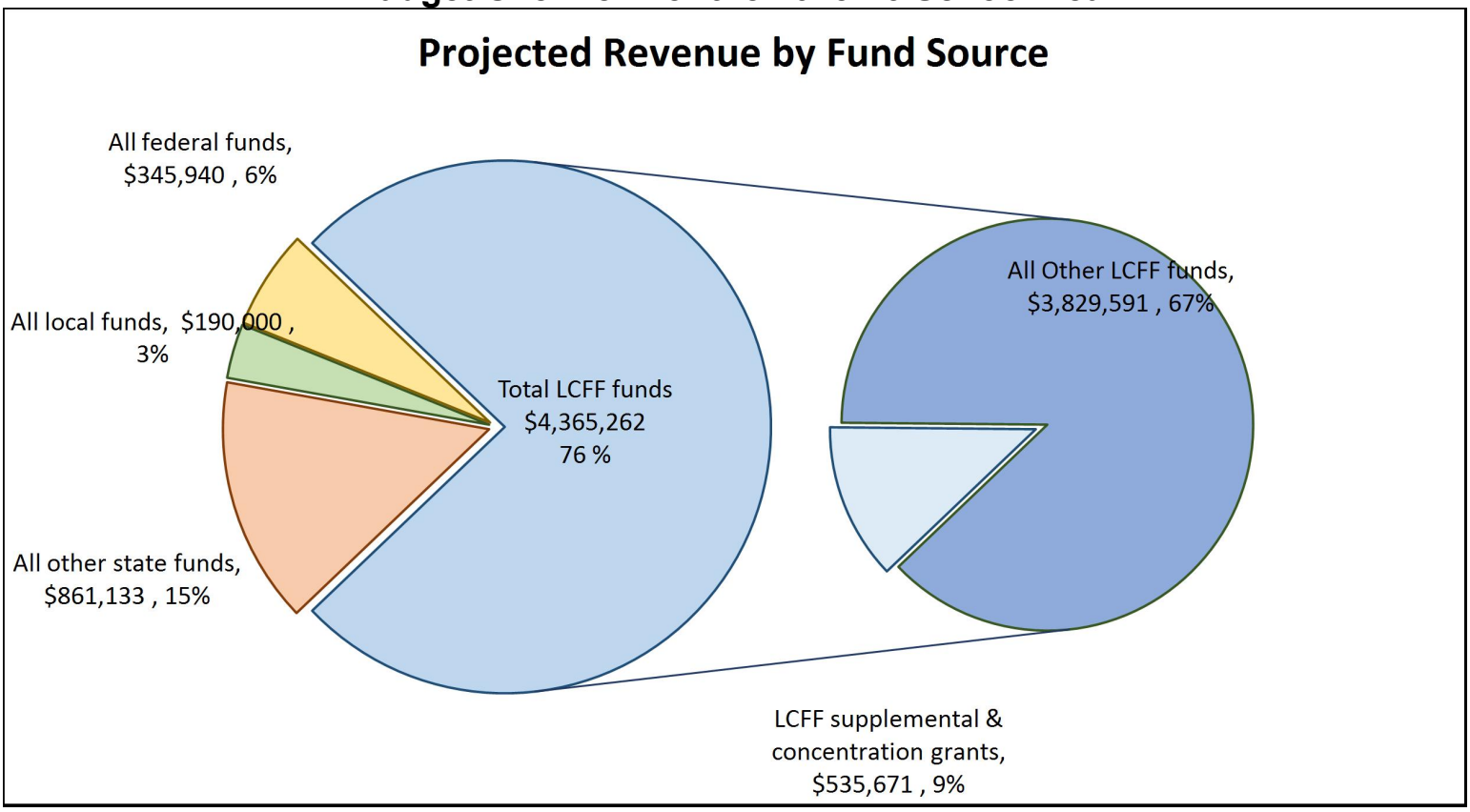
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Garvey/Allen Visual and Performing Arts Academy for STEM
CDS Code: 33103300139428
School Year: 2025-26
LEA contact information:
Mrs. Tiffany Gilmore
CEO and Superintendent
tgilmore@garveyallenacademy.com
(951) 384-2015

