LCFF Budget Overview for Parents

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

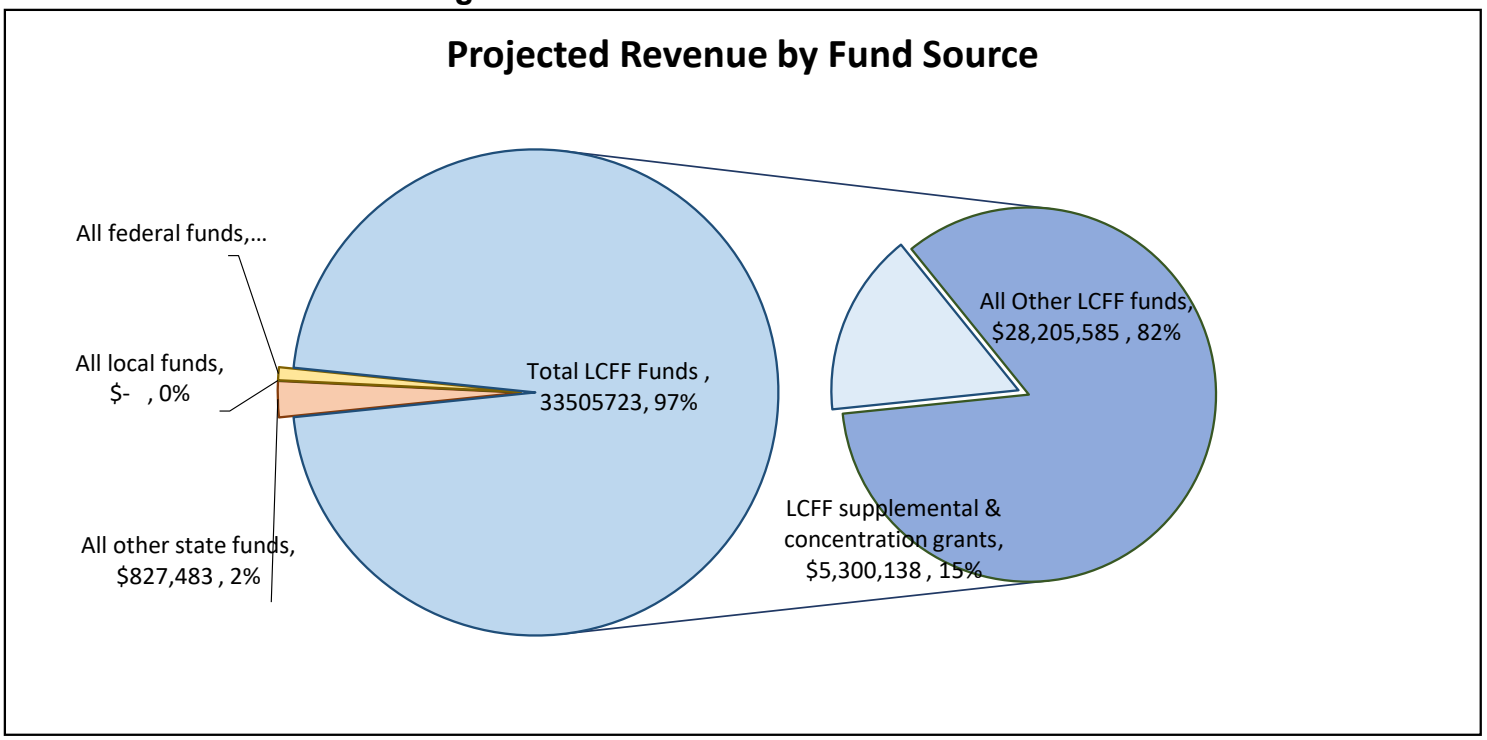
CDS Code: 19 64733 6058267

School Year: 2025-26

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 2025-26 School Year

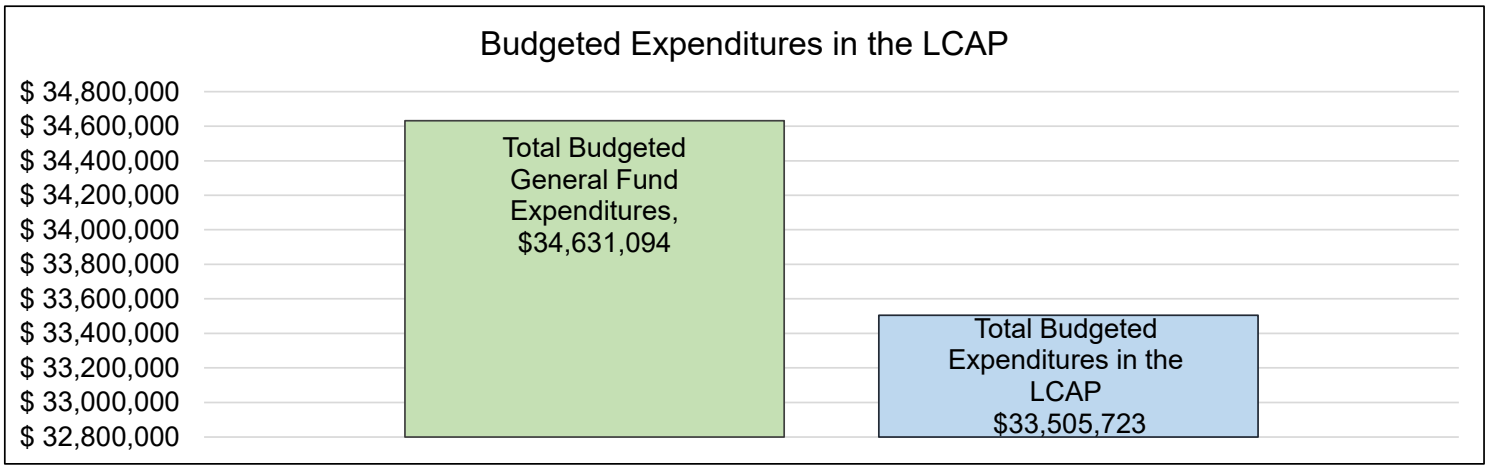


This chart shows the total general purpose revenue Paul Revere Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Paul Revere Charter Middle School is $34,631,094.00, of which $33,505,723.00 is Local Control Funding Formula (LCFF), $827,483.00 is other state funds, $$ - is local funds, and $297,888.00 is federal funds. Of the $33,505,723.00 in LCFF Funds, $5,300,138.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

The text description of the above chart is as follows: Paul Revere Charter Middle School plans to spend $34,631,094.00 for the 2025-26 school year. Of that amount, $33,505,723.00 is tied to actions/services in the LCAP and $1,125,371.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

