LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Paul Revere Charter Middle School

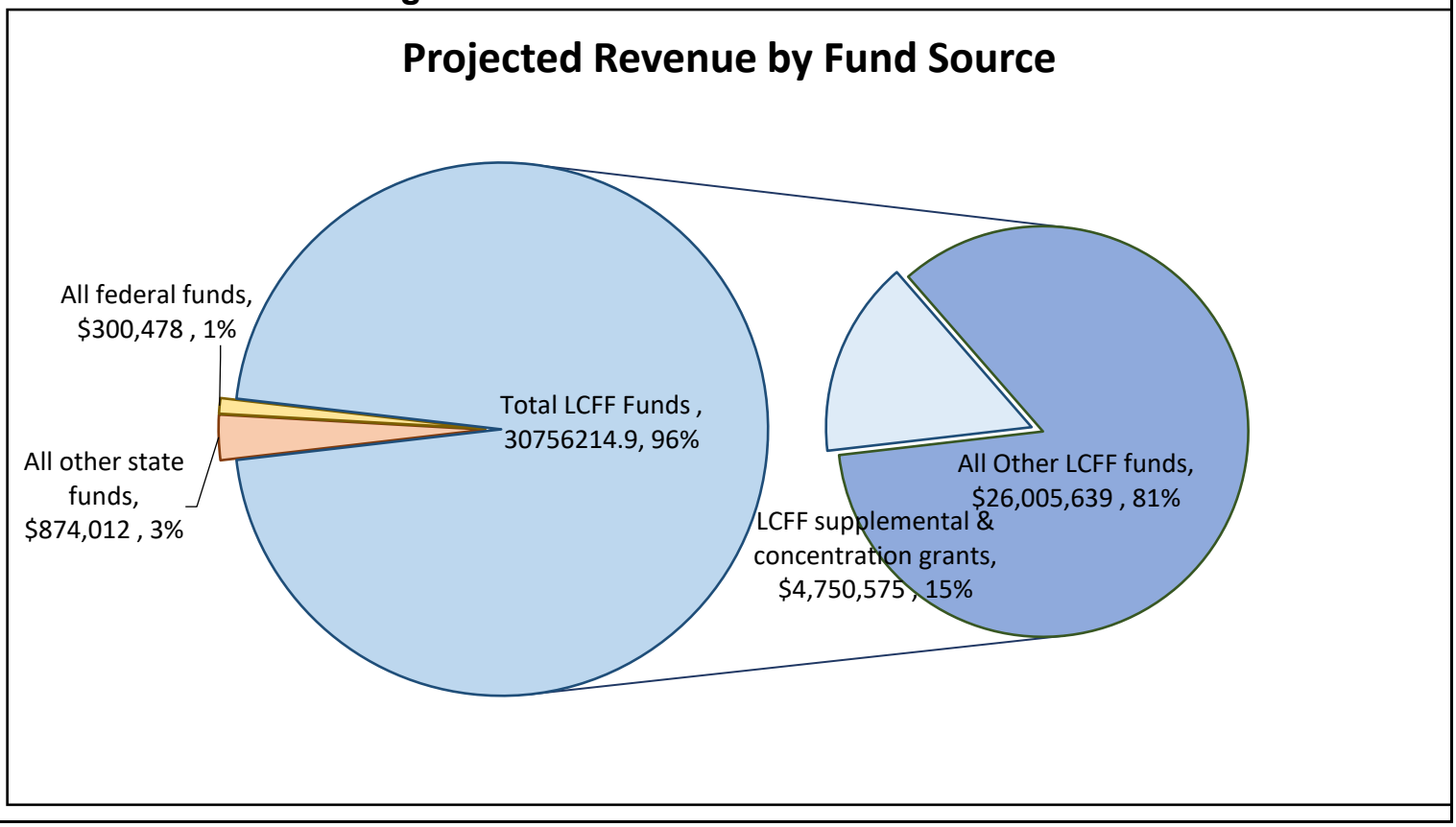
CDS Code: 19 64733 6058267

School Year: 2026-27

LEA contact information: Shuntell Anthony, Principal; santho4@lausd.net

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

Budget Overview for the 2026-27 School Year

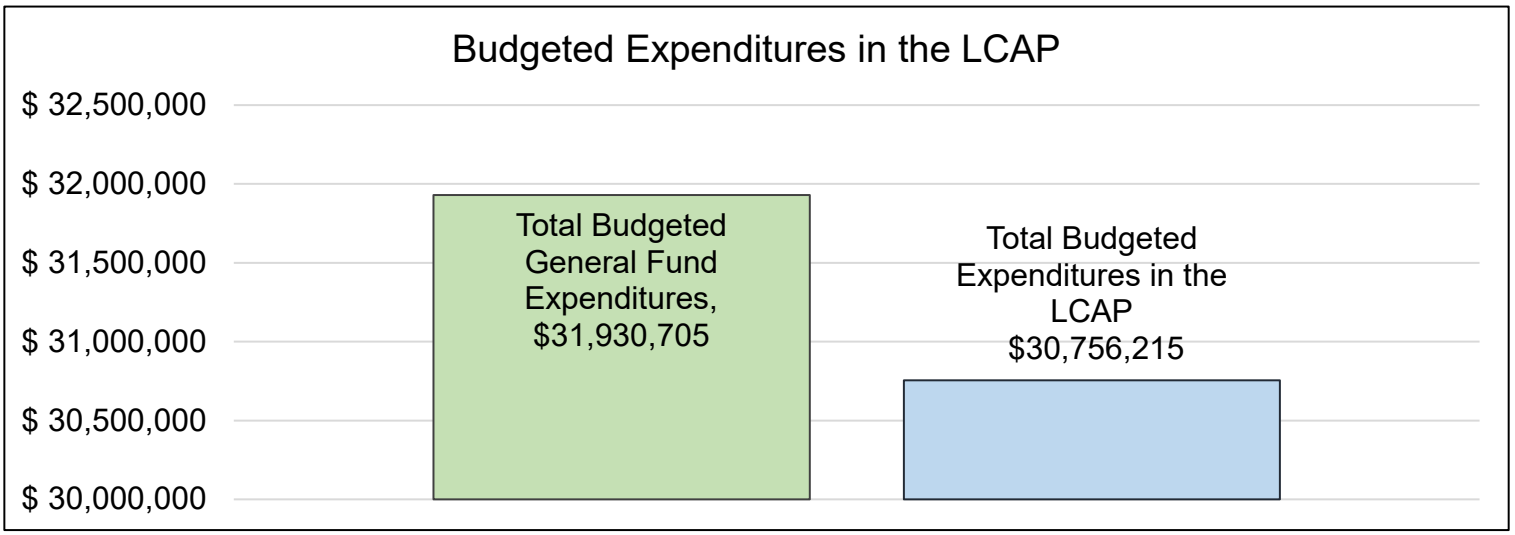


This chart shows the total general purpose revenue Paul Revere Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paul Revere Charter Middle School is $31,930,704.90, of which $30,756,214.90 is Local Control Funding Formula (LCFF), $874,012.00 is other state funds, $0.00 is local funds, and $300,478.00 is federal funds. Of the $30,756,214.90 in LCFF Funds, $4,750,575.46 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 Paul Revere Charter Middle School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Paul Revere Charter Middle School plans to spend $31,930,704.90 for the 2026-27 school year. Of that amount, $30,756,214.90 is tied to actions/services in the LCAP and $1,174,490.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

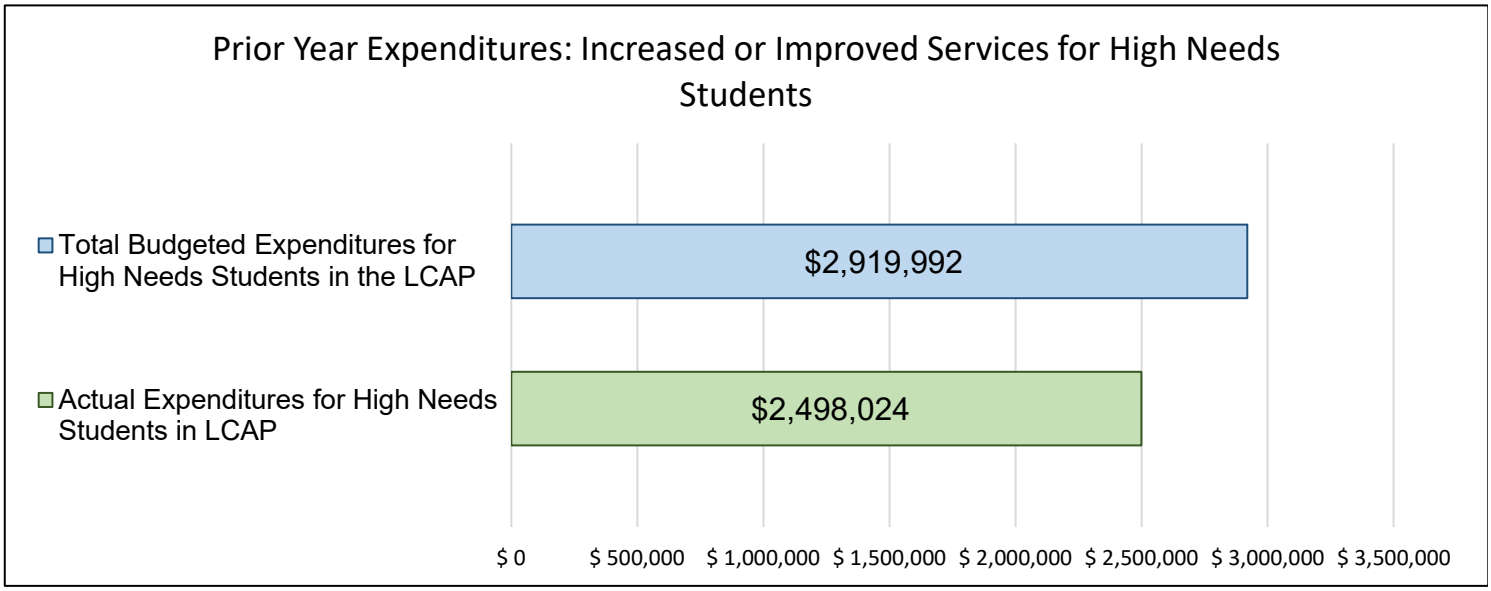
Affiliated Charter Schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, the school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary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

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

In 2026-27, Paul Revere Charter Middle School is projecting it will receive $4,750,575.46 based on the enrollment of foster youth, English learner, and low-income students. Paul Revere Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Paul Revere Charter Middle School plans to spend $4,750,575.46 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 Paul Revere Charter Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Paul Revere Charter Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Paul Revere Charter Middle School's LCAP budgeted $2,919,992.00 for planned actions to increase or improve services for high needs students. Paul Revere Charter Middle School actually spent $2,498,024.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $421,968.00 had the following impact on Paul Revere Charter Middle School's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Paul Revere Charter Middle School	Shuntell Anthony, Principal	santho4@lausd.net ; 310-917-4800

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.

Paul Revere Charter Middle School and STM Magnet is home to over 1,600 Patriots, a decrease in enrollment due to the Palisades Fires from January 2025. Nestled on 26.5 acres of lush greenery in Brentwood, California, Revere has spent over 60 years preparing students for a future filled with endless opportunities. With a strong focus on academic excellence and character development, Revere stands as a premier middle school in the Los Angeles Unified School District.

Last year, our school community faced significant challenges due to the Palisades fires, which deeply affected many of our families. Some lost their homes, jobs, and cherished belongings, leading to a noticeable impact on our enrollment and attendance rates. In response, we expanded our social-emotional awareness initiatives and increased support services for students and families. Through the resilience and generosity of our community, including parents and staff, we came together to assist those in need. Today, we continue to stand strong, committed to rebuilding and supporting one another in the wake of this devastating event.

Paul Revere Charter Middle School's Magnet program received the prestigious 2025 School of Excellence Award and a 2026 Magnet School of Distinction, recognizing schools that have achieved higher score thresholds or ranked within a higher percentile in their reader group. This recognition is a source of immense pride for our community, reflecting the hard work and dedication of our staff, students, and families in striving for excellence.

Reflections: Annual Performance

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

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

CA Dashboard Indicator	Lowest Performance Rating by Student Group based on 2023 CA Dashboard	Lowest Performance Rating by Student Group based on 2024 CA Dashboard	Lowest Performance Rating by Student Group based on 2025 CA Dashboard
Chronic Absenteeism	Two or More Races, Students with Disabilities	African American students, English Learners, Hispanics, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities and White	Two or More Races, Students with Disabilities
Suspension Rate	N/A	N/A	N/A
Graduation Rate	-	-	-
College/Career	-	-	-
English Language Arts	Students with Disabilities	Students with Disabilities	Students with Disabilities
Mathematics	African American students, Students with Disabilities	N/A	African American, Students with Disabilities
English Learner Progress Indicator (ELPI)	N/A	N/A	N/A

The 2025 CA School Dashboard reported an increase of 6.6% with a total of 31.3% chronically absent. Chronic absenteeism impacted students across all subgroups, including African American, Asian, Hispanic, Two or More Races, Socioeconomically Disadvantaged students, students with disabilities, and White students. This trend is largely attributed to the significant disruption caused by last year's wildfires.