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

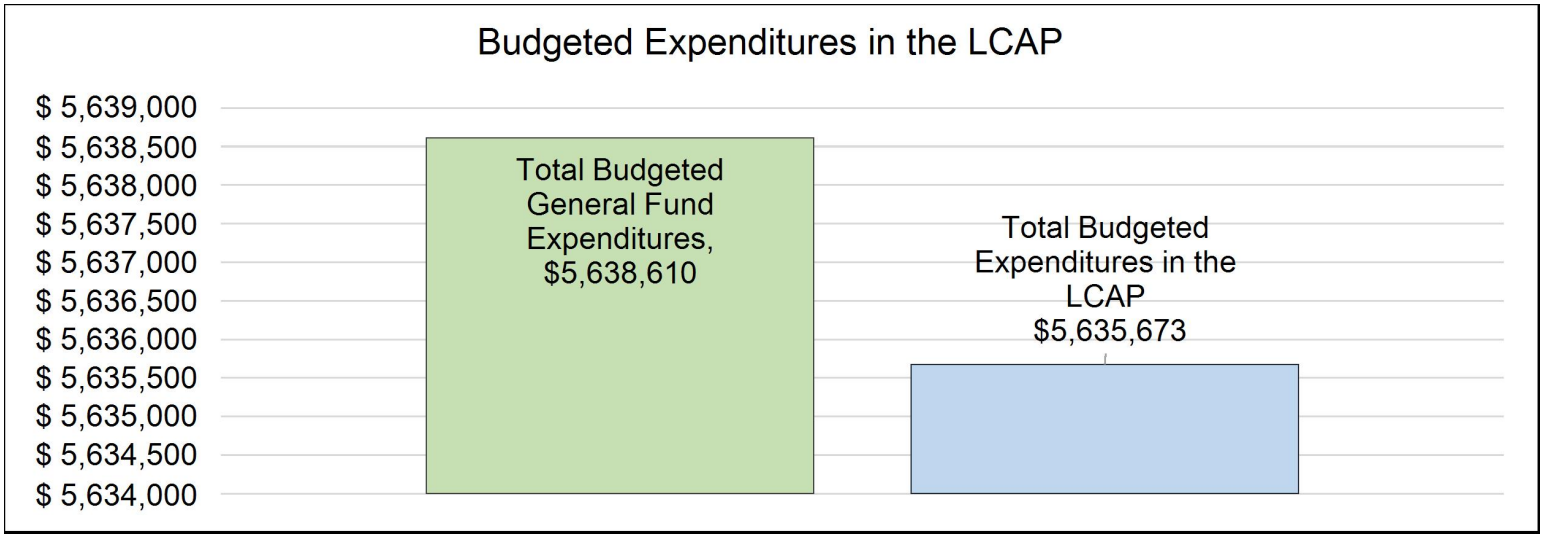


This chart shows the total general purpose revenue Garvey/Allen Visual and Performing Arts Academy for STEM expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Garvey/Allen Visual and Performing Arts Academy for STEM is $5,762,335, of which $4,365,262 is Local Control Funding Formula (LCFF), $861,133 is other state funds, $190,000 is local funds, and $345,940 is federal funds. Of the $4,365,262 in LCFF Funds, $535,671 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Garvey/Allen Visual and Performing Arts Academy for STEM 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: Garvey/Allen Visual and Performing Arts Academy for STEM plans to spend $5,638,610 for the 2025-26 school year. Of that amount, $5,635,673 is tied to actions/services in the LCAP and $2,937 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

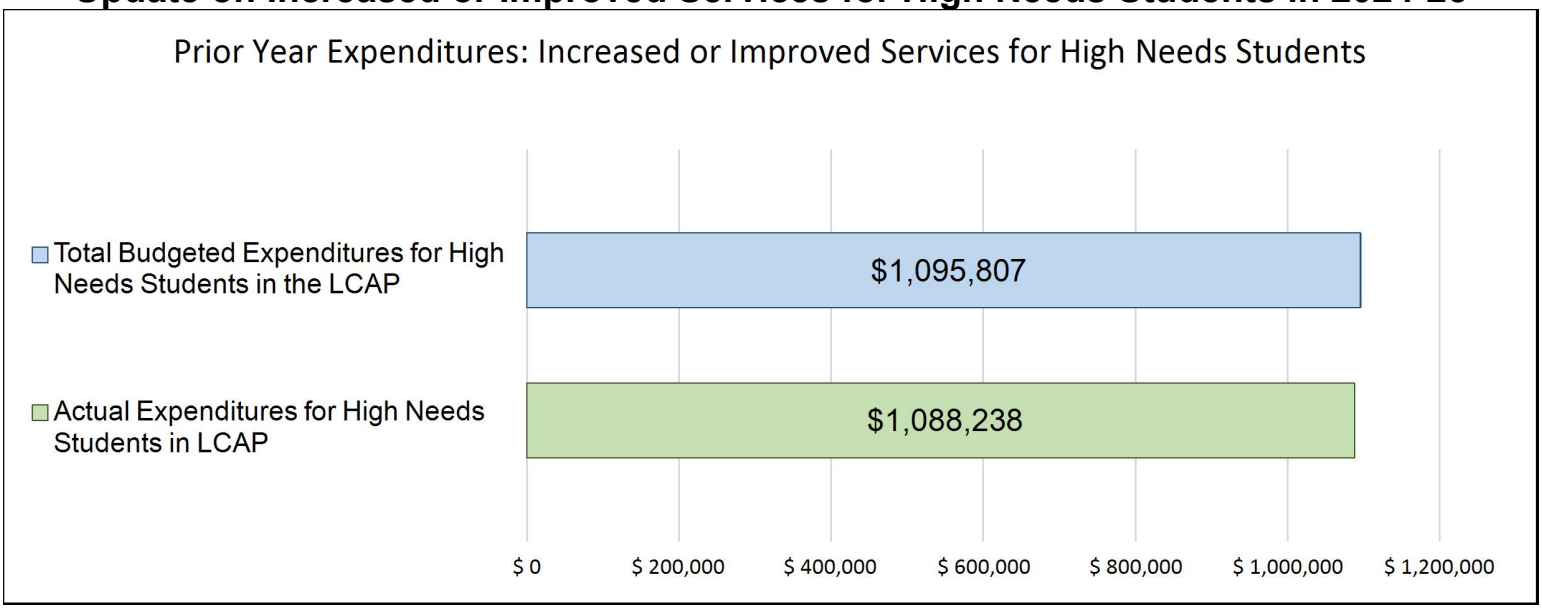
The General Fund Budget Expenditures for the 2025-26 school year that are not included in the LCAP are general liability insurance, oversight fees to the chartering authority, legal fees, and other operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Garvey/Allen Visual and Performing Arts Academy for STEM is projecting it will receive $535,671 based on the enrollment of foster youth, English learner, and low-income students. Garvey/Allen Visual and Performing Arts Academy for STEM must describe how it intends to increase or improve services for high needs students in the LCAP. Garvey/Allen Visual and Performing Arts Academy for STEM plans to spend $1,248,576 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 Garvey/Allen Visual and Performing Arts Academy for STEM budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Garvey/Allen Visual and Performing Arts Academy for STEM 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, Garvey/Allen Visual and Performing Arts Academy for STEM's LCAP budgeted $1,095,807. for planned actions to increase or improve services for high needs students. Garvey/Allen Visual and Performing Arts Academy for STEM actually spent $1,088,238 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $7,569 had the following impact on Garvey/Allen Visual and Performing Arts Academy for STEM’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 was less than 0.69% difference from the total budgeted expenditures. This is an immaterial variance in cost for the actions.

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
Garvey/Allen Visual and Performing Arts Academy for STEM	Mrs. Tiffany Gilmore CEO and Superintendent	tgilmore@garveyallenacademy.com (951) 384-2015

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.

Garvey/Allen Visual and Performing Arts Academy for Science Technology, Engineering, and Mathematics ("Garvey/Allen STEAM Academy"), a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, is authorized by the Riverside County Board of Education. Garvey/Allen STEAM Academy currently serves 201 students in grades K-8 who benefit from small class sizes, an inclusive community, a diverse school population, and a focus on individualized learning. Parents choose Garvey/Allen STEAM Academy for a more personal educational experience for their children. Garvey/Allen STEAM Academy is committed to being transparent and remaining accountable to its educational partners. There are some metrics which do not apply to Garvey/Allen STEAM Academy because it is a K-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

Garvey/Allen STEAM Academy is dedicated to transforming students into Achievers who will become high performing graduates. Our Achievers will be provided with intensive, high level college preparatory STEAM curriculum infused with culturally relevant and academically rigorous content. Additionally, our Achievers will be immersed in cultural connectedness, tolerance, and purposeful excellence. We at Garvey/Allen STEAM Academy know that if our Achievers have any hope of competing in the global economy, our educational system must produce high school graduates ready to enter the workforce, as well as be a school "Where Achievers are the Architects of their own Destinies." For us to achieve this goal, our educational program will prepare our Achievers through innovative and ground-breaking teaching techniques.