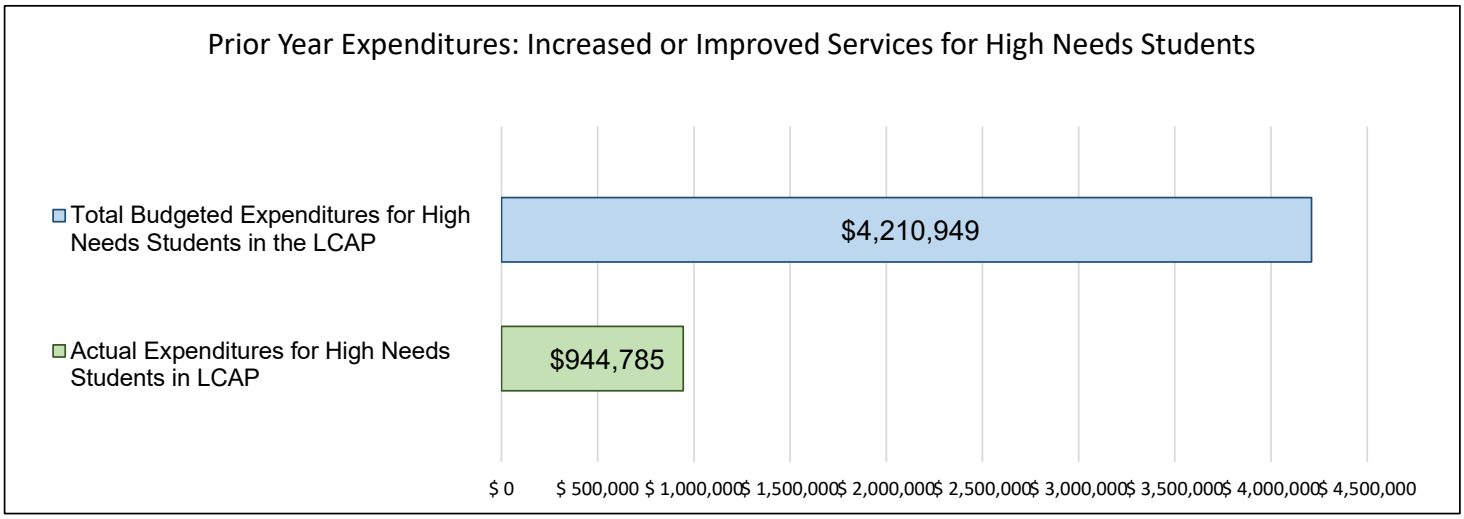
Affiliated charter schools are operated by the District and follow all District-wide policy guidelines. In alignment with the District's LCAP, our school's LCAP includes all LCFF sources as identified in the adopted Los Angeles Unified budget. Note that the Action Tables only reflect the school's discretionary funds (as these funds carry over within our 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 2025-26 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 2025-26 School Year

In 2025-26, Paul Revere Charter Middle School is projecting it will receive $5,300,138.00 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 $5,300,138.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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 2024-25, Paul Revere Charter Middle School's LCAP budgeted $4,210,949.00 for planned actions to increase or improve services for high needs students. Paul Revere Charter Middle School actually spent $944,785.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $3,266,164.00 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 our 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 high-need schools 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. Unspent LCFF Supplemental and Concentration funds will continue to be available for schools to use as SENI TSP funds to increase or improve services for students from low-income families, English Learners, and students in foster care, in alignment with District policy.

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 [2025-26]

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 1,700 Patriots from more than 100 zip codes. 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.

This 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.

Despite the January 2025 Palisades fire and Fall 2024 landslides, Paul Revere Charter Middle School's Magnet program received the prestigious 2025 School of Excellence Award, 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.

As an overview of the 2023 CA Dashboard, our school had 0 areas where All Students were in the lowest performance level rating (i.e., Red or Very Low). Below indicates the student group performance on the 2023 and 2024 CA Dashboard indicators in the lowest rating:

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
Chronic Absenteeism	Two or more races and Students with Disabilities	African American Students, English Learners, Hispanics, Two or more races, Socioeconomically Disadvantaged, Students with Disabilities and White
Suspension Rate	N/A	N/A
Graduation Rate	N/A	N/A
College/Career	N/A	N/A
English Language Arts	Students with Disabilities	Students with Disabilities
Mathematics	African American Students and Students with Disabilities	N/A
English Learner Progress Indicator (ELPI)	N/A	N/A

Our overall attendance decreased by 3.3%, and we recognized the challenges our community has faced, including the closure of major routes through the Topanga area due to mudslides. These disruptions significantly impacted our students' ability to commute to school. To address attendance concerns, we partnered with a Pupil Services and Attendance (PSA) Counselor who actively worked with students and families to provide support, resources, and interventions aimed at improving attendance. We remained committed to ensuring that all students have the opportunity to engage fully in their education despite these obstacles.

Our Students with Disabilities (SWD) experienced a decline of 5.1 percentage points in ELA performance, underscoring the need for targeted instructional support to enhance literacy skills. In response, we are working closely with our Special Education Department to implement effective interventions that address the specific needs of our students. By leveraging research-based strategies and data-driven approaches, we aim to improve student outcomes and bridge the existing achievement gap.

One of our key strategies includes the implementation of iReady lessons, which provide personalized, skill-based instruction tailored to individual student needs. Additionally, we are utilizing the Plan-Do-Study-Act (PDSA) cycle to monitor progress, refine instructional approaches, and ensure continuous improvement in student learning. These tools allow educators to track growth and adjust teaching methods to maximize effectiveness.

Furthermore, we are placing a strong emphasis on targeted small-group instruction to provide focused and individualized support. This approach allows educators to address specific learning challenges, reinforce key concepts, and create meaningful engagement opportunities

for students. By incorporating a variety of learning strategies, we are working to strengthen reading decoding and comprehension skills, which are fundamental to overall ELA success.

Through these intentional efforts, we remain committed to supporting our Students with Disabilities and ensuring they receive the necessary resources to thrive academically. Our ongoing collaboration with the Special Education Department, along with data-driven instructional practices, will play a crucial role in improving literacy outcomes and fostering long-term success for our students.

Our school has made significant strides in mathematics achievement, particularly among our Students with Disabilities (SWD) and African American students, who demonstrated remarkable growth of 54.1 points and 15.6 points, respectively. This progress is a direct result of a schoolwide commitment to improving math skills through consistent instructional practices, data-driven decision-making, and targeted support.

A key component of this success has been the intentional use of common lessons, practices, and assessments to ensure alignment across classrooms. Teachers effectively leveraged iReady data and myPath lessons, incorporating these resources alongside other formative data into their Plan-Do-Study-Act (PDSA) cycles. This approach allowed educators to monitor student progress closely and refine instructional goals and strategies based on real-time data.