In response, our school took a proactive, whole-child approach to attendance. Our Pupil Services and Attendance (PSA) Counselor works closely with families by providing targeted resources, individualized support, and home visits to address barriers to regular attendance. These intentional efforts have resulted in meaningful progress. According to Whole Child Data, our overall chronic absenteeism rate has been reduced from 31.3% on the California School Dashboard to 18% to date—demonstrating the impact of sustained family engagement and coordinated student supports.

English Language Arts and Mathematics also indicated increase in progress, with 3.9, 6.3 point increases respectively. English Learner Progress increased by 18.5% since the previous year. Indicating that 80% of identified students made progress. Strategies included small group instruction, use of i-Ready, targeted tutoring, and culturally relevant, engaging lessons driven by student achievement data, along with mental health supports and restorative practices.

Reflections: Technical Assistance

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

[Respond here]

Comprehensive Support and Improvement

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

Schools Identified

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

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Paul Revere Charter Middle School actively engaged students through a wide range of programs and events designed to foster a supportive, inclusive, and enriching learning environment. The school conducted grade-level assemblies led by counselors to review academic expectations, provide social-emotional support resources, and introduce important district initiatives. These assemblies also highlighted LAUSD's Every School Safe campaign, which emphasized creating welcoming school communities and raising awareness about suicide prevention. To promote strong attendance, the Pupil Services and Attendance (PSA) Counselor coordinated engaging challenges that recognized students for consistent attendance, including incentives such as ice cream rewards. Beyond the classroom, students benefitted from field trips, lunchtime clubs, and opportunities to connect with peers through cultural and leadership activities. Revere also prioritized transitional support. To ensure a smooth entry into middle school, incoming 6th grade students participated in the Summer Bridge Program, which familiarized them with the academic and social aspects of middle school life. For 8th grade students, Revere supported participation in the Rising Freshmen Success Program, which helped students transition successfully into high school. Completion of this program provided students with five elective credits toward their A–G graduation requirements, giving them an academic head start. Cultural engagement was facilitated by the Climate Advocate, who hosted weekly activities, while Leadership students organized events such as spirit weeks and candy grams throughout the year. Students further contributed to the school community through the award-winning student publication, The Town Crier. Agricultural classes collaborated with teachers to maintain the school farm, promoting hands-on learning and teamwork.

	Paul Revere Charter Middle School also advanced student success through the Black Student Achievement Plan (BSAP). Mentoring initiatives such as Inspiration 23 and College Girls cultivated confidence, leadership, and a strong sense of cultural identity among participants. In addition, Revere partnered with Creative CEO to inspire entrepreneurial thinking and encourage students to pursue their aspirations as future business leaders. The school also collaborated with Malik's Books to bring culturally relevant literature to campus, ensuring that all students had access to diverse voices and perspectives. The Revere BSAP Team remained deeply committed to fostering equity, empowerment, and excellence while providing students with the tools and opportunities needed to thrive academically and personally. Academic support was strengthened through a locally designed tutoring program offered during lunch and after school. All students participated in the iReady program, while those performing below grade level received targeted support in English Language Arts and mathematics. Students who performed above grade level were challenged with IXL supplemental activities, ensuring that every learner was engaged and supported in their academic journey. Safety was prioritized through monthly emergency drills, which prepared students for a variety of scenarios, and the Student Services Office conducted monthly homeroom assemblies to reinforce behavioral expectations and promote a safe, respectful school climate.
Parents	Paul Revere Charter Middle School actively engaged parents by fostering strong partnerships with the local community, which has historically supported the education and development of students. The parent booster club, PRIDE, played a vital role by funding a wide range of initiatives, including Service Day events, teaching positions, school support staff, staff appreciation, student activities, classroom supplies, and active participation in the Charter Council and Local School Leadership Council (LSLC). In addition, PRIDE funded parent workshops led by prominent authors and experts that addressed critical topics such as social media use and student mental health. PRIDE also supported Young Author's Night, a family-centered event where families gathered to listen to students share authentic pieces of writing in a welcoming atmosphere enhanced with food and music, celebrating student voice and academic achievement. Furthermore, PRIDE parents supported teachers through GoFundMe campaigns, particularly for classrooms impacted by the wildfires, providing much-needed and deeply appreciated instructional resources for teaching and learning. Paul Revere also hosted Registration Week, during which parents and guardians came to campus to pick up class schedules, books, lockers, and physical education uniforms. Families connected with PRIDE to learn about opportunities for involvement and participation and purchased Revere gear to show school pride. To further support new families, the administration hosted parent information meetings via Zoom,

	which guided parents through key procedures such as drop-off and pick-up, accessing technology support, transportation services, and navigating the cafeteria menu. To ensure inclusivity, Revere's leadership team encouraged representation from traveling families by hosting parent meetings via Zoom, increasing accessibility. The BSAP program and school administration also organized local meetings for these families, addressing important topics such as school policies, student behavior expectations, grading practices, and social-emotional support resources. Revere hosted Open House and Back to School Night, during which parents played an active leadership role by supporting registration tables, selling school gear, coordinating food vendors, and creating a warm and welcoming environment for families. These events provided meaningful opportunities for parents to engage with teachers, learn about curriculum and instructional expectations, and strengthen relationships within the school community. Parents were also encouraged to volunteer on campus through classroom support, campus beautification, supervision, and field trip support, as well as through fundraising events that further strengthened the school community. Monthly Coffee with the Principal sessions held via Zoom provided another forum for parents to share ideas, ask questions, and express concerns. Parents also participated in after-school activities, seminars led by the Psychiatric Social Worker, and student performances from the music program. These opportunities fostered meaningful connections among families from diverse neighborhoods and encouraged active participation in school life. Through these efforts, Paul Revere cultivated a welcoming environment where families felt valued, informed, and connected. Parents were empowered with the knowledge, resources, and opportunities to contribute actively to the success of their children, helping to create a vibrant and thriving school community.
Staff (Certificated and Classified)	At Paul Revere Charter Middle School, the faculty—comprising both certificated and classified staff—served as the cornerstone of the educational community. Collaborative structures such as faculty meetings, department meetings, grade-level meetings, magnet meetings, and professional development sessions fostered engagement, reflection, and teamwork among staff. Teachers played a pivotal role in leading instructional initiatives through the Instructional Leadership Team (ILT). The ILT demonstrated flexibility and innovation in organizing and creating professional development that aligned with schoolwide data trends and student needs. This multidisciplinary team tailored professional learning using iReady data, feedback from prior training, and staff surveys. In addition, the ILT conducted learning walks to observe instructional practices aligned with school and district goals, providing actionable feedback that strengthened teaching and learning across content Areas.

	Teacher collaboration was further enhanced through targeted professional development facilitated by the Instructional Coordinators and the BSAP Coordinator. These sessions focused on best practices in English Language Arts, mathematics, English Learner instruction, small-group instruction, and the creation of inclusive lessons using culturally relevant and responsive pedagogy, drawing on the frameworks of Gholdy Muhammad and Gloria Ladson-Billings. Teachers also engaged in professional study through Rigor by Design, Not by Chance by Karin Hess, using the text as a resource to support lesson planning that addressed the diverse learning needs of all students. Through departmental collaboration, teachers set goals for their initial PDSA (Plan-Do-Study-Act) cycle, utilizing multiple data points—including iReady assessments, student projects, and common lessons—to identify problems of practice and determine expected outcomes for student achievement. This cycle of inquiry allowed teachers to analyze data collaboratively and make informed decisions about whether to adopt, adapt, or discontinue specific instructional practices and materials. Classified staff, including office workers, special education paraprofessionals, campus aides, and custodial personnel, served as integral partners in advancing student success. They worked in close collaboration with administrators and coordinators to maintain a safe, clean, and welcoming learning environment while also contributing directly to the instructional mission of the school. Classified staff played a vital role on the attendance team, led by the PSA Counselor and the administrator overseeing attendance, where their daily efforts supported student engagement, monitored chronic absenteeism, and fostered stronger connections with families. In addition, many classified staff members contributed their expertise by participating in committees such as Health and Safety, Attendance, and Wellness. They also strengthened their capacity by attending targeted training—covering attendance, behavior, safety, and budget—relevant to their specific roles. These experiences equipped them to proactively support students, intervene early when concerns arose, and reinforce the Revere Way values across campus. Beyond these responsibilities, classified staff engaged in staff celebrations and extracurricular activities, further enriching the school's culture of inclusivity and belonging. The collaborative spirit at Paul Revere Charter Middle School was evident in every corner of the campus. Staff members continually demonstrated ingenuity, creativity, and a shared commitment to student success. Through collective efforts, they embraced new challenges, developed innovative solutions, and remained steadfast in their focus on improving teaching and learning. This dedication to collaboration, reflection, and growth ensured that Paul Revere remained a dynamic and supportive learning environment where students could thrive.
Community	Community members participated every month in Charter Council Meetings. In these meetings, they provided ideas, presented questions, and raised concerns regarding the state of Revere. The school also held two town hall meetings to speak directly with community members about school operations and safety. Furthermore, Revere community members received current and upcoming information through

	the weekly newsletter distributed by the parent booster club. The campus was often opened after school hours to host a variety of community events, further strengthening the relationship between the school and the surrounding neighborhood. In addition to these formal structures, community members actively collaborated with administration to keep the school apprised of upcoming events, safety concerns, and community celebrations. Their consistent engagement created a strong partnership that allowed the school to remain connected, responsive, and inclusive. Families, parents, and local partners worked hand in hand with educators and staff to ensure that Revere was not only a place of academic learning, but also a center of community life where all voices were valued. The strength of Paul Revere's community partnerships rested in their collective commitment to students and families. By coming together to share resources, celebrate achievements, and address challenges, community members reinforced the school's mission and elevated its vision. This unity of purpose ensured that Revere thrived as a place of collaboration, pride, and resilience. Ultimately, Paul Revere's community members stood as true partners in education. Their dedication, compassion, and active participation helped shape a dynamic and supportive environment where students could grow, staff could lead, and families could feel a deep sense of belonging. It was this spirit of partnership and shared responsibility that made Paul Revere not only a school, but a vibrant hub of learning, care, and inspiration for all.

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

The adopted Local Control and Accountability Plan (LCAP) was informed by a comprehensive review of feedback collected from multiple educational partners and data sources to ensure alignment with student and community needs. Paul Revere Charter Middle School utilized results from the School Experience Survey, which gathered input from parents, staff, and students, to identify priorities and guide the allocation of funding toward targeted programs, staffing, and professional development. Survey findings highlighted areas of strength as well as opportunities for growth, which directly influenced decisions related to student supports, instructional resources, and campus climate initiatives.

In addition to survey data, the school incorporated feedback gathered through ongoing meetings, including Charter Council meetings, which included parents, community members, teachers, classified staff, administrators, and other educational partners. These forums provided opportunities for educational partners to engage in dialogue, raise concerns, and offer recommendations related to academic programs, social-emotional supports, school safety, and family engagement. Input from these meetings was reviewed and used to refine LCAP goals, actions, and expenditures to better reflect community priorities.

To further ensure that the LCAP was data-driven, Paul Revere analyzed multiple sources of student performance and outcome data, including but not limited to the Smarter Balanced Assessments (SBA), i-Ready diagnostic data, and the California School Dashboard. This analysis

supported the identification of achievement gaps, attendance trends, and subgroup needs, which informed the selection of evidence-based interventions, instructional supports, and professional learning opportunities outlined in the adopted LCAP.

