Learning Recovery and Emergency Block Grant (LREBG)

Needs Assessment and Expenditure Plan

Program: *Preuss Advantage* Afterschool Math Tutoring

SY25-26 Allocation: $85,146
Funds may be expended through SY27-28
LEAs should add the additional LREBG funds to the 2026-27 LCAP as part of the annual update process.
Update on January 2026: *The Governor's Initial Budget includes fully restoring previously reduced LREBG. CSDC is advising $229.34 / ADA unit for 26-27 to be spent by 27-28. We estimate this additional funding at $185,768 for an estimated total of $270,914*

I. Purpose and Context

The Learning Recovery and Emergency Block Grant (LREBG) was established to support long-term academic recovery from the COVID-19 pandemic, with an emphasis on accelerating learning, closing achievement gaps, and supporting student well-being through evidence-based interventions.

This needs assessment and expenditure plan outlines how unexpended LREBG funds will be used during the 2025–26, 2026–27, and 2027–28 school years to support *Preuss Advantage*, an afterschool tutoring program focused on accelerating mathematics achievement for scholars performing below grade level. The plan aligns with the requirements of Education Code (EC) Section 32526(c)(2) and (d) and is designed for integration into the Local Control and Accountability Plan (LCAP).

II. Identification of Students with the Greatest Need

Academic Performance in Mathematics

A review of local assessment data (course grades), California School Dashboard results, and internal benchmark assessments (Fastbridge) indicates that a significant subset of scholars are performing below grade-level standards in mathematics. Students identified for *Preuss Advantage* include:

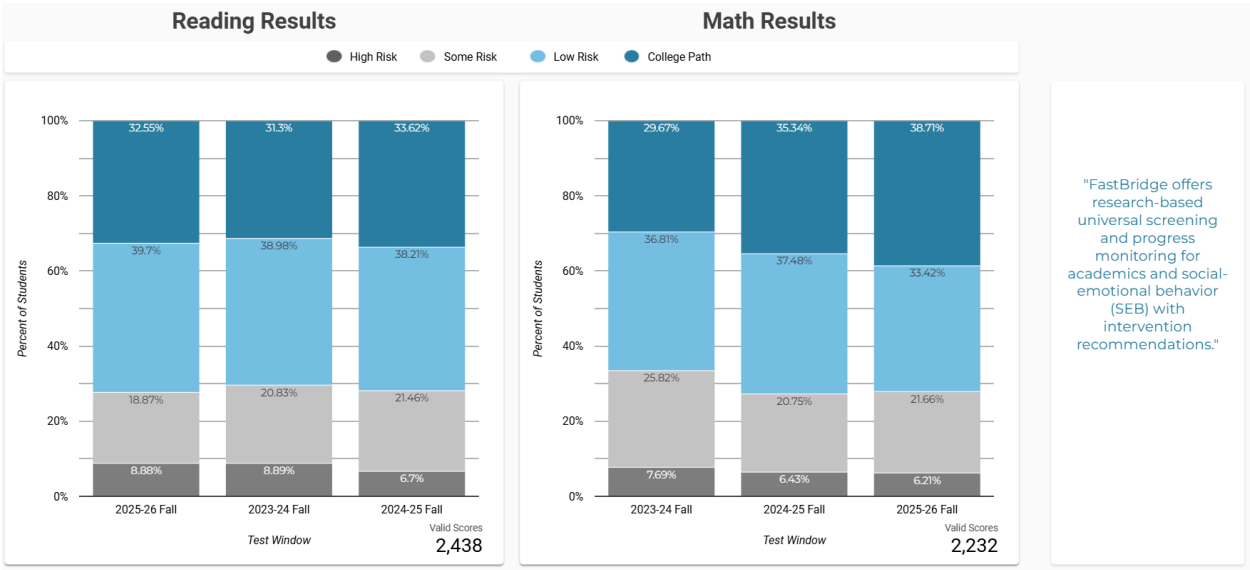
- Scholars whose mathematics performance places them in the **lowest achievement level** or the **lower end of the second-lowest achievement level** on state or local assessments.
- Student groups identified on the California School Dashboard as having **"Low" or "Very Low"** status in mathematics.