Through these focused efforts, our school has created a more cohesive and effective approach to mathematics instruction. As a result, our scores reflect the impact of our work, with no student subgroups falling within the lowest performance category in math. This achievement highlights the power of collaboration, data-driven instruction, and targeted interventions in driving student success, and we remain committed to building on this momentum to further enhance academic outcomes for all learners.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Paul Revere Charter Middle School actively engaged students through a variety of programs and events aimed at fostering a supportive and enriching environment. The school conducted grade-level assemblies with counselors to review academic expectations and provide social-emotional support resources. Assemblies also address important initiatives like LAUSD's Every School Safe, focusing on creating welcoming environments and raising awareness about suicide prevention. To promote attendance, the Pupil Services and Attendance (PSA) Counselor organizes attendance challenges that reward students with ice cream for consistent school attendance. The school enhances the student experience through field trips and lunchtime clubs, while also offering tutoring through a locally designed program during lunch and after school. Cultural engagement was facilitated by the Climate Advocate, who hosted weekly activities, and Leadership students contributed by organizing spirit weeks and Halloween grams. Additionally, students contributed to the school community by publishing school-wide activities in the award-winning publication, The Town Crier. The agricultural classes also collaborated with teachers to maintain the school farm, promoting hands-on learning and teamwork. Revere is also proud to support students through the Black Student Achievement Plan (BSAP). BSAP mentoring program included The Better Making of Men Mentoring Program and the I Am Beautiful Mentoring Program, both designed to build confidence, leadership, and a strong sense of identity among participants. The Revere BSAP Team was fully committed to the success of this program. Safety is prioritized through monthly emergency drills, and the Student Services Office held homeroom Zoom assemblies to reinforce behavioral expectations. All students participated in the iReady program, with additional support for those below grade level, who may receive tutoring or intervention in ELA and math. Students who exceeded grade level were challenged with IXL supplemental activities, ensuring that every student is supported in their academic journey.

Parents	Paul Revere Charter Middle School actively engaged parents by fostering a strong partnership with the local community, which has historically supported the education and development of students. The parent booster club played a vital role by funding various initiatives, including Service Day events, teaching positions, school support staff, staff appreciation, student activities, classroom supplies, and participating in the Charter Council and Local School Leadership Council (LSLC). To ensure inclusivity, Revere's leadership team encouraged representation from traveling families, hosting parent meetings via Zoom to enhance accessibility. The BSAP program and administration organize local meetings for these families, discussing important topics such as school policies, student behavior expectations, grading policies, and social-emotional support resources. Revere also held Back to School Night, where parents can speak with teachers about the curriculum and how their students will learn. Parents were encouraged to volunteer on campus through various activities, including classroom support, campus beautification, and supervision. Additionally, parents participated in field trips and hosted fundraising events to support the school. Monthly Coffee with the Principal sessions over Zoom provided another platform for parents to exchange ideas, questions, and concerns. Additional opportunities for engagement included after school activities, parent seminars led by the Psychiatric Social Worker, and performances from the music program. These initiatives foster a sense of community and encourage families from diverse neighborhoods to connect and participate actively in school life. In response to the devastation caused by the Palisades fire, our school community came together with parents to establish Revere Cares, a support initiative dedicated to assisting families impacted by the disaster. Through generous donations of essential items and funding, Revere Cares provided direct support to those in need, ensuring that affected families had access to small but crucial necessities as they work to rebuild their lives. This initiative reflected the strength, resilience, and compassion of our Revere community. By uniting our resources and efforts, we continue to stand by those who have faced hardship, offering meaningful support to help them regain stability. Revere Cares is a testament to the unwavering commitment of our school and families to uplift and assist one another during times of crisis.

Staff (Certificated and Classified)	At Paul Revere Charter Middle School, the faculty—comprising both certificated and classified staff—formed the cornerstone of our educational community. Collaborative structures, such as faculty meetings, department meetings, grade-level meetings, magnet meetings, and professional development sessions, foster engagement and teamwork among staff. Teachers played a pivotal role in leading instructional initiatives through the Instructional Leadership Team (ILT). This multidisciplinary team focused on professional development tailored to the specific needs of students and teachers, informed by iReady data, feedback from prior training, and surveys. The ILT also conducted learning walks to observe instructional practices aligned with school and district goals, providing actionable feedback aimed at enhancing teaching and learning. Through departmental collaboration, teachers set goals for their initial PDSA (Plan-Do-Study-Act) cycle, utilizing various data points—including iReady assessments, student projects, and common lessons—to identify their problems of practice and expected outcomes for student achievement. This collaborative effort allowed teachers to collect and analyze data to inform their decisions on adopting, adapting, or discontinuing specific instructional practices and materials. Classified staff, including office workers, special education paraprofessionals, campus aides, and custodial personnel, worked closely with administrators and coordinators to maintain a safe, clean, and welcoming learning environment. Many classified staff members contribute their insights and expertise by participating in committees such as Health and Safety, Attendance, and Wellness. Additionally, they engage in staff celebrations and extracurricular activities, further enhancing the sense of community at Revere. In response to the devastation caused by the Palisades fire, our school community came together with parents to establish Revere Cares, a support initiative dedicated to assisting families impacted by the disaster. Through generous donations of essential items and funding, Revere Cares provided direct support to those in need, ensuring that affected families had access to small but crucial necessities as they work to rebuild their lives. This initiative reflected the strength, resilience, and compassion of our Revere community. By uniting our resources and efforts, we continue to stand by those who have faced hardship, offering meaningful support to help them regain stability. Revere Cares is a testament to the unwavering commitment of our school and families to uplift and assist one another during times of crisis.

Community	Community members participated every month in our Charter Council Meetings. Here community members were able to provide ideas, present questions and concerns regarding the state of Revere. Also, Revere held two town hall meetings to speak with community members regarding school operations and safety. Furthermore, Revere community members were also able to receive current and upcoming information through our weekly newsletter which was distributed by our parent booster club. Also, Revere often opened our campus after school hours to host various community events. In response to the devastation caused by the Palisades fire, our school community came together with parents to establish Revere Cares, a support initiative dedicated to assisting families impacted by the disaster. Through generous donations of essential items and funding, Revere Cares provided direct support to those in need, ensuring that affected families have access to small but crucial necessities as they work to rebuild their lives. This initiative reflects the strength, resilience, and compassion of our Revere community. By uniting our resources and efforts, we continued to stand by those who have faced hardship, offering meaningful support to help them regain stability. Revere Cares is a testament to the unwavering commitment of our school and families to uplift and assist one another during times of crisis.