Through the intentional integration of educational partner feedback and student data analysis, Paul Revere developed an LCAP that reflected shared decision-making, addressed identified needs, and aligned resources with strategies designed to improve student outcomes and overall school effectiveness.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Revere Charter Middle School students are the leaders, educators, entrepreneurs, artists, and innovators of tomorrow. They will think critically, communicate effectively and possess the standards-based knowledge and skills and resilience to tackle real-life challenges. All of our students will graduate as life-long learners and engaged global citizens, with the motivation and tenacity to pursue their dreams. Revere Charter Middle, is committed to providing high-quality instruction and support to achieve our goal of 100% graduation, starting with reducing middle school dropout rates and preparing students for success in high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Middle School Dropout Rate**	**2022-2023** **All Students:** 1.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 1.5% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 2.1% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.2%	**All Students:** +0.3%
2	**Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8**	**2022-2023** **All Students:** 52.2 **African American/Black:** -9 **Hispanic/Latino:** 7.8 **English Learners:** -124.9 **RFEP:** 16.2 **Standard English Learners:** 11.3 **Students with Disability:** -68.2 **Low Income:** 8.5 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 55 **African American/Black:** -27.4 **Hispanic/Latino:** 4.8 **English Learners:** -116.3 **RFEP:** 16.8 **Standard English Learners:** 3.6 **Students with Disability:** -65.7 **Low Income:** 2.9 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 58.9 **African American/Black:** -13.7 **Hispanic/Latino:** 7.6 **English Learners:** -93.8 **RFEP:** 25.6 **Standard English Learners:** 6.1 **Students with Disability:** -49.3 **Low Income:** 10.7 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 61.0 **African American/Black:** **-**10.7 **Hispanic/Latino:** 9.6 **English Learners:** -90.8 **RFEP:** 28.6 **Standard English Learner:** 8.6 **Students with Disabilities:** -47.3 **Low Income:** 13.7	**All Students:** +6.7 **African American/Black:** -4.7 **Hispanic/Latino:** -0.2 **English Learners:** +31.1 **RFEP:** +9.4 **Standard English Learners:** -5.2 **Students with Disabilities:** +18.9 **Low Income:** +2.2
3	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8**	**2022-2023** **All Students:** 14.1 **African American/Black:** -87.9	**2023-2024** **All Students:** 33.7 **African American/Black:** -80	**2024-2025** **All Students:** 38.6 **African American/Black:** -72.6	**2025-2026** **All Students:** 38.7 **African American/Black:** -69.2	**All Students:** +24.5 **African American/Black:** +15.3

		Hispanic/Latino: -41.1 **English Learners:** -174 **RFEP:** -17 **Standard English Learners:** -46.6 **Students with Disability:** -106.3 **Low Income:** -47.6 *Source: Open Data Dashboard*	**Hispanic/Latino:** -36.1 **English Learners:** -132.1 **RFEP:** -18.4 **Standard English Learners:** -38.3 **Students with Disability:** -95.8 **Low Income:** -36.3 *Source: Open Data Dashboard*	**Hispanic/Latino:** -32.8 **English Learners:** -77.5 **RFEP:** -0.7 **Standard English Learners:** -42.4 **Students with Disability:** -99.6 **Low Income:** -26.3 *Source: Open Data Dashboard*	**Hispanic/Latino:** -25.0 **English Learners:** -74.5 **RFEP:** 2.7 **Standard English Learner:** -39.3 **Students with Disabilities:** -96.6 **Low Income:** -31.3	**Hispanic/Latino:** +8.3 **English Learners:** +96.5 **RFEP:** +16.3 **Standard English Learners:** +4.2 **Students with Disabilities:** +6.7 **Low Income:** +21.3
4	**Percent Met/Exceed Standard on California Science Test - Grade 8**	**2022-2023 All Students:** 47.6% **African American/Black:** 17.6% **Hispanic/Latino:** 36% **RFEP:** 40.7% **Standard English Learners:** 29% **Students with disability:** 16.7% **Low Income:** 28.8% *Source: Open Data Dashboard*	**2023-2024 All Students:** 52.4% **African American/Black:** 17.4% **Hispanic/Latino:** 27.7% **RFEP:** 27.9% **Standard English Learners:** 27.9% **Students with disability:** 18.3% **Low Income:** 27.6% *Source: Open Data Dashboard*	**2024-2025 All Students:** 49.7% **African American/Black:** 28.6% **Hispanic/Latino:** 35.0% **RFEP:** 44.3% **Standard English Learners:** 33.9% **Students with Disability:** 22.8% **Low Income:** 38.0% *Source: Open Data Dashboard*	**2025-2026 All Students:** 57.4% **African American/Black:** 31.6% **Hispanic/Latino:** 38% **RFEP:** 47.3% **Standard English Learner:** 36.9% **Students with Disabilities:** 25.8% **Low Income:** 41.0%	**All Students:** +2.1% **African American/Black:** +11.0% **Hispanic/Latino:** -1.0% **RFEP:** +3.6% **Standard English Learners:** +4.9% **Students with Disabilities:** +6.1% **Low Income:** +9.2%
5	**English Learner Reclassification Rate**	**2022-2023 All Students:** 32.4%	**2023-2024 All Students:** 29.4%	**2024-2025 All Students:** 50.0%	**2025-2026 All Students:** 53.0%	**All Students:** +17.6%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Percent of English Learners Who Progress in English Proficiency (as measured by ELPI Levels)**	**2022-2023** **All Students:** 55.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** No Data *Source: Open Data Dashboard*	**2024-2025** **All Students:** 80.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 83.0%	**All Students:** +24.8%
7	**Percent of English Learners Meeting ELPAC Performance Level 4**	**2022-2023** **All Students:** 23.5% **Hispanic/Latino:** 21.7% **Low Income:** 30.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 23.1% **Hispanic/Latino:** 31.3% **Low Income:** 29.4% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 42.9% **Hispanic/Latino:** No Data **Low Income:** No Data *Source: Open Data Dashboard*	**2025-2026** **All Students:** 45.9% **Hispanic/Latino:** 33.0% **Low Income:** 33.0%	**All Students:** +19.4% **Hispanic/Latino:** ±0 **Low Income:** ±0
8	**Percent of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day**	**2022-2023** **All Students:** 73.9% **African American/Black:** 66.7% **Hispanic/Latino:** 66.7% **RFEP:** 73.3% **Standard English Learners:** 66.7% **Low Income:** 67.2% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 74.6% **African American/Black:** 50% **Hispanic/Latino:** 67.7% **RFEP:** 75% **Standard English Learners:** 63.1% **Low Income:** 69.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 81.0% **African American/Black:** 75.0% **Hispanic/Latino:** 71.0% **RFEP:** 71.4% **Standard English Learners:** 73.6% **Low Income:** 75.3% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 84.0% **African American/Black:** 78.0% **Hispanic/Latino:** 73.7% **RFEP:** 80.0% **Standard English Learner:** 76.6% **Low Income:** 78.3%	**All Students:** +7.1% **African American/Black:** +8.3% **Hispanic/Latino:** +4.3% **RFEP:** -1.9% **Standard English Learners:** +6.9% **Low Income:** +8.1%
9	**Percent of Students Whose Eligibility for Special Education Services Were**	**2022-2023** **All Students:** 76.5%	**2023-2024** **All Students:** 57.1%	**2024-2025** **All Students:** N/A	**2025-2026** **All Students:** 81.0%	**All Students:** ±0

	Determined Within 60 Days of Guidelines	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
10	**Percent of Students with Disabilities Who Receive 100% of Services Specified in Their Individualized Education Programs (IEPs)**	**2022-2023** **All Students:** 78.5% **African American/Black:** 76.9% **Hispanic/Latino:** 88.4% **RFEP:** 100% **Standard English Learners:** 84.4% **Low Income:** 86.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 68.5% **African American/Black:** 73.7% **Hispanic/Latino:** 68.1% **RFEP:** 80% **Standard English Learners:** 66.7% **Low Income:** 67.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 73.0% **African American/Black:** 73.7% **Hispanic/Latino:** 80.9% **RFEP:** 60.0% **Standard English Learners:** 82.1% **Low Income:** 72.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 76.o% **African American/Black:** 78.7% **Hispanic/Latino:** 83.9% **RFEP:** 85.0% **Standard English Learner:** 85.1% **Low Income:** 75.5%	**All Students:** -5.5% **African American/Black:** -3.2% **Hispanic/Latino:** -7.5% **RFEP:** -40.0% **Standard English Learners:** -2.3% **Low Income:** -14.0%

Goal Analysis for [2025-2026]

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

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

Action 1: General Fund School Program

This action was implemented to address the needs of all students. The General Fund School Program focused on strengthening core instruction in English Language Arts (ELA) and Mathematics through rigorous, standards-aligned teaching, differentiated instruction, and data-driven planning. Teachers implemented Plan-Do-Study-Act (PDSA) cycles to analyze student data, refine instructional practices, and adjust supports in real time. Instruction emphasized purposeful small-group learning structures to meet individual student needs and accelerate progress. In addition, staff participated in Kagan professional development to strengthen instructional engagement, increase student discourse, and promote collaborative learning. Overall, implementation supported improved instructional coherence and student engagement.

Action 2: Magnet Program

This action was implemented to address the needs of Magnet students. Instruction emphasized inquiry-based learning, interdisciplinary connections, and high levels of student engagement. Teachers utilized PDSA cycles and collaborative planning to refine instruction and support student learning, with particular success in Mathematics. While English Language Arts outcomes indicated areas for continued focus, implementation supported foundational literacy growth. Instructional engagement was strengthened through the use of Kagan strategies that promoted student voice and collaboration. Revere's Magnet program remained cohesive and effective. As a result of sustained instructional quality and innovation, Revere’s Magnet Program earned national recognition, receiving the National Magnet School of Excellence Award and an additional Magnet Merit Award for 2026.

Action 3: Special Education Supports

This action was implemented to address the needs of Students with Disabilities. Implementation included individualized supports, specialized instruction, and consistent collaboration between general education and special education staff. Small-group instruction and targeted interventions supported progress in foundational literacy and mathematics skills. While overall proficiency remained an area for continued growth—particularly in Mathematics—implementation strengthened access to grade-level content and supported academic and social-emotional development for students with disabilities.

Action 4: Charter School Categorical Block Grant

This action was implemented to support schoolwide instructional improvement. Charter School Categorical Block Grant funds were used to support instructional staffing, including teachers, as well as to provide supplemental instructional resources across content areas. These investments strengthened curriculum implementation, enhanced classroom instruction, and increased access to targeted academic supports. Implementation supported improved student engagement and progress toward grade-level standards, particularly in English Language Arts, while informing instructional adjustments in Mathematics. Overall, the use of funds increased instructional capacity, supported learning recovery, and sustained academic progress across the school.

Action 5: Class Size Reduction

This action was implemented to address the needs of English Learners, Low-Income students, and Foster Youth. Class size reduction increased opportunities for targeted instruction and timely academic intervention, allowing teachers to more effectively identify and address student learning needs. Smaller class sizes supported more frequent small-group instruction, individualized feedback, and targeted intervention for students requiring additional academic support. As a result, implementation strengthened engagement, improved access to instructional support, and contributed to academic progress among targeted student populations.

Action 6: Black Student Achievement Plan (BSAP)

This action was implemented to address the academic and social-emotional needs of students. Implementation emphasized culturally responsive instruction, mentorship, and intentional relationship-building. Engagement strategies supported student voice, belonging, and confidence. While opportunities for continued growth were identified, implementation strengthened connectedness and supported positive student experiences through targeted BSAP supports and community partnerships.

Action 7: Supplemental A-G Interventions

This action was implemented to support student achievement through targeted academic interventions. Literacy-focused supports using the Corrective Reading program, contributed to positive outcomes in English Language Arts, particularly for targeted student groups. Mathematics results identified areas requiring continued instructional focus, which informed refinements to intervention strategies and instructional alignment. Overall, implementation strengthened access to academic supports aligned to A–G readiness.

Action 8: Supplemental Afterschool Programs

This action was implemented to expand learning opportunities beyond the regular school day. Our afterschool program provided a balanced combination of academic support through our locally designed school-based program and fine arts enrichment led by our art teacher in partnership with Copper Gumbo. This approach ensured students had access to both targeted instruction and creative learning experiences.

The academic component focused on tutoring, homework assistance, and skill development to reinforce and extend classroom learning. The fine arts component offered enrichment opportunities in painting and jewelry making, fostering creativity and self-expression. Collectively, these programs promoted student engagement, built confidence, and supported a well-rounded educational experience.

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

This action coordinated academic and social-emotional supports. Implementation strengthened collaboration among families, teachers, and student support staff. Targeted instructional supports and consistent communication improved student engagement and access to learning. While continued academic growth—particularly in Mathematics—remained a focus, implementation supported stability and progress.

Action 10: SENI Investments towards Academic Excellence

This action was fully implemented to address the needs of English Learners and socioeconomically disadvantaged students. SENI funds supported targeted professional development, structured after-school teacher collaboration, and Instructional Leadership Team (ILT)

planning to ensure that professional learning was purposeful, data-informed, and aligned with both schoolwide priorities and District requirements.

Additionally, funding expanded intervention opportunities to provide targeted academic support for students most in need. These coordinated efforts strengthened instructional coherence across classrooms and contributed to a positive, supportive school climate that fostered student engagement and academic growth.

Overall, these investments advanced equity, increased access to high-quality instruction, and promoted academic excellence across the entire school community.

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

No material differences.

