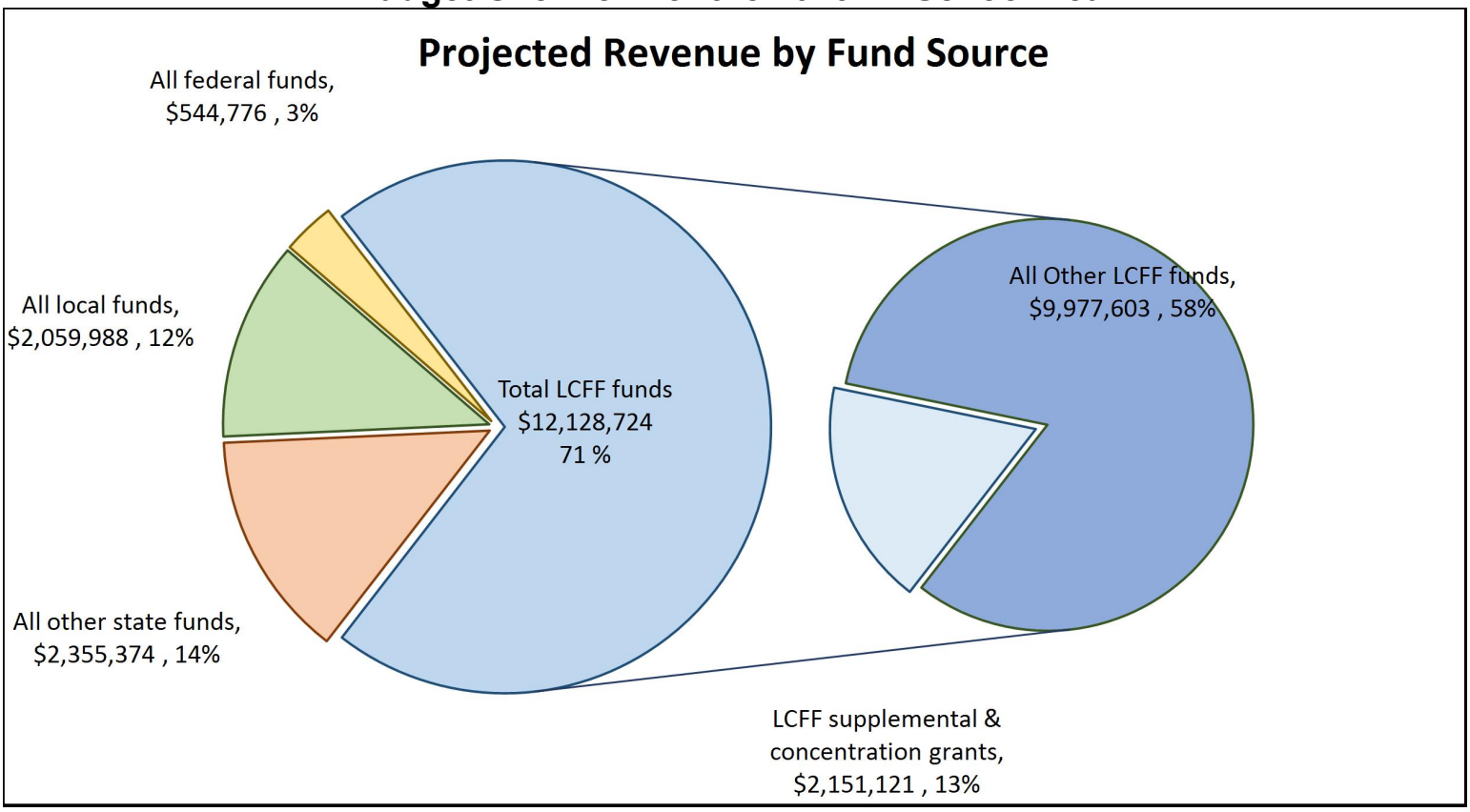
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Preuss School UC San Diego
CDS Code: 37683383731189
School Year: 2026-27
LEA contact information:
Dr. Helen V. Griffith, Superintendent
Dr. Matthew Steitz, Prinicpal
msteitz@UCSD.EDU
msteitz@ucsd.edu

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

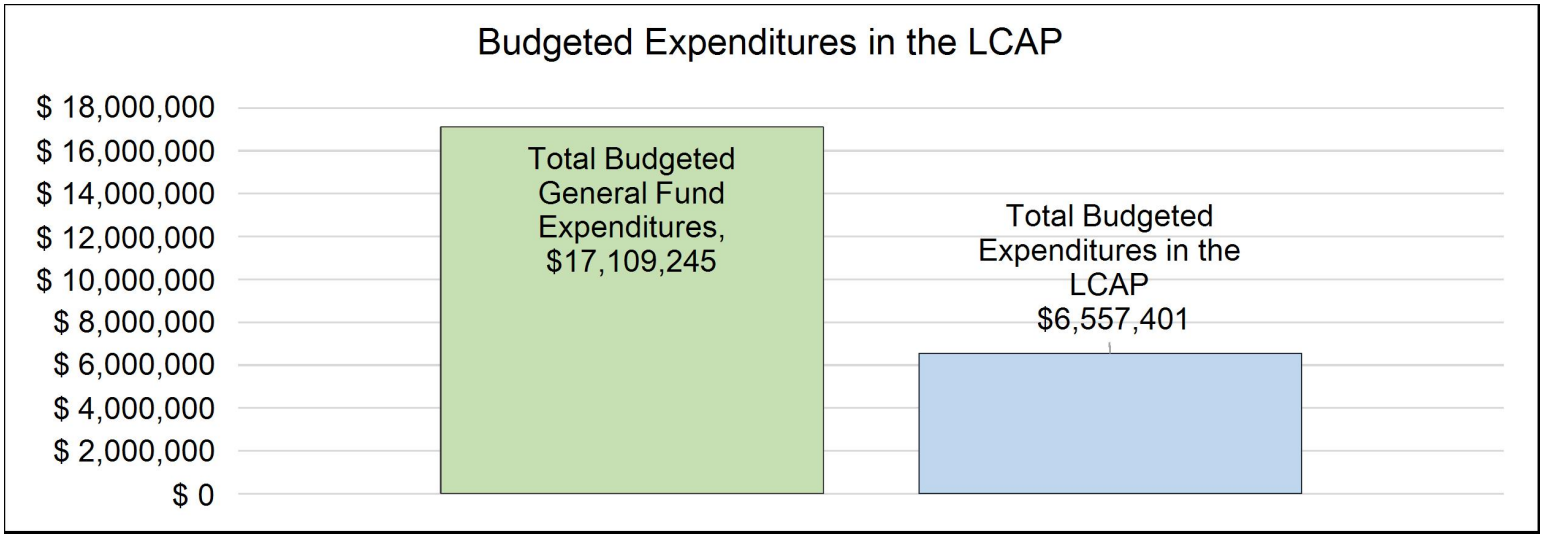


This chart shows the total general purpose revenue The Preuss School UC San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Preuss School UC San Diego is $17,088,862, of which $$12,128,724 is Local Control Funding Formula (LCFF), $2355374 is other state funds, $$2059988 is local funds, and $544776 is federal funds. Of the $$12,128,724 in LCFF Funds, $2151121 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 The Preuss School UC San Diego 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: The Preuss School UC San Diego plans to spend $17109245 for the 2026-27 school year. Of that amount, $6557401 is tied to actions/services in the LCAP and $10,551,844 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Preuss School UC San Diego's total budgeted general fund expenditures for 2026-27 are $17,109,245, of which $6,557,401 are reflected in the LCAP as planned actions and services. The remaining $10,551,844 in budgeted expenditures not included in the LCAP supports the foundational operational and personnel costs necessary to maintain the school's educational program and physical infrastructure. These expenditures include:

Personnel Costs: The majority of non-LCAP expenditures consist of base salaries and benefits for faculty and staff whose positions and compensation are not specifically itemized as LCAP actions but whose work is essential to the daily operation of the school. This includes instructional staff teaching core courses, student services staff, administrative and operational staff, and associated employee benefits including health insurance, retirement contributions, and payroll taxes. Taken together, Personnel Expenses represent 74.4% of the planned expenditures for SY26-27.

Instructional Materials and Supplies: Books, consumable classroom supplies, and instructional materials necessary to support the school's single-track, college preparatory curriculum across all grade levels and subject areas. Books and Supplies represent 8.6% of planned expenditures for SY26-27.

Facilities and Operations: Costs associated with maintaining and operating the school's physical plant on the UC San Diego campus, including utilities (gas, water, electricity) and equipment maintenance and repair. Facilities and Operations represent 3.2% of planned expenditures for SY26-27.

Insurance: Property, liability, and other insurance coverage required for school operations. Insurance represents 0.7% of planned expenditures for SY26-27.

Professional and Consulting Services: Contracted services for legal, financial, audit, and other professional functions necessary for LEA compliance and governance. These services included contracted instructional services necessary for the provision of special education, third-party substitute teaching agencies, grounds maintenance for landscaping and Manchester Field, external consulting provided through the Strong Readers and Writers Grant, and a 1%

oversight fee paid to our authorizer (San Diego Unified School District). New this year, the contracted services include a home-to-school transportation for 6th/7th Grades and Homeless/Foster Youth. Professional and Consulting Services represent 3.4% of planned expenditures for SY26-27.

Technology: Hardware, software, and technology infrastructure costs supporting instruction and school operations not otherwise reflected in LCAP actions. These expenses represent 0.4% of planned expenditures for SY26-27.

Communications: Costs associated with school communication systems and platforms, including phones, data hotspots, and networking costs for high-speed internet. These expenses represent 0.3% of planned expenditures for SY26-27.

Travel: Staff travel associated with professional development, conferences, and other school business not otherwise captured in LCAP actions. These expenses represent 0.5% of planned expenditures for SY26-27.

Scholarships: Scholar scholarship awards consistent with the school's mission of supporting first-generation college-bound students in accessing higher education. These expenses represent 0.4% of planned expenditures for SY26-27.

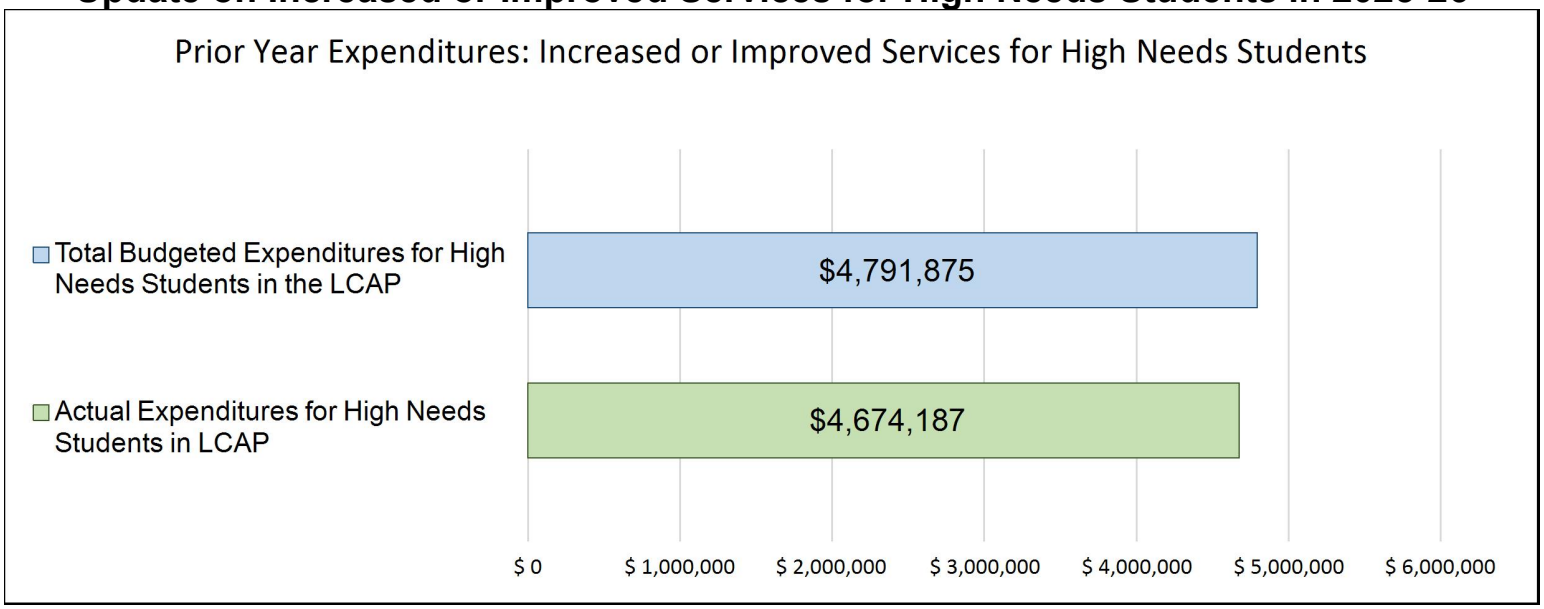
Expenditures listed above represent the operational foundation upon which the LCAP's goals, actions, and services are built. While they are not itemized as LCAP actions, they are essential to the school's ability to implement its LCAP and fulfill its mission.

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

In 2026-27, The Preuss School UC San Diego is projecting it will receive $2151121 based on the enrollment of Foster Youth, English learner, and low-income students. The Preuss School UC San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. The Preuss School UC San Diego plans to spend $4821162 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 The Preuss School UC San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The Preuss School UC San Diego 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, The Preuss School UC San Diego's LCAP budgeted $$4,791,875 for planned actions to increase or improve services for high needs students. The Preuss School UC San Diego actually spent $$4,674,187 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $117,688 had the following impact on The Preuss School UC San Diego's ability to increase or improve services for high needs students:

The Preuss School UC San Diego budgeted $4,835,290.88 for planned actions and services to increase or improve services for high needs students in 2025-26. Actual expenditures were approximately $117,688 less than budgeted, resulting in estimated actual expenditures of approximately $4,717,602.

The difference is attributable primarily to capital improvement projects that the school elected not to undertake during the 2025-26 school year. This decision was made in the context of the school's pursuit of a long-term facilities improvement project in coordination with the San Diego Unified School District, UC San Diego, and RNT Architects. As in the prior year, selected facilities projects were deferred in anticipation of potential bond funding contingent on the school securing a land lease agreement with the University of California. The school determined that it was fiscally prudent to hold these capital expenditures rather than undertake improvements that may be superseded or duplicated by the broader long-term facilities plan.

The underspending in this area had no meaningful impact on the academic, social-emotional, college readiness, or other direct services provided to high needs students during 2025-26. All planned actions and services directed toward English Learners, Long-Term English Learners, foster youth, homeless scholars, low-income students, and scholars with disabilities were implemented as planned. The reduction in expenditures reflects a strategic facilities decision rather than any reduction in the quality or quantity of educational services provided to the school's high needs student population.

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
The Preuss School UC San Diego	Dr. Helen V. Griffith, Superintendent Dr. Matthew Steitz, Prinicpal	hgriffith@UCSD.EDU msteitz@ucsd.edu

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 Preuss School UC San Diego is a public charter school authorized by the San Diego Unified School District and operated in partnership with the University of California San Diego. Founded in 1999, the school was established to expand access to higher education opportunities for scholars who are income-stressed and would be the first in their families to graduate from a four-year college or university. Located on the UC San Diego campus in La Jolla, California, The Preuss School serves approximately 850 scholars in grades 6 through 12 from more than 40 communities across San Diego County.

The mission of The Preuss School UC San Diego is to provide a transformative college-preparatory education for scholars from historically underserved communities through a rigorous academic program, comprehensive support systems, and a culture centered on the values of Kindness, Respect, and Excellence. The school's vision is to develop scholars who are academically prepared, socially responsible, and empowered to become leaders and changemakers within their communities and beyond.

The Preuss School operates a single-track, college-preparatory instructional model in which all scholars complete coursework aligned with University of California "A-G" requirements. Scholars participate in Advanced Placement courses, advisory programming, tutoring, enrichment opportunities, internships, athletics, visual and performing arts, and community engagement experiences designed to prepare them for success in college and careers. The school's extended school day and extended school year provide additional instructional time and support services to meet the academic and social-emotional needs of scholars.

The student population reflects the diversity of San Diego County and includes a significant percentage of scholars identified as socioeconomically disadvantaged, multilingual learners, and first-generation college-bound scholars. The school remains committed to equity and access through targeted academic interventions, multilingual learner supports, counseling services, mental health resources, restorative practices, and family engagement initiatives.

The Preuss School's strategic priorities are centered around four LCAP goals:

-Building a culture of community and collaboration;
-High-quality teaching and learning;
-Scholar-centered systems and structures; and
-Supporting the whole scholar.

Through ongoing collaboration with scholars, families, staff, community partners, and UC San Diego, The Preuss School continues to refine and strengthen its educational program to ensure all scholars are prepared to graduate from college, contribute meaningfully to society, and lead lives of purpose and impact.

Reflections: Annual Performance

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

The Preuss School UC San Diego continues to demonstrate strong overall performance across multiple state and local indicators, reflecting the school's commitment to academic excellence, college readiness, and whole-scholar support. A review of the California School Dashboard and local data indicates continued progress in areas including graduation rates, college and career readiness, English language development, attendance, and academic achievement, while also identifying areas requiring additional focus and intervention.

Academic performance on the California Assessment of Student Performance and Progress (CAASPP) remains above county and statewide averages in both English Language Arts and Mathematics. The school continues to demonstrate particularly strong outcomes in English Language Arts, with scholars consistently outperforming comparison schools and showing increased growth over time. Mathematics performance also improved, though local and state data continue to indicate a need for additional intervention and support, particularly for multilingual learners and scholars requiring foundational numeracy development. In response, the school expanded math intervention supports, strengthened numeracy systems, and continued implementation planning for the Preuss Advantage model to provide targeted assistance for scholars needing accelerated growth.

The school's English Learner Progress Indicator and ELPAC performance data reflect continued growth in English language acquisition and proficiency. English learners demonstrated improved rates of proficiency and reclassification readiness, and parent survey feedback indicated increased awareness and satisfaction with multilingual learner supports. However, analysis of local data also revealed the need for additional designated English Language Development services and expanded instructional supports for Long-Term English Learners. As a result, the school plans to implement stand-alone English Language Development courses and restructure literacy intervention supports to better meet scholar needs.

College and career readiness indicators remain a significant area of strength for The Preuss School UC San Diego. Graduation rates, A-G completion rates, Advanced Placement participation, and postsecondary enrollment rates continue to exceed district, county, and statewide averages. The school's college-going culture, advisory program, extended learning opportunities, and partnership with UC San Diego continue to support scholars in preparing for success beyond high school. Advanced Placement participation and exam pass rates have continued to rise, demonstrating increased scholar access to rigorous coursework and academic supports.

School climate and engagement data also reflect positive outcomes. Parent survey results demonstrated strong confidence in the school's ability to provide a safe, caring, and supportive learning environment. Families reported high levels of trust in teachers and staff, strong communication systems through ParentSquare and Aeries, and appreciation for the school's college-preparatory culture. Chronic absenteeism rates declined significantly from post-pandemic highs and remain substantially below county and state averages, reflecting improved scholar engagement and consistent attendance supports.

At the same time, local survey data identified several areas for continued growth. Families expressed a desire for more timely communication regarding scholar progress, increased flexibility for parent engagement opportunities, expanded extracurricular activities, additional mental health resources, and improved transportation options. School climate survey data also indicated declines in some middle school measures related to connectedness and caring adult relationships, reinforcing the need to continue prioritizing scholar well-being, restorative practices, and relationship-centered supports.