This Charter School is designed to prepare Achievers for the skills and aptitudes they will need as young adults in the 21st Century as they enter an increasingly information-rich, technological and global community. Achievers will have access to and use technology while learning

to work independently and collaboratively. Garvey/Allen STEAM Academy will instill a love of learning through art, science, technology, engineering and mathematics so that all Achievers will have the opportunity to succeed academically and be prepared for high school and prepare for acceptance to the top colleges and universities of our nation.

The mission of Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering and Mathematics is to transform historically disenfranchised minority students into Achievers, and only refer to them as such; who will become high performing graduates, who attend the top schools of our nation, be provided intensive high level arts training with a rigorous college preparatory STEAM infused curriculum, all while learning cultural connectedness, understanding and leadership excellence. We are educating Achievers so that they will accomplish their fullest potential as artists, leaders, and global citizens.

Garvey/Allen STEAM Academy is filling a community need and meeting the interests of the community. Garvey/Allen STEAM Academy has small class sizes with an average Achiever to Achievement Guide ratio of 25:1. Garvey/Allen STEAM Academy has longer school days for all Achievers in K-8. Garvey/Allen STEAM Academy provides interventions to all Achievers who are academically low performing during the school day through a daily Advisory period. Garvey/Allen STEAM Academy incorporates Excellence on Purpose Wednesday, a mandatory study session once per week, for Achievers in grades 5-8 with missing or incomplete assignments. Garvey/Allen STEAM Academy incorporates a mandatory homework recovery period daily, for Achievers in grades 5-8 with missing or incomplete assignments Garvey/Allen STEAM Academy hosts After School Tutoring, a mandatory tutoring program, for Achievers in grades 5-8 who have a C- or F in any subject. Garvey/Allen STEAM Academy provides deeper extension opportunities to all Achievers who are academically high performing.

Garvey/Allen STEAM Academy has instituted Ron Clark strategies and restorative justice practices to create a safe setting where Achievers are able to learn, and Achievement Guides are able to teach; these practices are highlighted for Achievers during the daily morning meeting (“Excellence on Purpose”) in grades 5-8. Garvey/Allen STEAM Academy provides technology with an Achiever to device ratio of 1:1. Garvey/Allen STEAM Academy incorporates enrichment opportunities during the school day through broad access to courses. These strategies fill a community need and meet the interest of the community.

The Charter School is a diverse, 21st Century School. Based on the 2024 California School Dashboard, Garvey/Allen STEAM Academy’s enrollment of 201 Achievers with diverse needs and backgrounds: 69.2% socioeconomically disadvantaged (“SED”) Achievers, 4% English Learners (“ELs”), 1.0% Reclassified Fluent English Proficient (“RFEP”) Achievers (DataQuest), 13.9% students with disabilities (“SWD”), 0% foster youth (“FY”), 0% homeless youth ("HY"). As of the 2023-24 school year, enrollment by race and ethnicity at Garvey/Allen STEAM Academy was 69.7% Black or African American, 23.4% Hispanic, 5.5% two or more races, 1% American Indian, and 0.5% White. More specifically, the aforementioned strategies address the needs of Achievers that the Charter School serves. The significant subgroups that the Charter School serves are Black or African American students, Hispanic students, and SED students. A numerically significant student subgroup is one that consists of at least 30 students. It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED, and FY. Of these subgroups, SED Achievers are a significant subgroup at Garvey/Allen STEAM Academy; however, the Charter School addresses specific actions and services for EL and FY Achievers to provide equal access to a high-quality program.

The above strategies that Garvey/Allen STEAM Academy utilizes are designed to be effective in meeting the needs of all of Garvey/Allen STEAM Academy’s Achievers and all of its subgroups. Specifically, the small class size ensures that no Achiever's needs are overlooked. The longer school day ensures that Achievers have more time for instruction, interventions, and enrichment. The built-in accountability for

missing or incomplete work and tutoring continuously works to close the achievement gap. The social-emotional support for Achievers through Garvey/Allen STEAM Academy's focus on Ron Clark and restorative justice practices ensures that the whole child is supported, inclusive to mental health and personal well-being. The widespread use of technology and the device-to-student ratio of 1:1 closes the digital divide and gives every Achiever the opportunity to become proficient in digital skills that are critical in the 21st century.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Garvey/Allen STEAM Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP use the Local Control Funding Formula ("LCFF") to address these requirements compliant to include focusing on three goals: GOAL 1: Achiever Achievement: Improve achievement of all Achievers in English Language Arts ("ELA"), Mathematics ("Math"), and Science to prepare Achievers to be high performing graduates; GOAL 2: Achiever Engagement: Garvey/Allen STEAM Academy will support the social emotional well-being of all Achievers through character development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between Achievement Guides and Achievers utilizing Ron Clark and restorative justice practices; and, GOAL 3: Garvey/Allen STEAM Academy parents/guardians, Achievers, Achievement Guides, staff, and community members will be contributing members of the Black Hawk community through active engagement, communication, collaboration, and decision-making as partners in education to provide Achievers with a well-rounded education.

Garvey/Allen STEAM Academy was eligible to be an Equity Multiplier school for LCFF Funding in 2023-24, but is not eligible for Equity Multiplier Funds in 2024-25.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable local performance data used to measure Achiever outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, Achievement Guides, and Achievers to identify areas of opportunity for the Achievers and groups of Achievers who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council. The School Site Council will meet four times per year to inform the process. Parents, classified staff, certificated staff, and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services, and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The Achievement Guides, staff, Achievers, and parents also participate in an annual survey which provides feedback on the goals and services. The Achievement Guides, staff, and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Garvey/Allen STEAM Academy based on student achievement data to include SBAC, ELPAC, iReady, cumulative assessments, attendance and student demographic data to include the significant subgroups of Black or African American Achievers, Hispanic Achievers, and SED Achievers. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all Achievers and significant subgroups which include evidence-based strategies that provide opportunities for all Achievers, methods and instructional strategies, and particular focus on Achievers at risk of not meeting the State academic standards. The goals also address the eight State priorities, which are: 1) Student Achievement, 2) Student

Engagement, 3) Student Outcomes, 4) School Climate,5) Parent Involvement, 6) Basic Services. 7) Implementation of State Standards, and 8) Course Access.

Reflections: Annual Performance

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

The 2024 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low). If there are fewer than 11 students, the school will receive No Performance Color for privacy reasons.