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

Action 1: General Fund School Program

Paul Revere Charter Middle School demonstrated significant progress toward increasing overall student proficiency in English Language Arts (ELA) and Mathematics. The percentage of students achieving Standard Exceeded on the Smarter Balanced Assessment (SBA) increased in ELA from 37.6% to 38.3% and in Math from 40.7% to 45.1%, reflecting strong growth in advanced performance levels. i-Ready Diagnostics reinforced these outcomes, with students performing at Mid or Above Grade Level increasing from 40.4% to 58.2% in Reading and from 25.7% to 49.7% in Math between the beginning and end of the year. The number of students performing three or more grade levels below decreased by nearly half in Reading (16.0% to 8.5%) and declined in Math (12.3% to 8.6%). Subgroup data showed similar positive trends, including Female students increasing Standard Exceeded rates in ELA and Hispanic students demonstrating strong growth in both SBA Math and i-Ready Math proficiency.

Reading results demonstrated strong improvement from iReady BOY to MOY. The percentage of students performing Mid or Above Grade Level increased from 40% to 52%. Students performing Three or More Grade Levels Below decreased from 15% to 10%, and those Two Grade Levels Below decreased from 8% to 5%. All grade levels showed measurable gains, with particularly strong growth in Grades 7 and 8. The overall shift indicates that targeted literacy instruction and intervention efforts are accelerating student progress and strengthening grade-level achievement.

Midyear i-Ready Math results show clear progress across grade levels. The percentage of students performing Mid or Above Grade Level increased from 29% at BOY to 38% at MOY. Students performing Three or More Grade Levels Below decreased from 14% to 10%, and those Two Grade Levels Below decreased from 7% to 6%. Gains were evident in Grades 6–8, with each grade level increasing the percentage of students at or above grade level and reducing the percentage of students in the lowest performance bands. Overall, the data reflect steady academic growth and movement toward grade-level proficiency.

While these results reflect meaningful academic progress, it is important to acknowledge that the Palisades fires significantly affected the school community, with multiple families experiencing the loss of homes, employment, and overall stability. This disruption created increased

transiency and emotional distress, which may have contributed to lower achievement rates compared to previous years. Despite these challenges, the resilience of students, staff, and families—combined with ongoing targeted supports, differentiated instruction, and data-driven planning—helped maintain academic growth and closed some performance gaps across student groups.

Action 2: Magnet Program

Paul Revere Charter Middle School Magnet demonstrated significant academic growth in Mathematics, with the most recent BOY to MOY i-Ready data reflecting strong upward progress. In Math, students performing Mid or Above Grade Level increased from 29% at BOY to 38% at MOY, while those three or more grade levels below decreased from 14% to 10%, and those two grade levels below declined from 7% to 6%. Gains were evident across grade levels, indicating strengthened instructional alignment and targeted intervention. These improvements build on prior growth trends, including increases in SBA Math Standard Exceeded rates, particularly in Grade 8

In English Language Arts, the most recent BOY to MOY i-Ready Reading data also show meaningful improvement. Students performing Mid or Above Grade Level increased from 40% at BOY to 52% at MOY, while those three or more grade levels below decreased from 15% to 10% and those two grade levels below declined from 8% to 5%. While prior SBA ELA results indicated the need for continued targeted literacy support, the BOY to MOY i-Ready data demonstrate accelerated progress in reading fluency, vocabulary, and comprehension. Despite disruptions caused by the Palisades fires, the school community remained resilient, and Paul Revere's continued academic growth—along with its 2025 National Magnet School of Excellence Award—reflects a strong commitment to equity, innovation, and sustained student achievement. Moving forward, targeted literacy interventions, expanded social-emotional supports, and continued implementation of culturally responsive instructional practices will help sustain growth and ensure equitable recovery and progress for all students.

Action 3: Special Education Supports

Students with Disabilities (SPED) at Paul Revere Charter Middle School demonstrated measurable academic growth across both the 2024–2025 and 2025–2026 school years, particularly on i-Ready diagnostic assessments. During 2024–2025, i-Ready results reflected strong gains, with the number of SPED students performing at Mid or Above Grade Level increasing in both Reading and Math, while the number performing three or more grade levels below declined in both subjects. SBA ELA outcomes also improved, as the number of students meeting or exceeding standards increased and those scoring Standard Not Met decreased, signaling progress in foundational literacy and comprehension. However, SBA Mathematics results indicated an ongoing need for targeted intervention, as the number of students scoring Standard Not Met increased slightly, despite modest growth in the number meeting or exceeding standards.

Based on i-Ready Diagnostic data from BOY to MOY for the 2025–2026 school year, this positive trajectory continued. In Reading, the percentage of SPED students performing Mid or Above Grade Level increased from 11.8% to 16.2%, while those performing three or more grade levels below decreased significantly from 52.1% to 40.7%. In Mathematics, the percentage performing Mid or Above Grade Level increased from 7.1% to 8.3%, and those three or more grade levels below decreased from 46.2% to 42.3%. These BOY to MOY trends reflect steady movement out of the most intensive intervention band and into higher performance levels. Overall, the BOY to MOY 2025–2026 i-Ready data reflect steady progress for SPED students, particularly in reducing the percentage of students in the most intensive intervention band, while highlighting the continued need for sustained, targeted academic support.

Action 4: Charter School Categorical Block Grant

Academic data from the 2024–2025 school year shows strong progress at Paul Revere Charter Middle School in moving more students toward grade-level achievement and reducing the number performing below grade level. In ELA, SBA results improved, with students scoring Standard Exceeded and Standard Met with especially strong growth in Grade 7. i-Ready Reading data further demonstrate acceleration from BOY to MOY: the percentage of students performing Mid or Above Grade Level increased from 40% to 52%, while those Three or More Grade Levels Below decreased from 15% to 10% and those Two Grade Levels Below declined from 8% to 5%. All grade levels showed measurable gains, particularly Grades 7 and 8, reflecting the impact of targeted literacy instruction, intervention, and consistent progress monitoring.

In Mathematics, SBA results showed an increase in students scoring Standard Exceeded, though the number meeting standard declined and Grade 8 experienced the largest drop. Some subgroups, including African American/Black students, male students, and English Learners, also saw increases in “Standard Not Met.” However, BOY to MOY i-Ready Math data indicate steady improvement, with students performing Mid or Above Grade Level rising from 29% to 38%, and those Three or More Grade Levels Below decreasing from 14% to 10%. Gains were evident across Grades 6–8. While January wildfires likely disrupted instruction and impacted SBA performance, the school has strengthened recovery efforts through adoption of Amplify Math and supplemental tools such as IXL, DBQ Online and expanded literacy resources to accelerate progress and close achievement gaps.

Action 5: Class Size Reduction

Based on the 2025–2026 i-Ready Diagnostic data from BOY to MOY, English Learners (EL), Low-Income (Poverty), and Foster Youth students at Paul Revere Charter Middle School demonstrated encouraging academic growth trends in both Reading and Mathematics. The i-Ready data reflect meaningful reductions in the percentage of students in the most intensive intervention bands and increased movement toward grade-level performance.

In Reading (i-Ready), EL students reduced the percentage performing three or more grade levels below from 80% at BOY to 40% at MOY, while students reaching Mid or Above Grade Level increased from 0% to 15%. Low-Income students also showed strong gains, with those performing three or more grade levels below decreasing from approximately 33% to 24%, and students at Mid or Above Grade Level increasing from about 17% to 31%. Foster youth students demonstrated movement out of the highest-risk band, decreasing from 100% three or more grade levels below at BOY to 50% at MOY, reflecting upward academic progress and improved literacy development.

In Mathematics (i-Ready), similar positive trends were observed. EL students reduced the percentage performing three or more grade levels below from 45% to 25%, while students reaching Mid or Above Grade Level increased from 0% to 20%. Low-Income students decreased the percentage three or more grade levels below from approximately 29% to 21%, and Mid or Above Grade Level performance increased from roughly 8% to 15%. Foster Youth students maintained stable performance within the one- and two-grade-level-below bands without growth in the most intensive tier.

Overall, the BOY to MOY i-Ready data indicate consistent upward movement for EL, Low-Income, and Foster Youth students, particularly in reducing the percentage of students performing three or more grade levels below and increasing representation in grade-level and above bands. Targeted academic supports, structured interventions, implementation of rigorous curriculum, and strategic class size reduction have strengthened individualized attention and instructional responsiveness—contributing to improved student outcomes across these priority groups.

Action 6: Black Student Achievement Plan (BSAP)

BSAP services positively impact all students, as its interventions are made available to every student. Based on the 2025–2026 i-Ready Diagnostic data from BOY to MOY, BSAP students at Paul Revere Charter Middle School demonstrated meaningful academic growth in both Reading and Mathematics. In Reading (i-Ready), the percentage of students performing three or more grade levels below decreased from approximately 36% to 26%, while the percentage performing Mid or Above Grade Level increased from approximately 15% to 26%. In Mathematics (i-Ready), the percentage performing three or more grade levels below declined from approximately 38% to 26%, and students performing Mid or Above Grade Level increased from approximately 7% to 12%. These shifts reflected steady upward movement out of the most intensive intervention band and increased access to grade-level instruction.

Complementing these academic gains, the 2024–2025 School Experience Survey (SES) reflected positive growth in connectedness among African American students, with overall connectedness rising to 54%, slightly above the LAUSD average. Notably, 75% of students reported feeling close to people at school, 67% agreed that at least one adult knew them, and 65% affirmed that teachers knew them well. Peer kindness increased by 12 percentage points, and students' sense of being accepted also improved. While some perceptions of fairness and inclusion declined slightly, African American students continued to report feeling positively connected to adults and peers on campus.

These outcomes were reinforced by intentional BSAP-aligned supports and partnerships. Collaboration with Malik Books promoted literacy through culturally relevant literature that reflected students' identities. Pretty Brown Girls mentoring and the Inspiration 52 leadership partnership provided empowerment, mentorship, and leadership development opportunities that strengthened confidence and voice. The Young Creators Academy fostered entrepreneurship and innovation, encouraging students to see themselves as creators and leaders. Additionally, Copper Gumbo supported art integration and social-emotional learning, helping students build self-expression, resilience, and collaborative skills. Together, these academic, cultural, and mentorship initiatives strengthened both achievement and belonging, advancing equity and long-term success for BSAP students.

Action 7: Supplemental A-G Interventions

Based on the 2025–2026 i-Ready Diagnostic data from BOY to MOY, English Learner, Low-Income (Poverty), and Foster Youth students demonstrated measurable academic progress in both Reading and Mathematics, particularly in reducing the percentage of students performing three or more grade levels below and increasing movement toward grade-level performance.

In Reading (i-Ready), English Learner students reduced the percentage performing three or more grade levels below from approximately 80% at BOY to 40% at MOY. Low-Income students decreased from approximately 43% to 30% in the three-or-more grade levels below band, while the percentage performing Mid or Above Grade Level increased from approximately 23% to 39%. Foster youth students reduced from approximately 67% to 33% performing three or more grade levels below, reflecting progress toward grade-level readiness.

In Mathematics (i-Ready), English Learner students decreased from approximately 45% to 25% performing three or more grade levels below and increased representation in higher performance bands. Low-Income students reduced from approximately 38% to 29% in the most intensive tier, while the percentage performing Mid or Above Grade Level increased from approximately 11% to 20%. Foster Youth students maintained stable performance levels and avoided growth in the highest-risk category.

To accelerate and sustain these gains, Paul Revere implemented Supplemental A–G Interventions designed to strengthen foundational literacy and mathematics skills and ensure equitable access to rigorous coursework. This action included the continued use of Amplify Math, the newly adopted Corrective Reading program, and Lexia to address targeted skill gaps identified through i-Ready data. Intervention teachers provided structured small-group instruction aligned to priority standards, and tutoring opportunities were expanded through a more targeted recruitment process to ensure priority students received timely academic support. These data-driven interventions contributed to reduced performance gaps and strengthened academic progress for English Learner, Low-Income, and Foster Youth students.

Action 8: Supplemental Afterschool Programs

Based on the 2025–2026 i-Ready Diagnostic data from BOY to MOY, English Learner (EL), Low-Income (Poverty), and Foster Youth students demonstrated encouraging academic growth trends in both Reading and Mathematics, particularly in reducing the percentage of students in the most intensive intervention bands and increasing movement toward grade-level performance.

In Reading, English Learner (EL) students reduced the percentage performing three or more grade levels below from 80% at BOY to 40% at MOY, while students reaching Mid or Above Grade Level increased from 0% to 15%. Low-Income students showed strong gains, with those performing three or more grade levels below decreasing from approximately 33% to 24%, and students at Mid or Above Grade Level increasing from about 17% to 31%. Foster Youth students demonstrated movement out of the highest-risk band, decreasing from 100% to 50% performing three or more grade levels below.