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

Paul Revere Charter Middle School continued to cultivate a strong partnership between parents, staff, and the local community to create an inclusive and supportive learning environment for students. The parent booster club played a vital role in supporting school initiatives by funding various programs, including staff positions, student activities, and classroom resources. Additionally, parents actively participated in decision-making through the Charter Council and Local School Leadership Council, ensuring that family voices are heard in shaping school policies and programs. To promote accessibility and engagement, Revere hosted virtual parent meetings, monthly Coffee with the Principal sessions, and in-person gatherings for traveling families. These opportunities allowed families to engage in meaningful discussions about school policies, student expectations, and available social-emotional support resources. Parents also contributed to the school community through volunteer opportunities, including classroom assistance, campus beautification efforts, and student supervision. Their involvement extended beyond the school day, as they play a crucial role in organizing fundraising events and chaperoning field trips.

Following the devastation of the Palisades fire, Paul Revere Charter Middle School and its parent community took action by establishing Revere Cares, a support initiative aimed at assisting families impacted by the disaster. Through generous donations and funding, Revere Cares provided direct support to families in need, ensuring they have access to essential resources as they work to rebuild their lives. This initiative is a testament to the resilience and compassion of the Revere community, demonstrating a collective commitment to uplifting and assisting those facing hardships.

In addition to strong parental involvement, the faculty and staff at Revere played a critical role in student success through structured collaboration. Teachers engaged in professional development and instructional leadership through the Instructional Leadership Team (ILT), department meetings, and professional learning communities. By utilizing iReady data, PDSA (Plan-Do-Study-Act) cycles, and common assessments, educators continuously refined instructional strategies to enhance student achievement. These collaborative efforts ensured that instruction remained data-driven and tailored to meet the diverse needs of students. Additionally, classified staff, including office workers, special education paraprofessionals, campus aides, and custodians, contributed significantly to maintaining a safe and welcoming school environment. Their involvement in committees focused on health, safety, and wellness further enhanced the school's ability to support students effectively.

Communication remained a top priority at Revere, ensuring that families and the broader community stay informed and engaged. The school provided multiple avenues for outreach, including Charter Council Meetings, town halls, and weekly newsletters distributed by the parent booster club. These platforms allowed community members to voice concerns, ask questions, and receive updates on school initiatives. Revere also served as a hub for community engagement by opening its campus after school hours to host various events, further strengthening its connection with local families.

As Paul Revere Charter Middle School looks ahead to the upcoming school year, the feedback and experiences from past initiatives will play a crucial role in shaping future plans. Strengthening parent and community engagement remains a top priority, with efforts focused on expanding virtual and in-person meetings to accommodate all families. Additionally, increasing volunteer opportunities and promoting Revere Cares will ensure continued support for families facing challenges.

Academic achievement will also remain at the forefront, with a continued emphasis on data-driven instruction. Teachers will leverage iReady data and PDSA cycles to refine instructional strategies, ensuring that students receive targeted support. Strengthening collaboration among educators through professional learning communities will further enhance the effectiveness of instructional practices. Expanding small-group instruction and intervention programs will help address learning gaps and support student growth in core academic areas.

To improve communication and outreach, the school will maintain and enhance platforms such as newsletters, town halls, and Coffee with the Principal meetings. Providing multilingual resources will also be a priority to ensure that all families, regardless of language barriers, have access to essential school information.

Creating a supportive and inclusive learning environment will be another key focus. Expanding social-emotional learning initiatives and mental health resources will help address students' well-being, ensuring they feel supported both academically and emotionally. Strengthening partnerships with classified staff will also enhance campus safety and student support services.

Finally, recognizing the impact of the Palisades fire, Revere will continue to develop long-term strategies for community resilience and emergency preparedness. Expanding support programs for families affected by natural disasters and creating proactive plans for future emergencies will ensure that the school community remains strong in the face of adversity.

By implementing these strategic initiatives, Paul Revere Charter Middle School aims to build upon its successes and further strengthen its commitment to student achievement, community engagement, and overall school excellence. Through collaboration, resilience, and data-driven planning, the upcoming school year promises to be one of growth, innovation, and continued support for all members of the Revere community.

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Los Angeles Unified 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. Los Angeles Unified and its Affiliated Charter Schools, including Revere Charter Middle, are 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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 60 **African American/Black:** -22.4 **Hispanic/Latino:** 9.8 **English Learners:** -111.3 **RFEP:** 21.8 **Standard English Learner:** 8.6 **Students with Disabilities:** -60.7 **Low Income:** 7.9	**All Students:** +2.80 **African American/Black:** -18.40 **Hispanic/Latino:** -3.00 **English Learners:** +8.60 **RFEP:** +0.60 **Standard English Learners:** -7.70 **Students with Disability:** +2.50 **Low Income:** -5.60

3	**Smarter Balanced Distance from Standard (DFS) Met in Math - Grade 6-8**	**2022-2023** **All Students:** 14.1 **African American/Black:** -87.9 **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*	**2023-2024** **All Students:** 33.7 **African American/Black:** -80 **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*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 38.7 **African American/Black:** -75 **Hispanic/Latino:** -25 **English Learners:** -127.1 **RFEP:** -13.4 **Standard English Learner:** -35.3 **Students with Disabilities:** -100.8 **Low Income:** -31.3	**All Students:** +19.60 **African American/Black:** +7.90 **Hispanic/Latino:** +5.00 **English Learners:** +41.90 **RFEP:** -1.40 **Standard English Learners:** +8.30 **Students with Disability:** +10.50 **Low Income:** +11.30

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 57.4% **African American/Black:** 22.4% **Hispanic/Latino:** 32.7% **RFEP:** 32.9% **Standard English Learner:** 32.9% **Students with Disabilities:** 23.3% **Low Income:** 32.6%	**All Students:** +4.80% **African American/Black:** -0.20% **Hispanic/Latino:** -8.30% **RFEP:** -12.80% **Standard English Learners:** -1.10% **Students with disability:** +1.60% **Low Income:** -1.20%
5	**English Learner Reclassification Rate**	**2022-2023** **All Students:** 32.4% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 29.4% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 34.4%	**All Students:** -3.00%
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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 57%	**All Students:** ±0%

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 25% **Hispanic/Latino:** 33% **Low Income:** 33%	**All Students:** -0.40% **Hispanic/Latino:** +9.60% **Low Income:** -1.00%
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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 79.6% **African American/Black:** 55% **Hispanic/Latino:** 73.7% **RFEP:** 80% **Standard English Learner:** 68.1% **Low Income:** 74.6%	**All Students:** +0.70% **African American/Black:** -16.70% **Hispanic/Latino:** +1.00% **RFEP:** +1.70% **Standard English Learners:** -3.60% **Low Income:** +2.40%
9	**Percent of Students Whose Eligibility for Special Education Services Were Determined Within 60 Days of Guidelines**	**2022-2023** **All Students:** 76.5% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 57.1% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 81%	**All Students:** -19.40%

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 73% **African American/Black:** 78.7% **Hispanic/Latino:** 73.1% **RFEP:** 85% **Standard English Learner:** 71.7% **Low Income:** 72.2%	**All Students:** -10.00% **African American/Black:** -3.20% **Hispanic/Latino:** -20.30% **RFEP:** -20.00% **Standard English Learners:** -17.70% **Low Income:** -19.30%

Goal Analysis for [2024-2025]

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.