Increase ELA Performance overall and for significant subgroups. From 2023 to 2024, overall SBAC ELA performance remained "Low" and showed a slight improvement in the percentage of Achievers meeting or exceeding standards, rising from 32.87% to 36.36%, although the Distance from Standard ("DFS") declined slightly from -31.2 to -33.4. Black Achievers showed minimal change, increasing from 27.68% to 27.96% with a slight DFS improvement from -50.2 to -46.5. Hispanic Achievers experienced a drop in both DFS, from 46.9 to -7.1, and in the percent meeting or exceeding, from 59.09 % to 51.22%. Socioeconomically disadvantaged Achievers showed a small gain in the percentage meeting standards, from 30.63% to 31.75%, but their DFS worsened from -31.7 to -50.3. Students with disabilities showed the most improvement in percent meeting or exceeding standards, rising from 4.55% to 14.29%, even though their DFS dropped further from -112.9 to -122. Achievers identifying as Two or More Races, previously not reported, showed strong 2024 results with 50% meeting or exceeding standards and a positive DFS of 3.3.

Increase math performance overall and for significant subgroups. From 2023 to 2024, SBAC Math outcomes remained in the "Low" performance level overall. The percent of Achievers meeting or exceeding standards increased slightly from 16.43% to 17.34%, while the DFS declined from -95.4 to -103. Black Achievers showed a small gain in percent meeting or exceeding, rising from 10.71% to 11.21%, with a slight drop in DFS from -115.3 to -117.4. Hispanic Achievers declined from 40.91% to 30.00% in percent meeting or exceeding, with a 2024 DFS of -71.6. Socioeconomically disadvantaged Achievers dropped from 15.32% to 12.20% in percent meeting or exceeding, with a DFS decline from -100.3 to -119.6. Students with disabilities improved from 0% to 4.76% in percent meeting or exceeding and from -180.5 to -172.7 in DFS. Achievers identified as Two or More Races were not reported in 2023 but showed 25.00% meeting or exceeding standards in 2024 with a DFS of -76.7.

Increase science performance overall and for significant subgroups. From 2023 to 2024, CAST Science outcomes showed overall growth in the percentage of Achievers meeting or exceeding standards, increasing from 6.67% to 14.49%. Black Achievers improved from 4.00% to 13.33%, and Hispanic Achievers made strong gains from 7.14% to 20.00%. Socioeconomically disadvantaged Achievers showed a slight decline from 8.33% to 7.55%. Students with disabilities were not reported in 2024.

Garvy/Allen STEAM Academy will focus specifically on increasing the ELA and Math performance for all Achievers, especially the significant subgroups of Black or African American Achievers, Hispanic Achievers, and SED Achievers.

Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2024 Dashboard indicates No Performance Color due to the few English Learners tested on the ELPAC which measures student progress toward English Language proficiency. Achievers have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Garvey/Allen STEAM Academy provides ELD instruction, monitoring, and support and improving language proficiency. The goal to prevent Achievers from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. From 2022–23 to 2023–24, the Chronic Absenteeism Rate improved significantly, moving from the "Very High" to the "Medium" performance level. The overall rate dropped from 41.2% to 20.9%. Black students improved from 37.4% to 19%, while Hispanic students decreased from 44.4% to 30.4%. Socioeconomically disadvantaged students declined from 43.6% to 25.7%. Students with disabilities and students identified as Two or More Races were not reported in the prior year but recorded rates of 17.2% and 16.7% respectively in 2023–24. Garvey/Allen STEAM Academy will continue this decline and will focus specifically on decreasing Chronic Absenteeism by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving Achievers for are chronically absent based on results of each student’s average daily attendance.

Maintain suspension rate at 1%. From 2022–23 to 2023–24, the school’s Suspension Rate improved from the "Low" to the "Very Low" performance level. The overall rate decreased from 0.5% to 0%, with both Black and Hispanic Achiever groups reporting 0% in 2023–24, compared to 0.7% and 0% respectively in the prior year. Socioeconomically disadvantaged Achievers remained steady at 0.7%. Students with disabilities showed notable improvement, dropping from 3.1% to 0%. Achievers identified as Two or More Races were not reported in 2022–23 but reported 0% in 2023–24. Garvey/Allen STEAM Academy is working with Achievers on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports (“PBIS”).

Garvey/Allen STEAM Academy was eligible to be an Equity Multiplier school for LCFF Funding in 2023-24 but is not eligible for Equity Multiplier Funds in 2024-25.

Garvey/Allen STEAM Academy Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Garvey/Allen STEAM Academy is a Middle Performing School based on the 2024 CDE Charter School Performance Category File.
Garvey/Allen STEAM Academy is in General Assistance (highest level) based on the 2024 CDE LCFF Charter School Eligibility File.
Garvey/Allen STEAM Academy has No Status (highest level) based on the 2024-25 ESSA Status Record.

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.

Garvey/Allen STEAM Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Support for Identified Schools

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

Garvey/Allen STEAM Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

Garvey/Allen STEAM Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

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
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings on March 12, 2025; March 26, 2025; April 16, 2025; April 30, 2005. The data, goals, and actions were discussed. Additionally, staff surveys were used to inform the LCAP on April 15, 2025.
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during meetings on March 14, 2025; April 11, 2025; April 18, 2005; May 2, 2025. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP on April 15, 2025.
Achievers	Engaged in collecting feedback on the goals and actions with middle school Achievers on April 15, 2025.
Local Bargaining Units (Certificated and Classified)	Garvey/Allen STEAM Academy does not have local bargaining units.
School Site Council	LCAP was presented to the School Site Council in accordance with Education Code Section 52062(a)(1) on May 16, 2025; June 16, 2025. The Executive Director responded to all comments in writing.
English Learner Advisory Committee	Garvey/Allen STEAM Academy does not meet the requirement to hold ELAC meetings because there are fewer than 21 students who are ELs.

Educational Partner(s)	Process for Engagement
Achievers Advisory Committee	LCAP was presented to the Achievers Advisory Committee in accordance with Education Code Section 52062(a)(1) on April 15, 2025. The Executive Director responded to all comments in writing.
SELPA	Garvey/Allen STEAM Academy consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5) on June 9, 2025.
Public Comment	April 24-June 5, 2025 was the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3). The Executive Director responded to all comments in writing.
Public Hearing	On June 4, 2025, Garvey/Allen STEAM Academy held at least one public hearing in accordance with Education Code section
Adoption by the Board of Directors	On June 25, 2025, Garvey/Allen STEAM Academy Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Garvey/Allen STEAM Academy Budget, and LCAP were adopted by the Board on June 25, 2025 in accordance with Education Code section 52062(b)(2).

