instruction, and leadership opportunities such as student council and peer mentoring further promote confidence, belonging, and school pride. Together with family engagement efforts, community partnerships, and enrichment opportunities, these practices reinforce a collaborative school culture where the vast majority of students, including English Learners, students in foster care, and low-income students, feel valued, respected, and safe.

Action 4: Student Equity Needs Index (SENI) Investments towards Joy and Wellness

Schoolwide data from the School Experience Survey reflected a positive upward trend in student satisfaction and sense of belonging at Dr. Theodore Alexander Science Center School. The percentage of students who reported "I am happy to be at this school" increased from 81% in 2024 to 83% in 2025, while those who agreed with the statement "I feel close to people at this school" rose significantly from 67% to 78% during the same period. These improvements highlight the school's ongoing commitment to fostering a welcoming, inclusive, and supportive environment for all students. Through strengthened social-emotional learning initiatives, student leadership opportunities, and intentional efforts to build positive relationships among students and staff, the school continues to enhance campus connectedness and overall student well-being.

Effectiveness: The effectiveness of our efforts to ensure that students feel welcomed, safe, and supported is evident in the schoolwide improvements reflected in the School Experience Survey. At Dr. Theodore Alexander Science Center School, key staff have been trained to

develop a comprehensive support system that addresses the psychological, mental, and physical needs of all students. These professionals work collaboratively to foster a positive school climate and embed social-emotional learning both inside and outside the classroom, ensuring that every child feels seen, valued, and supported. As a result, student satisfaction and sense of belonging have shown measurable growth. These outcomes affirm the success of the school's whole-child approach—integrating wellness, safety, and relationship-building—to create a nurturing environment where students thrive academically, socially, and emotionally.

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

No significantly planned changes.

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	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Alexander Science Center will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Alexander Science Center will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $23,814	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Alexander Science Center will also provide supplemental school climate support staffing.	District Cost: $7,940	Y
4	SENI Investments towards Joy and Wellness	Alexander Science Center will implement support for English Learners, students in foster care, and low income students through campus staff support, Pupil Service Attendance (PSA) and other supports to ensure students feel safe and welcome at school.	**School Discretionary Fund Cost: $390,973**	Y

Goal 3

Goal #	Description	Type of Goal
3	**Engagement and Collaboration**	Broad Goal

State Priorities addressed by this goal.

State Priority 3: Parental Involvement (Engagement)
State Priority 5: Pupil Engagement (Engagement)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At Alexander Science Center, we believe that positive family-school partnerships are essential for cultivating students' social and emotional well-being, creating a sense of belonging, and building families' capacity to engage in and support student learning. To achieve this, we rely on the contributions of staff, all of whom are trained and supported by the school's leadership to actively engage students, de-escalate behaviors, and provide strategies that foster positive relationships throughout the day.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 86.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 89.3% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 88.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 90.1%	**All Parents:** +2.0%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 81.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 87.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 89.2%	**All Parents:** +5.6%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 84.1% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 90.7% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 92.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 93.1%	**All Parents:** +8.5%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 93.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 94.4% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 94.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 96.2%	**All Parents:** +0.4%

Goal Analysis for [2025-2026]

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.

Action 1: SENI Engagement and Collaboration

This action was implemented to address the needs of English Learners, students in foster care, and low income students at Alexander Science Center. The SENI Engagement and Collaboration action was implemented through intentional outreach efforts designed to strengthen communication and partnerships between families and the school. Clear, accessible communication systems ensured that parents could easily find information about workshops, programs, and instructional resources to support learning at home. These strategies fostered stronger family–school collaboration, supporting student achievement and a shared culture of continuous improvement.

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

No material differences.

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

Action 1: SENI Engagement and Collaboration

According to the 2024–25 School Experience Survey, 87% of parents reported that they can easily find information about parent workshops and other programs offered at the school. Similarly, 87% of parents agreed that the school provides instructional resources to help them support their child's education, an increase compared to the 2023–24 school year. Additionally, 94% of parents indicated that the school provides information, both verbal and written, in a manner they can clearly understand.