Paul Revere Charter Middle School is committed to achieving academic excellence through a multifaceted approach focused on quality instruction and comprehensive support for all students. The school implemented a rigorous, standards-based core curriculum in math, science, language arts, and social science, with a particular emphasis on math, science, and technology. This approach encourages innovation in programming and practices, fosters staff and curricular coherence, and enhances parent and community involvement, creating an engaging learning environment.

In collaboration with the Los Angeles Unified School District, Revere received centralized funding to support Special Education programs and ensure that our students with disabilities receive quality first instruction. With approximately 180 students receiving special education services, the school employs a full-time Special Education Coordinator who collaborated with parents, school psychologists, and psychiatric social workers to provide essential support and services for students with disabilities.

The Charter Block Grant has facilitated the hiring of additional teachers, an assistant principal, office technicians, and training resources to support academic excellence.

Revere also leveraged BSAP funds to address equity gaps for Black students by funding a BSAP counselor and Climate advocate to improve educational experiences for our Black students and their families.

Recognizing historical achievement disparities, Revere has expanded its tutoring program and established a partnership with Tutor me and Tutor.com to assist struggling learners. Professional development opportunities for teachers focus on best practices, data collection, and curriculum implementation, enabling them to provide targeted instruction to students who do not meet grade-level standards. Through these initiatives, Revere is dedicated to enhancing educational opportunities and academic achievement for every student.

Paul Revere Charter Middle School’s Magnet program received the prestigious 2025 School of Excellence Award, 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.

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.

Paul Revere Charter Middle School achieved notable success in its academic programs, as evidenced by preliminary data reflecting improvements in student performance from the 2023-2024 school year. The school has seen an overall increase in SBA scores in both English Language Arts (ELA) and math. Additionally, data from the iReady assessments indicate significant progress: student performance in ELA improved from 61% at or above grade level at the beginning of the year (BOY) to 73% at the end of the year (EOY). Similarly, math performance rose from 50% at or above grade level to 66% over the same period. These results highlight the effectiveness of Revere's instructional strategies and commitment to fostering academic excellence among all students.

Paul Revere Charter Middle School's Magnet program received the prestigious 2025 School of Excellence Award, 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.

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.

For 2025-2026, Paul Revere Charter Middle School will implement Supplemental Afterschool Programs to support Academic Excellence for English Learners, students in foster care, and low income students at our school.

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: $7,680,652 **School Discretionary Fund Cost: $1,281,681**	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: $179,660	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: $8,772,132	N
4	Charter School Categorical Block Grant	Revere Charter will use funds to purchase materials and staff in order to strengthen our instructional programs.	**School Discretionary Fund Cost: $766,993**	N
5	Class Size Reduction and School Level Supports for	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: $3,955,606	Y

	Personalized Learning Interventions			
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: $464,625	N
7	Supplemental A-G Interventions	Revere Charter will support student-centered programs to ensure English learners, low-income students, and foster youth are meeting grade-level standards in English Language Arts (ELA) and math as well as on-track to graduate A-G compliant.	District Cost: $8,128	Y
8	Supplemental Afterschool Programs	Revere Charter will implement Supplemental Afterschool Programs to support Academic Excellence for English Learners, students in foster care, and low income students at our school.	District Cost: $10,514	Y
9	Charter Supplemental/Concentration Funds in Lieu of EIA	Revere Charter will use funds to ensure school support staff to offer support for English Learner students, Low Income and Foster Youth.	**School Discretionary Fund Cost: $273,567**	Y
10	SENI Investments towards Academic Excellence	SENI Investments towards Academic Excellence funds will be used to fund teacher X time for teacher support and tutoring, Clerical X time to support with enrollments and other needs. Additional counseling support will also be funded through this action.	**School Discretionary Fund Cost: $208,463**	Y

Goal 2

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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% **RFEP:** 49.2% **Standard English Learners:** 34.1% **Students with Disability:** 29.6% **Low Income:** 37.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 49% **African American/Black:** 36.8% **Hispanic/Latino:** 42.1% **English Learners:** 30% **RFEP:** 54.2% **Standard English Learner:** 39.1% **Students with Disabilities:** 30.6% **Low Income:** 42.6%	**All Students:** +1.80% **African American/Black:** -2.80% **Hispanic/Latino:** +2.30% **English Learners:** +4.30% **RFEP:** -5.70% **Standard English Learners:** +2.20% **Students with Disability:** -2.60% **Low Income:** +1.30%

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% **Standard English Learners:** 29.8% **Students with Disability:** 30.3% **Low Income:** 29.7% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 25% **African American/Black:** 42% **Hispanic/Latino:** 30% **English Learners:** 52% **RFEP:** 18% **Standard English Learners:** 36% **Students with Disability:** 39% **Low Income:** 36% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 23% **African American/Black:** 39% **Hispanic/Latino:** 33% **English Learners:** 48% **RFEP:** 15% **Standard English Learner:** 33% **Students with Disabilities:** 36% **Low Income:** 33%	**All Students:** +3.50% **African American/Black:** +11.90% **Hispanic/Latino:** +0.80% **English Learners:** +12.70% **RFEP:** -1.10% **Standard English Learners:** +6.20% **Students with Disability:** +8.70% **Low Income:** +6.30%

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 23.5% **African American/Black:** 43.1% **Hispanic/Latino:** 29.9% **English Learners:** 52.1% **RFEP:** 11.6% **Standard English Learner:** 34.8% **Students with Disabilities:** 40.3% **Low Income:** 34.8%	**All Students:** +4.50% **African American/Black:** +12.00% **Hispanic/Latino:** +3.10% **English Learners:** +12.30% **RFEP:** +4.30% **Standard English Learners:** +6.00% **Students with Disability:** +8.10% **Low Income:** +6.00%
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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 81%	**All Staff:** +25.60%
5	**Single Student Suspension Rate**	**2022-2023** **All Students:** 2.04% *Source: Open Data Dashboard*	**2023-2024** **All Students:** 0.72% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 0%	**All Students:** -1.32%
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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 19	**All Students:** -57