In Mathematics, English Learner (EL) students reduced the percentage performing three or more grade levels below from 45% to 25%, while students reaching Mid or Above Grade Level increased from 0% to 20%. Low-Income students decreased from approximately 29% to 21% performing three or more grade levels below, and Mid or Above Grade Level performance increased from roughly 8% to 15%. Foster Youth students maintained stable performance and avoided growth in the most intensive tier.

These gains were directly supported through the implementation of Supplemental After School Programs designed to extend learning beyond the instructional day. Structured tutoring and homework assistance provided targeted academic reinforcement aligned to classroom instruction. The Boys & Girls Club delivered additional tutoring and enrichment opportunities, while CAP (Cultural Arts Passport) funds supported after-school art programming that strengthened creativity, engagement, and social-emotional learning. In partnership with PEP, students also participated in sports and structured activities that promoted teamwork, discipline, and connectedness—factors closely linked to improved attendance and academic performance. Collectively, these supplemental programs increased equitable access to academic support, strengthened student engagement, and contributed to measurable growth for English Learner (EL), Low-Income, and Foster Youth students.

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

Attendance data comparing the 2024–2025 final rates to the 2025–2026 Year-to-Date rates (through February) reflected positive trends, particularly among low income students and English Learner (EL) students, which represented Revere's largest targeted student populations under the LCAP. Although the Homeless student population remained small (fewer than 5 students), individualized supports were provided to ensure consistent attendance and stability. At the same time, Revere implemented schoolwide strategies to improve attendance for all students, recognizing that strong daily attendance was foundational to academic success and student engagement.

Among low income students, attendance outcomes improved steadily. In Grade 6, chronic absenteeism decreased from 36.6% to 33.6%, while the percentage of students achieving Proficient/Advanced attendance increased from 33.9% to 37.2%. In Grade 8, chronic

absenteeism declined from 39.8% to 31.3%, and Proficient/Advanced attendance increased from 28.8% to 37.5%. These gains reflected strengthened outreach efforts and intentional monitoring of high-need students.

English Learner attendance trends showed notable improvement in Grade 8, where Proficient/Advanced attendance increased significantly from 20.0% to 66.7%, and chronic absenteeism decreased from 20.0% to 16.7%. While Grade 6 English Learner attendance showed variability due to cohort size, targeted intervention and outreach efforts were implemented to address chronic absenteeism and improve consistency.

These improvements were supported through the coordinated efforts of PSA Counselors, classified staff, and school leadership, who actively reached out to families, conducted attendance check-ins, and connected families to community resources. Attendance incentives, recognition programs, and schoolwide engagement initiatives fostered a stronger sense of belonging and connectedness. Programs promoting student voice, extracurricular participation, and positive school climate further strengthened daily engagement. Revere Charter Middle School continued to reinforce a proactive, relationship-centered approach to attendance to advance positive student oucomes.

Action 10: SENI Investments towards Academic Excellence

The 2024–2025 School Experience Survey results described a positive school climate at Paul Revere Charter Middle School. Overall, 68% of students reported feeling safe on campus and 58% reported feeling connected to school, both above district averages. Among targeted student groups, 74% of English Learner students and 71% of low-income students reported feeling safe, and 86% of English Learner students believed an adult would help if bullying were reported. These indicators demonstrated that students felt supported, known, and valued—conditions that fostered engagement and academic improvement.

This positive climate was reflected in the 2025–2026 i-Ready Diagnostic data from BOY to MOY. In Reading, students performing Mid or Above Grade Level increased from 40% to 52%, while students performing three or more grade levels below decreased from 15% to 10%. In Mathematics, students performing Mid or Above Grade Level increased from 29% to 38%, and those performing three or more grade levels below decreased from 14% to 10%. These gains indicated schoolwide academic improvement.

Targeted student groups demonstrated similar upward trends. In Reading, English Learner students reduced the percentage performing three or more grade levels below from 80% to 40%, while those performing Mid or Above Grade Level increased from 0% to 15%. Low-income students decreased from approximately 33% to 24% performing three or more grade levels below, and those at Mid or Above Grade Level increased from approximately 17% to 31%. In Mathematics, English Learner students reduced from 45% to 25% performing three or more grade levels below, while Mid or Above Grade Level performance increased from 0% to 20%. Low-income students decreased from approximately 29% to 21% performing three or more grade levels below and increased Mid or Above Grade Level performance from approximately 8% to 15%. Although the Homeless student population remained small (fewer than 5 students), individualized monitoring and supports were provided to maintain consistent academic progress.

Revere implemented collaborative PDSA cycles, data analysis protocols, targeted small-group instruction, structured interventions, and expanded supplemental supports. These coordinated academic strategies, combined with a strong culture of safety and connectedness, contributed to measurable improvements for English Learner, low-income, and Homeless students, as well as for students overall. The data demonstrated that instructional coherence, increased engagement, and feeling connected can lead to positive academic outcomes across all grade levels and student groups.

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.

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

Revere Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Revere Charter.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Instructional Supports, including General Fund School Program	Revere Charter Middle will provide quality first instruction to all students to reach Academic Excellence.	District Cost: $7,159,367 **School Discretionary Fund Cost: $1,050,217**	N
2	Magnet Program	Revere Charter Middle School will continue to implement the following magnet program to support our students: Paul Revere Middle School Magnet offers a comprehensive and academically oriented core curriculum in the four content areas: math, science, language arts, and social science. Special emphasis is placed on math, science, and technology. The theme-based approach promotes many factors associated with effective schools; innovation in program and practice, staff and curricular coherence, and increased parent and community involvement. The rigorous, standards-based curriculum is activity/project based, and is designed to provide all students with an exciting, energetic learning experience. It encourages academic excellence, challenges each student at his/her level, and provides development of personal qualities and skills needed for success.	District Cost: $181,275	N
3	Special Education Supports	Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Revere Charter Middle to provide quality first instruction to all students to reach Academic Excellence.	District Cost: $9,080,136	N
4	Charter School Categorical Block Grant	Paul Revere Charter Middle School used Charter School Categorical Block Grant funds to support class-size reduction teachers and supplemental instructional resources.	**School Discretionary Fund Cost: $770,619**	N
5	Class Size Reduction and School Level Supports for Personalized Learning Interventions	Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Revere Charter Middle.	District Cost: $3,961,023	Y

6	Black Student Achievement Plan (BSAP)	Revere Charter Middle School will leverage BSAP funds to close equity gaps for Black students through curriculum, school climate, wellness and community partnerships.	District Cost: $459,484	N
	Supplemental A-G Interventions	Revere Charter will remain committed to ensuring students meet grade-level standards in English Language Arts and math and graduate A–G compliant. Through continued District funding, the Supplemental A-G Supports program will continue to promote college and career readiness for secondary students, including those at Revere Charter.		
	Supplemental Afterschool Programs	Revere Charter will offer Supplemental Afterschool Programs in 2026-2027 through Expanded Learning Opportunity Program (ELOP) funds that are not part of LCFF funds, and therefore, are not reflected in Revere Charter's LCAP.		
7	Charter Supplemental/Concentration Funds in Lieu of EIA	Revere Charter Middle School will implement support for English Learners, students in foster care, and low income students, including administrative leadership, professional development, and instructional resources.	**School Discretionary Fund Cost: $143,510**	Y
8	SENI Investments towards Academic Excellence	At Paul Revere Charter Middle School, targeted supports will be implemented for English Learners, students in foster care, and students from low-income households. This includes additional compensated time outside of regular school hours for teachers to collaborate and provide tutoring, expanded clerical hours to support enrollments and related operational needs, and enhanced counseling support to address students' academic planning and social-emotional needs. These coordinated efforts are designed to strengthen access, improve responsiveness, and promote overall student success.	**School Discretionary Fund Cost: $191,550**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To improve student learning and attendance, schools must ensure support and services are in place to create a safe and caring learning environment where students feel respected and connected. Good attendance is fundamental to student success. Revere Charter Middle School, will continue to create data-based attendance plans and provide mental health supports that incorporate strategies to address chronic absenteeism, drop-out prevention, safety and mental health.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of All Students with Excellent Attendance (96% or Higher)**	**2022-2023** **All Students:** 43.2% **African American/Black:** 34.6% **Hispanic/Latino:** 35.8% **English Learners:** 20.7% **RFEP:** 54.9% **Standard English Learners:** 31.9% **Students with Disability:** 32.2% **Low Income:** 36.3% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 45% **African American/Black:** 31.8% **Hispanic/Latino:** 38.1% **English Learners:** 25.0% **RFEP:** 49.2% **Standard English Learners:** 34.1% **Students with Disability:** 29.6% **Low Income:** 37.6% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 39.0% **African American/Black:** 32.0% **Hispanic/Latino:** 35.9% **English Learners:** 42.1% **RFEP:** 40.9% **Standard English Learners:** 32.5% **Students with Disability:** 33.7% **Low Income:** 35.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 49.0% **African American/Black:** 36.8% **Hispanic/Latino:** 42.1% **English Learners:** 45.1% **RFEP:** 54.2% **Standard English Learner:** 39.1% **Students with Disabilities:** 36.7% **Low Income:** 42.6%	**All Students:** -4.2% **African American/Black:** -2.6% **Hispanic/Latino:** +0.1% **English Learners:** +21.4% **RFEP:** -14.0% **Standard English Learners:** +0.6% **Students with Disabilities:** +1.5% **Low Income:** -0.9%
2	**Percent of All Students Chronically Absent (90% or Lower) - Grades K-8** **(State Calculation)**	**2022-2023** **All Students:** 21.5% **African American/Black:** 30.1% **Hispanic/Latino:** 29.2% **English Learners:** 39.3% **RFEP:** 19.1%	**2023-2024** **All Students:** 25.0% **African American/Black:** 42.0% **Hispanic/Latino:** 30.0% **English Learners:** 52.0% **RFEP:** 18.0%	**2024-2025** **All Students:** 31.3% **African American/Black:** 45.0% **Hispanic/Latino:** 36.3% **English Learners:** 26.7% **RFEP:** 25.9%	**2025-2026** **All Students:** 23.0% **African American/Black:** 39.0% **Hispanic/Latino:** 33.0% **English Learners:** 23.7% **RFEP:** 15.0%	**All Students:** +9.8% **African American/Black:** +14.9% **Hispanic/Latino:** +7.1% **English Learners:** -12.6% **RFEP:** +6.8%

		Standard English Learners: 29.8% **Students with Disability:** 30.3% **Low Income:** 29.7% *Source: Open Data Dashboard*	**Standard English Learners:** 36.0% **Students with Disability:** 39.0% **Low Income:** 36.0% *Source: Open Data Dashboard*	**Standard English Learners:** 43.1% **Students with Disability:** 41.1% **Low Income:** 38.3% *Source: Open Data Dashboard*	**Standard English Learner:** 33.0% **Students with Disabilities:** 36.0% **Low Income:** 33.0%	**Standard English Learners:** +13.3% **Students with Disabilities:** +10.8% **Low Income:** +8.6%
3	**Percent of All Students Chronically Absent (91% or Lower) - Grades 6-8** **(District Calculation)**	**2022-2023** **All Students:** 24% **African American/Black:** 36.1% **Hispanic/Latino:** 31.8% **English Learners:** 44.8% **RFEP:** 22.3% **Standard English Learners:** 33.8% **Students with Disability:** 37.2% **Low Income:** 33.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 28.5% **African American/Black:** 48.1% **Hispanic/Latino:** 34.9% **English Learners:** 57.1% **RFEP:** 26.6% **Standard English Learners:** 39.8% **Students with Disability:** 45.3% **Low Income:** 39.8% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 30.7% **African American/Black:** 44.7% **Hispanic/Latino:** 35.4% **English Learners:** 26.3% **RFEP:** 25.1% **Standard English Learners:** 42.0% **Students with Disability:** 41.5% **Low Income:** 37.5% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 23.5% **African American/Black:** 43.1% **Hispanic/Latino:** 29.9% **English Learners:** 23.3% **RFEP:** 22.6% **Standard English Learner:** 34.8% **Students with Disabilities:** 39.3% **Low Income:** 34.8%	**All Students:** +6.7% **African American/Black:** +8.6% **Hispanic/Latino:** +3.6% **English Learners:** -18.5% **RFEP:** +2.8% **Standard English Learners:** +8.2% **Students with Disabilities:** +4.3% **Low Income:** +3.7%
4	**Percent of Staff with Excellent Attendance (96% or Higher)**	**2022-2023** **All Staff:** 51.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 76.9% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 77.9% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 81.0%	**All Staff:** +26.6%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 2.04%	**2023-2024** **All Students:** 0.72%	**2024-2025** **All Students:** 0.6%	**2025-2026** **All Students:** 0.0%	**All Students:** -1.44%