Effectiveness: Parent engagement is a key driver of schoolwide improvement, reflecting strong family–school partnerships and effective communication systems. When families have clear access to information, understand available resources, and participate in workshops and programs, they are better positioned to support student learning at home. Ongoing growth in parent satisfaction indicated that strategies focused on transparency, outreach, and accessibility are effective. Strengthening these partnerships enhanced student achievement and fosters a collaborative school culture in which families actively contribute to continuous improvement.

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

No significantly planned changes.

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	SENI Investments towards Engagement and Collaboration	Alexander Science Center will implement support for English Learners, students in foster care, and low income students through Parent community representatives and IMA are essential purchases to support school wide initiatives of engagement and collaboration.	**School Discretionary Fund Cost: $34,757**	Y

Goal 4

Goal #	Description	Type of Goal
4	**Operational Effectiveness and Investing in Staff**	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
State Priority 2: State Standards (Conditions of Learning)
State Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Maintaining a clean and sanitary campus is foundational to a conducive learning environment, as it reduces health risks, prevents accidents, and minimizes distractions. By doing so, the school demonstrates its dedication to creating an environment where students and staff feel protected and cared for. In addition, ensuring that teachers are appropriately credentialed guarantees that students receive instruction from qualified professionals who can deliver rigorous and effective lessons, thereby maintaining high academic standards and supporting student achievement. Providing standards-based instructional materials is equally critical, as these resources align instruction with state and district expectations, equipping students with the tools needed for academic success.

Staff sanitize classrooms, surfaces, and high-traffic areas throughout the day, while maintenance staff provide thorough cleanings after school hours. These efforts safeguard health, reduce risks, and promote a safe, orderly learning environment. As an Affiliated Charter School within the Los Angeles Unified, Alexander Science Center benefits from comprehensive centralized support that ensures the smooth operation of our school and its facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Facilities in Good Repair**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100.0%	**2023-2024** 100.0%	**2024-2025** 100.0%	**2025-2026** 100.0%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100.0%	**2023-2024** 100%	**2024-2025** 100.0%	**2025-2026** 100.0%	0

Goal Analysis for [2025-2026]

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.

Action 1: LAUSD Support for Affiliated Charter Operations

This action was implemented to address the needs of all students, to ensure high-quality facilities, qualified staffing, and access to essential instructional resources. Through consistent maintenance and oversight, school facilities were kept in excellent condition, earning an overall “Exemplary” rating for Good Repair on the most recent SARC. In addition, 100% of teachers were appropriately credentialed and provided standards-aligned instruction supported by ongoing professional development. As a result, all students had full access to standards-based instructional materials, meeting Williams Act requirements and supporting a safe, welcoming, and effective learning environment.

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

The School Accountability Report Card (SARC) showed that Dr. Alexander Science Center School facilities received a “Good Repair” rating with an overall of Exemplary. Additionally, 100% of teachers at Dr. Alexander Science Center School were appropriately credentialed for their teaching assignments. Finally, all students at Dr. Alexander Science Center School had access to standards-based instructional materials, meeting Williams Act requirements.

Effectiveness: This action proved effective as the plant manager ensured the school facilities were consistently well maintained, providing clean, safe, and supportive learning spaces. Families and staff regularly recognized the high quality of the campus, which helped foster a welcoming and positive school climate. In addition, all teachers were fully credentialed and delivered instruction aligned with state standards, supported by ongoing professional learning. As a result, students received rigorous, standards-based instruction and had full access to instructional materials that met Williams Act requirements.

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

No significantly planned changes.

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	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Alexander Science Center will continue to receive centralized support for the operation of our school and its facilities.	District Cost: $2,635,543	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,462,554.00(School Discretionary Funds - new S/C revenues) $778,782.00 (Total District and School S/C funds, including carryover)	Additional Concentration Grant Add-on funds are reflected in the District's 2026-27 LCAP. Please refer to the District LCAP.