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

The LCAP was influenced by the feedback provided by the educational partners by focusing on three goals: Achiever Achievement, Achiever Engagement, and Parent/Guardian and Community Engagement. In Goal 2, the actions changed in the following ways: field trips and Dean of Culture were added from the previous Equity Multiplier Goal 4. Goal 4 has been discontinued because Garvey/Allen STEAM Academy.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Achiever Achievement: Improve achievement of all Achievers in English Language Arts (“ELA”), Mathematics (“Math”), and Science to prepare Achievers to be high performing graduates.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Garvey/Allen STEAM Academy has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all Achievers and significant subgroups.

From 2023 to 2024, overall SBAC ELA performance remained "Low" and showed a slight improvement in the percentage of Achievers meeting or exceeding standards, rising from 32.87% to 36.36%, although the Distance from Standard ("DFS") declined slightly from -31.2 to -33.4. Black Achievers showed minimal change, increasing from 27.68% to 27.96% with a slight DFS improvement from -50.2 to -46.5. Hispanic Achievers experienced a drop in both DFS, from 46.9 to -7.1, and in the percent meeting or exceeding, from 59.09 % to 51.22%. Socioeconomically disadvantaged Achievers showed a small gain in the percentage meeting standards, from 30.63% to 31.75%, but their DFS worsened from -31.7 to -50.3. Students with disabilities showed the most improvement in percent meeting or exceeding standards, rising from 4.55% to 14.29%, even though their DFS dropped further from -112.9 to -122. Achievers identifying as Two or More Races, previously not reported, showed strong 2024 results with 50% meeting or exceeding standards and a positive DFS of 3.3.

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The 2024 Dashboard indicates No Performance Color for English Learners who made progress toward English Language proficiency due to the small number of ELs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	43.4% Clear 0% Out-of-Field 0% Intern 43.6% Ineffective 13.0% Incomplete Data Year: 2021-22 Data Source: DataQuest	95.3% Clear 0% Out-of-Field 0% Intern 0.0% Ineffective 4.7% Incomplete Data Year: 2022-23 Data Source: DataQuest		80% Clear 20% Intern Data Year: 2024-25 Data Source: DataQuest	Exceeded Target Clear - Increased 51.9% Ineffective - Declined 43.6% Incomplete - Declined 8.3%
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2024-25 Data Source: Local Indicators		100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	Met Target
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023	Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024		Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	On Track to Meet Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	SBAC ELA	SBAC ELA OUTCOMES Low Distance from Standard (DFS) 2023 DFS Overall -31.2 Black -50.2 Hispanic +46.9 SED -31.7 SWD -112.9 Two + Race NS Percent Meet/Exceed 2023 Overall 32.87% Black 27.68% Hispanic 59.09% SED 30.63% SWD 4.55% Two + Race NS Data Year: Spring 2023 Data Source: CAASPP Scores	SBAC ELA OUTCOMES Low Distance from Standard (DFS) 2024 DFS Overall -33.4 Black -46.5 Hispanic -7.1 SED -50.3 SWD -122 Two + Race +3.3 Percent Meet/Exceed 2024 Overall 36.36% Black 27.96% Hispanic 51.22% SED 31.75% SWD 14.29% Two + Race 50.00% Data Year: Spring 2024 Data Source: CAASPP Scores		SBAC ELA OUTCOMES High Distance from Standard (DFS) 2026 DFS Overall 28.8 Black 9.8 Hispanic 106.9 SED 28.3 SWD -52.9 Two + Race 43.3 Percent Meet/Exceed 2026 Overall 47.87% Black 42.68% Hispanic 74.09% SED 45.63% SWD 19.55% Two + Race 50.00% Data Year: Spring 2026 Data Source: CAASPP Scores	Did Not Meet Target (20 point growth per year) DFS Overall - Maintained -2.2 points Black- Increased 3.7 points Hispanic - Declined 54 points SED - Declined 18.6 points SWD Declined 9.1 points Two + Race TBD Did Not Meet Target (5% growth per year) Percent Meet/Exceed Overall - Increased 3.49% Black Increased 0.28% Hispanic Declined 7.87% SED Increased 1.12% SWD Increased 9.74%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	SBAC Math	SBAC MATH OUTCOMES Low Distance from Standard (DFS) 2023 DFS Overall -95.4 Black -115.3 Hispanic NS SED -100.3 SWD -180.5 Two + Race NS Percent Meet/Exceed 2023 Overall 16.43% Black 10.71% Hispanic 40.91% SED 15.32% SWD 0% Two + Race NS Data Year: Spring 2023 Data Source: CAASPP Scores	SBAC MATH OUTCOMES Low Distance from Standard (DFS) 2024 DFS Overall -103 Black -117.4 Hispanic -71.6 SED -119.6 SWD -172.7 Two + Race -76.7 Percent Meet/Exceed 2024 Overall 17.34% Black 11.21% Hispanic 30.00% SED 12.20% SWD 4.76% Two + Race 25.00% Data Year: Spring 2024 Data Source: CAASPP Scores		SBAC MATH OUTCOMES Distance from Standard (DFS) 2026 DFS Overall -35.4 Black -55.3 Hispanic NS SED -40.3 SWD -120.5 Two + Race -36.7 Percent Meet/Exceed 2026 Overall 31.43% Black 25.71% Hispanic 55.91% SED 30.32% SWD 15% Two + Race 35.0% Data Year: Spring 2026 Data Source: CAASPP Scores	Did Not Meet Target (20 point growth per year) DFS Overall - Declined -7.6 points Black- Maintained -1.9 points Hispanic - Declined 48.5 points SED - Declined 19.3 points SWD Increased 7.8 points Did Not Meet Target (5% growth per year) Percent Meet/Exceed Overall - Increased 0.91% Black Increased 0.5% Hispanic Declined 10.91% SED Declined 3.12% SWD Increased 4.76%
1.6	CAST Science	CAST SCIENCE	CAST SCIENCE		CAST SCIENCE	Exceeded Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		OUTCOMES 2023 Meet/ Exceed Overall 6.67% Black 4.00% Hispanic 7.14% SED 8.33% SWD 0% Data Year: Spring 2023 Data Source: CAASPP Scores	OUTCOMES 2024 Meet/ Exceed Overall 14.49% Black 13.33% Hispanic 20.00% SED 7.55% SWD NS Data Year: Spring 2024 Data Source: CAASPP Scores		OUTCOMES 2026 Meet/ Exceed Overall 21.67% Black 19.00% Hispanic 22.14% SED 23.33% SWD 15% Data Year: Spring 2026 Data Source: CAASPP Scores	(5% growth per year) Overall - Increased 7.82% Black - Increased 9.33% Hispanic- Increased 12.86% SED Declined 0.78%
1.7	ELA Local Assessment – iReady	iReady Spring 2024 Reading Diagnostic Data According to the schoolwide Reading Diagnostic Results (End Of Year View): 32% of students are on or above grade level. 24% of students are one grade level below or early on grade level. 14% of students are two or more grade levels below. 31% of students are three or more grade levels below. According to the Diagnostic Growth Report:	iReady Spring 2025 Reading Diagnostic Data According to the schoolwide Reading Diagnostic Results (End Of Year View): 42.67% of students are on or above grade level. 28.33% of students are one grade level below or early on grade level. 11.83% of students are two or more grade levels		iReady Spring 2027 Reading Diagnostic Data According to the 3rd Reading Diagnostic Results (End Of Year View): 40% of students are on or above grade level. 30% of students are one grade level below or early on grade level. 20% of students are two or more grade levels below.	Met Target Increased by 10.67% of students on or above grade level. Increased by 4.33% of students are one grade level below or early on grade level. Declined by 2.17% of students are two or more grade levels below. Declined by 14% of students are three or more