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**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% **English Learner:** 76% **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% **RFEP:** 63.1% **Standard English Learners:** 58.4% **Students with Disability:** 65.5% **Low Income:** 58.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 75% **African American/Black:** 75% **Hispanic/Latino:** 77% **English Learners:** 79% **RFEP:** 75% **Standard English Learner:** 76% **Students with Disabilities:** 72% **Low Income:** 68%	**All Students:** -13.00% **African American/Black:** -12.50% **Hispanic/Latino:** -15.40% **English Learner:** -26.00% **RFEP:** -9.40% **Standard English Learners:** -15.20% **Students with Disability:** -4.70% **Low Income:** -7.60%
9	**Percent of Parents who Feel Their Child is Safe on School Grounds (per School Experience Survey)**	**2022-2023** **All Parents:** 71.6% *Source: Open Data Dashboard*	**2023-2024** **All Parents:** 49.6% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 75%	**All Parents:** -22.00%

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 99.2%	**All Staff:** -2.50%
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% **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% **RFEP:** 53.5% **Standard English Learner:** 51.4% **Students with Disability:** 57.1% **Low Income:** 50.2% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Students:** 65% **African American/Black:** 67% **Hispanic/Latino:** 63% **English Learners:** 64% **RFEP:** 62% **Standard English Learner:** 66% **Students with Disabilities:** 61% **Low Income:** 55%	**All Students:** -5.60% **African American/Black:** -9.20% **Hispanic/Latino:** -7.60% **English Learner:** -10.00% **RFEP:** -3.80% **Standard English Learner:** -9.70% **Students with Disability:** +0.40% **Low Income:** -0.70%
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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 81%	**All Parents:** -4.20%

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Staff:** 91%	**All Staff:** -9.90%

Goal Analysis for [2024-2025]

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.

At Paul Revere Charter Middle School, we are deeply committed to the joy and wellness of our students, staff, and the broader community. To support our students' social-emotional well-being, we have a full-time Psychiatric Social Worker (PSW) and two full-time School Psychologists on campus. These dedicated professionals play a key role in addressing the emotional needs of our students and providing vital resources to families.

Our PSW also offered valuable education to parents and the community on social-emotional wellness, suicide prevention, and drug awareness, helping to keep our teenagers safe and informed. Alongside our PSW, three grade-level counselors and a head counselor provided individualized support, ensuring students feel secure and connected.

In addition, we have a full-time registered nurse and a full-time licensed vocational nurse on staff to address the medical needs of our student body. These resources reflect Revere’s commitment to creating a safe and supportive environment for all.

We encouraged our students and families to reach out with any questions or concerns and to remember the district’s important mantra: If you see something, say something. We are here to ensure that every student feels safe, supported, and able to thrive at school.

This year, our school community faced significant challenges due to the Palisades fires, which deeply impacted the mental health, social-emotional well-being, and attendance of our students at Revere Charter. Many families experienced profound losses, including their homes, jobs, and treasured belongings, leading to increased stress and emotional hardship. In response, we strengthened our commitment to social-emotional support by expanding awareness initiatives and enhancing services for students and families. Through the resilience and generosity of our community—parents, staff, and local supporters—we provided essential assistance to those in need. Today, we remain steadfast in our mission to nurture the well-being of our students, rebuild together, and ensure every child feels supported, safe, 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.

Paul Revere Charter Middle School continued to prioritize the social-emotional and mental health needs of our students, families, and staff. We are grateful for the invaluable support provided by our Psychiatric Social Worker (PSW), who has become a vital part of our team.

Our PSW in conjunction with our Climate Advocate has led kindness campaigns, contributed to our crisis team, and taught students relaxation techniques and effective social communication during homeroom. In Fall, they offered workshops to parents on important topics such as anxiety, substance abuse, and suicide awareness.

In response to the devastation caused by the Palisades fire, our school community came together with parents to establish Revere Cares, a support initiative dedicated to assisting families impacted by the disaster. Through generous donations of essential items and funding, Revere Cares provides direct support to those in need, ensuring that affected families have access to small but crucial necessities as they work to rebuild their lives.

This initiative reflects the strength, resilience, and compassion of our Revere community. By uniting our resources and efforts, we continue to stand by those who have faced hardship, offering meaningful support to help them regain stability. Revere Cares is a testament to the unwavering commitment of our school and families to uplift and assist one another during times of crisis.

These efforts reflect our ongoing commitment to fostering a supportive, informed, and compassionate school environment.

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 significant changes planned.

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: $176,014	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: $132,213	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: $454,572	Y
4	SENI Investments towards Joy and Wellness	Revere Charter will provide two full time school psychologists with SENI Investments towards Joy and Wellness in order to address the needs of our EL, Low Income students and Foster Youth.	**School Discretionary Fund Cost: $228,340**	Y

Goal 3

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Revere Charter Middle School has over 1700 students from nearly 100 different zip codes within Los Angeles. We believe that family involvement is crucial to student learning and success. Revere Charter Middle School will strive to build strong relationships between families, students, and their schools to improve student success.

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 61%	**All Parents:** -7.80%
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% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 82%	**All Parents:** -5.30%
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% *Source: Open Data Dashboard*	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 65%	**All Parents:** -1.80%

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** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** **All Parents:** 95%	**All Parents:** -3.20%

Goal Analysis for [2024-2025]

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.

We are encouraged by the positive feedback we've received. Students, staff, and families have shared their satisfaction with our services through conferences and emails, expressing happiness with the support provided by our dedicated staff.

We remain committed to enhancing our programs and ensuring that everyone in our school community continues to feel supported and valued.

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.

Paul Revere Charter Middle School is pleased to share that the initial success of our engagement and collaboration efforts is evident through strong participation from students and staff. Activities such as the kindness campaign, lunchtime wellness initiatives, and homeroom engagement have all seen enthusiastic involvement.

Students, staff, and parents have already expressed their appreciation for the services provided by our Psychiatric Social Worker (PSW) and Climate Advocate, highlighting the positive impact these resources have on our school community.

In response to the devastation caused by the Palisades fire, our school community united with students and families to establish Revere Cares, a collaborative support initiative dedicated to assisting those impacted by the disaster. Through active engagement, compassionate outreach, and donations of essential items.

This initiative embodies the strength, resilience, and deep sense of community at Revere Charter. Revere Cares is a testament to our unwavering commitment to collaboration, compassion, and standing by one another in times of crisis.

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 significant changes planned.

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 will fund Restorative Justice Coordinator.	**School Discretionary Fund Cost: $160,948**	Y

Goal 4

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Revere Charter Middle School wants to provide students with instruction that is meaningful and tailored to their needs. To accomplish our goal, teachers engaged in analyzing multiple forms of data from PDSA cycles, iReady Diagnostics, and Interim Assessment. These data sources allow teachers to review and revise instructional practices for literacy, language, math and science. Students are consistently provided with lessons that are reflective of their academic and social emotional outcomes, thus providing an educational experience which is rigorous, relevant and responsive to varying levels of learning abilities. Furthermore as we build the capacity of all school staff, we can provide a safe and supportive learning environment.