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
37.12%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	37.12%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.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 4	**Action:** Class Size Reduction and School Level Supports for Personalized Learning Interventions **Need:** Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Alexander Science Center School. **Scope:** School-wide	Los Angeles Unified School District, including Alexander Science Center, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2
Goal 1 Action 6	**Action:** Supplemental Arts Education	Alexander Science Center School will continue to receive a funding allocation to	For the identified student group(s): EL, LI, FY, ALL

	Need: Districtwide needs assessment including school site level surveys indicated English Learners, students from low income families, and students in foster care have less access to enriched arts education programs beyond the minimum state requirements. In addition, student engagement with the arts supports increased student attendance and reduces chronic absenteeism as well as increased academic achievement as evidenced by recent research data from Rice University on the causal effects of arts education. Within educational partner feedback, a stated desire is for high-needs students (English Learners, students from low income families, and students in foster care) to receive equitable arts instruction and additional enrichment opportunities on par with all schools throughout the District, including Alexander Science Center School. **Scope**: School-wide	purchase supplemental arts supplies and equipment and to support arts community partnerships. In addition, all elementary schools will continue to be assigned highly qualified certificated arts itinerant teachers to teach students at least one art discipline (music, dance, theater, and visual arts). The arts teachers provide students with arts instruction that goes beyond the minimum state requirements. Low-income students, students in foster care, and English Learners will experience greater benefits to their academic proficiency as measured by state assessments due to their previous lack of access. The effort will continue to bring parity throughout Alexander Science Center School. while enhancing access to the arts that have historically not had access to a broad offering of arts curriculum and programs. In addition, we recognize that all students will benefit from this program, and therefore these supports are provided Districtwide.	● Smarter Balanced Assessment: ELA-Grades 3-5 ● Smarter Balanced Assessment: Math-Grades 3-5 ● Student Attendance:Percent of All Students with Excellent Attendance (96% or higher) ● Chronic Absenteeism Rate (District Calculation: 91% or higher) K-5
Goal 1 Action7	**Action:** Charter Supplemental/Concentration Funds in Lieu of EIA **Need:** Alexander Science Center will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	The Assistant Principal provides focused leadership to support English Learners (ELs) and socioeconomically disadvantaged students by coordinating and implementing integrated and designated ELD programs, targeted academic interventions, and evidence-based instructional strategies that accelerate language development and academic achievement. This role includes collaborating closely with teachers to ensure	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from

		rigorous, culturally responsive, and standards-aligned instruction; monitoring student progress through multiple data points; facilitating professional development to strengthen instructional practices for diverse learners; and strengthening communication and partnerships with families to increase engagement, access to resources, and student success. General supplies encompass a wide range of materials including stationery, classroom organization tools, art supplies, and other resources necessary for daily school operations. These supplies support teachers in creating engaging learning environments and facilitate smooth functioning of administrative tasks.	Standard (DFS) Met in Math - Grades 3-5 ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Percent Met/Exceed Standard on California Science Test - Grade 5 ● English Learner Reclassification Rate
Goal 1 Action 8	**Action:** SENI Investments towards Academic Excellence **Need:** English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care.	The school will continue to provide standards-based instruction designed to advance K–5 language proficiency and close equity gaps for English Learners, foster youth, and low-income students. Instructional coach will emphasize Listening, Speaking, Reading, and Writing through the Elegance of 12 Suite of Strategies. Activities such as active listening, oral summarizing, and constructive conversations aligned with ELPAC tasks, will promote consistent growth in language development, writing fluency, and academic discourse. To achieve these outcomes, the roles of the Targeted Student Population (TSP) Advisor and Assistant Principals (APs) are essential in	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Meeting Early Literacy Benchmarks in Kindergarten ● Percent of Students Meeting Early Literacy Benchmarks in Grade 1 ● Percent of Students Meeting Early Literacy Benchmarks in Grade 2 ● Smarter Balanced Distance from