- Scholars who experienced interrupted or inconsistent instruction during the COVID-19 pandemic and continue to demonstrate foundational skill gaps in numeracy, algebraic reasoning, and problem-solving.

Table 13. The Preuss School UC San Diego 2022-2025 California Dashboard CAASPP Math Average Distance from Standard Performance Placement and Growth as Compared to District, State

Source: California School Dashboard

CAASPP Math Average Distance from Standard	2022	2023	2024	2025
Preuss - Overall	LOW -34.6 DFS	LOW MAINTAINED (-36.4 DFS / -1.8 CHANGE)	LOW INCREASED (-28.9 DFS / + 7.5 CHANGE)	MEDIUM INCREASED (-18.9 DFS / +10.1 CHANGE)
English Learners ("EL")	LOW -79.7 DFS	LOW DECLINED (-93.5 DFS / -13.8 CHANGE)	LOW INCREASED SIGNIFICANTLY (-77.8 DFS / +15.7)	LOW INCREASED SIGNIFICANTLY (-52.2 DFS / +25.6 CHANGE)
Hispanic	LOW -46.7 DFS	LOW DECLINED (-55.4 DFS / -8.7 CHANGE)	LOW MAINTAINED (-56.7 DFS / + 1.3 CHANGE)	LOW INCREASED SIGNIFICANTLY (-34.8 DFS / + 21.9 CHANGE)
Students with Disabilities	VERY LOW -151.1 DFS	VERY LOW DECLINED SIGNIFICANTLY (-169.8 DFS / -18.7 CHANGE)	VERY LOW INCREASED SIGNIFICANTLY (-110.1 DFS / +59.7 CHANGE)	LOW INCREASED SIGNIFICANTLY (-89.5 DFS / +20.6 CHANGE)
African American	LOW -43.3 DFS	LOW DECLINED (-46.3 DFS / -3.0 CHANGE)	LOW INCREASED SIGNIFICANTLY (-30.0 DFS / +16.3 CHANGE)	LOW INCREASED (-25.4 DFS / + 4.6 CHANGE)
Socioeconomically Disadvantaged ("SED")	LOW -35.1 DFS	LOW MAINTAINED (-35.8 DFS / -3.7 CHANGE)	LOW INCREASED (-30.0 DFS / + 5.8 CHANGE)	MEDIUM INCREASED (-22.4 DFS / +7.6 CHANGE)
Asian	HIGH 30.6 DFS	HIGH MAINTAINED (30.8 DFS / +0.2 CHANGE)	VERY HIGH INCREASED SIGNIFICANTLY (50.6 DFS / +29.8 CHANGE)	HIGH DECLINED SIGNIFICANTLY (35.1 DFS / - 15.5 CHANGE)
District	LOW -30.1 DFS	MEDIUM INCREASED (-24.1 DFS / +6.0 CHANGE)	MEDIUM MAINTAINED (-23.6 DFS / +0.5 CHANGE)	MEDIUM INCREASED (-19.1 DFS / +4.5 CHANGE)
State	LOW -51.7 DFS	LOW MAINTAINED (-49.1 DFS / +2.8 CHANGE)	LOW MAINTAINED (-47.6 DFS / +1.5 CHANGE)	LOW MAINTAINED (-49.1 DFS / -2.6 CHANGE)



These learning gaps have persisted despite access to core instructional supports, indicating the need for targeted, supplemental intervention beyond the regular instructional day.

Chronic Absenteeism Considerations

Data on chronic absenteeism indicates that students with inconsistent attendance are disproportionately represented among those performing below grade level in mathematics. While *Preuss Advantage* is not an attendance intervention, the flexible, virtual afterschool format is designed to reduce access barriers and provide academic continuity for students who may otherwise miss in-person supports.

III. Identified Needs

Based on the review of academic and attendance data, the following priority needs were identified:

1. **Targeted Mathematics Intervention:** Students require individualized or small-group math support focused on prerequisite skills and grade-level standards.
2. **Extended Learning Time:** Additional instructional time outside the regular school day is needed to accelerate progress and close learning gaps.
3. **High-Dosage, Evidence-Based Tutoring:** Research supports consistent tutoring with trained tutors as one of the most effective strategies for learning recovery in mathematics.
4. **Access to Qualified Academic Support:** Leveraging university tutors provides near-peer academic support while maintaining a low tutor-to-student ratio.