		Source: Open Data Dashboard	*Source: Open Data Dashboard*	*Source: Open Data Dashboard*		
6	**Instructional Days Lost to Suspension**	**2022-2023** **All Students:** 81 *Source: Open Data Dashboard*	**2023-2024** **All Students:** 24 *Source: Open Data Dashboard*	**2024-2025** **All Students:** 25 *Source: Open Data Dashboard*	**2025-2026** **All Students:** 19	**All Students:** -56
7	**Expulsion Rate**	**2022-2023** **All Students:** 0.02% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.02% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 0.02% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 0.01%	**All Students:** 0%
8	**Percent of Students Who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Students:** 72.3% **African American/Black:** 72.3% **Hispanic/Latino:** 74.0% **English Learner:** 76.0% **RFEP:** 72.5% **Standard English Learners:** 73.6% **Students with Disability:** 70.2% **Low Income:** 65.8% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 59.3% **African American/Black:** 59.8% **Hispanic/Latino:** 58.6% **English Learner:** 50.0% **RFEP:** 63.1% **Standard English Learners:** 58.4% **Students with Disability:** 65.5% **Low Income:** 58.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 70.1% **African American/Black:** 49.2% **Hispanic/Latino:** 71.4% **English Learners:** 73.9% **RFEP:** 69.1% **Standard English Learners:** 70.7% **Students with Disability:** 70.6% **Low Income:** 71.0% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 75.0% **African American/Black:** 75.0% **Hispanic/Latino:** 77.0% **English Learners:** 79.0% **RFEP:** 75.0% **Standard English Learner:** 76.0% **Students with Disabilities:** 72.0% **Low Income:** 72.0%	**All Students:** -2.2% **African American/Black:** -23.1% **Hispanic/Latino:** -2.6% **English Learners:** -2.1% **RFEP:** -3.4% **Standard English Learners:** -2.9% **Students with Disabilities:** +0.4% **Low Income:** +5.2%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School**	**2022-2023** **All Parents:** 71.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 49.6% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 79.9% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 80.1%	**All Parents:** +8.3%

	Experience Survey)					
10	**Percent of Staff who Feel Safe at School (per School Experience Survey)**	**2022-2023** **All Staff:** 96.7% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 94.2% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 98.2% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 99.2%	**All Staff:** +1.5%
11	**Percent of Students Who Feel They are a Part of their School (per School Experience Survey)**	**2022-2023** **All Students:** 60.5% **African American/Black:** 62.8% **Hispanic/Latino:** 58.1% **English Learner:** 60.0% **RFEP:** 57.3% **Standard English Learner:** 61.1% **Students with Disability:** 56.7% **Low Income:** 50.9% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 54.9% **African American/Black:** 53.6% **Hispanic/Latino:** 50.5% **English Learner:** 50.0% **RFEP:** 53.5% **Standard English Learner:** 51.4% **Students with Disability:** 57.1% **Low Income:** 50.2% *Source: Open Data Dashboard*	**2024-2025** **All Students:** 59.4% **African American/Black:** No Data **Hispanic/Latino:** 53.0% **English Learners:** 66.7% **RFEP:** 55.9% **Standard English Learners:** 52.2% **Students with Disability:** 54.7% **Low Income:** 52.4% *Source: Open Data Dashboard*	**2025-2026** **All Students:** 65.0% **African American/Black:** 67.0% **Hispanic/Latino:** 63.0% **English Learners:** 68.7% **RFEP:** 62.0% **Standard English Learner:** 66.0% **Students with Disabilities:** 61.0% **Low Income:** 55.0%	**All Students:** -1.1% **African American/Black:** ±0 **Hispanic/Latino:** -5.1% **English Learners:** +6.7% **RFEP:** -1.4% **Standard English Learners:** -8.9% **Students with Disabilities:** -2.0% **Low Income:** +1.5%
12	**Percent of Parents who Feel Welcome to Participate at their Child's School (per School Experience Survey)**	**2022-2023** **All Parents:** 76.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 72.1% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 83.8% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 85.8%	**All Parents:** +7.5%

13	**Percent of Staff who Feel Their School is a Supportive and Inviting Place to Work (per School Experience Survey)**	**2022-2023** **All Staff:** 86.3% *Source: Open Data Dashboard*	**2023-2024** **All Staff:** 76.4% *Source: Open Data Dashboard*	**2024-2025** **All Staff:** 82.5% *Source: Open Data Dashboard*	**2025-2026** **All Staff:** 91.0%	**All Staff:** -3.8%

Goal Analysis for [2025-2026]

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

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

Action 1: Base-Funded Health Supports

At Paul Revere Charter Middle School, we implemented a whole-child approach by expanding health and mental health services to strengthen student safety, connection, and consistent attendance. As our community continued recovering from the Palisades wildfires, we added two Psychiatric Social Workers (PSWs), collaborated closely while awaiting our PSA Counselor, and ensured daily medical support through a Registered Nurse (RN) and Licensed Vocational Nurse (LVN). These staff members partnered with families, monitored student needs, and helped reduce barriers that often kept students out of school. Alongside this expanded support network, we used data-informed attendance plans to provide timely outreach and intervention for students showing early signs of disengagement. Although attendance dipped slightly in 2024–2025, our implementation contributed to a strong rebound in 2025–2026, including a nearly 5% increase in students achieving excellent attendance (96% or higher), with sixth grade showing the greatest growth.

Action 2: Base-Funded School Climate Support Staff

Paul Revere Charter Middle School implemented schoolwide climate supports by staffing a School Climate Advocate who maintained a daily, visible presence across campus and supported student safety through proactive supervision and relationship-building. The Advocate regularly modeled positive interactions, helped de-escalate conflicts, and facilitated restorative conversations to resolve harm and strengthen peer relationships. This work was coordinated with administrators, counselors, and PSWs to ensure consistent expectations and timely support for students who needed additional intervention. These efforts contributed to stronger student perceptions of school safety, with 70% of Revere students reporting they felt safe on the 2024–2025 School Experience Survey compared to 59% districtwide. The Climate Advocate also strengthened belonging through mentoring, culturally responsive family engagement, and participation in schoolwide programs aligned to “The Revere Way.” As a result, 59% of students reported feeling part of the school community compared to 54% across Los Angeles Unified.

Action 3: Supplemental School Climate Support Staff

Paul Revere Charter Middle School implemented targeted climate supports for English Learners (EL), Low-Income, and Foster Youth students through supplemental staffing that increased supervision, mentorship, and culturally responsive engagement. The School Climate Advocate provided daily check-ins, supported conflict prevention through active listening and de-escalation, and ensured students in vulnerable groups had trusted adults to connect with throughout the day. This work was coordinated with counselors, PSWs, and administrators to implement multi-tiered systems of support, including restorative interventions and referrals when needed. These implementation strategies contributed to higher subgroup perceptions of safety, including 74% of EL students feeling safe compared to 60% districtwide, and 71% of Low-Income students compared to 63% across Los Angeles Unified. Students in these subgroups also reported stronger belonging, with 67% of EL students and 55% of Foster Youth feeling part of the school compared to 53% and 49% districtwide.

Through consistent relationship-building and intentional inclusion practices, the Advocate helped ensure students felt protected, respected, and connected to school.

Action 4: SENI Investments towards Joy and Wellness

Paul Revere Charter Middle School implemented SENI-funded supports by strengthening joy, wellness, and trauma-informed systems through coordinated school climate and mental health services. The School Climate Advocate supported daily campus culture through de-escalation, restorative practices, and relationship-building, while ensuring students—especially EL, Low-Income, and Foster Youth—felt safe and supported. Two School Psychologists complemented this work by providing counseling, crisis intervention, behavior assessments, and staff consultation to help teachers respond effectively to student needs. Together, these staff members implemented proactive interventions such as group guidance, individual support, and schoolwide social-emotional strategies that promoted belonging and resilience. These combined supports contributed to strong subgroup perceptions of safety, including 74% of EL students feeling safe compared to 60% districtwide, and 71% of Low-Income students compared to 63% across Los Angeles Unified. By prioritizing connection, wellness, and positive student-adult relationships, these investments helped sustain a school environment where students felt secure, valued, and ready to learn.

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

No material differences.

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

Action 1: Base-Funded Health Supports

At Paul Revere Charter Middle School, we believed that when students felt safe, respected, and connected, they were more likely to attend school consistently and thrive academically. Although we experienced a slight dip in attendance during the 2024–2025 school year, our 2025–2026 data showed a strong rebound across all grade levels. The percentage of students with excellent attendance (96% or higher) increased by nearly 5%, with sixth grade showing the greatest growth. This improvement reflected our students' resilience, our staff's dedication, and our community's shared commitment to maintaining a positive and caring school environment.

As our community continued to recover from the Palisades wildfires, we remained focused on supporting the whole child—academically, socially, and emotionally. With the addition of two Psychiatric Social Workers (PSWs),and the support of both a Registered Nurse (RN) and a Licensed Vocational Nurse (LVN), we strengthened our capacity to keep students healthy, safe, and in school. These combined efforts, along with our data-informed attendance plans, helped students and families feel connected and supported. As the community rebuilt, our attendance continued to improve—demonstrating that when students showed up, they succeeded.

Action 2: Base-Funded School Climate Support Staff

At Paul Revere Charter Middle School, students reported feeling significantly safer than their peers across Los Angeles Unified School District middle schools. On the 2024–2025 School Experience Survey, 70% of Revere students agreed with the statement, “I feel safe in this school or in online school activities,” compared to 59% districtwide—an 11-point advantage. This strong sense of safety reflects the school’s commitment to fostering a secure, supportive, and well-supervised environment where students know that adults genuinely care about their well-being.

The School Climate Advocate plays a key role in this success by modeling positive relationships, supporting conflict resolution, and collaborating closely with counselors, psychiatric social workers, administrators, and our PSA Counselor, who partners with families to provide attendance resources and proactive outreach. Together, this team ensures that students feel respected, heard, and supported both academically and socially. Their daily presence helps de-escalate potential conflicts, reinforce safety protocols, address attendance barriers, and promote the positive behavioral expectations that define “The Revere Way.”

Similarly, Revere students expressed a stronger sense of belonging than their peers districtwide, with 59% agreeing that “I feel like I am part of this school,” compared to 54% across Los Angeles Unified. This outcome highlights Revere’s intentional efforts to cultivate inclusion, connection, and community. Through restorative conversations, student mentoring, culturally responsive family engagement, and consistent attendance support, the school strengthens relationships between students and adults. By maintaining a visible, caring presence on campus and ensuring families have access to needed resources, Revere continued to be a place where students not only feel safe, but also valued as members of a compassionate and thriving school community.

Action 3: Supplemental School Climate Support Staff

Paul Revere Charter Middle School’s English Learner (EL), Low-Income, and Foster Youth students reported feeling safer at school than their peers across Los Angeles Unified School District (LAUSD) middle schools. On the 2024–2025 School Experience Survey, 74% of Revere’s EL students agreed with the statement “I feel safe in this school,” compared to 60% districtwide, a 14-point advantage. Similarly, 71% of Revere’s Low-Income students felt safe, compared to 63% across LAUSD—an 8-point increase. These results reflected the school’s commitment to maintaining a secure, inclusive, and well-supervised environment. The School Climate Advocate played an important role in supporting this outcome by promoting safety awareness, de-escalating conflicts, and building trusting relationships with students through active listening and culturally responsive engagement. By collaborating with counselors, psychiatric social workers, and administrators, the Climate Advocate helped implement multi-tiered systems of support that ensured all students—especially those in vulnerable groups—felt protected and valued.

In addition, Revere’s students in these subgroups expressed a stronger sense of belonging than their peers districtwide. Sixty-seven percent of English Learners and fifty-five percent of Foster Youth reported feeling like they were part of the school, compared to fifty-three percent and forty-nine percent across LAUSD, respectively. Although the percentage for Low-Income students was consistent with the district average at fifty-one percent, the data still highlighted a positive sense of inclusion within Revere’s campus culture. The School Climate Advocate contributed to this growth by mentoring students, assisting with restorative conversations, and participating in school-wide programs that celebrated diversity and kindness. Through this visible and caring presence, the Climate Advocate helped strengthen relationships between students and adults, reinforcing the school’s mission to create a safe, welcoming environment where every student felt connected, respected, and ready to learn.