	Alexander Science Center will continue to support English Learners, low-income students and students in foster care. **Scope:** School-wide	ensuring the successful implementation and monitoring of all instructional and intervention programs. The TSP Advisor serves as the instructional bridge between data analysis and practice—supporting teachers in designing differentiated lessons, monitoring subgroup progress, and ensuring equitable access to core instruction. The Advisor collaborates with grade-level teams, intervention teachers, and instructional aides to use formative and summative assessment data to refine instructional plans and track Tier 2 and Tier 3 student progress. The Assistant Principals play a critical leadership role in aligning professional learning cycles, maintaining instructional coherence, and ensuring accountability across grade levels. Together, the TSP Advisor, Instructional coach and APs lead collaborative lesson planning, coach teachers on effective instructional strategies, and ensure fidelity of implementation within the school's data-driven PDSA framework. Professional learning for teachers, aides, and staff will focus on ELA, Math, Science (PBL), and English Language Development (ELD), integrating evidence-based strategies that enhance engagement, critical thinking, and interdisciplinary connections. The Assistant Principals and TSP Advisor will co-lead professional development sessions to build teacher capacity and strengthen instructional alignment through observation cycles, coaching, and feedback loops. This approach supports the development of a teacher decision-making model school, where educators use real-time data to guide interventions and improve outcomes.	Standard (DFS) Met in English Language Arts - Grades 3-5 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5

		Through the leadership of the AP, Instructional Coach and TSP Advisor, the school will continue implementing targeted PDSA Cycles for small-group instruction in ELA and Math, expanding in-school, after-school, and Saturday intervention programs. Structured tutoring sessions and differentiated supports—facilitated by teachers, instructional aides, and intervention specialists—will be monitored regularly for effectiveness. The TSP Advisor will ensure these programs remain focused on equitable access and measurable student growth, while the APs will oversee scheduling, coordination, and professional development to ensure consistency across classrooms. Additionally, the TSP Advisor and APs will work closely with the Wellness Team to engage families in workshops linking chronic absenteeism, social-emotional learning, and academic performance. These sessions will empower parents with strategies for creating effective routines, addressing attendance barriers, and supporting standards-based goals at home. Collaborative lesson planning cycles will continue to integrate strategies in the Science of Reading, Math Workshop, Science Instruction, and ELD, with time dedicated for reflection and assessment data review after BOY and MOY benchmarks. The APs and TSP Advisor will coordinate pull-out days to ensure teachers have adequate time for backward planning, data disaggregation, and goal-setting. As part of the school's charter commitment, ongoing professional development will deepen teachers' understanding of Science and Engineering Practices (SEPs) and strengthen	

		integration of NGSS with state English Language Arts and Math standards. The TSP Advisor and APs will facilitate cross-collaboration between the California Science Center, instructional coaches, and LAUSD teams to maintain high fidelity in implementation and sustain a culture of professional excellence. By reinforcing the instructional leadership roles of the TSP Advisor, Instructional Coach and Assistant Principals, the school ensures that professional learning, data analysis, and intervention systems remain aligned, targeted, and effective. Their combined leadership is central to ensuring every student, particularly those in historically underserved groups, receives equitable access to rigorous instruction, consistent support, and the opportunity to achieve academic excellence at a 609 student school. These strategies further enhance effectiveness by ensuring alignment with the school's goals and reinforcing the overall framework for success. Administrators play a pivotal role in supporting professional development by ensuring that the Intervention Coordinator, Teacher Assistants, Instructional Coach, and teachers have access to the necessary resources and training to effectively implement targeted instruction. By prioritizing professional learning opportunities, administrators create a culture where educators are equipped to address the diverse needs of English Learners (ELLs). As emphasized in A Framework for K–12 Science Education, administrators must actively foster the development of teachers' knowledge and skills to implement curriculum and instructional strategies effectively.	

		Through the facilitation of professional learning communities, administrators ensure that staff have continuous access to high-quality training, collaborative planning, and reflective practice that drive instructional excellence. Administrative support for differentiated instruction is essential to sustain effective teaching practices. By organizing and prioritizing planning days and collaborative time, administrators allow teachers to design lessons that meet the specific needs of students performing below grade level. This is particularly important for English Learners, who in 2025 were performing 43.7 points below standard in ELA and 63.5 points below standard in Math. Day-to-day operational systems, such as structured schedules and dedicated psychomotor periods, are essential in giving teachers the time and structure needed to develop and implement differentiated strategies that promote academic growth. Administrators also provide strategic oversight for targeted programs by ensuring that all initiatives are data-driven and responsive to student needs. Through regular analysis of assessment data and collaboration with the Instructional Leadership Team, administrators adjust and refine interventions to accelerate English language proficiency and improve outcomes for socially disadvantaged students. This process ensures that all programs are aligned with the school's goal of equitable access and academic success. Furthermore, administrators play an essential role in supporting the Hispanic population, who are performing 7.2 points below the standard in ELA and 27.5 points below in Math. Their leadership ensures that resources	