The school also recognizes the importance of maintaining stability in staffing and instructional continuity. Parent feedback emphasized the need to reduce reliance on substitute teachers and continue recruiting and retaining highly qualified educators who align with the school's mission and values. Weekly collaboration structures, professional development, and instructional coaching continue to support teacher growth and organizational alignment.

Overall, Dashboard indicators and local data confirm that The Preuss School UC San Diego continues to fulfill its mission of preparing scholars from historically underserved communities for college success and leadership opportunities. The school remains committed to continuous improvement through data-driven decision-making, educational partner engagement, and strategic investments in academic, social-emotional, and organizational systems that support the success of every scholar.

Reflections: Technical Assistance

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

The Preuss School was notified by SDCOE in November of 2025 that based on a review of student group performance on the 2025 Dashboard indicators, the school was no longer eligible for Differentiated Assistance support. The Preuss School appreciates the Technical Assistance provided by SDCOE through the Williams Visit, LCAP Development Sessions for Charter Schools, and in particular the thought-partnership in developing a departmentalized approach to English Language Development.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Preuss School UC San Diego Parents	The Preuss School UC San Diego utilizes a variety of parent engagement processes to ensure families remain active partners in their scholars' educational experience. The school communicates regularly with families through ParentSquare, the Aeries Parent Portal, emails, phone calls, school newsletters, and the school website to provide updates on academics, attendance, events, and scholar progress. Families are encouraged to participate in Parent General Meetings, Multilingual Learner Advisory Committee (MLAC) meetings, LCAP Parent Advisory meetings, Back to School Night, student showcases, college information sessions, financial aid workshops, and community events throughout the school year. Translation and interpretation services are provided to increase accessibility for multilingual families, and flexible meeting opportunities are offered to encourage broader participation. The school also promotes family involvement through volunteer opportunities, advisory communication, parent-teacher conferences, and ongoing collaboration with counselors, teachers, administrators, and support staff. Parent feedback is regularly gathered through surveys, meetings, and stakeholder engagement sessions and is used to inform schoolwide decision-making, program development, and the Local Control and Accountability Plan (LCAP) process.

Educational Partner(s)	Process for Engagement
Preuss School UC San Diego Scholars	The Preuss School UC San Diego utilizes a variety of scholar engagement processes designed to promote academic success, leadership development, school connectedness, and college readiness. Scholars are actively engaged through the school's University Preparatory (UP) advisory program, which provides consistent mentorship, academic monitoring, goal setting, and social-emotional support from grades 6 through 12. The school promotes scholar voice and participation through Associated Student Body (ASB), School Site Council participation, PTA meetings, scholar leadership opportunities, advisory discussions, climate surveys, restorative practices, and feedback forums. Scholars are encouraged to actively participate in schoolwide decision-making processes and provide input regarding school culture, programs, and student needs.
Preuss School UC San Diego Staff (Leadership, Teachers, and Support Staff)	The Preuss School UC San Diego values collaborative engagement among faculty, leadership, and staff through a variety of structured committees, professional learning teams, and continuous improvement processes. Staff members actively participate in grade-level teams, content area departments, University Prep (UP) advisory collaboration meetings, and WASC focus groups to support scholar achievement, school culture, and organizational effectiveness. Faculty and staff engage in regular professional development and data analysis meetings focused on instructional practices, intervention planning, assessment results, and scholar support systems. Leadership teams and committees work collaboratively to review schoolwide goals, monitor progress toward the Local Control and Accountability Plan (LCAP), strengthen college readiness initiatives, and support continuous school improvement efforts. These collaborative structures promote shared decision-making, professional growth, cross-departmental communication, and alignment with the school's mission of preparing scholars from underserved communities to access and succeed in higher education.
Preuss School UC San DIego Board of Directors	The Preuss School UC San Diego promotes active Board of Directors engagement through regular board meetings, committee participation,

Educational Partner(s)	Process for Engagement
	strategic planning sessions, and ongoing review of school performance data. The Board collaborates with school leadership to monitor progress toward the school's mission, charter goals, LCAP priorities, financial stability, and scholar outcomes. Board members receive updates on academic achievement, school culture, facilities, enrollment, and organizational initiatives, while also participating in discussions related to policy development, governance, and continuous improvement efforts. Through committee work, public meetings, and stakeholder input processes, the Board maintains strong communication with school leadership and ensures accountability, transparency, and long-term strategic direction for the school community. The Board of Directors also plays an important role in supporting community engagement and fundraising efforts, including participation in the annual Preuss Promise Gala. This signature event brings together families, alumni, donors, community leaders, and supporters to celebrate the mission and impact of The Preuss School UC San Diego while raising critical funds to support scholar programs and opportunities. The May 2026 Preuss Promise Gala raised more than $700,000 to support academic programs, scholar supports, enrichment opportunities, and college-preparatory initiatives for Preuss scholars.

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

The development of the 2026–2027 Local Control and Accountability Plan (LCAP) was significantly influenced by feedback gathered from educational partners, including scholars, parents, teachers, classified staff, administrators, and community partners. Feedback was collected through surveys, Parent General Meetings, Multilingual Learner Advisory Committee (MLAC) meetings, advisory groups, professional development collaboration sessions, scholar forums, and individual stakeholder conversations throughout the school year.

In May 2026, the school also held an LCAP Parent Advisory Meeting where parents were provided with an overview of the proposed changes and priorities for the 2026–2027 LCAP. During the meeting, families were given opportunities to ask questions, share opinions, and provide feedback regarding the school's goals, actions, and areas of focus. Parents were additionally invited to become standing members of the LCAP Parent Advisory Committee for the upcoming school year in order to strengthen ongoing family participation and collaboration in the school improvement process.

Parent survey feedback strongly influenced several priorities and actions included in the adopted LCAP. Families identified the importance of maintaining a safe and supportive school culture, retaining highly qualified teachers, strengthening communication between home and school, and expanding academic and social-emotional supports for scholars. In response, the LCAP continues to prioritize investments in staff recruitment, retention, professional development, and collaborative planning structures under Goal 1: Building a Culture of Community and Collaboration.

Educational partners also emphasized the need for more timely communication regarding scholar progress, assignments, and academic expectations. As a result, the LCAP includes continued support for communication systems such as ParentSquare and Aeries, along with expectations for improved teacher-family communication and additional opportunities for parent engagement through flexible meeting formats and expanded outreach efforts. The school will work to deepen the adoption of ParentSquare as a primary two-way communication tool, and work to offer more technical support to Parents in using the platform (including its language translation capabilities).

Feedback from parents, scholars, and staff highlighted the growing need for targeted supports for multilingual learners. Local data and stakeholder input identified concerns regarding the increasing number of multilingual learners requiring designated English Language Development services and additional support toward reclassification. In response, the adopted LCAP includes the implementation of stand-alone English Language Development courses, restructuring of literacy intervention supports, and increased coordination through an expanded ELD leadership role.

Teachers and instructional staff also contributed significantly to the development of the LCAP through departmental collaboration, data analysis, and professional learning discussions. Staff feedback reinforced the need for continued focus on mathematics achievement, intervention systems, and vertical alignment across grade levels. As a result, the LCAP includes actions supporting numeracy intervention, implementation planning for the Preuss Advantage model, instructional coaching, and expanded opportunities for collaborative professional development.

Scholar and family feedback additionally influenced actions related to mental health supports, restorative practices, extracurricular opportunities, and school connectedness. Survey responses emphasized the importance of counseling services, relationship-centered practices, arts programming, athletics, and activities that support scholar engagement and belonging. In response, the LCAP continues investments in counseling services, MTSS systems, advisory programming, wellness initiatives, athletics, visual and performing arts, and expanded scholar engagement opportunities.

Transportation and accessibility concerns raised by educational partners also informed ongoing discussions related to attendance and access to programs. Families identified transportation challenges as a barrier to participation in extracurricular activities and consistent attendance. While funding limitations continue to present challenges, the school will continue exploring opportunities to improve accessibility and scholar participation in school programs and supports.

Overall, the adopted LCAP reflects a collaborative planning process grounded in stakeholder voice, local data analysis, and the mission of The Preuss School UC San Diego. Educational partner feedback directly shaped the goals, actions, and expenditures included in the plan and reinforced the school’s continued commitment to academic excellence, equity, scholar well-being, family engagement, and college readiness for all scholars.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Building a Culture of Community and Collaboration - We will recruit, hire, develop, and retain team members who exemplify our values and ensure our ability to achieve our mission. We will coordinate and organize our time collaborating together to ensure our ability to achieve our mission.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal remains critically important to The Preuss School UC San Diego because the school's success is directly connected to the strength of its relationships, collaborative culture, and commitment to supporting scholars academically, socially, and emotionally. The Preuss model is built upon a highly personalized, college-preparatory environment designed specifically for income-stressed and first-generation scholars, and achieving this mission requires educators and staff who are deeply committed to collaboration, continuous improvement, and scholar success.

Educational partner feedback gathered through the 2025–2026 LCAP Parent Survey reinforced the importance of maintaining a strong and connected school culture. Parents overwhelmingly identified highly qualified teachers, the Preuss University Preparatory advisory model, a safe and nurturing school environment, culturally responsive supports, and strong communication systems as key reasons they continue to choose Preuss for their children. Survey results showed that 99% of parents believe Preuss is a safe place to learn, 95% believe teachers genuinely care about scholars, and 97% reported that there is an adult on campus their child feels comfortable speaking with. These findings demonstrate the importance of retaining educators and staff members who build positive relationships with scholars and families and who contribute to a culture grounded in the Preuss Way of Kindness, Respect, and Excellence.

Feedback from parents also identified the need to strengthen communication, consistency, and collaboration between school staff and families. Parents expressed a desire for more timely updates regarding scholar progress, stronger teacher-parent communication, flexible meeting opportunities, and improved responsiveness to parent concerns. In response, the school recognizes that dedicated collaboration time for teachers, counselors, administrators, and support staff is essential to improving systems of communication, aligning expectations, and ensuring scholars receive coordinated academic and social-emotional support.

The Charter Renewal document further highlights that collaboration is a defining feature of the Preuss instructional model. Teachers participate in weekly professional development and collaborative planning focused on instructional improvement, vertical alignment, data analysis, literacy and numeracy development, and the implementation of equitable instructional practices. These structures support continuous improvement and ensure consistency in scholar expectations and instructional rigor across grade levels. As the school continues

implementing new initiatives—including expanded English Language Development programming, MTSS supports, restorative practices, and strengthened middle-to-high-school alignment—ongoing collaboration among staff members will remain essential.

Additionally, the school's continued focus on recruitment and retention is necessary to maintain instructional continuity and scholar support systems. Parent survey feedback specifically identified concerns regarding substitute teacher usage and the need to retain qualified staff members to strengthen instructional consistency and scholar engagement. Recruiting and retaining educators who embrace the Preuss mission, understand the unique needs of income-stressed and first-generation college-bound scholars, and are committed to collaboration directly impacts scholar achievement, school climate, and long-term student success.

Ultimately, Goal 1 supports the foundational belief that scholar success at Preuss is achieved through strong relationships, collective responsibility, and a collaborative professional culture. By investing in staff development, coordinated systems, and meaningful collaboration, The Preuss School UC San Diego strengthens its ability to fulfill its mission of preparing scholars to succeed in college, careers, leadership, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of scholars reporting they feel connected to the school. Data source: 2024-2025 CHKS (Table A6. 4-6 & 9-12)	6th - 57% 7th - 49% 8th - 52% 9th - 58% 10th - 60% 11th - 60% 12th - 66%	6th - 59% 7th - 48% 8th -52% 9th - 55% 10th-61% 11th-61% 12th-66%	6th-66% 7th-62% 8th-54% 9th-53% - 10th-61% 11th-65% 12th-66%	Middle school connectedness in each grade level >55% High school connectedness in each grade level >64%	6th-+9% 7th-+13% 8th-+2% 9th -5% 10th 1% 11th +5% 12th 0%
1.2	Percentage of scholars who perceive school as very safe or safe. Datasource: 2023-2024 CHKS(Table A8.1-6-8 & 9-12)	6th - 65% 7th - 52% 8th - 57% 9th - 57% 10th - 72% 11th - 57% 12th - 80%	6th - 68% 7th-54% 8th-58% 9th-60% 10th-68% 11th-73% 12th-73%	6th-78% 7th-68% 8th-65% 9th-68% 10th-69% 11th-76% 12th-78%	Average 67% across all grade levels with a standard deviation of<3.0	6th + 13% 7th +16% 8th +8 9th +11% 10th -3% 11th +19 12th -2%
1.3	Number of parents participating in parent survey data. Source: 2023-2024 LCAP parent survey results.	Just over 200 parents participated in the survey	99 parents participated in the survey	153 participated in the survey	Increase number of parents participating in the survey to >50% of parents	Increase of 52 parents for 2025-26 still below base line set in 2023-2024 of 200 parents.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Chronic Absenteeism Rate DataQuest	15.3% Preuss School Chronic Absenteeism rate 2023-2024	13.3% Preuss School Chronic Absenteeism rate 2024-2025	As of 5/27/26 chronic absenteeism rate is 8.6% for 2025-2026.	Reduce the chronic absenteeism rate to <5%	2% reduction in chronic absenteeism
1.5	Attendance Rate DataQuest	The average days absent for the Preuss School was 11.2 for 2023-2024	The average days absent for the Preuss School was 7.3 for 2023-2024	As of 5/27/26 average days absent is 7.2 for 2025-2026	Lower average days absence to below 5.0	Average days absent dropped 3.9 days.
1.6	Faculty and Staff Retention Rate	2023-2024 16 out of 47 teachers did not return for the following year. 66% faculty retention rate. This did included 5 interns.	As of 5/19/2025 we anticipate a 79% retention rate. with 10 expected openings.	As of 5/27/2026 we have 6 vacant positions, but only 3 are for positions that existed last year. 3 out of 47 will not return for the following year. 94% retention rate.	Increase the faculty retention rate to over 85%	28% increase in retention rate for faculty compared to the baseline in 2023-2024.
1.7	Counseling staff"s role in promoting equity and access: Family engagement participation rates in counselor workshops and/or resource events and FAFSA completion	New goal for 2025-2026 FAFSA completion 2024-2025 100% FAFSA completion 2025-2026 99%			Maintain 100% completion of FAFSA	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The implementation of Goal 1: Building a Culture of Community and Collaboration showed strong overall progress during the 2025–2026 school year. The school focused on improving school connectedness, attendance, communication systems, staff retention, and scholar support structures through the implementation of social-emotional learning tools, Positive Behavioral Interventions and Supports (PBIS), expanded communication systems, and increased counseling support services.

Several planned actions were implemented successfully and demonstrated measurable progress toward the identified metrics and outcomes. The expansion of the Aperture Education platform into the middle school grades strengthened the school's ability to monitor scholar social-emotional wellness and school connectedness through the use of the DESSA assessment system and targeted interventions. This implementation supported improvements in scholar connectedness data at multiple grade levels and provided teachers and counselors with additional information to support scholars socially and emotionally.

The school also continued developing its Positive Behavioral Interventions and Supports (PBIS) systems in alignment with restorative practices. Efforts to recognize positive scholar behavior, improve school climate, and strengthen scholar engagement contributed to increased percentages of scholars reporting that school felt safe or very safe. Additionally, attendance improvement efforts led by the Attendance Coordinator resulted in measurable gains in both attendance rates and reductions in chronic absenteeism. Advisory classrooms and individual scholars were recognized for strong attendance, helping to reinforce a positive attendance culture across the school community.

Communication systems and family engagement efforts also expanded during the implementation period. The school increased the use of ParentSquare, Aeries communication tools, translation services, and multilingual outreach efforts to improve family access to information regarding scholar progress, school programs, and educational supports. Parent participation in the LCAP survey process increased compared to the previous year, though participation levels still remained below the school's long-term target goals. The school additionally held an LCAP Parent Advisory Meeting in May 2026 where families were provided an overview of proposed LCAP changes and given opportunities to ask questions and provide feedback.

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

The Preuss School UC San Diego experienced alignment between planned expenditures and actual spending.

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

One of the most significant successes connected to Goal 1 was the substantial improvement in faculty and staff retention. The school improved from a 66% retention rate during the baseline year to an anticipated 94% retention rate for the 2026–2027 school year. This increase reflects improvements in organizational stability, collaboration systems, school culture, and alignment with the school's mission and values.

While implementation was largely successful, several challenges remained. School connectedness data at some grade levels, particularly within the middle school and ninth grade, did not improve at the pace initially anticipated. Parent participation in surveys and engagement opportunities, while improved from the prior year, remained below the school's desired participation target. Additionally, despite improvements in attendance and chronic absenteeism, the school continues working toward more ambitious long-term attendance goals.

Some substantive differences between planned and actual implementation occurred as the school adjusted to emerging needs throughout the year. Counseling staff responsibilities expanded beyond the original scope of planning to include increased family engagement efforts, multilingual learner support coordination, social-emotional interventions, and equity-focused programming. Additionally, communication

initiatives evolved to place greater emphasis on multilingual outreach, program awareness, and improving alignment between scholars, families, and staff regarding academic progress and support services.

Overall, the implementation of Goal 1 demonstrated meaningful progress toward strengthening school culture, collaboration, scholar support systems, attendance, communication, and organizational stability. Reflections on implementation and local data outcomes will continue to guide refinements to the goal and its associated actions moving into the 2026–2027 school year.

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

Based on reflections from the 2025–2026 school year, several refinements and adjustments will be made to Goal 1, its associated metrics, and planned actions for the 2026–2027 school year. These changes are intended to strengthen school connectedness, improve family engagement, enhance communication systems, and continue building organizational stability and collaboration across the school community.

One significant adjustment includes expanding the role of counseling and support services to further emphasize equity, access, family engagement, and social-emotional support for scholars. Reflections on implementation demonstrated that counseling staff played a critical role in improving scholar support systems, family outreach, and college readiness initiatives. As a result, counseling-related metrics and family engagement participation indicators will continue to be strengthened moving forward.

The school also refined attendance-related metrics based on prior implementation experiences. The attendance metric was adjusted from a percentage-based target to a focus on reducing the average number of days absent per scholar in order to provide a more meaningful and measurable indicator of scholar attendance trends. This change allows the school to better monitor scholar attendance patterns and the effectiveness of attendance interventions throughout the year.

In response to parent feedback and local survey data, communication and family engagement actions will continue to expand. The school plans to strengthen multilingual communication systems, increase translation support, improve parent access to academic information through ParentSquare and Aeries, and create additional opportunities for educational partner participation through advisory groups, parent meetings, and LCAP engagement opportunities. Efforts will also continue to increase parent participation rates in surveys and stakeholder input processes.

Reflections on school connectedness data also resulted in a continued focus on middle school climate, scholar belonging, and relationship-centered practices. The school plans to strengthen advisory programming, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and social-emotional learning implementation to improve scholar connectedness across grade levels, particularly within the middle school grades and transition years.

Additionally, staffing and organizational reflections highlighted the importance of maintaining high faculty retention and collaborative planning structures. The school will continue prioritizing staff recruitment, onboarding, professional development, grade-level collaboration, content-area collaboration, and University Prep advisory alignment to ensure instructional consistency and strong scholar support systems.

Finally, reflections on implementation identified the growing need for expanded multilingual learner supports and more targeted interventions for scholars requiring additional academic and social-emotional assistance. As a result, future actions will include stronger coordination of English Language Development services, expanded intervention structures, and increased collaboration between counselors, teachers, administrators, and support staff to ensure scholars receive coordinated and responsive support systems.