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%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0
2	**Percent of Teachers Are Appropriately Credentialed for the Students They Are Assigned to Teach**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0
3	**Percent of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements**	**2022-2023** 100%	**2023-2024** 100%	**2024-2025** *This information will be provided in future LCAP cycles, in compliance with the LCAP template.*	**2025-2026** 100%	0

Goal Analysis for [2024-2025]

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.

Paul Revere continues to address challenges related to our aging campus, including plumbing, electrical, and irrigation issues. We are working closely with the district facilities unit to resolve these concerns efficiently. Additionally, we are anticipating the installation of security cameras, with the project slated to begin in the spring semester.

As an administrative team, we prioritize creating a safe and positive work environment for our staff. In collaboration with our parent booster club, we provide monthly incentives to staff members who are nominated by their peers for acts of kindness and service, as well as for perfect attendance. Additionally, to show our appreciation, we provide donuts and coffee every Friday as a small token of thanks for the hard work and dedication of our teachers and staff. Our counselors and Psychiatric Social Worker (PSW) also host monthly wellness challenges and a lunchtime social to further support staff well-being.

Revere Charter ensued a “Classroom Upgrade Program” through the primary support of Los Angeles Unified. Revere Middle School underwent a Classroom Upgrade Project, which included the installation of Smart Digital Displays, sound enhancement systems, charging stations for digital notebooks, and new classroom furniture. These initiatives reflect our ongoing commitment to fostering a supportive, safe, and positive environment for everyone at Paul Revere.

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.

We addressed our ongoing facility issues, and support was delivered in a timely manner.Our teachers and staff continued to appreciate the recognition they receive for their daily service, and we remained committed to acknowledging their hard work and dedication. These efforts reflect our ongoing focus on maintaining a secure and supportive environment for everyone at Paul Revere.

The Classroom Upgrade Project enhanced the teaching and learning experience by providing modern technology, such as Smart Digital Displays and sound systems, which facilitated more interactive and engaging lessons. With new classroom furniture, charging stations, and improved facilities, students had a more comfortable and efficient environment to focus on their studies. For staff, the upgrades streamlined classroom management and support technology integration, creating a more productive and enjoyable work setting.

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 significant changes planned.

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: $8,751,615	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$871,318.00 (School Discretionary Funds- new S/C revenues) $5,300,138.46 (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
42.53%	0%	$0; All Affiliated Charter Schools carryover is reflected in the 2025-26 District LCAP. Please refer to the District LCAP.	42.53%

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 over 550,000 students, each with individual strengths and learning needs. These learning needs have only been heightened following the unprecedented challenges of the immediate transition to distance learning necessitated by the COVID-19 pandemic. 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 stakeholder engagement process in 2020-21, one of the highest priorities that emerged was the need for reduced class sizes to enable teachers to engage individually with students and address their needs. This was further supported in District-level engagement of English Learners and students in foster care: when asked what staff and supports have been helpful in reaching academic success and college/career readiness, these students emphasized the importance of the support they received from their classroom teachers.	• 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 7	**Action:** Supplemental A-G Interventions **Need: I**ncrease the percentage of English Learners, students from low income families, and students in foster care who graduate from high school and complete the A-G course requirements for admission to a University of California/California State University compared to the all student group. As evidenced, English Learners, low-income students, and foster youth in Los Angeles Unified often exhibit lower attendance and academic achievement rates than other students, creating barriers to postsecondary readiness. Within educational partner feedback, particularly parents and families, a stated desire is to ensure English Learners, students from low income families, and students graduate from high school and have access to college. **Scope:** School-wide	The A-G Intervention and Support staff will continue to deliver research-backed and data-based practices to support students' grade level proficiency and to provide opportunities to complete A-G coursework, which are the courses necessary for high school graduation and enrollment in a UC or CSU campus, especially for traditionally underrepresented students (e.g., ELs, low-income students, and foster youth).	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 8	**Action:** Supplemental Afterschool Programs **Need:** Students from low income families, English Learners, and students in foster care face limited access to high-quality after school programming that can provide academic support and enrichment as well as learning experiences in the arts and physical fitness. Within educational partner feedback, particularly parents and families, a stated desire is for District elementary and middle schools to provide opportunities for a safe and structured learning environment for students after school as many of our families of high-needs students work or have other responsibilities where an afterschool program is beneficial for their child(ren). **Scope:** School-wide	Low-income students often face limited access to high-quality after school programming. In order to address this need, Beyond the Bell (BTB) will expand accessibility of these programs so that these students will have the opportunity to sample and engage in an array of diverse after school activities throughout their experience in BTB programming. These funds will support schools serving English learners, low-income students, and students in foster care with more staffing and resources for their afterschool programs. These programs will be designed with an intention to connect students to interest based pathways that can support their learning experiences in elementary and middle school and beyond. Trained coaches will utilize the supplies and equipment provided to design and implement high quality learning experiences for students within the realms of arts, physical fitness, team sports, dance, and academic enrichment. Site staff will also be trained, coached, and assisted throughout the course of programming.	For the identified student group(s): EL, LI, FY, ALL ● Smarter Balanced Assessment: ELA- Grades 6-8 ● Smarter Balanced Assessment: Math- Grades 6-8 ● Met/Exceed Standard on CST- Grades 8

		Research demonstrates that afterschool and summer school programs have positive impacts on academics, social and emotional skills and competencies, and overall well-being to help students re-engage in learning and become strong, resilient, and hopeful. Low-income students will experience the greatest benefits to their attendance and engagement based on their existing needs and limited access to high quality afterschool programming. In addition, we recognize that all students will benefit from supplemental afterschool programs and therefore these supports are provided Districtwide, including Revere Charter.	
Goal 1 Action 9	**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	Students with disabilities are among our subgroups with chronic attendance concerns. To support these groups of students, Revere continues to fund a Special Education Coordinator to provide targeted support through parent outreach, collaboration and participation in various school teams, and professional development. This position also works in conjunction with school psychologists and psychiatric social workers providing necessary accommodations and interventions needed for our special education students to access the curriculum. Student effectiveness is measured from data in Focus Reporting and Dashboards. Revere strived to reduce the percentage of chronic absenteeism.	• 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 • Percent Met/Exceed Standard on California Science Test - Grade 8 • Middle School Dropout Rate • English Learner Reclassification Rate

Goal 1 Action 10	**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	Teachers at Paul Revere Charter Middle School will collaborate in department and grade-alike teams to engage in PDSA (Plan-Do-Study-Act) cycles, utilizing various data sources such as iReady diagnostics, common assessments, and student work. This approach will help identify areas for intervention and acceleration, enabling teachers to personalize instruction in small groups, thus targeting specific student needs more effectively. Previous year data showed improvement in scores across grade levels, including within targeted subgroups, which indicates that the strategies implemented were effective in driving academic growth. The continued focus on personalized instruction and data-driven decision-making is expected to yield further gains.	• 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 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. In addition, we recognize that this additional staffing for school climate would also benefit all students, and therefore these supports are implemented Districtwide.	• 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)