IV. Selected Intervention: Preuss Advantage

Program Description

Preuss Advantage is an afterschool tutoring program that partners scholars who are behind in mathematics with trained university tutors in a structured Zoom-based environment. The program provides:

- One-on-one or small-group math tutoring aligned to course standards
- Regular, scheduled tutoring sessions outside the instructional day
- Progress monitoring and feedback loops between tutors and school staff

Alignment with Allowable Uses of LREBG Funds

This program aligns with EC Section 32526(c)(2) by:

- **Accelerating progress to close learning gaps** through evidence-based tutoring and small-group learning supports
- **Increasing instructional learning time** via afterschool academic support
- **Providing additional academic services**, including diagnostic review and ongoing progress monitoring

Research consistently demonstrates that high-dosage tutoring—particularly in mathematics—has a strong, positive impact on student achievement, especially for students performing below grade level.

V. Metrics to Monitor Impact

To measure the effectiveness of *Preuss Advantage*, the following metrics will be used and reported through the LCAP:

- Percentage of participating students demonstrating growth on local mathematics benchmark assessments
- Improvement in course grades or standards-based proficiency for participating scholars
- Reduction in the proportion of participating students performing in the lowest achievement bands in mathematics
- Student participation and program completion rates

These metrics may align with existing LCAP measures and will be disaggregated, where applicable, to monitor equity and effectiveness.

VI. Expenditure Plan (2025–26 through 2027–28)

Use of LREBG Funds

Unexpended LREBG funds will be allocated to support the implementation and expansion of *Preuss Advantage* across three years. Planned expenditures include:

- **Tutor Compensation:** Stipends or hourly wages for university tutors
- **Program Coordination:** Staff time for scheduling, training, supervision, and alignment with instructional priorities
- **Technology and Platform Costs:** Zoom licenses, instructional tools, and digital math resources
- **Assessment and Progress Monitoring:** Tools and staff time to track student growth and program effectiveness

Multi-Year Planning

Funds may be distributed across the 2025–26, 2026–27, and 2027–28 school years to ensure program sustainability, continuity of services, and responsiveness to student needs. All expenditures will be clearly identified in the LCAP action tables with corresponding LREBG amounts.

UCSD PROPOSAL BUDGET FORM

University of California San Diego

Budget Period: From July 1, 2026 Through June 30, 2027 Year 1 of 2

Direct Costs:

List Personnel Salary and Fringe Benefits UCSD#

Name	Payroll Title	Monthly Salary	# of Months	% Effort	Person Months	Requested Salary	* Fringe Benefits %	* Fringe Benefits Amount	Total
TBD - JD #370877 Preuss Advantage Coordinator	4549 - STDT ACAD SPEC 2	5,933	12	83.00	10.0	59,093	50.3	29,724	88,816

UCSD PROPOSAL BUDGET FORM

University of California San Diego

Budget Period: From July 1, 2027 Through June 30, 2028 Year 2 of 2

Direct Costs:

List Personnel Salary and Fringe Benefits UCSD#

Name	Payroll Title	Monthly Salary	# of Months	% Effort	Person Months	Requested Salary	* Fringe Benefits %	* Fringe Benefits Amount	Total
TBD - JD #370877 Preuss Advantage Coordinator	4549 - STDT ACAD SPEC 2	6,111	12	83.00	10.0	60,870	51.07	31,086	91,956

VII. Rationale for Selection

Preuss Advantage was selected because it directly addresses the documented mathematics learning gaps identified through the required needs assessment, aligns with allowable LREBG uses, and reflects evidence-based best practices for learning recovery. The virtual tutoring model increases access, maximizes staffing flexibility, and supports students who require additional time and individualized instruction to meet grade-level expectations.

VIII. Conclusion

This needs assessment and expenditure plan demonstrates a clear connection between identified student needs, selected interventions, and the strategic use of LREBG funds. By investing in *Preuss Advantage*, the LEA commits to accelerating mathematics achievement, closing persistent learning gaps, and supporting equitable outcomes for students most impacted by the long-term effects of the COVID-19 pandemic.