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		53% of students schoolwide made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.	below. 17.00% of students are three or more grade levels below. According to the Diagnostic Growth Report: 59% of students schoolwide made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic. Kindergarten 70% of Achievers are on or above grade level. 30% of Achievers are one grade level below or early on grade level. 1st Grade: 42% of Achievers are on or above grade level. 58% of Achievers are one grade level below or		10% of students are three or more grade levels below. According to the Diagnostic Growth Report: 75% of students schoolwide made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.	grade levels below. Nearly Met Annual Target (7.5% increase) Increased by 6% of students schoolwide made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			early on grade level. 5th Grade: 44% of students are on or above grade level. 28% of students are one grade level below or early on grade level. 20% of students are two or more grade levels below. 8% of students are three or more grade levels below. 6th Grade: 30% of students are on or above grade level. 20% of students are one grade level below or early on grade level. 27% of students are two or more grade levels below. 23% of students are three or more			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			grade levels below. 7th Grade: 32% of students are on or above grade level. 16% of students are one grade level below or early on grade level. 20% of students are two or more grade levels below. 31% of students are three or more grade levels below. 8th Grade: 38% of students are on or above grade level. 18% of students are one grade level below or early on grade level. 4% of students are two or more grade levels below. 40% of students are three or more grade levels below.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Math Local Assessment – iReady	iReady Spring 2024 Math Diagnostic Data According to the 3rd Math Diagnostic Results (End Of Year View): 16% of students are on or above grade level. 31% of students are one grade level below or early on grade level. 18% of students are two or more grade levels below. 35% of students are three or more grade levels below. According to the Diagnostic Growth Report: 53% of students schoolwide made 100% of the annual typical growth target in Math as assessed by the iReady diagnostic.	iReady Spring 2025 Math Diagnostic Data According to the schoolwide Math Diagnostic Results (End Of Year View): 33.17% of students are on or above grade level. 35.83% of students are one grade level below or early on grade level. 10.17% of students are two or more grade levels below. 24.33% of students are three or more grade levels below. According to the Diagnostic Growth Report: 48% of students schoolwide made 100% of the annual typical growth target in		iReady Spring 2027 Math Diagnostic Data According to the 3rd Math Diagnostic Results (End Of Year View): 30% of students are on or above grade level. 30% of students are one grade level below or early on grade level. 20% of students are two or more grade levels below. 20% of students are three or more grade levels below. According to the Diagnostic Growth Report: 75% of students schoolwide made 100% of the annual typical growth target in Math as assessed	Met Target Increased by 17.17% of students on or above grade level. Increased by 4.83% of students are one grade level below or early on grade level. Declined by 7.83% of students are two or more grade levels below. Declined by 10.67% of students are three or more grade levels below. Did Not Meet Annual Target (7.5% increase) Declined by 5% of students schoolwide made 100% of the annual typical growth target in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math as assessed by the iReady diagnostic. Kindergarten 53% of students are on or above grade level. 47% of students are one grade level below or early on grade level. 1st Grade: 33% of students are on or above grade level. 50% of students are one grade level below or early on grade level. 17% of students are two or more grade levels below. 23% of students are three or more grade levels below. 5th Grade: 40% of students are on or above grade level.		by the iReady diagnostic.	Reading as assessed by the iReady diagnostic.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			32% of students are one grade level below or early on grade level. 20% of students are two or more grade levels below. 8% of students are three or more grade levels below. 6th Grade: 29% of students are on or above grade level. 40% of students are one grade level below or early on grade level. 6% of students are two or more grade levels below. 23% of students are three or more grade levels below. 7th Grade: 27% of students are on or above grade level. 27% of students are one grade			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			level below or early on grade level. 9% of students are two or more grade levels below. 36% of students are three or more grade levels below. 8th Grade: 17% of students are on or above grade level. 19% of students are one grade level below or early on grade level. 9% of students are two or more grade levels below. 56% of students are three or more grade levels below.			
1.9	ELPI EL students making progress toward English Proficiency	Data not available due to a very small number of students taking the test Data Year: 2022-23 Data Source: ELPI CA Dashboard 2023	Data not available due to a very small number of students taking the test Data Year: 2023-24 Data Source: ELPI		ELPI is High for 2026 ELPI is 55%, equal to or higher than the State Data Year: 2025-26 Data Source: CA	Data not available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CA Dashboard 2024		Dashboard 2026	
1.10	EL Reclassification Rate	Data release delayed by the CDE 0.5% Data Year: 2022-23 Data Source: Dataquest	Data release delayed by the CDE 1.4% Data Year: 2022-23 Data Source: Dataquest		EL Reclassification rate is 100% of students enrolled for 4 years in US Schools Data Year: 2025-26 Data Source: Dataquest	Increased 0.9%

Goal Analysis [2024-25]

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.

Overall, the actions were implemented as planned. Appropriately Staff School was implemented and fully staffed. Implementation of Core Curriculum was implemented and the Deans worked to ensure fidelity to the core curriculum. Support for English Learners was implemented and the ELD standards were embedded in the ELA Curriculum. Support for Student Disabilities was implemented and all students received services and accommodations. Procedures and Protocols were implemented and communication, evaluations, and assessment implementation improved. Technology Infrastructure and Support were implemented and addressed the needs of the school. Writing Program was not implemented, and additional focus needs to be implemented. Professional Development was implemented, and many of the topics were covered and will be covered in the following years. Intervention and Supplemental Materials were implemented with iReady and IXL. Paraprofessionals were implemented and supported remediation of academic skills. After-School Program and Summer School/Intersession was implemented, and more kids should attend.