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
1.1	Expand the use of Aperture with all middle school being the targeted grades.	Aperture Software, through its Aperture Education platform, plays a significant role in supporting social and emotional learning (SEL) in schools. Aperture provides the Devereux Student Strengths Assessment (DESSA) suite of strength-based assessments, designed to measure scholars' social-emotional competencies in self-awareness, self-management, personal responsibility, decision-making, social awareness, relationship skills, goal-directed behavior, and optimistic thinking. This allows educators to understand and build upon scholars' strengths and areas for development. Aperture offers a package that includes research-based strategies and targeted intervention programs. These are not just generic programs but are specifically aligned with the results of the DESSA assessments. This individualized approach ensures that the support provided to scholars is data-driven and tailored to their unique needs, making them feel understood and supported. Engagement and Motivation: The platform includes a scholar-facing portal that captures scholar input and offers gamified activities. This approach engages scholars and motivates them by allowing them to track their progress and compare their strengths and weaknesses. The platform encourages scholars to take an active role in their development by fostering a sense of ownership over their personal growth. Aperture also focuses on educator empowerment by providing online professional development resources. These resources help educators effectively integrate SEL into their teaching practices and create positive classroom environments that support all aspects of scholar development. The platform offers robust reporting features that help educators make strategic decisions about SEL implementation within their	$8,707.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		schools. This systematized approach promotes continuous improvement and alignment with educational goals. By integrating these tools and resources, Aperture Education helps schools measure, strengthen, and support scholars' and educators' social and emotional competence, contributing to a more holistic educational environment.		
1.2	Create a Positive Behavior Interventions and Supports Program	As a dedicated educational institution, The Preuss School UC San Diego is committed to developing a vibrant Postive Behavioral Interventions and Supports (PBIS) program that enhances our core mission of empowering scholars to thrive in a challenging academic environment. This commitment is rooted in our dedication to providing a comprehensive, enriching educational experience that meets the diverse needs of our scholars and prepares them for success in higher education and beyond.	$2,106.00	No Yes
1.3	Improve communication, externally and internally.	At The Preuss School UC San Diego, we recognize the importance of strong communication between our school, our scholars' families, and the broader community. As part of our ongoing commitment to inclusivity and transparency, we pledge to strengthen our efforts by implementing various measures. These include ensuring all communications, particularly those concerning scholar progress, core documents, notifications, and resources, are accessible to all community members. Key aspects of our commitment include: Increased Translation Services: We are dedicated to expanding the availability of translation services to ensure that all essential communications are accessible in the primary languages spoken within our community. This initiative aims to eliminate language barriers hindering a family's ability to support their student's educational journey. Enhanced Digital Platforms: We plan to improve our digital communication platforms to make them more user-friendly for non-English speakers. This will include multilingual support on our website, parent portals, and mobile communication apps. Regular Updates and Notifications: We will provide regular updates and notifications in multiple languages, ensuring that all families stay informed	$70,512.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		about school events, policy changes, and essential resources available to them and their children. Community Engagement and Feedback: Recognizing the importance of feedback in the improvement process, we will actively seek input from parents and community members on how to better meet their communication needs. Communication of scholar progress, programs, and status: Ensuring that all scholars and families receive grade reports and have access to the Aeries portal for tracking progress. Ensure all scholars and families involved in programs like Learning Services (Special Education) or Multilingual Learners (English Learners) are notified of their status. They know the goals set for the year within the program.		
1.4	Counseling staff"s role in promoting equity and access	Counselors role: Focus on removing barriers for students from underrepresented groups to ensure equitable access to all academic and extracurricular opportunities. Provide tailored family engagement programs to help families navigate the education system and support college-bound scholars. Promote inclusive policies that address the unique challenges faced by sscholar who are Multilingual Learners, low-income, or the first in their family to attend college. Advocate for equitable resources and additional support for scholars facing financial or social-emotional hardships. Goal is to close opportunitiy gaps for first-generation college-bound scholars and to foster an inclusive, equitable school environment where all scholars feel supported and valued.	$121,531.80	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	High-Quality Teaching and Learning – All scholars, including Multilingual Learners (English learner), Long-term Multilingual Learners, and scholars with disabilities, at The Preuss School UC San Diego will demonstrate growth towards meeting or exceeding standards in all core subject areas, including English, Social Science, Math, and Science. We are dedicated to providing targeted support to ensure equitable opportunities for success for all scholars.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 2 remains critically important to The Preuss School UC San Diego because academic achievement and college readiness are central to the school's mission of preparing scholars from historically underserved and income-stressed communities for success in higher education and beyond. As a college-preparatory school located on the campus of UC San Diego, Preuss is committed to ensuring that all scholars have access to rigorous, standards-aligned instruction and the academic support systems necessary to succeed in challenging coursework and graduate prepared for four-year college opportunities.

Analysis of state and local assessment data demonstrates the importance of maintaining a continued focus on instructional quality, intervention systems, and equitable access to learning. While scholars continue to perform above county and state averages in several academic areas, local data identified ongoing needs in mathematics achievement, literacy development, and support for multilingual learners and scholars with disabilities. These findings reinforced the importance of strengthening instructional practices, utilizing assessment data to guide interventions, and providing targeted supports to accelerate scholar growth and close opportunity gaps.

Educational partner feedback further highlighted the importance of maintaining high academic expectations while expanding intervention opportunities and individualized support systems. Parents and scholars identified strong teaching, tutoring opportunities, academic rigor, and college preparation as defining strengths of the Preuss educational program. At the same time, stakeholders expressed the need for additional support structures in mathematics, literacy, multilingual learner services, and social-emotional learning to ensure all scholars can access rigorous coursework successfully.

The school's review of multilingual learner data and program implementation also demonstrated the growing need for expanded English Language Development services. Increasing numbers of scholars identified as multilingual learners and Long-term Multilingual Learners highlighted the need for stand-alone English Language Development courses, more targeted designated ELD instruction, and improved systems for reclassification support. As a result, Goal 2 prioritizes instructional systems and staffing structures that better address the language acquisition and academic needs of multilingual learners while maintaining rigorous college-preparatory expectations.

Additionally, reflections on intervention programs and universal screening practices demonstrated the importance of early identification and targeted academic support. The continued implementation of FastBridge screening assessments, literacy and numeracy intervention supports, collaborative professional development, and data analysis protocols allows staff to identify scholars needing additional assistance and respond with timely interventions. Department collaboration, instructional coaching, and professional learning communities continue to support alignment of curriculum, instructional strategies, and assessment practices across grade levels and content areas.

Goal 2 is also closely connected to equity and access. The Preuss School recognizes that scholars enter with varying academic experiences and support systems and that achieving equitable outcomes requires differentiated instruction, responsive teaching practices, and coordinated academic support structures. Through tutoring, intervention classes, advisory support, counseling services, expanded learning opportunities, and partnerships with UC San Diego, the school seeks to ensure that every scholar has the opportunity to achieve academic success regardless of background or prior educational experiences.

Ultimately, Goal 2 supports the foundational belief that all scholars are capable of achieving at high levels when provided with rigorous instruction, meaningful relationships, targeted interventions, and equitable access to educational opportunities. By continuing to invest in high-quality teaching, data-informed instructional practices, and scholar-centered support systems, The Preuss School UC San Diego strengthens its ability to prepare scholars to succeed in college, careers, leadership, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of scholars in grades 6-8 and 11 who meet or exceed standards in ELA, with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Assessment of Student	2022-2023 All scholars who met or exceeded standards 62.03% Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards 8.89%	2023-2024 All scholars who met or exceeded standards 62.52% Long Term Multilingual Learners (LTELS) who met or exceeded standards 4.17%	2024-2025 All scholars who met or exceeded standards 62.71% Long Term Multilingual Learners (LTELS) who met or exceeded standards 9.09%	2026-2027 All scholars who meet or exceed standards 70.0% Long Term Multilingual Learners who meet or exceed standards (LTELS) 20%	All scholars who met or exceeded standards increased less than 1% Long Term Multilingual Learners (LTELS) scholars who met or exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP)	Socioeconomically Disadvantaged scholars who met or exceeded standards 62.18% Multilingual Learners (English Learners) scholars who met or exceeded standards 13.58% Scholars with Disabilities who met or exceeded standards 9.38%	Socioeconomically Disadvantaged who met or exceeded standards 61.73% Multilingual Learners (English Learners) who meet or exceeded standards 5.08% Scholars with Disabilities who met or exceeded standards 24.14%	Socioeconomically Disadvantaged who met or exceeded standards 60.99% Multilingual Learners (English Learners) who meet or exceeded standards 11.11% Scholars with Disabilities who met or exceeded standards 21.28%	Socioeconomically Disadvantaged who meet or exceed standards 70.0% Multilingual Learners (English Learners) who meet or exceed standards 25% Scholars with Disabilities who meet or exceed the standards, 35%	standards increase over 1% Socioeconomically Disadvantaged scholars who met or exceeded standards decreased over 1% Multilingual Learners (English Learners) scholars who met or exceeded standards decreased over 2% Scholars with Disabilities who met or exceeded standards increased about 12% (11.9%)
2.2	Points Above/Below Standard in ELA in grades 6-8 and 11 with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Assessment of Student	2022-2023 All scholars +23.5 points above standard Socioeconomically Disadvantaged scholars +23.9 points above standard	2023-2024 All scholars 26.6 points above standard Long Term Multilingual Learners (LTELS) 87.2 points below standard	2024-2025 All scholars 31.9 points above standard Long Term Multilingual Learners (LTELS) 55.2 points below standard	2026-2027 All scholars 50 points above standard Long Term Multilingual Learners (LTELS) 10 points above standard	All scholars 8.4 point increase Long Term Multilingual Learners (LTELS) increased 23.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP), California Dashboard	Multilingual Learners (English Learners) scholars -33.6 points below standard Scholars with Disabilities -112.9 points below	Socioeconomically Disadvantaged 24.4 points above standard Multilingual Learners (EL) 26 points below standard Scholars with Disabilities 80.1 points below standard	Socioeconomically Disadvantaged 28.2 points above standard Multilingual Learners (EL) 14.5 points below standard Scholars with Disabilities 59.2 points below standard	Socioeconomically Disadvantaged 40 points above standard Multilingual Learners (EL) 10 points above standard Scholars with Disabilities 10 points above standard	Socioeconomically Disadvantaged 4.7 points increase Multilingual Learners (EL) 19.1 points increase Scholars with Disabilities 53.7 points increase
2.3	Percent of scholars in grades 6-8 and 11 who meet or exceed standards in Math, with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Assessment of Student Performance and Progress (CAASPP)	2022-2023 All scholars who met or exceeded standards 36.09% Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards 0% Socioeconomically Disadvantaged who met or exceeded standards 36.76% Multilingual Learners (English Learners) scholars who meet or	2023-2024 All scholars who met or exceeded standards 38.51% Long Term Multilingual Learners (LTELS) who met or exceeded standards 0% Socioeconomically Disadvantaged who met or exceeded standards 38.23%	2024-2025 All scholars who met or exceeded standards 42.8% Long Term Multilingual Learners (LTELS) who met or exceeded standards 9.09% Socioeconomically Disadvantaged who met or exceeded standards 41.61%	2026-2027 All scholars who met or exceeded standards were 50.0% Long Term Multilingual Learners (LTELS) 10% Socioeconomically Disadvantaged who meet or exceeded standards 50.0% Multilingual Learners (English	All scholars who met or exceeded standards increased 6.71% Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards remained at 9.09% Socioeconomically Disadvantaged scholars who met or exceeded standards increase 4.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceeded standards 6.58% Scholars with Disabilities who met or exceeded standards 3.23%	Multilingual Learners (English Learners) who met or exceeded standards 1.69% Scholars with Disabilities who met or exceeded standards 6.66%	Multilingual Learners (English Learners) who met or exceeded standards 9.53% Scholars with Disabilities who met or exceeded standards 17.02%	Learners) who meet or exceeded standards 20% Scholars with Disabilities who meet or exceeded standards 20%	Multilingual Learners (English Learners) scholars who met or exceeded standards incresed 6.3% Scholars with Disabilities who met or exceeded standards increased 13.79%
2.4	Points Above/Below Standard in Math in grades 6-8 and 11 with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Assessment of Student Performance and Progress (CAASPP), California Dashboard	2022-2023 All scholars -36.4 points below standard Socioeconomically Disadvantaged scholars -35.8 points below standard Multilingual Learners (English Learners) scholars -93.5 points below standard Scholars with Disabilities -169.8 points below	2023-2024 All scholars 28.9 points below standard Long Term Multilingual Learners (LTELS) 145.9 points below standard Socioeconomically Disadvantaged 30.0 points below standard Multilingual Learners (EL) 77.8 points below standard	2024-2025 All scholars 18.9 points below standard Long Term Multilingual Learners (LTELS) 122.1 points below standard Socioeconomically Disadvantaged 22.4 points below standard Multilingual Learners (EL) 52.2 points below standard	2026-2027 All scholars are 10 points above standard Long Term Multilingual Learners (LTELS) 10 points above standard Socioeconomically Disadvantaged 20 points above standard Multilingual Learners (EL) 10 points above standard	All scholars 17.5 point increase Long Term Multilingual Learners (LTELS) increased 23.8 points above (baseline) Socioeconomically Disadvantaged 13.4 points increase Multilingual Learners (EL) 41.3 points increase Scholars with Disabilities 74.8 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Scholars with Disabilities 110.1 points below standard	Scholars with Disabilities 95 points below standard	Scholars with Disabilities 10 points above standard	
2.5	Percentage of scholars who perform at the Well-Developed level of language proficiency for Summative ELPAC DataSource: Summative ELPAC	2022-2023 All Multilingual learner (EL) scholars - 34.43% Level 4 (Well Developed)	2023-2024 All Multilingual learner (EL) scholars - 15.91% Level 4 (Well Developed)	2024-2025 All Multilingual learner (EL) scholars - 32.22% Level 4 (Well Developed)	2026-2027 All Multilingual learner (EL) scholars - 50% Level 4 (Well Developed)	All Multilingual learner (EL) scholars - Level 4 (Well Developed) decreased 2.21%
2.6	Percentage of scholars performing in the Well-Developed level area for each of the four domain areas (Listening, Speaking, Reading, Writing) DataSource: Summative ELPAC	2022-2023 Listening 23% Speaking79% Reading26% Writing23%	2023-2024 Listening 16% Speaking 59% Reading 26% Writing 17%	2025-2026 Listening 20% Speaking 87% Reading 34% Writing 11%	2026-2027 Listening 45% Speaking 95% Reading 50% Writing 45%	Listening decreased 3% Speaking increased 8% Reading increased 8% Writing decreased 12%
2.7	Percent of scholars in grades 8 and 12 who meet or exceed standards in Science, with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Science Test (CAST)	2022-2023 All scholars who met or exceeded standards 38.61% Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards 0% Socioeconomically Disadvantaged scholars who met or exceeded standards 37.44%	2023-2024 All scholars who met or exceeded standards 39.65% Long Term Multilingual Learners (LTELS) who met or exceeded standards N/A% Socioeconomically Disadvantaged	2024-2025 All scholars who met or exceeded standards 40.97% Long Term Multilingual Learners (LTELS) who met or exceeded standards N/A% Socioeconomically Disadvantaged	2026-2027 All scholars who met or exceeded the standards by 50% Long Term Multilingual Learners (LTELS) who met or exceeded standards 50%	All scholars who met or exceeded standards increased 2.36% Long Term Multilingual Learners (LTELS) scholars who met or exceeded standards did not met the number to qualify for a resutl N/A%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Multilingual Learners (English Learners) scholars who met or exceeded standards 0% Scholars with Disabilities who met or exceeded standards 15.79%	who met or exceeded standards 38.23% Multilingual Learners (English Learners) who met or exceeded standards 0% Scholars with Disabilities who met or exceeded standards 13.33%	who met or exceeded standards 40.27% Multilingual Learners (English Learners) who met or exceeded standards 0% Scholars with Disabilities who met or exceeded standards N/A%	Socioeconomically Disadvantaged who met or exceeded standards 50% Multilingual Learners (English Learners) who meet or exceeded standards 50% Scholars with Disabilities who met or exceeded standards 30%	Socioeconomically Disadvantaged scholars who met or exceeded standards increased 2.83% Multilingual Learners (English Learners) scholars who met or exceeded standards increased 0% Scholars with Disabilities who met or exceeded standards N/A%
2.8	Percent of scholars in grades 8 and 12 who meet or exceed standards in Science, with emphasis on the Scholars with Disabilities, English Learners, and LTEL subgroups. Data Source: California Science Test (CAST), California Dashboard	2022-2203 No Dashboard Data	2023-2024 (baseline for dashboard results) All scholars 7.9 points below standard Long Term Multilingual Learners (LTELS) 28.4 points below standard Socioeconomically Disadvantaged 8.2	All scholars 59.2 science points Long Term Multilingual Learners (LTELS) 35.7 science points Socioeconomically Disadvantaged 58.7 science points	2026-2027 All scholars are 25 points above standard Long Term Multilingual Learners (LTELS) 10 points above standard Socioeconomically Disadvantaged 25 points above standard	No comparision data for the CAST on the Dashboard. In 2024-2025 the dashboard reported in Science points. We will need to adjust our goals based on the growth shown in 2025-2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard Multilingual Learners (EL) 19.7 points below standard Scholars with Disabilities 23.3 points below standard	Multilingual Learners (EL) 48.8 science points Scholars with Disabilities 35.4 science points	Multilingual Learners (EL) 10 points above standard Scholars with Disabilities 10 points above standard	
2.9	Counseling staff's role in supporting scholar academic achievement, AP course enrollment and performance, percentage of scholars achieving proficiency status in core subjects, and graduation and UC/CSU eligibility rates.	New for 2025-2026				

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The implementation of Goal 2: High-Quality Teaching and Learning demonstrated continued progress during the 2025–2026 school year through the expansion of targeted interventions, data-informed instructional practices, and collaborative professional development structures designed to support scholar achievement across all core subject areas. The school remained focused on ensuring that all scholars, including Multilingual Learners, Long-Term Multilingual Learners, and scholars with disabilities, had access to rigorous, standards-aligned instruction and the support systems necessary to demonstrate academic growth.

Several planned actions connected to literacy, mathematics, intervention support, and instructional collaboration were implemented successfully throughout the school year. The school continued utilizing universal screening tools, including FastBridge assessments, to

identify scholars requiring targeted academic interventions in literacy and numeracy. These screening systems allowed instructional staff, counselors, and intervention teachers to monitor scholar progress more consistently and respond with targeted supports throughout the year.

The school continued expanding tutoring opportunities, intervention supports, and scholar-centered academic assistance programs. Advisory systems, office hours, after-school tutoring, and targeted intervention classes were utilized to support scholars requiring additional academic assistance. These efforts contributed to continued strong academic performance overall, particularly in English Language Arts, while also identifying the need for additional focus and support in mathematics and multilingual learner services.

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

The Preuss Schol UC San Diego experienced alignment between planned expenditures and actual spending.

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

One significant area of implementation growth involved the school’s increased focus on supporting Multilingual Learners and Long-Term Multilingual Learners. Through reflections on local assessment data, ELPAC outcomes, and educational partner feedback, the school recognized the need for stronger designated English Language Development supports. As a result, planning began for the implementation of stand-alone English Language Development courses and the restructuring of literacy intervention supports for the 2026–2027 school year.