		are directed toward our ESL/ELL Specialist, Instructional Coach, and support staff working with Hispanic students. Administrators also cultivate strong family-school partnerships, which research has shown to be critical in improving academic achievement and engagement among Hispanic students (Garcia & Cohn, 2017). By engaging families and promoting cultural inclusion, administrators strengthen the sense of belonging that supports student success. Allocating resources for teacher assistants and instructional aides is another key responsibility of administrators. Through professional development and collaboration with instructional teams—such as the Instructional Coach, Intervention Teacher, and TSP advisor—administrators ensure that these staff members are trained to effectively support small-group instruction and language development. They also oversee scheduling to maximize instructional support for English Learners throughout the school day, ensuring these additional personnel are utilized strategically. In addition, administrators play a vital role in coordinating lesson study and collaborative practices aimed at supporting socially disadvantaged students, who are performing 5.9 points below the state average in ELA and 49.8 points below in Math. By fostering a culture of reflective collaboration, administrators empower teachers to engage in ongoing inquiry and refinement of their instructional practices. Research indicates that administrative support for lesson study and collaborative inquiry leads to increased teacher efficacy and improved student outcomes (Johnson, 2014).	

		Finally, administrators ensure the coordination of comprehensive support systems that bring together data analysis, communication, and responsive action across instructional teams. Regular data reviews, ongoing collaboration, and transparent communication between administrators, instructional staff, and support personnel ensure that interventions remain effective and adaptable to student needs. This cohesive, equity-focused leadership ensures that resources—including administrators, instructional teams, day-to-day substitutes, teacher X-time, teacher relief time, and general supplies—are strategically leveraged to sustain a high-quality, inclusive instructional program. Through these coordinated efforts, administrative leadership ensures that professional development, differentiated instruction, and targeted supports are systematically aligned with the school's mission and state accountability goals. This comprehensive approach strengthens the overall instructional framework, closes achievement gaps, and ensures that all students—particularly English Learners, Hispanic students, and socially disadvantaged populations—have equitable access to academic success.	
Goal 2 Action 3	**Action:** Supplemental School Climate Support Staff **Need:** To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Alexander Science Center will also provide supplemental school climate support staffing.	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Alexander Science Center for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as low-income.	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School

	Scope: School-wide	The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	(per School Experience Survey)
Goal 2 Action 4	**Action:** SENI Investments to Increase Access to Programs and Supports for Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. **Scope:** School-wide	The school will implement Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) within a trauma- and resilience-informed Multi-Tiered System of Support (MTSS) framework to foster a safe, inclusive, and supportive learning environment. This integrated approach prioritizes wellness and emphasizes the social-emotional development and well-being of the whole child, whole classroom, whole school, and whole community. The goal is to build a school culture rooted in empathy, accountability, and respect, where positive relationships and proactive support form the foundation for both academic and behavioral success. The PBIS/RP framework will provide a consistent system for teaching, modeling, and reinforcing positive behaviors across all school settings. Through this system, the school will promote clear expectations, equitable practices, and restorative approaches to discipline that repair harm and strengthen relationships rather than relying on exclusionary measures. Restorative	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● State Chronic Absenteeism Rate (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		conversations, community circles, and reflection practices will be embedded into daily routines to enhance students' self-regulation, sense of belonging, and social awareness. Administrative leadership will be central to this work. The Assistant Principal, in collaboration with the school's Wellness and Support Team, will lead professional development and provide ongoing coaching to staff, including teachers, campus aides, teacher assistants, special education aides, instructional aides, and other support personnel. Training will focus on preventing, de-escalating, and responding to student behavior in a restorative and trauma-informed manner. Staff will develop a shared understanding of how adverse experiences can impact behavior and learning, and how resilience can be cultivated through consistency, compassion, and connection. The trauma/resilience-informed MTSS framework will guide the alignment of Tier 1 (schoolwide), Tier 2 (targeted group), and Tier 3 (individualized) supports. Universal practices—such as consistent routines, positive behavior recognition systems, and schoolwide social-emotional learning—will be strengthened at Tier 1. Targeted supports at Tier 2 will include small-group interventions and check-ins for students needing additional guidance, while Tier 3 interventions will focus on individualized behavior support plans and restorative re-entry processes following behavioral incidents. Additionally, the school will promote staff wellness and collective efficacy as part of the PBIS/RP implementation. By fostering a sense of community and shared responsibility among all staff, the school will ensure that	