Action 4: SENI Investments towards Joy and Wellness

Paul Revere Charter Middle School's English Learner (EL), Low-Income, and Foster Youth students reported feeling safer at school than their peers across LAUSD middle schools. On the 2024–2025 School Experience Survey, 74% of Revere's EL students agreed with the statement "I feel safe in this school," compared to 60% districtwide, a 14-point advantage. Likewise, 71% of Revere's Low-Income students felt safe, compared to 63% across LAUSD. These outcomes reflected the school's commitment to providing a secure, inclusive, and well-supervised learning environment. The School Climate Advocate played a key role in supporting these results by using active listening, culturally responsive engagement, and de-escalation strategies to prevent conflict and build trust among students. Working alongside administrators, counselors, and psychiatric social workers, the Climate Advocate helped maintain a positive school culture and implemented multi-tiered systems of support to ensure that all students—especially those in vulnerable subgroups—felt protected and respected.

Revere's students in these subgroups also expressed a stronger sense of belonging than their peers districtwide. Sixty-seven percent of English Learners and fifty-five percent of Foster Youth reported feeling like they were part of the school, compared to fifty-three percent and forty-nine percent across LAUSD, respectively. The school's two School Psychologists complemented these efforts by providing ongoing counseling and social-emotional support to students, conducting behavior assessments, and guiding teachers in implementing trauma-informed and restorative practices. They also collaborated closely with the School Climate Advocate to address student needs proactively and support a caring campus culture through crisis intervention, group guidance, and staff consultation. Together, these combined supports strengthened Revere's climate of safety, inclusion, and belonging—ensuring that students not only felt secure but also deeply connected to their school community.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base-Funded Student Health Services	In order to ensure health access and equity for all students, Revere Charter Middle will continue to receive additional nursing support.	District Cost: $176,882	N
2	Base-Funded School Climate Support Staff	Revere Charter Middle will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.	District Cost: $133,165	N
3	Supplemental School Climate Support Staff	To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Revere Charter Middle will also provide supplemental school climate support staffing.	District Cost: $44,392	Y
4	SENI Investments towards Joy and Wellness	Revere Charter Middle will implement support for English Learners, students in foster care, and low income students through two full time school psychologists to ensure students feel safe and welcome at school and address mental health needs.	**School Discretionary Fund Cost: $246,730**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Revere Charter Middle School serves a diverse student body of over 1,600 students representing nearly 100 zip codes across Los Angeles. This diversity enriches our community and reinforces our commitment to fostering meaningful engagement among families, students, and Staff.

At Revere, we recognize that strong, collaborative relationships between families and schools are foundational to student achievement and well-being. We remain dedicated to cultivating a school culture where every family feels welcomed, informed, and empowered to participate in their child's educational journey.
Through intentional outreach, inclusive programming, and open lines of communication, Revere continues to create opportunities for authentic engagement that promote trust, partnership, and shared responsibility. Whether through school-wide events, parent education workshops, or collaborative decision-making structures, our goal is to make a large and diverse school community feel connected, cohesive, and supported.

By strengthening these connections, we strive to ensure that all students experience a learning environment where they are known, valued, and equipped to thrive both academically and socially.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	**Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."**	**2022-2023** **All Parents:** 56.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 48.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 67.1% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 70.1%	**All Parents:** +10.8%
2	**Percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school”**	**2022-2023** **All Parents:** 77.3% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 72.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 79.6% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 82.0%	**All Parents:** +2.3%
3	**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”**	**2022-2023** **All Parents:** 60.8% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 59.0% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 71.0% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 72.5%	**All Parents:** +10.2%

4	**Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal and written) I can understand."**	**2022-2023** **All Parents:** 90.7% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 87.5% *Source: Open Data Dashboard*	**2024-2025** **All Parents:** 90.2% *Source: Open Data Dashboard*	**2025-2026** **All Parents:** 95.0%	**All Parents:** -0.5%

Goal Analysis for [2025-2026]

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

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

Action 1: SENI Investments towards Engagement and Collaboration

Revere Charter Middle School implemented its family engagement strategies with fidelity, emphasizing relationship-building and open communication as key drivers of student success. The school maintained a multi-modal approach to communication, leveraging District platforms such as Connect, Schoology, and the school website, alongside direct outreach through booster club announcements, emails, phone calls, and in-person meetings.

Revere remained intentional in creating accessible and inclusive opportunities for families to engage with the school community. Participation was strong throughout the year, as evidenced by high turnout at events such as Ready-Set-Revere!, Music Performances, Young Author's Night, 5K Run, Back to School Night and Coffee with the Principal meetings.

The school was also grateful to have a comprehensive team of mental health support providers on campus, including the work of a dedicated Restorative Justice Coordinator to further strengthen the school's efforts to capture student voice and create structured opportunities for students to engage in dialogue that promoted positive communication, acceptance, and inclusion within the school community.

Overall, Revere successfully cultivated a culture of engagement and support, where families, students, and staff worked collaboratively to ensure a safe, inclusive, and academically enriching environment for all.

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

No material differences.

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

Action 1: SENI Investments towards Engagement and Collaboration

Paul Revere Charter Middle School continued to make measurable gains in strengthening relationships between the school, families, and the community. Parent responses from the 2024–2025 School Experience Survey reflected steady growth in engagement and communication. Sixty-four percent of parents agreed that the school included them in important decisions about their child's education, showing improvement in parent voice and shared decision-making. An equal percentage, 64 percent, reported that they could easily find information about parent workshops or programs offered at the school, suggesting that families were increasingly aware of opportunities to participate in school activities. Parents also reported high satisfaction with the school's communication and support systems, with 83 percent agreeing that the school provided instructional resources to help them support their child's education and another 83 percent confirming that information provided was clear and understandable. Together, these results demonstrated that Revere's ongoing efforts to communicate effectively and include families in decision-making continued to strengthen trust and partnerships.

Parent feedback also supported Revere's broader strategy to reduce chronic absenteeism by addressing student well-being, social media safety, and engagement. The school implemented digital citizenship lessons and counseling supports that helped parents feel more confident about their child's safety, while culturally relevant learning and project-based instruction fostered stronger student motivation. Revere used family input and data to build a safe, inclusive, and connected school environment where students and families felt supported and motivated to sustain regular attendance and academic success.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	SENI Investments towards Engagement and Collaboration	Revere Charter Middle School's targeted supports for English Learners, students in foster care, and students from low-income households will be implemented through coordinated efforts of school leadership and staff. Through restorative practices and schoolwide engagement initiatives, the team will foster a collaborative, inclusive environment that promotes positive relationships, student voice, and active participation. These efforts are designed to strengthen connection, enhance engagement, and ensure that all students feel supported and valued within the school community.	**School Discretionary Fund Cost: $163,370**	Y

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Paul Revere Charter Middle School strengthened instructional practices and operational effectiveness by equipping teachers with data systems and professional learning that support high-quality teaching and staff well-being. Teachers engaged in the systematic analysis of PDSA cycles, iReady Diagnostics, and Interim Assessments, and were trained to access the Whole Child platform to ensure that instructional decisions were data-driven and responsive to student needs. In alignment with Los Angeles Unified's priorities, the school completed the installation of campuswide cameras and prepared for a classroom modernization project to enhance both safety and learning environments. Revere supports staff development and wellness by offering ongoing District-led and external professional development opportunities.

Measuring and Reporting Results

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

Goal Analysis for [2025-2026]

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

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

Action 1: LAUSD Support for Affiliated Charter Operations

Paul Revere Charter Middle School advanced its commitment to operational effectiveness and staff investment by addressing long-standing infrastructure needs and prioritizing the well-being of its educators. The school worked in close collaboration with the District's Facilities Services Division to mitigate ongoing challenges tied to its aging campus, including plumbing, electrical, and irrigation concerns. In addition, the successful completion of a campuswide security camera installation enhanced both safety and accountability, ensuring that students and staff could learn and work in a secure environment. These efforts were paired with preparations for broader modernization projects designed to provide updated, state-of-the-art learning spaces in alignment with Los Angeles Unified's focus on equitable and modern infrastructure.

Through the ongoing Classroom Upgrade Project supported by Los Angeles Unified, Paul Revere continued to make progress in order to enhance the quality of its instructional environments by introducing Smart Digital Displays, sound enhancement systems, charging stations for digital notebooks, and new classroom furniture. Collectively, these advancements demonstrated a clear alignment with the District's Strategic Plan pillars of Operational Effectiveness and Investing in Staff, highlighting the school's dual focus on improving facilities and ensuring that educators are supported, valued, and equipped to deliver high-quality instruction in a safe and modernized learning environment.

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

No material differences.

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

Action 1: LAUSD Support for Affiliated Charter Operations

Paul Revere Charter Middle School consistently demonstrated success in meeting all basic and state conditions of learning. The school maintained a clean, safe, and well-functioning campus that supported student learning and staff productivity. According to the most recent School Accountability Report Card (SARC), the Facilities Inspection Tool (FIT) rated the school as exemplary. Each category, including systems, interiors, cleanliness, electrical, restrooms, safety, structural, and external conditions, received ratings of "good," resulting in an overall exemplary score. This rating reflected the school's commitment to ensuring that its facilities were well-maintained and conducive to a positive educational environment.

The school also ensured that teachers were appropriately credentialed and assigned in accordance with state and district requirements. The school remains committed to hiring and retaining qualified educators who provide students with high-quality instruction aligned to state standards. Efforts to support teacher recruitment and professional development further contributed to maintaining a strong instructional staff capable of meeting the diverse needs of the student population.

In addition, Paul Revere provided every student with access to standards-aligned and up-to-date instructional materials across all subject areas, meeting the Williams Act requirements. All students had current textbooks and learning resources. The school followed the district's adoption cycles to ensure that all materials remained relevant and in alignment with California's curriculum frameworks.

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

No significantly planned changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	LAUSD Support for Affiliated Charter Operations	As an Affiliated Charter School in Los Angeles Unified, Revere Charter Middle will continue to receive centralized supports for the operation of our school and its facilities.	District Cost: $6,994,495	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$745,160.00 (School Discretionary Funds - new S/C revenues) $4,750,575.46 (Total District and School S/C funds, including carryover)	$0

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
40.92%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2026-27 District LCAP. Please refer to the District LCAP.	40.92%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 5	Action: Class Size Reduction and School Level Supports for Personalized Learning Interventions Need: Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low income students at Paul Revere Charter. Scope: School-wide	Los Angeles Unified School District, including Paul Revere Charter, continues to serve almost 400,000 students, each with individual strengths and learning needs. In order to deliver increased individualized support for our students, especially our low-income students, students in foster care, and English Learners, the District will reduce class sizes and provide additional site-level staffing above and beyond the base-funded instructional staffing. Throughout the educational partner engagement process, one of the highest priorities consistently identified was the need to reduce class sizes in order to provide teachers with greater opportunities to engage individually with students and effectively address their diverse academic and social-emotional needs.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8
Goal 1 Action 6	Action: Charter Supplemental/Concentration Funds in Lieu of EIA Need: Paul Revere Charter will continue to support English Learners, low-income students and students in foster care. Scope: School-wide	Revere Middle School will continue to provide targeted support for English Learners, Foster Youth and Low Income students through targeted instructional programs, parent outreach, collaboration and participation in various school teams, and professional development. Student effectiveness is measured from data in Focus Reporting and Dashboards.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8

		Revere strives to reduce chronic absenteeism amongst all its students, especially the aforementioned student groups.	● Percent Met/Exceed Standard on California Science Test - Grade 8 ● Middle School Dropout Rate ● English Learner Reclassification Rate
Goal 1 Action 8	Action: SENI Investments towards Academic Excellence Need: English Learners, students from low income families, and students in foster care scored lower than the all student group in state summative assessments such as the Smarter Balanced Assessment. Educational partner feedback ranked the need for increased student achievement as the number one priority for all students, particularly the high-need student groups of English Learners, students from low income families, and students in foster care. Scope: School-wide	Pillar 1: Academic Excellence Strategic Plan Priority: 1A: High-Quality Instruction and 1C: Eliminating Opportunity Gaps. Strategic Plan Strategy: 1A.S7—Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency. School Strategy: Paul Revere Charter Middle School is focused on maintaining its Blue performance level on the California Dashboard, where all students currently perform 39.5 points above standard. Despite this high overall ranking, Dashboard data highlights critical equity gaps, as several student groups remain in the Yellow category, including African American students (72.6 points below standard) and Students with Disabilities (94.3 points below standard). To address these disparities, the school will implement the Amplify Math interactive curriculum—which is new this year—integrated with a rigorous Plan-Do-Study-Act (PDSA) cycle framework. This approach is supported by SBA data, which shows that while the number of students who "Exceeded Standard" grew from 634 to 702, overall performance for high-need subgroups requires intensive focus. i-Ready diagnostic data further validates this need; although proficiency rose from 50% to 66% by the end of the year,	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Distance from Standard (DFS) Met in English Language Arts - Grade 6-8 ● Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8