The implementation of Goal 2 also highlighted several successes related to instructional collaboration and organizational stability. Increased faculty retention rates contributed to stronger continuity in instructional programs, grade-level alignment, and professional learning efforts. Teachers participated in ongoing professional development focused on instructional strategies, intervention planning, restorative practices, and scholar engagement. Collaboration among instructional staff, counselors, administrators, and support teams strengthened the school’s ability to provide coordinated academic and social-emotional support for scholars.

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.

While implementation was largely successful, several challenges remained. Mathematics achievement data continued to demonstrate the need for additional intervention and acceleration strategies, particularly for scholars requiring foundational skill development. The school also identified the growing need to better support Long-Term Multilingual Learners and scholars with disabilities through more specialized instructional systems and targeted interventions. Staffing capacity, scheduling limitations, and balancing intervention needs within the extended school day model also presented ongoing implementation challenges.

Some substantive differences between planned and actual implementation occurred as the school responded to emerging scholar needs identified through data analysis and stakeholder feedback. Counseling and intervention staff assumed expanded roles in academic monitoring, multilingual learner coordination, and social-emotional support services. Additionally, instructional planning increasingly focused on integrating restorative and relationship-centered practices alongside academic interventions to strengthen scholar engagement and school connectedness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Literacy and Numeracy Programs	The Preuss School started a two-pronged approach to providing additional support for scholars struggling with literacy and numeracy. Modeled after the Educational Specialist position, we have created a Literacy Specialist and a Numeracy Specialist position. Through the use of a universal screener and multiple measures, we have identified scholars in need of intensive skill-building to become successful. The two specialists pull groups of scholars for these intense skill-building sessions while working with other scholars in a more workshop model.	$180,799.00	No Yes
2.2	Provide a high-quality, rigorous English Language Arts Program for all scholars.	The department's goal for the English program is to provide a high-quality, rigorous ELA curriculum that empowers scholars to become critical thinkers, effective communicators, and lifelong learners. By prioritizing scholar engagement, academic rigor, technological integration, and professional collaboration, we are dedicated to ensuring that all students have the opportunity to excel in English Language Arts and achieve their full potential.	$1,301,677.00	No Yes
2.3	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	The department goal of The Preuss Social Science Department is to develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world. By prioritizing historical understanding, critical thinking skills, civic engagement, and global awareness, we are dedicated to preparing our students to be active participants in shaping a more just and equitable society.	$964,515.00	No Yes
2.4	Provide a high-quality, rigorous	The Math department is dedicated to providing a high-quality, rigorous math program that equips all students with the mathematical knowledge,	$1,058,787.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	maths program for all scholars.	skills, and mindset necessary for success in an increasingly complex and interconnected world. We are committed to empowering our students to excel in math and become confident, lifelong learners by fostering academic excellence, promoting mathematical thinking, and embracing innovation.		
2.5	Provide a high-quality, rigorous science program for all scholars.	The Preuss Science department is committed to providing a high-quality, rigorous science program that empowers all students with the knowledge, skills, and attitudes necessary to thrive in a rapidly changing world. We aim to prepare our scholars by fostering scientific curiosity, critical thinking, and a commitment to lifelong learning to be informed, engaged citizens and future leaders in science and technology.	$907,595.00	No Yes
2.6	Counselors role in scholar academic achievement.	Role of counselors: Implement culturally responsive socio-emotional learning (SEL) programs tailored to first-generation college scholars needs. Provide one-on-one and group counseling to help scholars manage stress, overcome challenges, and build resilience. Facilitate workshops on time management, mindfulness, and managing academic pressure. Provide ongoing support for scholar navigating social-emotional barriers related to being from low-income or underrepresented backgrounds. Aligned goals for The Preuss School: Develop well-rounded scholars with the emotional resilience needed to thrive in rigorous academic and social environments. Foster a positive school culture that supports scholar well-being.	$121,532.00	No Yes
2.7	*NEW* Preuss Advantage Program & Coordinator (LREBG-Funded)	The Preuss Advantage Program is a high-impact, one-to-one virtual tutoring initiative designed to strengthen scholars' mathematical knowledge and skills. Delivered through a Zoom-based platform, the program provides individualized support tailored to each scholar's specific learning needs. (LREBG Funds)	$89,851.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.8	*NEW* English Language Development Program	Departmentalized English Language Development — The Preuss School UC San Diego will implement a dedicated, departmentalized English Language Development (ELD) program to accelerate English language proficiency for Multilingual Learners and Long-Term English Learners. Through the use of a standards-aligned ELD curriculum delivered by a credentialed ELD specialist within the English Department, the school will provide targeted, structured language development instruction across five sections at two proficiency levels, ensuring that all identified scholars receive designated ELD instruction consistent with the school's EL Master Plan and in direct response to the findings of the school's Differentiated Assistance work with the San Diego County Office of Education. Funds will also be used for Ellevation, a platform used to track performance of EL scholars and reclassified scholars as Fluent English Proficient (RFEP).	$145,636.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Creating School Structures That Allow for The Development of Scholar-Centered Systems At The Preuss School UC San Diego, we are dedicated to creating school structures that prioritize and facilitate the development of scholar-centered systems. Our overarching goal is to cultivate an environment where every scholar feels valued, supported, and empowered to take ownership of their learning journey. Central to this goal is establishing structures that prioritize our scholars' needs, interests, and aspirations. We recognize that each scholar is unique, with their strengths, challenges, and goals, and it is our responsibility to create systems that honor and celebrate this diversity. We aim to create a scholar-centered culture where the principle of putting scholars first guides every decision, policy, and practice.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 3 – Creating School Structures That Allow for the Development of Scholar-Centered Systems remains critically important to The Preuss School UC San Diego because the school's mission and educational model are rooted in the belief that every scholar deserves personalized support, equitable access to opportunities, and a learning environment intentionally designed around their academic, social-emotional, and college readiness needs. As a college-preparatory school serving income-stressed and first-generation scholars, Preuss recognizes that scholar success requires systems and structures that are responsive, relationship-centered, and focused on removing barriers to achievement.

Educational partner feedback, local data, and ongoing program evaluation demonstrated the importance of continuing to strengthen scholar-centered systems across academic, behavioral, social-emotional, and organizational areas. Families, scholars, and staff consistently identified the value of strong relationships with teachers, counselors, advisory instructors, and support staff as central to scholar success and school connectedness. Parent survey data reflected high levels of trust in school staff and appreciation for the school's supportive environment, while also identifying the need for expanded communication, intervention supports, mental health resources, and increased access to programs and services.

The school's review of attendance, school climate, and scholar connectedness data reinforced the importance of structures that ensure scholars feel safe, supported, and engaged in their educational experience. The implementation of advisory systems, restorative practices,

social-emotional learning supports, Positive Behavioral Interventions and Supports (PBIS), counseling services, and wellness initiatives continues to provide scholars with consistent adult support and opportunities to build meaningful connections within the school community.

Goal 3 is also important because scholars at Preuss enter with diverse academic backgrounds, experiences, and support needs. The school recognizes that a one-size-fits-all approach does not meet the needs of all learners. As a result, scholar-centered systems such as intervention programs, tutoring, multilingual learner supports, learning services, college advising, and academic counseling are essential to ensuring equitable opportunities for success. Ongoing analysis of assessment data, attendance trends, and scholar performance has highlighted the need for continued coordination of targeted interventions and support structures that respond to individual scholar needs in a timely and meaningful way.

Additionally, the school's college-going mission requires structures that support long-term scholar growth and preparation beyond the classroom. Advisory programming, college and career counseling, enrichment opportunities, internships, athletics, arts programs, and partnerships with UC San Diego all contribute to a scholar-centered environment where scholars are encouraged to explore their interests, develop leadership skills, and build confidence in their ability to succeed in higher education and future careers.

Reflections on implementation also demonstrated the importance of organizational systems that promote collaboration and alignment among teachers, counselors, administrators, and families. Creating scholar-centered systems requires coordinated communication, consistent expectations, data-informed decision-making, and collaborative problem-solving to ensure scholars receive comprehensive academic and social-emotional support. The school continues to strengthen structures that allow educational partners to work together in support of scholar success.

Ultimately, Goal 3 reflects The Preuss School UC San Diego's commitment to placing scholars at the center of every decision, policy, and practice. By continuing to develop systems that are responsive, equitable, and relationship-centered, the school strengthens its ability to empower scholars to take ownership of their learning, achieve academic success, and develop the skills and confidence necessary to thrive in college, leadership, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of scholar study teams (SST) meeting held Data Source: Counselor records	2024-2025 data is the baseline for this metrics			Increase the number of SST meetings to be equivalent to the number of scholars earning below a 2.0 GPA.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Number of suspensions and expulsion Data source: Aeries Scholar Information System	2022-2023 suspension rate for all scholars 3.12%	2023-2024 suspension rate for all scholars 5.5%	2025-2026 suspension rate is 2.1% as of 5/27/26.	Reduce suspension rate to lower than the State and below 2%	From the 2022-2023 base line the school has reduced suspensions 1.01%.
3.3	Modernization of facilities Data source: room utilization and number and status of meetings held around the modernization project.	2023-2024 open rooms by block 1/1, 2/2, 3/4, 4/2, 5/1, 6/0, 7/1, 8/4 Meetings began around the feasibility of a lease agreement to make Preuss eligible for bond funds	2024-2025 open rooms by block 1/3, 2/4, 3/4, 4/4, 5/3, 6/2, 7/3, 8/7 The Preuss School is working with San Diego Unified, UC San Diego and RNT Architects to begin longterm planning.	The Preuss School completed a building modernization planning grant with SDUSD, UCSD, and RNT Architects, including project costing. The school is awaiting further bond issuance to apply for project approval.	Have a long-term facilities upgrade plan with architectural plans complete.	We have been able to utilize our rooms more efficiently this school year. We have multiple rooms available during each of the blocks. Long term planning has entered the wish list phase as we meet and brainstorm facility upgrades.
3.4	Scholar attendance at tutorial opportunities Data source: tutorial records	2024-2025 will be the last year of the ARC program at Preuss. After-school tutoring number: Scholars utilized the after-school tutorial 1,186 times during the 2023-2024 school year.	During the 2024-2025 school year, a data-driven decision was made to explore the effects of one-to-one tutoring further. . Our after-school numbers for scholar attendance decreased slightly (100 fewer)	As of 5/28/26 Math has offered 76 different tutorial days scholars took advantage of these opportunites 933 times.	During the 2024-2025 school year, school data was analyzed around our tutoring program, focusing on math. The conclusion was that 1:1 tutoring, in person or virtual, was significantly more effective in producing the desired scholar	Our after-school numbers for scholar attendance decreased slightly (100 fewer) compared to 2023-2024. Our baseline numbers for one-to-one tutoring were:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			compared to 2023-2024.		outcomes. Moving forward, our target goal is establishing a system that provides scholars one-on-one tutoring across different subjects.	
3.5	Scholar participation in extracurricular activities, including, but not limited to, sports, clubs, internships, voluntary field trips, dances, and other school activities. Data source: program records				Establish academically focused clubs in STEM, increase scholar participation in spirit events, and establish a strong sports offering across all three seasons.	
3.6	Counselors role in a scholar centered approach to college and career readiness measuring college acceptance rates, percentage of scholars completing FAFSA?CADAA applications and scholar and parent participation in college readiness workshops and internships.	New for 2025-2026				

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The implementation of Goal 3: Creating School Structures That Allow for the Development of Scholar-Centered Systems demonstrated meaningful progress during the 2025–2026 school year through the continued strengthening of systems designed to support scholar achievement, engagement, wellness, and college readiness. The school remained focused on developing structures that prioritize individualized support, relationship-centered practices, equitable access to resources, and coordinated intervention systems that respond to the diverse needs of scholars.

Several planned actions connected to advisory systems, counseling services, intervention supports, restorative practices, attendance systems, and scholar wellness were implemented successfully throughout the school year. The school continued utilizing the Preuss University Prep (UP) advisory program as a foundational structure for scholar support, mentorship, academic monitoring, and relationship building. Advisory teachers worked closely with scholars to monitor attendance, grades, goal setting, and social-emotional wellness while also strengthening communication with families.

The school also expanded the implementation of social-emotional learning and wellness supports through systems such as Aperture Education, restorative practices, Positive Behavioral Interventions and Supports (PBIS), counseling interventions, and wellness resources. These structures contributed to improvements in school safety perceptions, attendance outcomes, and overall scholar support systems. Counseling staff played an increasingly important role in coordinating academic monitoring, family engagement, college readiness activities, social-emotional interventions, and support services for scholars requiring additional assistance.

Targeted intervention systems and scholar support programs also continued to expand throughout the year. Tutoring opportunities, academic intervention classes, office hours, counseling referrals, attendance interventions, and collaborative problem-solving meetings were utilized to identify and respond to scholar needs more effectively. Increased collaboration among teachers, counselors, administrators, and support staff strengthened the school's ability to coordinate services and monitor scholar progress across academic and social-emotional areas.

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

The Preuss School UC San Diego experienced an under usage of fund in the area of improving classroom facilities in the estimated amount of $100,000.

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

One of the most significant successes connected to Goal 3 was the continued improvement in attendance and school engagement systems. Chronic absenteeism rates declined, average days absent decreased, and efforts to recognize positive attendance through advisory classrooms and schoolwide recognition systems contributed to stronger scholar engagement. The school also continued strengthening communication systems through ParentSquare, Aeries, multilingual outreach efforts, and family engagement meetings designed to improve alignment between home and school.

The implementation of Goal 3 also reflected increased attention to educational partner voice and collaborative decision-making. Parent advisory meetings, School Site Council participation, PTA meetings, scholar leadership opportunities, and LCAP engagement sessions provided scholars and families with opportunities to contribute feedback and participate in school improvement discussions. These efforts supported the school's commitment to maintaining scholar-centered and family-responsive systems.

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.

While implementation was largely successful, several challenges remained. School connectedness data at some grade levels, particularly among middle school scholars and transition years, indicated the continued need for relationship-building supports and increased scholar engagement opportunities. The school also identified ongoing challenges related to balancing intervention scheduling within the extended school day, expanding mental health supports, and increasing parent participation in engagement activities and surveys.

Some substantive differences between planned and actual implementation occurred as the school responded to emerging scholar and family needs identified through data analysis and stakeholder feedback. Counseling and support staff responsibilities expanded significantly to include greater involvement in multilingual learner coordination, attendance interventions, restorative supports, wellness programming, and family outreach efforts. Additionally, implementation efforts increasingly emphasized the integration of social-emotional supports alongside academic intervention systems to better address the holistic needs of scholars.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Begin modernization projects throughout the campus.	Improving classroom facilities, increasing instructional space through utilization plan	$379,472.00	No Yes
3.2	Provide transportation to the campus because of the importance of being on the UC San Diego Campus.	Create plans for busing segments of the school population from the campus to the community.	$861,238.00	No Yes
3.3	Increase the usage of scholar support systems	Identify various scholar support systems and determine baseline usage and scholar outcomes related to the service. track scholar participation and outcomes.	$850.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Continued development of restorative practices in response to high suspension data on the California Dashboard.	Educate Staff and scholars: Provide training for teachers, administrators, and scholars on restorative practices. This includes understanding the principles of restorative justice, learning how to facilitate restorative circles, and integrating these practices into daily interactions and disciplinary actions. Policy Reform: Review and revise school policies to support restorative practices over traditional punitive approaches. This may involve rewriting codes of conduct to prioritize mediation and reconciliation and setting clear guidelines for when and how restorative practices should be used. Dedicated Resources: Allocate resources specifically for developing and maintaining restorative practices. This could include hiring staff trained in restorative justice, such as coordinators or counselors, and providing ongoing professional development for existing staff. Create Restorative Spaces: Designate physical spaces Within schools that are conducive to restorative meetings, such as peace rooms or mediation centers. These spaces should be welcoming and designed to facilitate open, respectful communication. Community and Parental Involvement: Engage parents and community members in restorative practices, training, and activities. This helps extend The principles of restorative justice beyond the school and into the community, creating a more supportive environment for scholars. Scholar Leadership: Empower scholars by involving them in the planning and implementation of restorative practices. scholar-led initiatives can include peer mediation programs or scholar councils focused on conflict resolution. Regular Assessment and Feedback: Implement a system for regularly assessing the effectiveness of restorative practices and gathering feedback from scholars, staff, and the community. Use this data to make informed adjustments and improvements. Collaboration and Networking: Connect with other schools and organizations using restorative practices. This can facilitate the exchange of ideas, experiences, and resources and provide mutual support. Pilot Programs: Start with pilot projects in select classrooms or grades to test the effectiveness of specific restorative approaches. Expand these practices school-wide based on the results and lessons learned from the pilot. Msibility and Communication: Regularly communicate the goals,	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		processes, and successes of restorative practices to all school stakeholders through newsletters, meetings, and social media. This helps build support and understanding across the school community.		
3.5	Counselors role in a scholar centered approach to college and career readiness		$121,532.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Supporting the Whole Scholar through a Multi-Tiered System of Supports. The Preuss School UC San Diego is deeply committed to supporting the whole scholar - academically, socially, emotionally, and behaviorally- through a Multi-Tiered System of Supports (MTSS). Our overarching goal is to create a nurturing and inclusive learning environment where every scholar can thrive and reach their full potential. Central to this goal is establishing structures that prioritize our scholars' needs, interests, and aspirations. We recognize that each scholar is unique, with their strengths, challenges, and goals, and it is our responsibility to create systems that honor and celebrate this diversity. We aim to create a scholar-centered culture where the principle of putting scholars first guides every decision, policy, and practice.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Supporting the Whole Scholar through a Multi-Tiered System of Supports (MTSS), Goal 4, remains critically important to The Preuss School UC San Diego because the school recognizes that scholar success extends beyond academic achievement alone. As a college-preparatory school serving income-stressed and first-generation scholars, Preuss understands that scholars must be supported academically, socially, emotionally, behaviorally, and physically in order to fully access rigorous educational opportunities and achieve long-term success in college, leadership, and life.

Educational partner feedback, local survey data, and ongoing program evaluation consistently reinforced the importance of maintaining a comprehensive and scholar-centered system of supports. Families, scholars, and staff identified counseling services, advisory relationships, restorative practices, wellness supports, tutoring, attendance interventions, and social-emotional learning programs as essential components of the Preuss educational experience. Parent survey responses demonstrated strong appreciation for the school’s caring environment and the positive relationships scholars develop with teachers, counselors, and support staff, while also highlighting the need for expanded mental health resources, increased intervention supports, and additional opportunities for scholar engagement and connection.

The school's review of attendance, chronic absenteeism, school connectedness, and climate data further demonstrated the importance of implementing a coordinated Multi-Tiered System of Supports. Data analysis showed that scholars experience greater academic success and engagement when they feel safe, connected, supported, and known by adults on campus. The implementation of advisory systems, Positive Behavioral Interventions and Supports (PBIS), restorative practices, social-emotional learning programs, counseling interventions, and attendance supports continues to strengthen scholar belonging and improve overall school climate.

This goal is also important because scholars arrive at Preuss with diverse experiences, strengths, and challenges that require individualized and responsive systems of support. The school recognizes that some scholars may require academic interventions, behavioral supports, mental health services, attendance interventions, or social-emotional assistance at different points throughout their educational journey. Through the MTSS framework, Preuss seeks to identify scholar needs early, provide tiered interventions, monitor progress, and coordinate supports across multiple systems to ensure scholars receive timely and meaningful assistance.