		every adult contributes to a positive, predictable, and supportive environment. Collaboration among teachers, aides, and support personnel will reinforce consistent responses to behavior and a unified approach to student engagement. Ultimately, this coordinated PBIS/RP initiative—anchored in the MTSS framework—will strengthen the school's commitment to equity, inclusion, and whole-child education. It will ensure that every student is known, valued, and supported to thrive academically, socially, and emotionally while empowering staff to sustain a restorative and resilient school culture. Positive Behavior Interventions and Supports (PBIS) are a key component of the school's strategy to improve outcomes for English Learners (ELs), low-income students, and all student groups. Research has consistently shown that effective implementation of PBIS leads to improved academic performance, increased social-emotional competence, higher attendance rates, reduced exclusionary discipline practices (such as suspension and expulsion), and a decrease in parent concerns related to student behavior and safety (PBIS.org). At Dr. Theodore Alexander Science Center School, PBIS is implemented through a multi-tiered system of support that promotes a positive, proactive, and inclusive school climate. The Psychiatric Social Worker (PSW) provides direct support to students across Tiers I, II, and III, leading schoolwide initiatives for Joy and Wellness that strengthen social-emotional learning and resilience. The PSW also delivers classroom-based focus lessons and individual	

		counseling for students requiring additional emotional or behavioral support. School supervision aides and support staff receive ongoing training in relationship-building, positive reinforcement, and de-escalation techniques, ensuring that every adult on campus contributes to a safe and nurturing environment. The Assistant Principal provides regular in-service training for all staff on the school's Positive Behavior Plan, aligned with the District's 4 B's—Be Safe, Be Respectful, Be Responsible, and Be Kind. Students are recognized for demonstrating these positive behaviors through the Atom Tickets Incentive Program. Each time a class accumulates 100 Atom Tickets, they receive a collective reward, reinforcing teamwork, accountability, and pride in maintaining a positive school culture. This system encourages consistent positive behavior, builds a sense of belonging, and fosters a joyful learning community for all students. Through these integrated supports and consistent reinforcement, Alexander Science Center School ensures that PBIS not only improves behavior but also enhances student engagement, wellness, and academic success.	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to	The school will strengthen the Parent and Family Center as a collaborative hub where school staff and families work together to design interventions and activities that enhance student success. The center will partner with teachers, counselors, and support staff to increase parent engagement and build families' capacity to support learning at home. Efforts will focus on improving	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions

	precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** School-wide	student outcomes by providing families with clear communication and resources related to academic achievement, attendance support, and social-emotional learning (SEL). Through ongoing workshops, outreach, and collaborative planning, the Parent and Family Center will help ensure that parents are active partners in promoting student learning, well-being, and consistent school attendance. At Dr. Theodore Alexander Science Center School, increasing parent engagement through school technologies and communication systems—such as the Parent Portal, Schoology, Blackboard Connect, and the LAUSD App—has demonstrated measurable improvements in student outcomes, including academic growth and attendance. Research from the Institute of Education Sciences (IES) supports these findings, showing that when families are more connected to their child's learning through consistent school communication, students make stronger academic and behavioral gains (IES, 2021). Key conclusions from the IES study indicate that children whose families participated in technology-based engagement interventions made approximately one month of additional academic progress in both English and Mathematics compared to peers, and experienced reduced absenteeism. These positive results underscore the importance of fostering strong digital connections between home and school. By expanding family access to digital communication tools and providing ongoing training through the Parent and Family Center, the school continues to empower parents to monitor progress, communicate with teachers,	about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."

		and actively support learning at home. This consistent engagement contributes to improved attendance, stronger academic performance, and a more collaborative school culture that supports every child's success.	