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

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 4 (Support for Students with Disabilities): Actual expenditures $319,545; Budgeted Expenditures: $283,613. This is an increase of 12.6% of budgeted expenditure. This action was increased due to the cost of the services of students with disabilities.

Action 6 (Technological Infrastructure and Support): Actual expenditures $104.992; Budgeted Expenditures: $257,817. This is a decrease of 59.3% of budgeted expenditure. This action was decreased due to the reduced costs to run the current program and much of the infrastructure was already addressed.

Action 8 (Professional Development): Actual expenditure: $15,000; Budget Expenditure $11,375. This is an increase of 31.8% of budgeted expenditure. This action was increased to provide additional professional development to administrators, teachers and staff to support student learning.

Action 9 (Intervention and Supplemental Materials): Actual expenditure: $190,000; Budget Expenditure $384,030. This is a decrease of 50.5% of budgeted expenditure. This action was decreased because much of the intervention and supplemental materials have been purchased previously.

Action 10 (Instructional Coach and Principal): Actual expenditure: $102,000; Budget Expenditure $115,000. This is a decrease of 11.3% of budgeted expenditure. This action was decreased due to the slight adjustment in the title and reduced cost of the position.

Action 11 (Paraprofessionals): Actual expenditure: $427,408; Budget Expenditure $207,842. This is an increase of 105.6% of budgeted expenditure. This action was increased to provide individualized, small group, and whole group support to students to support student learning.

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

Overall, the actions were effective as planned. Appropriately Staff School was effective and fully staffed. Implementation of Core Curriculum was effective, and the Deans worked to ensure fidelity to the core curriculum. Support for English Learners was effective and the ELD standards were embedded in the ELA Curriculum. Support for Student Disabilities was effective, and all students received services and accommodations. Procedures and Protocols were effective, and communication, evaluations, and assessment implementation improved. Technology Infrastructure and Support were effective and addressed the needs of the school. Writing Program was not effective, and additional focus needs to be implemented. Professional Development was effective, and many of the topics were covered and will be covered in the following years. Intervention and Supplemental Materials were effective with iReady and IXL. Paraprofessionals were effective and supported remediation of academic skills. After-School Program and Summer School/Intersession was effective, and more kids should attend.

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.

The goal, metrics, and actions will continue to 2025-26. The title of Action 10, Instructional Coach and Principal was renamed to Dean of Curriculum and Instruction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	$2,684,868.00	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core curriculum (ELA, Math, Science, Social Science) to ensure full implementation the high-quality curriculum which will include a trainer/consultant who provides professional development to Achievement Guides and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction. Purchase replacement, consumables, and attrition core curriculum materials for all students.	$151,500.00	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		integrated ELD, and supporting the academic needs of dual identified students.		
1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$325,000.00	No
1.5	Procedures and Protocols	Garvey/Allen STEAM Academy administration will immediately: create protocols/tools/checklists/policies to ensure staff and Board understand what is expected of them; create ways to communicate with staff (weekly newsletter, staff meetings, when that communication will happen, how, how often, who); determine our evaluation cycles- who, when how often, review and update the Garvey/Allen STEAM Academy schedule (assessment calendar including data checkpoints and accountability check-in, master calendar).	$10,000.00	No
1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$281,044.00	No
1.7	Writing Program	Teaching constructed writing responses to students is important because it helps develop proficiency, enhances critical thinking skills, and promotes cultural understanding. Constructed writing allows students to express themselves effectively in written form, strengthening their communication	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		abilities. It also reinforces written expression and literacy skills while fostering deeper comprehension of content across various subjects.		
1.8	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging.	$10,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values • Academic Program • Garvey/Allen STEAM Academy Culture • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for paraprofessionals. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for administrators. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue SEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports		

Action #	Title	Description	Total Funds	Contributing
		• Parents/Guardians as Partners • Opportunities for trainings (SELPA),		
1.9	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (iReady). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used. Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	$150,000.00	Yes
1.10	Dean of Curriculum and Instruction	The Dean of Curriculum and Instruction will coach teachers on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	$106,080.00	Yes
1.11	Paraprofessionals	Provide paraprofessionals in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Paraprofessionals will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions	$458,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and concepts, and taking additional support time. Paraprofessionals support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Paraprofessionals action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.		
1.12	After School Program and Summer School (Intersession)	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Garvey/Allen STEAM Academy will provide a robust summer program for the identified students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Garvey/Allen STEAM Academy will provide summer school to increase academic skills in ELA Literacy and Math through project based learning and field trips.	$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Achiever Engagement: Garvey/Allen STEAM Academy will support the social emotional wellbeing of all Achievers through character development and enrichment activities in a safe, inclusive, personalized learning environment which fosters a strong relationship between Achievement Guides and Achievers utilizing Ron Clark and restorative justice practices.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Garvey/Allen STEAM Academy is committed to Achievers receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community.

The School Attendance Rate is 92.94%.

From 2022–23 to 2023–24, the Chronic Absenteeism Rate improved significantly, moving from the "Very High" to the "Medium" performance level. The overall rate dropped from 41.2% to 20.9%. Black students improved from 37.4% to 19%, while Hispanic students decreased from 44.4% to 30.4%. Socioeconomically disadvantaged students declined from 43.6% to 25.7%. Students with disabilities and students identified as Two or More Races were not reported in the prior year but recorded rates of 17.2% and 16.7% respectively in 2023–24.