The increasing number of multilingual learners, Long-Term Multilingual Learners, scholars with disabilities, and scholars requiring social-emotional support has further reinforced the need for coordinated intervention systems and equitable access to resources. The school continues strengthening partnerships among teachers, counselors, administrators, intervention staff, families, and community resources to provide comprehensive support services that address the whole scholar. Expanded counseling services, wellness initiatives, multilingual learner supports, intervention classes, and collaborative problem-solving systems all contribute to a more responsive and inclusive learning environment.

Additionally, Goal 4 supports the school's commitment to equity and access. The Preuss School recognizes that barriers related to attendance, mental health, language acquisition, financial stress, trauma, or limited access to external resources can impact scholar achievement and engagement. Through MTSS structures, the school seeks to remove barriers and ensure all scholars have equitable opportunities to participate fully in academic programs, extracurricular activities, leadership opportunities, and college-preparatory experiences.

The school's ongoing partnership with UC San Diego and its emphasis on college-going culture also support the development of the whole scholar by providing scholars with enrichment opportunities, mentorship, exposure to higher education, and experiences that build confidence, resilience, and leadership skills. Athletics, visual and performing arts, clubs, advisory programming, wellness supports, and community-building activities further contribute to a scholar-centered environment where scholars feel empowered to grow academically and personally.

Ultimately, Goal 4 reflects The Preuss School UC San Diego's belief that supporting the whole scholar is essential to fulfilling its mission. By continuing to strengthen Multi-Tiered Systems of Supports and scholar-centered practices, the school ensures that every scholar is valued, supported, and provided with the tools necessary to thrive both inside and outside of the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	First and fifth block tardy data and possible scholar outcomes Data source Aeries	2023-2024 Block 1 had a 3.5% tardy rate Block 5 had a 3.9% tardy rate	2024-2025 Block 1 has a 4.6% tardy rate to date Block 5 has a 5.5% tardy rate to date	2025-2026 Block 1 has a 5.16% tardy rate as of 5/28 Block 5 has a 5.44% tardy rate as of 5/28 73 scholar of the 811 have never been tardy.	Reduce the tardy rates for blocks 1 and 5 to below 1%	Increased the tardy rate for block 1 by 1.66% Increased the tardy rate for block 5 by 1.54% 73 scholar of the 811 have never been tardy.
4.2	Delivery of high-quality instruction to all scholars with the expectation of meeting grade-level standards. Data source: Use of the Criteria of A High-Quality Task Chart	2023-2024 we began work with the SDCOE to develop the instructional lense of our MTSS programing. 2024-2025 we did not get any mommentum on moving forward with the use of the High-Quality Task Chart	Work around MTSS has continued in the area of PBIS and instruciton. Action items will be added to support implementation in both areas.	This Metrics has not begun.	To create an everyday use of the High-Quality Task Chart and have data to inform instructional support. To create a middle school PBIS program that is used consistently across all middle school programming in an effort to support classroom productivity and behavior.	N/A
4.3	Attendance Rate DataQuest	2023-2024 School Wide 11.2 days average absent Data Source: DataQuest Attendance rates: 6th - 96%	2024-2025 School Wide Average absent by da7 (TBD) Attendance rates: (as of 5/14/2025) 6th - 97%	2025-2026 School Wide Average absent Attendance rates: (as of 5/28/2026) 6th - 96.57% 7th - 95.90%	Maintain an attendance rate above 95% within each grade level and school-wide. Be able to focus on subgroups: EL	We extended the significant digits inorder to determine if improvements are being made.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th- 95% 8th - 95% 9th - 95% 10th - 95% 11th - 95% 12th - 94% School Wide - 95% Data Source: Aeries Attendance Summary Report	7th - 96% 8th - 96% 9th - 96% 10th - 95% 11th - 96% 12th - 95% School Wide - 96% Data Source: Aeries Attendance Summary Report	8th - 95.48% 9th - 95.44% 10th - 95.52% 11th - 95.20% 12th - 94.69% School Wide - 95.57% Data Source: Aeries Attendance Summary Report	(Multilingual Learners), LTELS, & SWD to track their attendance to keep their attendance rate over 95%	As subgroup data is accessible, we want to see EL (Multilingual Learners), LTELS, & SWD numbers.
4.4	Suspension Rate Data Source: California Dashboard	2022-2023 Overall suspension rate: 3.2% SWD: 12.8% suspended at least one day/increase of 6% EL(Multilingual Learners): 4.2% at least one day/increase of 0.7%	2023-2024 Overall suspension rate: 5.5% increase of 2.3% SWD 5.6% suspended at least one day/decrease of 7.2%: EL(Multilingual Learners): 10.6% suspended at least one day/increase of 6.4% LTEL: 11.6% suspended at least one day	2024-2025 Over all suspension rate: 3.4% SWD: 7.6% EL (Multilingual Learners): 6.5% LTEL : 7% Total Suspensions 34 for 29 scholars	Reduce the school-wide suspension rate to below 2.0% Including the SWD, EL(Multilingual Learners), and LTEL subgroups.	Overall suspension rate increased by 0.2% EL(Multilingual Learners) increased by 2.3% SWD decreased by 5.2% LTELs decreased 4.6%
4.5	Scholars participate in extracurricular activities, including but not limited to sports, clubs, internships, voluntary field trips, dances, and other school activities.	2023-2024 Number of Athletic teams: 15 Number of Participants: 172 Data Source: Civil Rights Data Collection	2024-2025 Number of Athletic teams: 17 3 coed 9 boys / 8 girls Number of Participants: approximately 220	2025-2026 Number of Athletic teams: 23 3 coed / 10 boys / 10 girls Number of Participants: approximately 300	Determine our participation in various extracurricular activities to determine patterns and possible changes to the	The number of athletic teams has increased from 15 to 23. The number of participants has increased from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: program records		Data Source: Civil Rights Data Collection	811 scholars were coded with an F(Field Trip) 1,443 times of the 811 scholars 627 scholars had at least one field trip code in their attendance record Data Source: Civil Rights Data Collection	level of support scholars receive.	172 to approximately 300. A goal woud be to increase the number of field trip codes to include every scholar at least once.
4.6	Parent participation data Data source: events	2023-2024 Preuss Volunteer Coordinator data collection 1,586.98 hours of parent participation	2024-2025 Preuss Volunteer Coordinator data collection 1,528.7 hours of prent participation as of 5/14/2025	2025-2026 Preuss Volunteer Coordinator data collection 1,159.47 hours of prent participation as of May of 2026. This does not count Back 2 School Night & Spring Learning Showcase.	Increase the hours of parent participation to greater than 2,000. We will break down participation into activities so we can determine participation in academic-related opportunities, culture-building activities, and PTA meetings.	It appears that our parent participation numbers have decreased to just over 1,100 hours.
4.7	Counselors role in the soccio-emotional develpment of schoalrs as measured by imporvements in schoalr self-reported socio-emotional wellness	New for 2025-2026				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	survey scores, reductions in chronic absenteeism and deciplinary incidents, and increaesed participation in SEL workshops and mental health counseling					

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

The implementation of Goal 4: Supporting the Whole Scholar through a Multi-Tiered System of Supports (MTSS) demonstrated meaningful progress during the 2025–2026 school year through the continued development of coordinated academic, social-emotional, behavioral, and wellness support systems designed to meet the diverse needs of scholars. The school remained focused on strengthening scholar-centered practices and building structures that ensure scholars feel safe, supported, connected, and prepared for success both academically and personally.

Several planned actions connected to counseling services, social-emotional learning, restorative practices, attendance interventions, wellness supports, and targeted academic assistance were implemented successfully throughout the school year. The school continued strengthening the Preuss University Prep (UP) advisory program, which served as a foundational support structure for monitoring scholar progress, attendance, social-emotional wellness, and college readiness. Advisory teachers played a critical role in maintaining strong relationships with scholars and families while helping coordinate interventions and supports when concerns arose.

The school also expanded social-emotional learning and wellness systems through the implementation of Aperture Education, restorative practices, Positive Behavioral Interventions and Supports (PBIS), counseling interventions, and scholar wellness supports. These systems provided staff with additional tools to identify scholar needs, monitor school connectedness, and implement targeted interventions that support scholar growth and engagement. School climate and safety data reflected improvements in scholars' perceptions of school safety and overall connectedness across multiple grade levels.

Counseling services expanded significantly during implementation and became a central component of the school's MTSS framework. Counselors increased their involvement in academic monitoring, attendance interventions, multilingual learner support coordination, college readiness activities, mental health referrals, family outreach, and equity-focused programming. Counseling staff also increased opportunities for family engagement through workshops, resource events, college planning meetings, and individualized scholar support meetings.

The implementation of attendance interventions and relationship-centered supports also contributed to positive outcomes during the year. Chronic absenteeism rates declined, and average days absent improved as a result of coordinated attendance monitoring, advisory interventions, family communication, and positive attendance recognition systems. Scholars and advisory classrooms were recognized for strong attendance, helping strengthen school engagement and participation.

Targeted academic intervention systems also continued to develop through tutoring programs, intervention classes, office hours, counseling referrals, and collaborative support meetings. Increased coordination among teachers, counselors, administrators, and support staff strengthened the school's ability to identify scholars requiring additional support and respond more effectively through tiered interventions.

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

The Preuss School UC San Diego experienced alignment between planned expenditures and actual spending.

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

One of the most significant successes connected to Goal 4 was the continued strengthening of collaborative systems focused on supporting the whole scholar. The school increased efforts to align academic, behavioral, attendance, and wellness supports into a more coordinated MTSS framework. Educational partner engagement also expanded through parent meetings, advisory communication, scholar leadership opportunities, School Site Council participation, PTA meetings, and LCAP engagement sessions that allowed families and scholars to provide input regarding scholar supports and school climate.

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.

While implementation was largely successful, several challenges remained. The school continued experiencing increased demand for mental health supports, counseling services, and individualized interventions for scholars experiencing academic, social-emotional, or attendance-related difficulties. The growing number of multilingual learners and scholars requiring specialized supports also created additional demands on staffing, scheduling, and intervention coordination systems. Balancing intervention opportunities within the extended school day and ensuring scholars consistently accessed available supports remained an ongoing challenge.

Some substantive differences between planned and actual implementation occurred as the school responded to emerging scholar needs identified through local data analysis and educational partner feedback. Counseling and support staff responsibilities expanded beyond the original scope of planning to include additional attendance intervention coordination, multilingual learner support systems, wellness programming, restorative practices, and increased family engagement efforts. The school also placed greater emphasis on integrating social-emotional learning and relationship-centered practices into daily instructional and intervention systems.

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
4.1	School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25	MTSS is designed to provide a layered approach to student support, including varying intensities of interventions based on student needs. Here are key strategies for expanding MTSS in a school: Tier 1 - Universal Interventions: Strengthen Tier 1 interventions, the core educational methods that all scholars receive in the classroom. Enhance curriculum and teaching strategies to be more inclusive and effective for a diverse scholar population. Tier 2 - Targeted Group Interventions: Expand and refine Tier 2 interventions designed for groups of scholars who need more support than that is provided in Tier 1. Ensure these interventions are seamlessly integrated into the school day without stigmatizing scholars. Tier 3 - Intensive Individualized Interventions: Develop robust Tier 3 interventions for scholars who need individualized support. This may involve more specialized personnel and resources and should include personalized plans closely monitored for effectiveness.	$5,000.00	Yes
4.2	Counselors role in the socio-emotional development of scholars.	Socially and emotionally, counselors conduct daily individual and group sessions, facilitate restorative circles and conflict resolution, lead crisis intervention and threat assessment, implement SEL lessons in classrooms, and coordinate with outside mental health partners including UCSD mental health programs, UPAC, Douglas Young, and OPSAM.	$121,532.00	No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2151121	$0.00

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
21.895%	0.000%	$0.00	21.895%

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 #	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
1.1	**Action:** Expand the use of Aperture with all middle school being the targeted grades. **Need:** California Healthy Kids Survey data, attendance data, school climate indicators, and educational partner feedback demonstrate the continued need to strengthen scholar connectedness, social-emotional wellness, attendance, and overall school engagement,	This action addresses the identified need to strengthen scholar connectedness, social-emotional wellness, school engagement, and overall school climate, particularly within the middle school grades. Local data, attendance trends, school climate surveys, and educational partner feedback demonstrated the importance of implementing systems that proactively identify scholars' social-emotional strengths and areas of need so that targeted supports and interventions	Chronic Attendance data, Attendance rates, and consistancy in the assigning of Preuss University Prep teachers (Advisory faculty). California Health Kids Survey data around the topic of school connectedness.

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	particularly within the middle school grades. Scholars continue to benefit from systems that identify social-emotional strengths and areas of need early so that targeted interventions and supports can be implemented in a timely and meaningful manner. Educational partners emphasized the importance of creating safe, supportive, and relationship-centered learning environments where scholars feel connected to adults and peers, supported emotionally, and empowered to succeed academically and socially. The expansion of the Aperture Education platform supports the school's commitment to developing scholar-centered systems that strengthen social-emotional learning, improve school climate, and support the whole scholar. **Scope:** LEA-wide Schoolwide	can be provided in a timely and meaningful manner. The expansion of the Aperture Education platform and the DESSA social-emotional screening process allows staff to collect meaningful data related to scholars' self-awareness, relationship skills, emotional regulation, decision-making, and overall social-emotional development. This information supports counselors, teachers, advisory instructors, and administrators in identifying scholars who may require additional support while also strengthening the school's ability to monitor overall school climate and scholar connectedness trends. This action also supports the school's commitment to creating safe, supportive, and relationship-centered learning environments where scholars feel valued, connected, and prepared to succeed academically and socially. The integration of social-emotional learning supports within advisory systems, counseling services, restorative practices, and classroom instruction contributes to improvements in attendance, engagement, wellness, and positive scholar behavior. This action is provided on an LEA-wide and schoolwide basis because all scholars benefit from strong social-emotional learning systems, positive school climate structures, and coordinated wellness supports. While middle school grades are the targeted focus for expanded implementation, the data collected and interventions developed through this action support broader schoolwide systems related to scholar wellness, attendance,	

Goal and Action #	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
		counseling, school connectedness, and Multi-Tiered Systems of Supports (MTSS). The Preuss School UC San Diego recognizes that supporting scholars' social-emotional development is foundational to academic success, college readiness, and the development of the whole scholar.	
1.2	**Action:** Create a Positive Behavior Interventions and Supports Program **Need:** School climate data, suspension data, California Healthy Kids Survey results, attendance trends, and educational partner feedback demonstrate the continued need to strengthen positive school culture, scholar engagement, relationship-centered practices, and behavioral support systems across the school community. Data indicates that some scholar groups, including Multilingual Learners, scholars with disabilities, and socioeconomically disadvantaged scholars, continue to require additional behavioral, social-emotional, and restorative supports to ensure equitable access to a safe and supportive learning environment. Educational partners emphasized the importance of recognizing positive scholar behavior, strengthening scholar connectedness, and creating consistent schoolwide expectations that promote kindness, respect, responsibility, and academic engagement. The continued development of a Positive Behavioral Interventions and Supports (PBIS) framework supports the school's commitment to creating	The continued development and implementation of a Positive Behavioral Interventions and Supports (PBIS) framework provides proactive systems that teach, reinforce, and recognize positive scholar behaviors aligned with the values and expectations of The Preuss School UC San Diego. Through restorative practices, positive recognition systems, advisory support, attendance incentives, and behavioral interventions, scholars receive consistent guidance and support that strengthens engagement, accountability, and relationship-building across campus. This action also supports the school's commitment to reducing behavioral barriers to learning by creating systems that prioritize prevention, early intervention, and scholar support rather than relying solely on punitive responses. PBIS structures help identify scholars requiring additional behavioral, social-emotional, or attendance-related interventions while strengthening collaboration among teachers, counselors, administrators, and families to provide coordinated support.	School safety as measured with the California Healthy Kids Survey

Goal and Action #	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
	a scholar-centered culture where all scholars feel valued, supported, and empowered to succeed. **Scope:** LEA-wide Schoolwide		
1.3	**Action:** Improve communication, externally and internally. **Need:** Educational partner feedback, parent survey results, school climate data, and ongoing communication reviews demonstrate the continued need to strengthen communication systems between the school, scholars, families, and the broader community. Families expressed the importance of receiving timely, clear, and accessible information regarding scholar progress, attendance, academic expectations, intervention services, college readiness opportunities, and school events. Additional needs were identified related to multilingual communication, translation services, access to digital communication platforms, and increased opportunities for family engagement and collaboration. Strengthening internal and external communication systems supports the school's commitment to creating inclusive, transparent, and scholar-centered structures that ensure all families feel informed, connected, and empowered to support their scholar's educational experience.	The expansion of communication systems through ParentSquare, Aeries, multilingual outreach efforts, translation services, school newsletters, advisory communication, family meetings, and digital platforms improves access to information and strengthens collaboration between home and school. These systems support increased family engagement, improved attendance monitoring, greater awareness of available support services, and stronger alignment between scholars, families, and staff regarding scholar success and school expectations. This action addresses the need to improve internal communication and collaboration among teachers, counselors, administrators, support staff, and educational partners. Strengthened communication systems allow staff to coordinate interventions more effectively, monitor scholar progress consistently, and provide timely support for scholars requiring academic, behavioral, attendance, or social-emotional assistance.	School connectedness as measured by the Califorina Healthy Kids Survey

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	Scope: LEA-wide Schoolwide		
1.4	**Action:** Counseling staff"s role in promoting equity and access **Need:** Educational partner feedback, college readiness data, attendance trends, school climate surveys, and local program data demonstrate the continued need to strengthen equitable access to academic, social-emotional, college, and career support systems for all scholars. Scholars from historically underserved, income-stressed, multilingual, and first-generation college-bound backgrounds continue to benefit from coordinated counseling services that support academic planning, wellness, attendance, college readiness, and family engagement. Families identified the importance of accessible counseling support, increased communication regarding college and financial aid processes, mental health resources, and individualized scholar guidance. Strengthening the role of counseling staff supports the school’s commitment to removing barriers to opportunity, increasing scholar connectedness, expanding family engagement, and ensuring all scholars receive the support necessary to succeed academically, socially, and emotionally.	Counseling staff play a critical role in identifying and addressing barriers that may impact scholar learning, attendance, connectedness, and access to opportunities. Through academic planning, attendance monitoring, college advising, social-emotional support, family outreach, wellness referrals, and intervention coordination, counselors provide individualized guidance and support that helps scholars navigate the demands of a rigorous college-preparatory environment. This action also strengthens support systems for Multilingual Learners, Long-Term Multilingual Learners, scholars with disabilities, first-generation college-bound scholars, and scholars requiring additional academic or social-emotional assistance. The action further supports increased family engagement by expanding opportunities for communication, workshops, resource events, college planning support, and individualized family meetings. Counseling staff help ensure that families are informed about graduation requirements, college admissions processes, financial aid opportunities, intervention services, and available community resources. Strengthening these systems promotes equity and improves access to critical supports and opportunities for scholars and families.	Reduction in opportunity gaps across socio-economic and demographic groups. Family engagement participation rates in workshops or resource events. Feedback from annual surverys measuring equity and satisfaction among scholar and families.