Goal 2 Action 4	**Action:** SENI Investments towards Joy and Wellness **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	At Paul Revere, our strategy to support student achievement centers on addressing the social-emotional health of students, which is critical to their academic success, attendance, and overall mental well-being. We will employ a multi-faceted, evidence-based approach to enhance social-emotional learning (SEL) and mental health support, including the hiring of a full-time school psychologist, an intervention coordinator, and a restorative justice (RJ) teacher. These professionals will work in close collaboration with our PSW (Pupil Services Worker) and school counselors to monitor and support both student and staff wellness. Research consistently shows that addressing students' social-emotional health improves their academic outcomes, attendance, and mental wellness. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), schools that implement SEL programs see improvements in student behavior, better academic performance, and reduced emotional distress. By focusing on the mental health and social-emotional needs of students, particularly those identified as English Learners, Low-Income, and/or Foster Youth, we are targeting the root causes of many academic and behavioral challenges. This strategy is a direct and effective use of funds, as it provides essential services that promote a supportive and nurturing school environment, which is proven to lead to greater student success.	• 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)

Goal 3 Action 1	**Action:** SENI Investments towards Engagement and Collaboration **Need:** Build families' capacity to engage in and support student learning by registering parents of students in grades K-5 on the parent portal through informational and hands-on workshops, access to technology devices, and providing opportunities for supporting school instructional goals. Within educational partner feedback, a stated desire is to ensure parents and families at high-need schools are engaged in their child's education and are welcome to participate at their child's school. **Scope:** School-wide	To foster strong relationships between the school, families, and the community, Revere CMS will implement a comprehensive strategy aimed at reducing chronic absenteeism. By addressing the root causes of absenteeism—including the impact of social media threats, enhancing student engagement, and creating a supportive school environment—we will work collaboratively with students, families, and community partners to ensure all students feel safe, supported, and motivated to attend school regularly. 1. Addressing Social Media Threats: Funds will be used to implement digital citizenship programs and counseling support to protect students from cyberbullying, particularly those from vulnerable backgrounds. Research shows that anti-bullying programs improve attendance and emotional well-being, especially for at-risk students. 2. Enhancing Student Engagement: By providing personalized, culturally relevant learning experiences, funds will help ELs, Low-Income, and Foster Youth students stay engaged and motivated. Studies show that personalized learning and project-based approaches increase engagement and reduce absenteeism, particularly for these groups. 3. Fostering a Supportive Environment: Funds will expand mental health services and support systems like case management for Foster Youth, ensuring students feel safe and connected. Research demonstrates that a supportive school climate improves attendance and academic outcomes for vulnerable students, including those with mental health needs.	• 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 and written) I can understand."

		Investing in these areas will effectively address the specific needs of these students, improving attendance, engagement, and academic success.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	Not Applicable	Not Applicable	Not Applicable

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

Not Applicable

Additional Concentration Grant Funding

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

Revere Charter 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	31.97 LCFF-funded full-time equivalent classified staff (filled and vacant positions) serving 1,715 students (As of May 02, 2025) **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	96.81 LCFF-funded full-time equivalent certificated staff (filled and vacant positions) serving 1,715 students (As of May 02, 2025) **Note that these figures are also included in the LAUSD LCAP.*	*Not applicable*

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:	$ 4,210,949.00	$ 944,785.00

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	$ 1,602,671	$ 362,697
1	4	Charter School Categorical Block Grant	No	$ 1,824,251	$ 405,277
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 226,469	$ 9,629
1	9	SENI Investments towards Academic Excellence	Yes	$ 131,906	$ 33,764
2	4	SENI Investments towards Joy and Wellness	Yes	$ 268,882	$ 81,757
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 156,770	$ 51,661

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)
$ 784,027	$ 4,210,949	$ 944,785	$ 3,266,164	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Base Instructional Supports, including General Fund School Program	No	$ 1,602,671	$ 362,697	0.000%	0.000%
1	4	Charter School Categorical Block Grant	No	$ 1,824,251	$ 405,277	0.000%	0.000%
1	8	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	$ 226,469	$ 9,629	0.000%	0.000%
1	9	SENI Investments towards Academic Excellence	Yes	$ 131,906	$ 33,764	0.000%	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	$ 268,882	$ 81,757	0.000%	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	$ 156,770	$ 51,661	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)
$ 3,426,922	$ 784,027	0.000%	22.878%	$ 944,785	0.000%	27.569%	$0.00 - No Carryover	0.00% - No Carryover

Paul Revere Charter Middle School 2025-2026 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 2025-2026	$ 2,048,674	$ 871,318	42.531%	0.000%	42.531%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,919,992	$ -	$ -	$ -	$ 2,919,992.00	$ 2,514,182	$ 405,810

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 Fund School Program	All Students	No	Schoolwide	All Students	Schoolwide	Ongoing	$ 1,082,680	$ 199,001	$ 1,281,681	$ -	$ -	$ -	$ 1,281,681	0.000%
1	4	Charter School Categorical Block Grant	All Students	No	Schoolwide	All Students	Schoolwide	Ongoing	$ 706,619	$ 60,374	$ 766,993	$ -	$ -	$ -	$ 766,993	0.000%
1	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	Ongoing	$ 201,594	$ 71,973	$ 273,567	$ -	$ -	$ -	$ 273,567	0.000%
1	10	SENI Investments towards Academic Excellence	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	Ongoing	$ 134,001	$ 74,462	$ 208,463	$ -	$ -	$ -	$ 208,463	0.000%
2	4	SENI Investments towards Joy and Wellness	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	Ongoing	$ 228,340	$ -	$ 228,340	$ -	$ -	$ -	$ 228,340	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Low Income, Foster Youth, English Learners	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	Ongoing	$ 160,948	$ -	$ 160,948	$ -	$ -	$ -	$ 160,948	0.000%

Paul Revere Charter Middle School 2025-2026 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
$ 2,048,674	$ 871,318	42.531%	0.000%	42.531%	$ 871,318	0.000%	42.531%	**Total:**	$ 871,318
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 871,318

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	9	Charter Supplemental/Concentration Funds in Lieu of EIA	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	$ 273,567	0.000%
1	10	SENI Investments towards Academic Excellence	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	$ 208,463	0.000%
2	4	SENI Investments towards Joy and Wellness	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	$ 228,340	0.000%
3	1	SENI Investments towards Engagement and Collaboration	Yes	Schoolwide	Low Income, Foster Youth, English Learner	Schoolwide	$ 160,948	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

- Teachers,
- Principals,
- Administrators,

- Other school personnel,
- Parents, and
- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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