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
	Not Applicable	Not Applicable	Not Applicable

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.

Alexander Science Center has a high concentration (above 55%) of English Learners, students from low-income families, and/or students in foster care receive additional funding through the Local Control Funding Formula (LCFF) concentration grant. The state of California found that schools with high concentrations of students from low-income families, are learning English, and/or are in foster care require extra certificated and classified staff to help students directly. Alexander Science Center will invest additional concentration grant add-on funding to purchase staff from among the following eligible positions to provide additional supports to high-needs students:

- Psychiatric Social Workers
- Academic and college counseling staff
- Class size reduction teachers
- Health care assistants / health office clerks
- Career Technical Education teachers
- Community Representatives
- Restorative Justice Advisors
- Student/Family Navigators and Ambassadors
- PSA Counselors
- Intervention Teachers / Coordinators
- Paraprofessionals (instructional aides, education aides, teacher assistants)
- Office staff
- Custodial staff

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*	21.16 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 606 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*
Staff-to-student ratio of certificated staff providing direct services to students	*Not applicable*	44.95 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 606 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*

Dr. Theodore Alexander Jr. Science Center School 2026-2027 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 %)
Dr. Theodore Alexander Jr. Science Center School 2026-2027	$ 3,939,626	$ 1,462,554	37.12%	0.000%	37.12%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,057,522	$ -	$ -	$ -	$ 2,057,522.00	$ 1,707,320	$ 350,202

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	General Fund School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 320,600	$ 21,035	$ 341,635	$ -	$ -	$ -	$ 341,635	0.000%
1	3	Charter School Categorical Block Grant	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 224,830	$ 28,503	$ 253,333	$ -	$ -	$ -	$ 253,333	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 296,969	$ 189,169	$ 486,138	$ -	$ -	$ -	$ 486,138	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 459,191	$ 91,495	$ 550,686	$ -	$ -	$ -	$ 550,686	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 390,973	$ -	$ 390,973	$ -	$ -	$ -	$ 390,973	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 14,757	$ 20,000	$ 34,757	$ -	$ -	$ -	$ 34,757	0.000%

Dr. Theodore Alexander Jr. Science Center School 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,939,626	$ 1,462,554	37.12%	0.000%	37.12%	$ 1,462,554	0.000%	37.12%	**Total:**	$ 1,462,554
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 1,462,554

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	General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	3	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 486,138	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 550,686	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 390,973	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 34,757	0.000%

Dr. Theodore Alexander Jr. Science Center School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,506,814.00	$ 1,527,380.00

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	Base Instructional Supports, including General Fund School Program	No	$ 358,973	$ 166,013
1	3	Charter School Categorical Block Grant	No	$ 263,164	$ 248,501
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 680,087	$ 135,481
1	10	SENI Investments towards Academic Excellence	Yes	$ 656,245	$ 470,156
2	4	SENI Investments towards Joy and Wellness	Yes	$ 503,595	$ 464,997
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 44,750	$ 42,232

Dr. Theodore Alexander Jr. Science Center School 2025-2026 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)
$ 1,884,677	$ 1,884,677	$ 1,112,866	$ 771,811	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	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 680,087	$ 135,481	0.000%	0.000%
1	10	SENI Investments towards Academic Excellence	Yes	$ 656,25	$ 470,156	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 503,59	$ 464,997	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 44,750	$ 42,232	0.000%	0.000%

Dr. Theodore Alexander Jr. Science Center School 2025-2026 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)
$ 622,137	$ 1,884,677	0.000%	302.936%	$ 1,112,866	0.000%	178.878%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,

- Other school personnel,
- Parents, and
- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - 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

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

- The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who

provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services

provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA

would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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