Goal and Action #	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
	Scope: LEA-wide Schoolwide		
2.1	**Action:** Literacy and Numeracy Programs **Need:** State and local assessment data, including CAASPP, ELPAC, FastBridge screening results, classroom performance data, and intervention outcomes, demonstrate the continued need to strengthen literacy and numeracy supports for scholars requiring targeted academic intervention. Data continues to identify achievement gaps in foundational literacy and mathematics skills, particularly among Multilingual Learners, Long-Term Multilingual Learners, scholars with disabilities, and scholars requiring additional academic support. Educational partners emphasized the importance of maintaining rigorous academic expectations while providing timely, individualized interventions that allow scholars to access grade-level content successfully. As the Literacy and Numeracy Specialist roles transition away from released-time coordination responsibilities related to benchmark assessments, data collection, and scholar placement processes, the school recognizes the need to strengthen sitewide systems and collaborative structures that distribute these responsibilities across	Intervention programs were designed by need based on performance, while many within the subgroups were selected based on their performance, other scholars not in the subgroups that showed the need were placed in the courses as well. Basing the slection on performance allows us to design a system that improves all scholar who are struggling. The program is now going through a redesign as the Numeracy and Literacy Specialist will be taking on complete teaching assignments and no longer have released time. The sections of intervention course will not be reduced, the coordination of the work and data will become the responsibility of all involved in the departments (teachers and administrators).	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work

Goal and Action #	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
	instructional leadership teams, counselors, administrators, and classroom teachers. This shift will allow literacy and numeracy staff to focus more directly on intervention instruction, scholar support, coaching, and instructional collaboration while ensuring that benchmark assessment systems, data analysis, and scholar placement processes remain coordinated and effective. Strengthening intervention systems and collaborative data practices supports the school's commitment to equitable access, targeted academic support, and high-quality teaching and learning for all scholars. **Scope:** LEA-wide Schoolwide		
2.2	**Action:** Provide a high-quality, rigorous English Language Arts Program for all scholars. **Need:** State and local assessment data, including CAASPP, FastBridge screening results, classroom performance data, writing assessments, and educational partner feedback, demonstrate the continued need to strengthen literacy instruction, reading comprehension, analytical writing, and academic language development for all scholars. Data also highlights the need for additional targeted literacy support for Multilingual Learners, Long-Term Multilingual Learners, scholars with disabilities, and	The Preuss School UC San Diego operates under a fully detracked instructional model designed to provide all scholars with equitable access to rigorous, college-preparatory coursework. Rather than separating scholars into different academic tracks based on perceived ability levels, all scholars are enrolled in the same core academic courses aligned to grade-level standards and college readiness expectations. This approach reflects the school's belief that every scholar is capable of achieving at high levels when provided with strong instruction, meaningful support systems, and access to high-quality educational opportunities. Courses are designed around California state standards, A-G requirements, and the academic	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work

Goal and Action #	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
	scholars experiencing gaps in foundational reading and writing skills. Educational partners emphasized the importance of maintaining rigorous, college-preparatory English Language Arts instruction while expanding opportunities for intervention, academic discourse, critical thinking, and individualized literacy support. **Scope:** LEA-wide Schoolwide	expectations necessary for success in higher education. Teachers maintain high expectations for all scholars while utilizing differentiated instructional strategies, scaffolded supports, collaborative learning opportunities, and data-informed practices to ensure scholars can successfully engage with rigorous grade-level content. Clear course expectations, learning targets, and academic outcomes are communicated to scholars and families so that all educational partners understand the standards scholars are expected to meet. The school recognizes that scholars enter with varying educational experiences, skill levels, and support needs. As a result, Preuss provides layered intervention and enrichment systems that allow scholars to receive additional academic support without removing them from access to rigorous core instruction. Scholars who require additional support in literacy, mathematics, language acquisition, executive functioning, or foundational academic skills are provided with intervention courses, tutoring opportunities, office hours, counseling support, and targeted academic assistance that operate alongside their grade-level coursework. Within intervention classrooms and support programs, teachers are able to revisit prerequisite skills, provide reteaching opportunities, strengthen foundational concepts, and address learning gaps while scholars continue participating in rigorous grade-level instruction in their core academic classes. This structure ensures that scholars receive the individualized support they need	

Goal and Action #	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
		without lowering academic expectations or limiting access to college-preparatory pathways. Intervention courses are designed to accelerate scholar growth, build confidence, and strengthen the skills necessary for long-term academic success. The detracked model also promotes equity, inclusion, and scholar belonging by ensuring all scholars have access to the same academic opportunities, high-quality instruction, and college-going expectations. Scholars learn alongside peers with diverse strengths, backgrounds, and perspectives, helping foster collaboration, critical thinking, resilience, and a strong sense of community. The Preuss School believes that maintaining access to rigorous coursework while providing targeted interventions and scholar-centered supports is essential to closing opportunity gaps and preparing all scholars for success in college, leadership, and life.	
2.3	**Action:** The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world. **Need:** Educational partner feedback, classroom performance data, college readiness expectations, and the school's mission to prepare scholars for leadership and civic engagement demonstrate the continued need for a rigorous and culturally responsive social	The school's detracked philosophy is closely connected to the principles of equity, democracy, and civic participation. Preuss recognizes that historically, tracking systems in American education have often limited access to rigorous coursework and advanced academic opportunities for scholars from underserved communities, multilingual backgrounds, and income-stressed families. By maintaining a common, rigorous academic experience for all scholars, the school seeks to remove structural barriers that have traditionally contributed to educational inequities and opportunity gaps. The Preuss model affirms that access to high-quality education should not be	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work

Goal and Action #	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
	science program that develops critical thinking, civic responsibility, research skills, and historical analysis. Scholars require opportunities to engage in meaningful discussions, analyze multiple perspectives, evaluate evidence, and understand the historical and contemporary issues that shape an increasingly diverse and interconnected world. Data and instructional reflections also indicate the need to strengthen literacy integration, analytical writing, academic discourse, and primary source analysis within social science instruction to support scholar success across content areas. Multilingual Learners, Long-Term Multilingual Learners, scholars with disabilities, and scholars requiring additional literacy support continue to benefit from instructional strategies that integrate language development, scaffolded supports, and opportunities for collaborative learning and civic engagement. Educational partners emphasized the importance of preparing scholars not only for college success, but also for informed participation in their communities and society. Strengthening the social science program supports the school's commitment to developing scholars who are thoughtful, engaged, and socially responsible individuals capable of contributing positively to a diverse and interdependent world. **Scope:**	determined by assumptions regarding background, prior achievement, language acquisition, or socioeconomic status. Courses are intentionally designed around California state standards, disciplinary literacy practices, and the academic expectations necessary for success in higher education and civic life. In social science and civics instruction particularly, scholars are challenged to analyze historical and contemporary issues, evaluate multiple perspectives, engage in evidence-based discussion, and examine the relationship between individuals, institutions, and society. Scholars develop the skills necessary to think critically about democracy, justice, equity, leadership, and civic responsibility while learning to advocate for themselves and their communities in thoughtful and informed ways. From a social science and civic perspective, the detracked model also creates opportunities for scholars to learn within diverse academic communities that reflect the collaborative and democratic nature of society itself. Scholars learn alongside peers with varied backgrounds, experiences, perspectives, and strengths, helping foster empathy, mutual respect, civic dialogue, and a stronger sense of shared responsibility. Collaborative learning environments encourage scholars to listen actively, engage respectfully across differences, and contribute meaningfully to group problem-solving and community-building efforts.	

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	LEA-wide Schoolwide	The Preuss School believes that schools play a critical role not only in preparing scholars for college and careers, but also in developing informed citizens who understand the importance of equity, participation, leadership, and service. Through rigorous academics, scholar-centered supports, and a detracked instructional model grounded in access and opportunity, Preuss seeks to empower scholars to become critical thinkers, ethical leaders, and engaged participants in a diverse and interdependent democracy.	
2.4	**Action:** Provide a high-quality, rigorous maths program for all scholars. **Need:** State and local assessment data, including CAASPP mathematics results, FastBridge screening data, classroom performance trends, benchmark assessments, and intervention data, demonstrate the continued need to strengthen mathematics achievement, foundational numeracy skills, problem-solving abilities, and mathematical reasoning across all grade levels. Data analysis identified persistent achievement gaps among Multilingual Learners, Long-Term Multilingual Learners, scholars with disabilities, and scholars requiring additional foundational mathematics support. Educational partners emphasized the importance of maintaining rigorous college-preparatory mathematics expectations while expanding targeted intervention opportunities and individualized academic supports to ensure scholars can	The Preuss School UC San Diego operates under a fully detracked mathematics model designed to provide all scholars with equitable access to rigorous, grade-level mathematics instruction and college-preparatory coursework. Rather than separating scholars into different mathematics tracks based on perceived ability levels or prior academic performance, all scholars are enrolled in the same grade-level mathematics courses aligned to California Mathematics Standards, Integrated Mathematics pathways, and college readiness expectations. This approach reflects the school's belief that every scholar is capable of developing strong mathematical understanding and problem-solving skills when provided with high-quality instruction, targeted support systems, and consistent academic expectations. Mathematics courses at Preuss are designed to emphasize conceptual understanding, procedural fluency, mathematical reasoning, critical thinking, and real-world application of mathematics. Teachers maintain high expectations for all scholars while clearly communicating course standards, learning targets, and academic	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work

Goal and Action #	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
	successfully access advanced mathematics coursework. Reflections on instructional implementation and scholar performance also highlighted the need for stronger intervention systems, more consistent use of formative assessment practices, and increased coordination of mathematics supports across grade levels. Scholars continue to benefit from targeted support structures that address unfinished learning, strengthen foundational skills, and provide timely academic interventions before gaps widen. As the Numeracy Specialist role transitions away from released-time coordination responsibilities related to benchmark assessments, data collection, and scholar placement processes, the school recognizes the importance of strengthening collaborative systems among administrators, counselors, instructional leaders, and classroom teachers to maintain effective monitoring of scholar progress and intervention placement. This shift allows mathematics intervention staff to focus more directly on scholar support, intervention instruction, coaching, and collaboration with teachers to strengthen classroom instructional practices and improve scholar outcomes. Strengthening the mathematics program supports the school's commitment to equitable access, academic excellence, and preparing all scholars for success in advanced coursework, college, and future careers.	expectations. Instruction focuses not only on obtaining correct answers, but also on helping scholars explain their thinking, justify mathematical reasoning, analyze multiple solution pathways, and apply mathematical concepts to complex problems and authentic situations. The detracked mathematics model ensures that all scholars remain exposed to grade-level standards and rigorous content while receiving the support necessary to address unfinished learning or foundational skill gaps. Scholars who experience challenges in mathematics are not removed from rigorous coursework or placed into lower-level academic tracks. Instead, scholars are provided with additional intervention and enrichment opportunities that operate alongside their core mathematics instruction. These supports may include intervention classes, tutoring, office hours, collaborative problem-solving opportunities, targeted small-group instruction, and individualized academic support.	

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	Scope: LEA-wide Schoolwide		
2.5	**Action:** Provide a high-quality, rigorous science program for all scholars. **Need:** State and local assessment data, including CAST results, classroom performance data, benchmark assessments, and educational partner feedback, demonstrate the continued need to strengthen scholar achievement in science literacy, inquiry-based learning, critical thinking, and application of scientific concepts. Scholars require access to rigorous, standards-aligned science instruction that promotes problem-solving, collaboration, analytical reasoning, and real-world application of scientific knowledge in preparation for college, careers, and participation in an increasingly technology-driven society. Data analysis and instructional reflections also identified the need to strengthen literacy integration, scientific writing, data analysis, laboratory experiences, and hands-on learning opportunities across all science courses. Multilingual Learners, Long-Term Multilingual Learners, scholars with disabilities, and scholars requiring additional academic support continue to benefit from scaffolded instruction, collaborative learning opportunities, and targeted interventions that support access to	The Preuss School UC San Diego operates under a fully detracked science instructional model designed to provide all scholars with equitable access to rigorous, grade-level science instruction and college-preparatory coursework. Rather than separating scholars into different science tracks based on perceived ability levels or prior academic performance, all scholars are enrolled in the same standards-aligned science courses built around the California Next Generation Science Standards (NGSS), college readiness expectations, and inquiry-based learning practices. This approach reflects the school's belief that every scholar is capable of engaging in scientific thinking, problem-solving, and analytical reasoning when provided with strong instruction, meaningful support systems, and equitable access to high-quality educational opportunities. Science instruction at Preuss emphasizes inquiry, experimentation, collaboration, critical thinking, and real-world application of scientific concepts. Scholars are expected to actively engage in scientific practices such as asking questions, developing and testing hypotheses, analyzing data, constructing explanations, and communicating evidence-based conclusions. Teachers maintain high expectations for all scholars while clearly communicating course standards, laboratory expectations, learning targets, and academic outcomes necessary for	Fastbridge, CAASPP, ELPAC, and CAST scores along with course work

Goal and Action #	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
	rigorous science content and academic language development. Educational partners emphasized the importance of expanding opportunities for scholars to engage in inquiry-based instruction, laboratory investigations, STEM-related experiences, and college-preparatory science coursework that connects classroom learning to future academic and career pathways. The school also recognizes the importance of maintaining modern instructional resources, laboratory equipment, and collaborative instructional planning structures to support effective science instruction and scholar engagement. Strengthening the science program supports The Preuss School UC San Diego's commitment to providing equitable access to rigorous academic opportunities while preparing scholars to think critically, solve complex problems, and succeed in higher education and future STEM-related fields. **Scope:** LEA-wide Schoolwide	success in advanced coursework and higher education. The detracked science model ensures that all scholars remain exposed to rigorous grade-level standards and laboratory experiences while receiving the support necessary to address unfinished learning or foundational skill gaps. Scholars who experience challenges in science are not removed from rigorous coursework or placed into lower academic pathways. Instead, scholars are provided with layered intervention and enrichment opportunities that support their continued access to grade-level science instruction. These supports may include tutoring, intervention classes, office hours, guided laboratory support, collaborative group work, targeted academic interventions, and scaffolded instructional strategies designed to strengthen comprehension and scientific reasoning skills.	
2.6	**Action:** Counselors role in scholar academic achievement. **Need:** Educational partners emphasized the importance of ensuring that all scholars	Counselors play a critical role in helping scholars successfully navigate the academic demands of a rigorous college-preparatory program. Through academic planning, transcript review, attendance monitoring, intervention referrals, social-emotional support, and college advising, counselors help identify barriers that may impact scholar	Counseling staff's role in supporting scholar academic achievement, AP course enrollment and performance, percentage of scholars achieving proficiency status in core

Goal and Action #	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
	receive consistent guidance regarding academic progress, graduation requirements, A-G completion, Advanced Placement coursework, college admissions processes, financial aid opportunities, and postsecondary planning. Scholars also continue to require additional support related to organization, study skills, attendance, intervention access, and balancing the academic demands of a rigorous college-preparatory program. Reflections on implementation and scholar outcome data further highlighted the importance of integrating counseling services into academic intervention systems and collaborative support structures. Counselors play a critical role in identifying scholars requiring additional academic assistance, coordinating supports among teachers and families, monitoring scholar progress, and helping remove barriers that may impact academic success. Increased collaboration among counselors, administrators, teachers, intervention staff, and families supports a more responsive and scholar-centered approach to academic achievement. Strengthening counseling systems and academic support structures supports The Preuss School UC San Diego's commitment to equity, college readiness, and ensuring that all scholars have access to the resources, guidance, and support necessary to succeed in rigorous coursework and pursue higher education opportunities.	achievement and coordinate supports to address those needs proactively. This action also strengthens communication and collaboration among counselors, teachers, administrators, intervention staff, scholars, and families to ensure scholars receive timely and responsive support.	subjects, and graduation and UC/CSU eligibility rates.

Goal and Action #	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
	Scope: LEA-wide Schoolwide		
2.7	**Action:** *NEW* Preuss Advantage Program & Coordinator (LREBG-Funded) **Need:** Analysis of CAASPP Mathematics assessment data indicates that unduplicated pupils, including low-income scholars, multilingual learners, and foster youth, continue to experience challenges in meeting grade-level mathematics standards. While many scholars demonstrate growth, overall performance data reveal achievement gaps in comparison to state expectations and highlight the need for additional targeted support. A review of CAASPP Mathematics claims data shows that scholars require further development in key areas, including problem solving and modeling/data analysis. These areas require scholars to apply mathematical concepts to real-world situations, explain their reasoning, and solve complex, multi-step problems. Classroom assessment data and teacher observations further indicate that many scholars struggle to transfer mathematical knowledge independently and often need additional individualized support to build foundational skills and confidence. The data also suggest that scholars who receive more personalized instruction and	At the end of the 2025-2026 school year restructuring decisions moved the Literacy and Numeracy Specialist back into the school day for all sections. Math and Literacy Enrichment courses will continue to be taught during the school day, however the oversight of the data generated from these courses will be redirected through the administration and departments. The Preuss Advantage Program is a high-impact, one-to-one virtual tutoring initiative designed to strengthen scholars' mathematical knowledge and skills. Delivered through a Zoom-based platform, the program provides individualized support tailored to each scholar's specific learning needs. The Preuss Advantage Coordinator collaborates closely with classroom teachers to identify scholars who would benefit from targeted mathematical intervention. Once scholars are identified, the coordinator works with parents, tutors, scholars, and teachers to facilitate participation, monitor progress, and ensure consistent communication among all stakeholders. By serving as the central point of coordination, the Preuss Advantage Coordinator oversees program implementation, supports the tutoring process, and provides regular updates on scholar growth and engagement. This collaborative approach helps ensure that scholars receive timely, personalized	The effectiveness of the Preuss Advantage Program will be monitored through multiple measures designed to assess both academic growth and scholar engagement. Academic outcomes will be evaluated using CAASPP Mathematics results, with particular attention given to individual claims and targets that identify specific areas of need and growth. These data will help ensure that tutoring support is aligned to each scholar's learning needs. In addition, program participation data, including attendance and consistency of tutoring sessions, will be tracked to measure engagement and implementation fidelity. Classroom work samples and teacher feedback will be used to monitor the transfer of skills from tutoring sessions to daily

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	opportunities for guided practice demonstrate stronger growth than peers who rely solely on classroom instruction. As a result, there is a need for expanded intervention and individualized tutoring opportunities that provide scholars with targeted support aligned to their specific areas of need identified through CAASPP claims, classroom performance, and teacher recommendations. To address these needs, The Preuss School will implement the Preuss Advantage Program, a high-impact, one-to-one virtual tutoring program focused on mathematics achievement. The program will provide individualized instruction, increase scholar confidence in mathematics, and support scholars in mastering grade-level standards while improving overall academic outcomes for unduplicated pupils. **Scope:**	support that complements classroom instruction and promotes academic success in mathematics.	classroom performance. Finally, scholars will complete a Mathematics Confidence Survey to measure changes in self-efficacy, attitudes toward mathematics, and overall confidence in their ability to succeed in the subject. Together, these metrics will provide a comprehensive picture of the program's impact on scholar achievement, engagement, and mathematical confidence while informing continuous improvement efforts.
3.1	**Action:** Begin modernization projects throughout the campus. **Need:** Educational partners identified the importance of creating modern, safe, welcoming, and functional spaces that support collaboration, innovation, social-emotional wellness, and rigorous instruction. Scholars benefit from classroom environments equipped with updated instructional technology, flexible furniture, collaborative learning spaces, and	Modernization efforts support scholars by improving classroom environments, instructional technology access, collaborative learning spaces, wellness areas, and facilities used for academic, enrichment, arts, athletics, and extracurricular programs. Updated and flexible learning environments allow teachers to implement more effective instructional strategies, increase scholar engagement, and support collaborative and hands-on learning experiences across content areas. Modernized spaces also contribute to school connectedness, scholar pride, and a positive school climate by creating environments	Complettion of modernization projects, or progress towards.