		134 students remain three or more grade levels below in math. By utilizing Region West instructional supports, including SBA Interim Assessment Blocks (IABs) and data-driven small-group instruction, teachers will provide the personalized interventions necessary to move all Patriots toward proficiency. Relevant Research and Positive Outcomes The use of funds for social-emotional integration and targeted academic support is backed by established research: • Social-Emotional Learning (SEL): Research from the Collaborative for Academic, Social, and Emotional Learning (CASEL) demonstrates that schools implementing SEL programs see significant improvements in student behavior and academic performance. By funding school psychologists and wellness activities, Revere addresses the root causes of academic struggle for Foster Youth and low-income students, creating a safe environment where they can focus on learning. • Personalized Learning: Studies show that personalized learning and project-based approaches are highly effective in increasing engagement and reducing absenteeism, particularly for vulnerable student groups. This supports our decision to use PDSA cycles to tailor instruction based on real-time i-Ready and IAB data. • High-Dose Tutoring: Citing the efficacy of multi-tiered systems of support (MTSS), the plan's investment in beyond-the-bell tutoring and high-dose interventions is a research-proven method for closing achievement gaps for students who have faced historical disparities. Impact of Professional Development and Data Cycles	

		Allocating funds to compensate teachers at the district training rate for attending Region West professional development is a high-leverage investment. This capacity-building ensures that staff can effectively execute Plan-Do-Study-Act (PDSA) cycles. These cycles allow teachers to move beyond static instruction by constantly reviewing student work and assessment data to identify specific "problems of practice." This iterative process ensures that instruction for our English Learners and low-income students is constantly refined, preventing them from falling further behind and accelerating their path toward grade-level mastery. Implementing this math strategy is like building a custom-engineered ladder; while the standards represent the destination, the specialized funding and research-based actions provide the specific rungs and stability that our English Learners, low-income students, and Foster Youth need to climb toward academic success.	
Goal 2 Action 3	Action: Supplemental School Climate Support Staff Need: To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Paul Revere Charter will also provide supplemental school climate support staffing. Within educational partner feedback, a stated desire is to ensure English Learners, students from low income families, and students in foster care are in school, safe, and learning. Scope: School-wide	In order to address these needs, and to expand the supports provided by the base-funded School Climate Support staffing described in Goal 2, Los Angeles Unified will provide supplemental funding for Affiliated Charter Schools such as Paul Revere Charter for additional staffing to address the school climate needs of English Learners, students in foster care, and students designated as Low-income. The School Climate Advocates are on school campuses assisting positive school culture by supporting students using conflict-resolution techniques including the use of group or individual mediation, guiding students in the use of safety protocols, as well as working with	For the identified student group(s): EL, LI, FY, ALL ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		counselors and other staff to implement multi-tiered systems of support, which may include parent and family participation. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	
Goal 2 Action 4	Action: SENI Investments towards Joy and Wellness **Need:** Support attendance rates and improve school climate outcomes for English Learners, students from low income families, and students in foster care. Educational partners identified increasing overall well-being as a priority for all students, with a strong focus on supporting English Learners, students from low-income families, and students in foster care to ensure that students are in environments where they feel secure, valued and are enthusiastic about learning. Scope: School-wide	Strategy 2C.S1 Provide varied professional development opportunities focused on deepening staff knowledge, skills, and dispositions to support students' social and emotional needs 2C.S5 Create opportunities for students to demonstrate and apply positive social-emotional behaviors at school and in other social interactions 2C.S7 Build capacity of all adults on campus on the use of Positive Behavior Interventions and Supports and Restorative practices to promote a positive culture in the classroom School Strategy Support and build capacity of all campus staff to implement positive behavior support practices as described in the "Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)" and "Multi-Tiered Systems (MTSS) of Behavior Support for Students with Disabilities" bulletins. ? Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and	For the identified student group(s): EL, LI, FY, ALL ● Percent of All Students with Excellent Attendance (96% or Higher) ● Percent of All Students Chronically Absent (90% or Lower) - Grades K-8 ● Single Student Suspension Rate ● Percent of Students Who Feel Safe at School (per School Experience Survey) ● Percent of Students Who Feel They are a Part of their School (per School Experience Survey)

		Supports/Restorative Practices (PBIS/RP), Link: https://bit.ly/BUL133307 ? Multi-Tiered Systems (MTSS) of Behavior Support for Students with Disabilities, Link: https://bit.ly/BUL6269_1 School leaders play a pivotal role in shaping the conditions that allow teachers and staff to thrive. Research on effective schools and educational improvement highlights the importance of intentional leadership practices that build capacity, foster collaboration, and connect educators with high-quality resources. The following actions—providing varied professional development, supporting collaborative practices, and ensuring access to both district and external resources—are grounded in what the field knows about improving teaching, learning, and school climate. First, offering school staff opportunities to participate in both online and in-person professional development, as well as drop-in clinics, aligns with research on adult learning and ongoing instructional improvement. Effective professional development is sustained, job-embedded, and differentiated based on staff needs. When administration provides multiple modes of learning, including flexible virtual options and responsive drop-in support, adults are more likely to engage deeply in growth opportunities. These varied modalities honor differences in learning preferences, schedules, and roles, creating a culture where continuous improvement is normalized and accessible. Schools that invest in structured yet flexible professional development see gains not only in teacher efficacy but also in student outcomes, because the learning is directly connected to classroom practice.	

		Second, prioritizing time and opportunity for staff to engage in collaborative practices such as coaching and consultation around positive behavior support reflects research on professional learning communities and distributed leadership. Collaboration enriches teacher practice by enabling educators to reflect together, share strategies, and problem-solve in relation to real challenges. Coaching, in particular, provides personalized feedback and helps translate theory into actionable skills. When school leaders intentionally build time into the schedule for these interactions, they strengthen collective capacity, reduce isolation, and build a shared commitment to supporting all students. Studies show that conditions in which teachers engage in regular dialogue, co-planning, and joint reflection contribute to more consistent and effective implementation of positive schoolwide practices, including behavior supports that improve student engagement and reduce disruptions. Third, ensuring that staff has information and accessibility to district resources is essential to equitable and high-quality instruction. Districts often develop curricula, assessment tools, intervention frameworks, and systems that are research-aligned and evidence-based. However, without clear communication and support to access these resources, staff may replicate practices that are inconsistent or outdated. Leadership that actively bridges the school and district—by sharing updates, facilitating access to materials, modeling expectations, and providing time to integrate resources into planning—enhances coherence across classrooms and grade levels. Staff who	

		understand and can use district resources feel more supported and empowered, which contributes to higher implementation fidelity and greater instructional alignment across the school. Finally, facilitating staff access to out-of-district resources, including university partnerships, regional training centers, professional organizations, and specialized consultants, broadens the knowledge base and support networks available to educators. Research indicates that external connections can invigorate school improvement efforts by introducing new perspectives, specialized expertise, and opportunities to benchmark practices beyond the immediate context. When administration assists staff in identifying, evaluating, and integrating high-quality external resources, the school benefits from innovation while avoiding duplication of effort. These connections also help educators stay current with emerging research, technologies, and strategies that may not yet be fully developed within district structures. Collectively, these actions reflect a strategic approach to leadership that values continuous learning, collaboration, and resource equity. By creating intentional systems for professional development, promoting structured collaborative practices, and ensuring both district and external resources are visible and accessible, school leaders lay the foundation for sustained growth. In such environments, educators are more confident, students experience more consistent and responsive instruction, and the school culture becomes one where improvement is a shared responsibility rather than an individual	

		burden. Ultimately, these practices not only support staff development but also contribute to stronger academic and behavioral outcomes for all students.	
Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Support increased parent, student, and community engagement at highest and high-need middle schools serving English Learners, students from low income families, and students in foster care. These students and their families face additional barriers to precisely this kind of engagement and participation, given the logistical challenges of scheduling for working parents, communications between schools and families of students in foster care, and linguistic barriers for families of English Learners. Scope: School-wide	Strategic Plan Priority 3A Strengthening Family and Community Engagement 3B Shared Decision-Making and Leadership Strategic Plan Strategy Engage families as active partners in the school community by offering meaningful, inclusive, and student-centered opportunities that promote connection, leadership, wellness, and shared ownership of school culture. School Strategy The school will intentionally design and support multiple family engagement opportunities that are highly parent-led and focused on authentic student experiences, wellness, and shared leadership. These activities will foster strong partnerships between families, students, and staff while promoting a welcoming school climate. Family engagement opportunities will include Parent Tours facilitated by trained parent volunteers, a Literary Anthology Night where students recite authentic works of literature and present families with a bound anthology of student writing, monthly Booster Club meetings, School Site Council meetings, and the school's annual 5K Run that brings families, students, and staff together to promote wellness and school pride. These activities emphasize family	For the identified student group(s): EL, LI, FY, ALL ● Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education." ● Percent of parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school" ● Percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education." ● Percent of Parents Reporting on the School Experience Survey: "This school provides me with information (verbal

		leadership, collaboration, and active participation in school life. Research consistently demonstrates that meaningful family engagement improves student academic outcomes, attendance, behavior, and sense of belonging. Joyce Epstein's School–Family–Community Partnerships framework emphasizes that family participation is most effective when schools create authentic roles for parents in learning, leadership, and school life rather than limiting engagement to attendance-based events. The Dual Capacity-Building Framework developed by Karen Mapp further supports family-led initiatives, noting that engagement deepens when schools intentionally build opportunities for families to lead, collaborate, and connect around student learning. Additionally, findings summarized by Henderson and Mapp indicate that schools that center engagement on student work and shared experiences—such as literacy celebrations and schoolwide wellness events—see stronger home-school connections and increased student motivation. Research from the Harvard Family Research Project reinforces that ongoing, relationship-centered engagement structures, including parent leadership organizations and governance meetings, strengthen trust and school climate. Collectively, this research supports Revere's highly parent-run engagement model, which prioritizes family leadership, authentic student learning experiences, wellness, and shared decision-making.	and written) I can understand."

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

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.

[Provide description here]

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.

Paul Revere Charter Middle School is not eligible for these funds.

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	33.21 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,579 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*
Staff-to-student ratio of certificated staff providing direct services to students	98.61 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 1,579 students (As of May 01, 2026) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

Paul Revere Charter Middle School 2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Paul Revere Charter Middle School 2026-2027	$ 1,820,836	$ 745,160	40.92%	0.000%	40.92%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,565,996	$ -	$ -	$ -	$ 2,565,996.00	$ 2,393,046	$ 172,950

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	Base Instructional Supports, including General Fun School Program	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 1,020,112	$ 30,105	$ 1,050,217	$ -	$ -	$ -	$ 1,050,217	0.000%
1	4	Charter School Categorical Block Gran	All Students	No	Schoolwide		Schoolwide	Ongoing	$ 729,086	$ 41,533	$ 770,619	$ -	$ -	$ -	$ 770,619	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 105,294	$ 38,216	$ 143,510	$ -	$ -	$ -	$ 143,510	0.000%
1	8	SENI Investments towards Academic Excellence	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 128,454	$ 63,096	$ 191,550	$ -	$ -	$ -	$ 191,550	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 246,730	$ -	$ 246,730	$ -	$ -	$ -	$ 246,730	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foste Youth, English Learners	Yes	Schoolwide	Low Income, Foste Youth, English Learners	Schoolwide	Ongoing	$ 163,370	$ -	$ 163,370	$ -	$ -	$ -	$ 163,370	0.000%

Paul Revere Charter Middle School 2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,820,836	$ 745,160	40.92%	0.000%	40.924%	$ 745,160	0.000%	40.92%	**Total:**	$ 745,160
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 745,160

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	Base Instructional Supports, including General Fund School Program	No	Schoolwide		Schoolwide	$ -	0.000%
1	4	Charter School Categorical Block Grant	No	Schoolwide		Schoolwide	$ -	0.000%
1	7	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 143,510	0.000%
1	8	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 191,550	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 246,730	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learners	Schoolwide	$ 163,370	0.000%

Paul Revere Charter Middle School 2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,919,992.00	$ 2,498,024.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Base Instructional Supports, including General Fund School Program	No	$ 1,281,681	$ 1,074,991
1	4	Charter School Categorical Block Grant	No	$ 766,993	$ 683,261
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 273,567	$ 225,887
1	10	SENI Investments towards Academic Excellence	Yes	$ 208,463	$ 84,113
2	4	SENI Investments towards Joy and Wellness	Yes	$ 228,340	$ 268,226
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 160,948	$ 161,546

Paul Revere Charter Middle School 2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 871,318	$ 871,318	$ 739,772	$ 131,546	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 273,56	$ 225,887	0.000%	0.000%
1	10	SENI Investments towards Academic Excellence	Yes	$ 208,46	$ 84,113	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 228,34	$ 268,226	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 160,94	$ 161,546	0.000%	0.000%

Paul Revere Charter Middle School 2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,048,674	$ 871,318	0.000%	42.531%	$ 739,772	0.000%	36.110%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

California Department of Education
November 2024