Goal and Action #	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
	facilities that support hands-on learning, enrichment opportunities, and extracurricular programs. The school also recognizes the importance of maintaining facilities that reflect the high expectations and college-going culture central to the Preuss mission. Reflections on implementation and long-term planning also identified the need for modernization of specialized program areas, including wellness spaces, instructional support areas, arts and music facilities, physical education and athletic spaces, scholar collaboration areas, and staff workspaces. Modernized facilities support scholar engagement, school connectedness, and equitable access to high-quality educational experiences while also helping the school remain competitive as a public school of choice within the region. Strengthening campus facilities and learning environments supports The Preuss School UC San Diego's commitment to creating scholar-centered systems where all scholars feel valued, supported, and empowered to succeed academically, socially, and personally. **Scope:** LEA-wide Schoolwide	where scholars feel valued, supported, and prepared for success.	
3.2	**Action:**	Transportation assistance will be re-introduced in SY26-27 for homeless and foster youth as priority populations, and then 6th, 7th and (if available) 8th	Attendance rates of bus participants school-wide and disaggregated by

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	Provide transportation to the campus because of the importance of being on the UC San Diego Campus. **Need:** The Preuss School UC San Diego is not a neighborhood school and draws scholars from across San Diego Unified School District attendance boundaries. Because the school is located on the UC San Diego campus rather than within any single residential community, scholars do not have access to neighborhood-based transportation options. This presents a significant access barrier for low-income, foster youth, and homeless scholars who may lack reliable private transportation and for whom the cost or logistics of daily commuting could interrupt consistent attendance and engagement. English Learners, Long-Term English Learners, and socioeconomically disadvantaged scholars are disproportionately affected by transportation barriers, as families in these groups are less likely to have the financial resources or schedule flexibility to arrange daily transportation to a campus located outside their immediate community. Consistent physical presence on the UC San Diego campus is essential not only for daily instruction but for scholars to benefit from the college environment, research opportunities, and university resources that are central to the Preuss educational model and mission. **Scope:**	grade. This assistance will be supported by a Safe Passage to School Grant issued by the San Diego County District Attorney's Office. Because the geographic barrier created by the school's campus location affects all scholars regardless of subgroup, and reliable access to campus is a prerequisite for benefiting from any of the school's instructional and support programs, the offering is available on a schoolwide basis. For low-income, foster youth, and homeless scholars specifically, transportation assistance removes a concrete financial and logistical barrier that could otherwise prevent consistent school attendance. Scholars experiencing housing instability are particularly vulnerable to transportation disruptions, as changes in living situation can significantly alter commute distance and access. By providing transportation assistance to scholars in need, the school ensures that its unduplicated student groups — who are most likely to face transportation barriers — are able to access the full educational program, including the college preparatory curriculum, counseling services, MTSS supports, and the unique university environment that distinguishes the Preuss experience. Providing this support on a schoolwide basis ensures consistent, non-stigmatizing access for all scholars who need it while directing the most meaningful benefit to those facing the greatest barriers.	subgroup (English Learners, LTELs, foster youth, homeless scholars, and socioeconomically disadvantaged scholars), monitored through Aeries on an ongoing basis and reported annually through LCAP Metric 4.3. Chronic absenteeism rates school-wide and by subgroup as reported on the California Dashboard, with a target of reducing the school-wide chronic absenteeism rate to below 5% as identified in LCAP Metric 1.4. Number of scholars receiving transportation assistance annually, tracked by the Attendance and Transportation Coordinator.

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	LEA-wide Schoolwide		
3.3	**Action:** Increase the usage of scholar support systems **Need:** Scholars are in need of social emotional support, academic guidance, and carrer investigation **Scope:**	The increased usage and coordination of scholar support systems allows the school to respond proactively to scholar needs by providing timely interventions and individualized assistance. Through counseling services, advisory supports, tutoring programs, intervention classes, wellness resources, attendance interventions, college advising, and collaborative problem-solving systems, scholars receive layered supports that help address barriers impacting academic achievement, attendance, engagement, and social-emotional well-being.	Measuring the access scholars have towards a rigorous college prep curriculum, access and particpation in internship programs, and group nad individula meeting data from family support specialist.
3.4	**Action:** Continued development of restorative practices in response to high suspension data on the California Dashboard. **Need:** California Dashboard data reveals that suspension rates at The Preuss School UC San Diego remain disproportionately high, particularly for scholars from unduplicated groups, including English learners, low-income scholars, and scholars with disabilities. These students often face greater barriers to success, including heightened exposure to punitive disciplinary practices, lack of culturally responsive support systems, and fewer restorative opportunities to re-engage in their education following behavioral incidents. The return to in-person learning after the pandemic also revealed increased socio-emotional needs among these populations.	The continued development of a comprehensive restorative practices program is specifically designed to mitigate the effects of exclusionary discipline on unduplicated pupils by fostering a proactive, supportive, and inclusive school culture. The restorative practices initiative addresses the unique challenges faced by these scholars in the following ways: Staff and Scholar Education: Unduplicated scholars benefit when educators are equipped with the tools to de-escalate conflict and build community. Training teachers, administrators, and scholars in restorative justice equips all parties to participate in mediation, reflection, and reparation, reducing disproportionate referrals and suspensions. Policy Reform: By revising school policies to embed restorative practices in place of punitive approaches, the	

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	Scope: LEA-wide Schoolwide	school ensures that disciplinary responses address root causes and promote reintegration rather than removal. This supports unduplicated scholars who may struggle with cultural mismatch, trauma-related behavior, or communication barriers. Dedicated Resources: Investing in staff (e.g., restorative justice coordinators or counselors) ensures that unduplicated scholars have consistent access to trained adults who can guide them through restorative processes rather than funnel them into suspension. Ongoing staff development ensures sustainability and equity of practice. Restorative Spaces: Peace rooms and mediation centers offer safe, structured environments for resolving conflict. These spaces provide emotional refuge and support for reconnection for unduplicated pupils who may experience higher stress levels or school disengagement. Community and Parent Involvement: Engaging families—especially those whose first language is not English or who have limited access to institutional knowledge—fosters stronger school-home partnerships. Offering training and visibility into restorative practices helps build shared accountability and cultural understanding. Scholar Leadership: Creating leadership pathways through peer mediation and advisory-based restorative councils empowers unduplicated scholars to become	

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		changemakers in their community, fostering agency and resilience. Assessment and Feedback Loops: Regular review of discipline data disaggregated by subgroup ensures equity in implementation and guides improvements. Gathering feedback from unduplicated scholars ensures their voices inform policy and practice adjustments. Collaboration and Networking: Connecting with other schools facing similar challenges allows for the sharing of effective strategies tailored to diverse scholar populations. Networking helps refine culturally responsive and inclusive approaches specific to unduplicated groups. Pilot Programs and Scale-Up: Piloting strategies in classrooms with high concentrations of unduplicated scholars allows for iterative improvement before broader implementation. Scholars need to focus on determining the most effective restorative strategies before scaling. Visibility and Communication: Transparently sharing the restorative program's goals, practices, and successes ensures that parents of unduplicated scholars feel informed, welcomed, and engaged in their child’s school life. Multilingual and accessible communications foster greater equity in understanding and participation.	

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		Why This Action is Provided on a Schoolwide Basis: While unduplicated scholars are the primary beneficiaries, restorative practices positively impact the entire school culture. By training all staff, revising schoolwide policies, and fostering inclusive, supportive environments, the initiative ensures consistent expectations and access for all scholars. This reduces stigma, strengthens the community, and increases the efficacy of interventions. Providing these actions on a schoolwide basis allows The Preuss School to embed restorative justice as a foundational element of its educational philosophy, benefiting unduplicated scholars most, while raising the overall standard of school climate and discipline equity.	
3.5	**Action:** Counselors role in a scholar centered approach to college and career readiness **Need:** Educational partners and all stakeholders emphasized the importance of ensuring scholars have access to trusted adults, academic guidance, wellness resources, tutoring opportunities, college and career exploration experiences, and support systems that respond to their individual needs and aspirations. Multilingual Learners, Long-Term Multilingual Learners, scholars with disabilities, first-generation college-bound scholars, and scholars experiencing social-emotional or academic challenges particularly benefit from increased access to coordinated intervention systems and individualized support services.	Counselors play a critical role in helping scholars navigate the rigorous college-preparatory expectations of The Preuss School UC San Diego while ensuring scholars and families understand graduation requirements, A-G completion, Advanced Placement opportunities, college admissions processes, financial aid systems, scholarship opportunities, internships, and career exploration pathways. This action supports scholars in developing individualized academic and postsecondary plans that align with their interests, strengths, and long-term goals.	College acceptance rates, FAFSA/CADAA application completion, and participation in college readiness workshops and internships.

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	Reflections on implementation also identified the importance of strengthening awareness, accessibility, and coordination of existing scholar support programs. Scholars benefit when support systems are proactive, relationship-centered, and integrated across academic, counseling, attendance, wellness, and college readiness structures. Increased collaboration among counselors, teachers, administrators, family support staff, and intervention teams supports more effective identification of scholar needs and timely access to services. **Scope:** LEA-wide Schoolwide		
4.1	**Action:** School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25 **Need:** Data analysis identified ongoing needs related to foundational literacy and numeracy skills, attendance interventions, social-emotional wellness, behavioral supports, and access to mental health resources. Multilingual Learners, Long-Term Multilingual Learners, scholars with disabilities, and scholars experiencing academic or social-emotional challenges particularly benefit from coordinated intervention systems that provide timely and targeted supports before learning gaps or disengagement increase.	The MTSS framework enables staff to use universal screeners (e.g., Fastbridge) and classroom performance data to identify unduplicated pupils who are at risk academically, behaviorally, or emotionally. This ensures that scholars who may have previously gone unnoticed—such as English Learners or low-income scholars—are now systematically recognized and supported. By embedding interventions within the school day and aligning supports with instructional practices, MTSS removes logistical and stigma-related barriers that might prevent unduplicated pupils from accessing services. Supports are integrated rather than isolated, promoting equity in opportunity and outcome.	Fastbridge Assessment Scores (ELA and Math) – Tracked three times per year to measure growth in foundational literacy and numeracy skills, especially for English Learners and low-income scholars. Course Performance Data (D/F Rates) – Used to identify scholars needing Tier 2 or Tier 3 support and monitor progress post-intervention. SST (Student Study Team) Referrals – Number

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	Educational partners emphasized the importance of creating a proactive and scholar-centered system where interventions are integrated seamlessly into the school day, scholars feel supported rather than stigmatized, and support services are aligned across instructional, counseling, wellness, and family engagement systems. Reflections on implementation also highlighted the need for stronger collaboration among teachers, counselors, administrators, intervention staff, and families to monitor scholar progress, coordinate interventions, and evaluate the effectiveness of supports provided at each tier. **Scope:** LEA-wide Schoolwide	The Preuss School UC San Diego serves a majority population of scholars who qualify as low-income, English Learners, or foster youth. Implementing MTSS schoolwide ensures broad access to support while maintaining flexibility to intensify services based on individual need.	and outcomes of referrals to SST as an indicator of response to more intensive needs. Discipline Data (Behavior Code Violations) – Frequency and type of infractions tracked over time to determine effectiveness of interventions in reducing disruptive behaviors. Attendance and Chronic Absenteeism Rates – Trends in daily attendance and reductions in chronic absenteeism as indicators of improved engagement and support. Aperture SEL (DESSA) Results – Strength-based SEL assessment results to gauge improvements in social-emotional competencies (e.g., self-management, relationship skills). Parent Participation Data – Attendance at MTSS-related meetings and workshops (e.g., SST meetings), particularly

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			among families of unduplicated pupils.
4.2	**Action:** Counselors role in the socio-emotional development of scholars. **Need:** School climate surveys, counseling referral data, attendance trends, social-emotional screening results, educational partner feedback, and local wellness data demonstrate the continued need to strengthen scholar wellness supports, social-emotional learning systems, and access to mental health resources. Scholars continue to experience academic, social, emotional, and personal challenges that can impact school connectedness, attendance, engagement, behavior, and academic achievement. As a result, scholars require proactive and responsive support systems that address the whole scholar and promote overall well-being. Educational partners emphasized the importance of ensuring scholars have access to trusted adults, counseling services, wellness resources, restorative supports, and social-emotional learning opportunities that foster resilience, self-awareness, relationship skills, and emotional regulation. Multilingual Learners, Long-Term Multilingual Learners, scholars with disabilities, and scholars experiencing stress, trauma, anxiety, or other social-emotional challenges particularly benefit from coordinated wellness supports and individualized interventions.	Counselors play a critical role in supporting the whole scholar by providing individual counseling, crisis response, wellness check-ins, restorative support, conflict resolution assistance, attendance interventions, and referrals to additional mental health and community-based services. Through collaboration with teachers, administrators, families, and intervention staff, counselors help identify scholars who may require additional support while coordinating timely interventions that promote scholar engagement, resilience, emotional regulation, and positive decision-making.	Measured by imporvements in schoalr self-reported socio-emotional wellness survey scores, reductions in chronic absenteeism and deciplinary incidents, and increaesed participation in SEL workshops and mental health counseling.

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	Reflections on implementation also identified the growing demand for counseling services, crisis response support, family outreach, and mental health interventions across grade levels. Scholars benefit when wellness supports are integrated into daily school structures through advisory programs, restorative practices, Positive Behavioral Interventions and Supports (PBIS), counseling services, and social-emotional learning activities. Increased collaboration among counselors, teachers, administrators, families, and community agencies supports more effective identification of scholar needs and improved coordination of services. Strengthening scholar wellness systems supports The Preuss School UC San Diego's commitment to creating a safe, inclusive, and scholar-centered environment where all scholars feel valued, connected, emotionally supported, and prepared to succeed academically and personally. **Scope:** LEA-wide Schoolwide		

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
1.1	**Action:** Expand the use of Aperture with all middle school being the targeted grades. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.2	**Action:** Create a Positive Behavior Interventions and Supports Program **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.3	**Action:** Improve communication, externally and internally. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		

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1.4	**Action:** Counseling staff"s role in promoting equity and access **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
2.1	**Action:** Literacy and Numeracy Programs **Need:** Performance data from CAASPP and the California Dashboard reveals persistent and significant achievement gaps in ELA and Mathematics for the school's unduplicated student populations. In 2023-24, Long-Term English Learners scored 87.2 points below standard in ELA and 145.9 points below standard in Math. Multilingual Learners scored 26 points below standard in ELA and 77.8 points below standard in Math. Scholars with disabilities scored 80.1 points below standard in ELA and 110.1 points below standard in Math. While all scholars school-wide scored above standard in ELA at 26.6 points and showed improvement from the prior year, Math performance remains a significant area of need with all scholars scoring 28.9 points below standard in 2023-24, an improvement of 6.9 points from the prior year baseline of 36.4 points below standard. Fastbridge universal screener data, collected three times per year, further identifies scholars in need of intensive	The Preuss School provides targeted literacy and numeracy intervention through literacy and math enrichment classes taught by credentialed instructors, working within the school's MTSS framework to identify and support scholars performing below grade level in reading and mathematics. Using Fastbridge universal screener data and multiple classroom performance measures, the specialists identify scholars in need of intensive skill-building and provide lower class-size ratios for more intensive intervention and supports for broader skill development. This dual approach ensures that scholars receive the focused, individualized support they need while remaining connected to grade-level instruction in their core courses. The school acknowledges that investment in these specialist positions has been modestly scaled back in the current planning cycle as the school refines its intervention model and evaluates the most effective deployment of specialist time and resources. Despite this adjustment, the literacy and numeracy intervention program remains a core component of the school's academic support	Fastbridge ELA and Math universal screener results, collected three times per year, disaggregated by subgroup including English Learners, LTELs, scholars with disabilities, and socioeconomically disadvantaged scholars, to monitor growth in foundational literacy and numeracy skills among scholars receiving intervention support. CAASPP ELA and Math performance, including percentage of scholars meeting or exceeding standards and points above or below standard, disaggregated by subgroup, monitored annually through LCAP Metrics 2.1 through 2.4, with targets of all scholars

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	skill-building in foundational literacy and numeracy, particularly among English Learners, Long-Term English Learners, and scholars with disabilities. These scholars disproportionately lack access to the foundational literacy and numeracy skills necessary to access and succeed in the school's rigorous, single-track college preparatory curriculum without targeted intervention support. **Scope:** Limited to Unduplicated Student Group(s)	system and a primary mechanism for closing achievement gaps for unduplicated students. This action is identified as limited; while serving foundational literacy and numeracy needs are identified through universal screening of all scholars, and intervention placement is determined by performance data rather than subgroup status alone, the primary intention of the interventions is to help unduplicated pupils who perform in entry grades at significantly lower levels accelerate their skills to grade-level standards such that scholars can succeed in a detracked, single-track model. The action is principally directed toward unduplicated students given their disproportionate representation among scholars identified for intervention and the direct connection between foundational literacy and numeracy skills and the academic outcomes measured for these subgroups on CAASPP, ELPAC, and the California Dashboard.	reaching 70% meeting or exceeding standards in ELA and 50% in Math by 2026-27. D/F rates in core ELA and Math courses for scholars receiving literacy and numeracy intervention support, monitored through Aeries on a semester basis to assess whether intervention is translating into improved course performance. ELPAC Summative results for Multilingual Learners and LTELs, monitored annually through LCAP Metrics 5.1 and 5.2, to assess the intersection of language development and literacy skill-building for English Learner scholars receiving intervention support. Number of scholars served by the Literacy and Numeracy Specialists each year, disaggregated by subgroup, to monitor the reach and targeting of the intervention program relative to the population

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			of scholars identified through universal screening. SST referral and outcome data for scholars receiving Tier 2 and Tier 3 literacy and numeracy intervention, monitored through counselor and specialist records to assess whether intervention is preventing escalation to more intensive support needs.
2.2	**Action:** Provide a high-quality, rigorous English Language Arts Program for all scholars. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
2.3	**Action:** The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world. **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
2.4	**Action:** Provide a high-quality, rigorous maths program for all scholars. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
2.5	**Action:** Provide a high-quality, rigorous science program for all scholars. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
2.6	**Action:** Counselors role in scholar academic achievement. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
2.7	**Action:** *NEW* Preuss Advantage Program & Coordinator (LREBG-Funded)	Preuss Advantage is designated as a Limited Action because participation is explicitly restricted to scholars from the school's unduplicated student	Percentage of Preuss Advantage participants demonstrating growth on

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	Need: review of local assessment data, California School Dashboard results, and Fastbridge universal screener data reveals that a significant subset of scholars continue to perform below grade level in mathematics, with learning gaps that have persisted despite access to core instructional supports. School-wide, Preuss scholars scored 28.9 points below standard in Mathematics on the 2023-24 California Dashboard, with unduplicated student groups demonstrating significantly larger gaps: Long-Term English Learners scored 145.9 points below standard, scholars with disabilities scored 110.1 points below standard, and Multilingual Learners scored 77.8 points below standard. Fastbridge benchmark data further identifies scholars performing in the lowest achievement bands in numeracy, algebraic reasoning, and problem-solving — areas where foundational skill gaps, many of which originated or worsened during the COVID-19 pandemic, continue to limit scholars' ability to access and succeed in the school's rigorous, single-track college preparatory mathematics curriculum. Scholars identified for Preuss Advantage are exclusively drawn from the school's unduplicated student population — low-income, English Learner, Long-Term English Learner, and foster youth scholars — whose mathematics performance places them in the lowest or lower end of the second-lowest achievement level on state or local	groups — low-income, English Learner, Long-Term English Learner, and foster youth scholars — who are performing below grade level in mathematics as identified through Fastbridge universal screener data, course performance data, and California Dashboard results. Unlike the school's core instructional programs, which are provided to all scholars on a detracked, schoolwide basis, Preuss Advantage is a targeted supplemental intervention designed to serve only those scholars whose performance data and subgroup status indicate the greatest need for additional mathematics support beyond what the regular instructional day provides. This limited scope is both intentional and appropriate. The program's design — afterschool, virtual, one-on-one or small-group tutoring with university tutors — is specifically calibrated to the learning recovery needs of unduplicated scholars who continue to demonstrate pandemic-related learning gaps in mathematics. Providing this intervention exclusively to unduplicated scholars ensures that LREBG funds are concentrated where the need is greatest and most directly connected to the equity and learning recovery purposes for which these funds were appropriated. The school's core mathematics instructional program, funded through LCFF, serves all scholars; Preuss Advantage exists specifically to supplement that program for unduplicated scholars who require additional time, intensity, and individualization to close persistent achievement gaps and access the college preparatory mathematics curriculum on equitable terms.	Fastbridge mathematics benchmark assessments, collected three times per year, to measure progress in foundational numeracy skills among scholars receiving tutoring support. Improvement in mathematics course grades for participating scholars, monitored on a semester basis through Aeries, to assess whether tutoring is translating into improved classroom performance. Reduction in the proportion of participating scholars performing in the lowest achievement bands in mathematics on Fastbridge and CAASPP, monitored annually, with a target of reducing the percentage of scholars scoring in the lowest band by a meaningful margin each year of program implementation. CAASPP Mathematics performance for all scholars and disaggregated by

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	assessments, and who experienced interrupted or inconsistent instruction during the pandemic and continue to demonstrate foundational skill deficits that core instruction alone has not been sufficient to address. Data consistently shows that these scholars are disproportionately and persistently represented among those performing furthest below grade level in mathematics, and that their recovery from pandemic-related learning loss has been slower and less complete than that of their peers who are not members of unduplicated student groups. Chronic absenteeism data further indicates that scholars with inconsistent attendance — who are also disproportionately from unduplicated groups — face compounded barriers to mathematics achievement, underscoring the need for a flexible, accessible intervention model designed specifically for this population. **Scope:** Limited to Unduplicated Student Group(s)	The program is funded through the Learning Recovery and Emergency Block Grant (LREBG), consistent with the allowable uses identified in Education Code Section 32526(c)(2), including accelerating progress to close learning gaps through evidence-based tutoring, increasing instructional learning time via afterschool academic support, and providing additional academic services including diagnostic review and ongoing progress monitoring. Research consistently demonstrates that high-dosage tutoring — particularly in mathematics — has a strong, positive impact on student achievement for students performing below grade level, making this an evidence-based selection consistent with LREBG requirements. The program coordinator oversees scheduling, tutor training, supervision, and alignment of tutoring sessions with the school's instructional priorities, ensuring program fidelity and continuity across the multi-year implementation period. LREBG funds will be distributed across the 2025-26, 2026-27, and 2027-28 school years to ensure program sustainability and continuity of services. The school's 2025-26 LREBG allocation is $85,146, with an estimated additional allocation of approximately $185,768 in 2026-27, for an estimated total of $270,914 available through 2027-28.	subgroup — including English Learners, LTELs, scholars with disabilities, and socioeconomically disadvantaged scholars — monitored annually through LCAP Metrics 2.3 and 2.4, with a target of all scholars meeting or exceeding standards at 50% and reducing the points-below-standard gap for unduplicated subgroups toward the targets established in the LCAP. Scholar participation and program completion rates, tracked by the program coordinator on an ongoing basis, to monitor reach, consistency of engagement, and program fidelity across the tutoring cohort. Disaggregated participation data by subgroup — including English Learners, LTELs, scholars with disabilities, foster youth, and socioeconomically disadvantaged scholars — to monitor equity of access and ensure that the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			scholars with the greatest need are being reached by the program. California Dashboard Mathematics performance status and change for all scholars and unduplicated subgroups, reviewed annually to assess the program's contribution to school-wide and subgroup improvement in mathematics over the multi-year implementation period.
2.8	**Action:** *NEW* English Language Development Program **Need:** California Dashboard and ELPAC Summative data reveal a significant and sustained decline in English language proficiency among the school's Multilingual Learner and Long-Term English Learner populations. Overall Well-Developed proficiency on the Summative ELPAC declined from 34.43% in 2022-23 to 15.91% in 2023-24, a decrease of 18.52 percentage points. Domain-level data shows declines across all four language domains, with Speaking Well-Developed proficiency dropping from 79% to 59%, Listening from 23% to 16%, and Writing from 23% to 17%. On the California Dashboard, Multilingual	The departmentalized ELD program directly addresses the identified need by replacing the prior insufficient model with a dedicated, structured English language development program delivered by a credentialed ELD specialist within the English Department. The program uses the National Geographic LIFT curriculum, a research-based, standards-aligned ELD program designed to accelerate English language proficiency across all four language domains. Five sections are offered across two proficiency levels, with placement determined by Summative ELPAC performance data, ensuring that each scholar receives instruction calibrated to their current level of English language development consistent with California's ELD Standards and the school's EL Master Plan. The program is provided on a schoolwide basis because English language development is a foundational academic need that affects scholar	Percentage of Multilingual Learners performing at the Well-Developed level (Level 4) on the Summative ELPAC school-wide and by domain (Listening, Speaking, Reading, Writing), monitored annually through LCAP Metrics 5.1 and 5.2, with a target of 35% Well-Developed overall by 2026-27. Percentage of Long-Term English Learners performing at Level 3 or above on the Summative ELPAC, monitored annually through LCAP

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	Learners scored 26 points below standard in ELA and 77.8 points below standard in Math in 2023-24, while Long-Term English Learners scored 87.2 points below standard in ELA and 145.9 points below standard in Math — among the most significant performance gaps in the school's data profile. Through the Differentiated Assistance process with the San Diego County Office of Education, a root cause analysis determined that the school's prior approach to ELD instruction — embedding language support within a general literacy enrichment class — was insufficient to meet the designated ELD instructional requirements of California's ELD Standards and the school's EL Master Plan. The school's entry into Differentiated Assistance status for 2024-2025 due to LTEL performance further underscores the urgency of implementing a more structured, intensive, and expertly delivered ELD program. First-generation, low-income scholars who are English Learners or Long-Term English Learners face compounded barriers to academic success, as limited English proficiency affects not only ELA performance but access to rigorous content across all subject areas. **Scope:** Limited to Unduplicated Student Group(s)	access to the entire college preparatory curriculum. Multilingual Learners and Long-Term English Learners at Preuss are enrolled in the same single-track, detracked coursework as all scholars, meaning that gaps in English language proficiency directly affect their ability to access and benefit from rigorous instruction across all content areas. By providing dedicated, departmentalized ELD instruction as a distinct course within the school schedule, the school ensures that identified scholars receive the focused language development support they need to access grade-level content, make measurable progress toward English proficiency, and ultimately achieve reclassification as Fluent English Proficient. This program is the school's primary systemic response to its Differentiated Assistance technical support and rreflects the school's commitment to providing equitable access to academic success for all scholars regardless of language background.	Metric 5.3, with a target of 50% at Level 3 or above by 2026-27. Number and percentage of Multilingual Learners and LTELs reclassified as Fluent English Proficient annually, tracked through CALPADS and Aeries and reported through LCAP Metric 5.4, with a target of increasing the reclassification rate by 20% over baseline by 2026-27. Percentage of scholars enrolled in designated ELD sections demonstrating growth of one proficiency level or more on the Summative ELPAC, monitored annually through LCAP Metric 5.5, with a target of 40% of ELD-enrolled scholars demonstrating one level of growth by 2026-27. Points above or below standard for Multilingual Learners and LTELs on CAASPP ELA, monitored annually through LCAP Metric 5.6 and the California Dashboard, with targets of Multilingual

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Learners within 10 points of standard and LTELs within 50 points of standard by 2026-27. California Dashboard performance status and change for the English Learner and LTEL subgroups, reviewed annually to assess progress toward prior Differentiated Assistance status.
3.1	**Action:** Begin modernization projects throughout the campus. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.2	**Action:** Provide transportation to the campus because of the importance of being on the UC San Diego Campus. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Increase the usage of scholar support systems **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.4	**Action:** Continued development of restorative practices in response to high suspension data on the California Dashboard. **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
3.5	**Action:** Counselors role in a scholar centered approach to college and career readiness **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
4.1	**Action:** School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25 **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
4.2	**Action:** Counselors role in the socio-emotional development of scholars. **Need:** **Scope:** Limited to Unduplicated Student Group(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.

N/A

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.

The Preuss School UC San Diego's unduplicated pupil percentage is 89.76%, and the school operates as a single-campus LEA where every student attends a school that far exceeds the 55% concentration threshold. The school is projected to receive $354,984 in additional LCFF concentration grant add-on funding in 2026–27, in addition to $1,766,509 in supplemental grant funding.

As a single-school LEA serving primarily first-generation college-bound scholars from low-income households, all direct-service staff are deployed at a school with a high concentration of foster youth, English learners, and/or low-income students. The additional concentration grant funding is used in combination with supplemental grant funds to sustain and expand the staffing model that makes Preuss's extended instructional program possible.

Specifically, concentration grant funds support the following direct-service staff positions:

Extended Instructional Year and Day — The Preuss School operates 197 instructional days, which is 22 days more than the state requirement and 17 days more than scholars would otherwise receive at their assigned boundary school. Supplemental and concentration grant funds primarily support certificated salaries that make this extended calendar possible, ensuring unduplicated students receive substantially more instructional time than their peers at other schools.

1.0 FTE ELD Teacher — Provides daily designated English Language Development instruction to English learners, delivering structured language acquisition support aligned to ELPAC performance levels and reclassification goals.

1.0 FTE Family Support Specialist — Provides individual and group counseling services to scholars and families, addressing social-emotional barriers to learning that disproportionately affect low-income, foster youth, and English learner students.

0.5 FTE Literacy Enrichment Intervention — Delivers targeted small-group literacy intervention for scholars performing below grade level, with a focus on unduplicated students who enter Preuss with foundational reading gaps.

Additional Grade 6 Core Teacher Sections — An additional section is assigned to each core subject area (Math, Science, Social Science, English Language Arts, Literacy Enrichment) in Grade 6 to reduce class size ratios, providing unduplicated students with more individualized attention during the critical transition into secondary school.

Math Enrichment — Targeted math enrichment opportunities are provided to struggling scholars, offering additional instructional support beyond the regular school day and calendar.

Collectively, these positions represent a meaningful increase in the number of certificated staff providing direct services to students at a school where unduplicated enrollment substantially exceeds the 55% threshold. The combination of an extended instructional year, lower class sizes, dedicated ELD instruction, and targeted intervention positions ensures that concentration grant funds are used to grow both the quantity and quality of services available to Preuss's high-need scholars.

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	0	17:850
Staff-to-student ratio of certificated staff providing direct services to students	0	65:850

2026-27 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	$9,824,571	2151121	21.895%	0.000%	21.895%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,052,234.80	$114,851.00	$830,254.00	$467,533.00	$6,464,872.80	$5,125,001.80	$1,339,871.00

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	1.1	Expand the use of Aperture with all middle school being the targeted grades.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$8,707.00	$8,707.00				$8,707.00	
1	1.2	Create a Positive Behavior Interventions and Supports Program	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,106.00	$2,106.00				$2,106.00	
1	1.3	Improve communication, externally and internally.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$70,512.00	$45,512.00	$25,000.00			$70,512.00	
1	1.4	Counseling staff"s role in promoting equity and access	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s	English Learners Foster Youth Low Income	All Schools	2024-2027	$121,531.80	$0.00	$4,992.80			$116,539.00	$121,531.80	

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
					)											
2	**2.1**	Literacy and Numeracy Programs	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2026	$180,799.00	$0.00	$180,799.00				$180,799.00	
2	**2.2**	Provide a high-quality, rigorous English Language Arts Program for all scholars.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,301,677.00	$0.00	$1,301,677.00				$1,301,677.00	
2	**2.3**	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$964,515.00	$0.00	$964,515.00				$964,515.00	
2	**2.4**	Provide a high-quality, rigorous maths program for all scholars.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,058,787.00	$0.00	$1,058,787.00				$1,058,787.00	
2	**2.5**	Provide a high-quality, rigorous science program for all scholars.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$907,595.00	$0.00	$907,595.00				$907,595.00	

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
2	2.6	Counselors role in scholar academic achievement.	All English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$116,539.00	$4,993.00	$4,993.00			$116,539.00	$121,532.00	
2	2.7	*NEW* Preuss Advantage Program & Coordinator (LREBG-Funded)	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2026-2027	$89,851.00	$0.00		$89,851.00			$89,851.00	
2	2.8	*NEW* English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$145,636.00	$0.00	$145,636.00				$145,636.00	
3	3.1	Begin modernization projects throughout the campus.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$379,472.00	$379,472.00				$379,472.00	
3	3.2	Provide transportation to the campus because of the importance of being on the UC San Diego Campus.	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools 6-12	2026-2027	$0.00	$861,238.00	$29,607.00		$830,254.00	$1,377.00	$861,238.00	
3	3.3	Increase the usage of scholar support systems	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$850.00	$850.00				$850.00	
3	3.4	Continued development of restorative practices in response to high	English Learners Foster Youth	Yes	LEA-wide Schoolw	English Learners Foster Youth	All Schools	2024-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	

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
		suspension data on the California Dashboard.	Low Income		ide Limited to Unduplicated Student Group(s)	Low Income										
3	**3.5**	Counselors role in a scholar centered approach to college and career readiness	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	2024-2027	$116,539.00	$4,993.00	$4,993.00			$116,539.00	$121,532.00	
4	**4.1**	School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	**4.2**	Counselors role in the socio-emotional development of scholars.	All	No Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	2024-2027	$121,532.00	$0.00	$4,993.00			$116,539.00	$121,532.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$9,824,571	2151121	21.895%	0.000%	21.895%	$5,052,234.80	0.000%	51.424 %	**Total:**	$5,052,234.80
								LEA-wide Total:	$4,905,748.80
								Limited Total:	$5,052,234.80
								Schoolwide Total:	$4,905,748.80

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	**1.1**	Expand the use of Aperture with all middle school being the targeted grades.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$8,707.00	
1	**1.2**	Create a Positive Behavior Interventions and Supports Program	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,106.00	
1	**1.3**	Improve communication, externally and internally.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$45,512.00	
1	**1.4**	Counseling staff"s role in promoting equity and access	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$4,992.80	

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 (%)
2	2.1	Literacy and Numeracy Programs	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$180,799.00	
2	2.2	Provide a high-quality, rigorous English Language Arts Program for all scholars.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,301,677.00	
2	2.3	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$964,515.00	
2	2.4	Provide a high-quality, rigorous maths program for all scholars.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,058,787.00	
2	2.5	Provide a high-quality, rigorous science program for all scholars.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$907,595.00	
2	2.6	Counselors role in scholar academic achievement.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$4,993.00	
2	2.7	*NEW* Preuss Advantage Program & Coordinator (LREBG-Funded)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
2	2.8	*NEW* English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$145,636.00	

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 (%)
3	3.1	Begin modernization projects throughout the campus.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$379,472.00	
3	3.2	Provide transportation to the campus because of the importance of being on the UC San Diego Campus.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$29,607.00	
3	3.3	Increase the usage of scholar support systems	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$850.00	
3	3.4	Continued development of restorative practices in response to high suspension data on the California Dashboard.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	3.5	Counselors role in a scholar centered approach to college and career readiness	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	$4,993.00	
4	4.1	School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$5,000.00	
4	4.2	Counselors role in the socio-emotional development of scholars.	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools	$4,993.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,165,291.88	$4,910,342.62

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	**1.1**	Expand the use of Aperture with all middle school being the targeted grades.	Yes	0	0
1	**1.2**	Create a Positive Behavior Interventions and Supports Program	Yes	$4,000.00	4000
1	**1.3**	Improve communication, externally and internally.	Yes	$49,328.61	14,312.47
1	**1.4**	Counseling staff's role in promoting equity and access	No	$82,500.25	76,423.37
2	**2.1**	Literacy and Numeracy Programs	Yes	$338,054.39	378,594.82
2	**2.2**	Provide a high-quality, rigorous English Language Arts Program for all scholars.	Yes	$1,164,597.49	1,189,729.25
2	**2.3**	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	Yes	$910,204.68	995,145.88
2	**2.4**	Provide a high-quality, rigorous math program for all scholars.	Yes	$944,165.12	963,482.12
2	**2.5**	Provide a high-quality, rigorous science program for all scholars.	Yes	$980,527.22	966,986.28

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)
2	**2.6**	Counselors role in scholar academic achievement.	No	$82,500.25	76,423.37
3	**3.1**	Begin modernization projects throughout the campus.	Yes	$400,000.00	32301.69
3	**3.2**	Provide transportation to the campus because of the importance of being on the UC San Diego Campus.	No	$22,836.00	59,270
3	**3.3**	Increase the usage of scholar support systems	Yes	$597.40	827
3	**3.4**	Continued development of restorative practices in response to high suspension data on the California Dashboard.		$20,579.97	0
3	**3.5**	Counselors role in a scholar centered approach to college and career readiness	No	$82,500.25	76,423.37
4	**4.1**	School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25	Yes	$400.00	0
4	**4.2**	Counselors role in the socio-emotional development of scholars.	No	$82,500.25	$76,423

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,951,042	$4,791,873.61	$4,674,187.00	$117,686.61	42.520%	40.460%	-2.060%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Expand the use of Aperture with all middle school being the targeted grades.	Yes	0	0	0	0
1	1.2	Create a Positive Behavior Interventions and Supports Program	Yes	$4,000.00	$4000	0.04%	0.04%
1	1.3	Improve communication, externally and internally.	Yes	$49,328.61	$143,120	0.44%	0.13%
2	2.1	Literacy and Numeracy Programs	Yes	$338,054	$378,595	2.99%	3.35%
2	2.2	Provide a high-quality, rigorous English Language Arts Program for all scholars.	Yes	$1,164,597	$1,189,729	10.29%	10.51%
2	2.3	The Preuss Social Science department will develop capable citizens who are empowered with the knowledge, skills, and attitudes to make informed and responsible decisions in a diverse and interdependent world.	Yes	$910,205	$995,146	8.04%	8.79%
2	2.4	Provide a high-quality, rigorous math program for all scholars.	Yes	$944,165	$963,482	8.34%	8.79%
2	2.5	Provide a high-quality, rigorous science program for all scholars.	Yes	$980,527	$966,986	8.66%	8.55%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
3	3.1	Begin modernization projects throughout the campus.	Yes	$400,000	$32,302	3.53%	0.29%
3	3.3	Increase the usage of scholar support systems	Yes	$597	$827	0.01%	0.01%
4	4.1	School-wide use of the tiers of instruction / intervention in the MTSS framework 2024-25	Yes	$400.00	$0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,427,613	$1,951,042	0%	20.695%	$4,674,187.00	40.460%	90.040%	$0.00	0.000%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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

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.
    - 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 32627(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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