From 2022–23 to 2023–24, the school's Suspension Rate improved from the "Low" to the "Very Low" performance level. The overall rate decreased from 0.5% to 0%, with both Black and Hispanic Achiever groups reporting 0% in 2023–24, compared to 0.7% and 0% respectively in the prior year. Socioeconomically disadvantaged Achievers remained steady at 0.7%. Students with disabilities showed notable improvement, dropping from 3.1% to 0%. Achievers identified as Two or More Races were not reported in 2022–23 but reported 0% in 2023–24.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met	All facilities met		All facilities met	Exceeded Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Good" repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	"Exemplary" repair Data Year: 2023-24 Data Source: SARC 2023-24 based on FIT		"Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	
2.2	Attendance Rate	92.63% Data Year: 2023-24 Data Source: P-2 Report	92.94% Data Year: 2024-25 Data Source: P-2 Report		96% Data Year: 2026-27 Data Source: P-2 Report	Did not Meet Target (1% per year) Increased 0.3%
2.3	Chronic Absenteeism Rate	Very High All: 41.2% Black: 37.4% HISP: 44.4% SED: 43.6% Data Year: 2022-23 Data Source: Dashboard 2023	Medium All: 20.9% Black: 19% HISP: 30.4% SED: 25.7% SWD: 17.2% Two + Races: 16.7% Data Year: 2023-24 Data Source: Dashboard 2024		All: <20% Black: <20% HISP: <20% SED: <20% Data Year: 2025-26 Data Source: Dashboard 2026	Near Meeting Target All: Declined 20.3% Black: Declined 18.4% HISP: Declined 14% SED: Declined 17.9% SWD Declined 35.9%
2.4	Middle School Drop Out Rate	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: DataQuest		0% Data Year: 2025-26 Data Source: DataQuest	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Suspension Rate	Low All: 0.5% Black: 0.7% HISP: 0% SED: 0.7% SWD: 3.1% Two+ Races: NS Data Year: 2022-23 Data Source: Dashboard 2023	Very Low All: 0% Black: 0% HISP: 0% SED: 0.7% SWD: 0% Two+Races: 0% Data Year: 2023-24 Data Source: Dashboard 2024		All: <1% Black: <1% HISP: <1% SED: <1% Data Year: 2025-26 Data Source: Dashboard 2026	Met Target All: Declined 0.5% Black: Declined 0.7% HISP - Maintained 0% SED: Declined 0.7% SWD: Declined 3.1%
2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2023-24 Data Source: DataQuest Expulsion Rate		<1% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	Met Target
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2024-25 Data Source: Local Data		100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Student Surveys on the sense of safety and school connectedness	87% of students sense of school safety and connectedness Data Year: 2023-24 Data Source: Local Data	75.9% Students feel safe at school. 69.4% Students feel connected to the school. Data Year: 2024-25 Data Source: Survey Results		90% of students sense of school safety and connectedness Data Year: 2026-27 Data Source: Local Data	Did not Meet Target Declined 11.1%

Goal Analysis [2024-25]

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.

Overall, the actions designed to support achievement of the goal were implemented as planned. The Safe, Clean Facilities were implemented and to include the addition of portable buildings and plans for the building of Achiever Universe. The Positive School Climate and Culture was implemented with focus on social emotional well-being and the use of Ron Clark Strategies. Attendance Support was implemented and the chronic absenteeism rate declined. The Dean of Achiever Support Services was implemented and has appropriately coordinated all services for special populations. School Supplies were implemented, and all students had the materials necessary to achieve. Enrichment Activities/Conservatories were implemented and are at the core to consistent, structured programming and opportunities for student choice. Student Health was implemented and ensured students were screened and trained.

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

The following action had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 5 (School Supplies): Actual expenditure $101,550; Budgeted Expenditure $119,000. This is a decrease of 14.6% of budgeted expenditure. This action was decreased based on needs but still ensured all students had the supplies they needed.

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

Overall, the actions designed to support achievement of the goal were effective as planned. The Safe, Clean Facilities were effective and to include the addition of portable buildings and plans for the building of Achiever Universe. The Positive School Climate and Culture was

effective with focus on social emotional well-being and the use of Ron Clark Strategies. Attendance Support was effective, and the chronic absenteeism rate declined. The Dean of Achiever Support Services was effective and has appropriately coordinated all services for special populations. School Supplies were effective, and all students had the materials necessary to achieve. Enrichment Activities/Conservatories were effective and are at the core to consistent, structured programming and opportunities for student choice. Student Health was effective and ensured students were screened and trained.

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.

The goal, metrics, and actions will continue to 2025-26. Two actions: Dean of Culture and Field Trips were moved from Discontinued Goal 4 to Goal 2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for Achievers. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	$689,685.00	No
2.2	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Track Achiever behavior, provide intervention planning tools for individual Achievers, and progress monitoring tools to determine whether the interventions are supporting Achievers. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement. Prioritize student activities, clubs, and events to create a sense of belonging for Achievers. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and paraprofessionals to collaborate for improved Achiever achievement. Work directly with Achievers and families to increase attendance and reduce suspensions and utilize alternative to	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.		
2.3	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all Achievers and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Garvey/Allen STEAM Academy Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for Achievers demonstrating chronic absenteeism. Achievers and families received individualized support and modifications. These plans were adjusted for Achievers as needed. Tier III strategies included referring Achievers to outside support and providers, creating specialized Achiever plans for participation, implementing a behavior plan and supporting teachers with strategies to meet Achiever's specific needs. Garvey/Allen STEAM Academy will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$5,000.00	No
2.4	Dean of Achiever Support Services	The Dean of Achiever Support Services will coordinate all services for special populations (504, SPED, SST, truant, etc.) The Dean also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The Dean will track data and support with coaching of teachers and staff. The Dean will play an active role in weekly staff and data meetings through collaboration in order to close the achievement gap for the most vulnerable Achievers. The Dean will address the social, emotional health and well-	$95,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		being of Achievers. Provide overall support of the school climate and culture. They will support Achievers impacted by trauma, social emotional challenges, and mental health issues. The Dean will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support Achievers. The Dean will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The Dean will provide resources to Achievers, parents, Achievement Guides, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.		
2.5	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the Achievers have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to Achievers based on need. School supplies provided to Achievers will ensure that Achievers have access to supplies which will promote equity and inclusivity in the classroom.	$199,344.00	Yes
2.6	Enrichment Activities/ Conservatories	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for Achiever choice. Provide enrichment activities and supplies for Achievers to expand arts education and STEM education in grades K-1 and 5-8. Specific focus on developing the middle school Student Council called Leadership for Garvey/Allen STEAM Academy Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student/Achievement Guide/Achiever relationships outside of core content areas.	$30,000.00	Yes
2.7	Student Health	Ensure that universal precautions recommended by the School Nurse to ensure the health of Achievers. Address the physical needs of all	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Achievers and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.		
2.8	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	$114,400.00	Yes
2.9	Field Trips	Provide field trips for Achievers that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and Community Engagement: Garvey/Allen STEAM Academy parents/guardians, Achievers, Achievement Guides, staff, and community members will be contributing members of the Black Hawk community through active engagement, communication, collaboration, and decision-making as partners in education to provide Achievers with a well-rounded education.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Garvey/Allen STEAM Academy understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure Achievers are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2022- 23 Data Source: Dashboard Fall 2023	Full Implementation and Sustainability Data Year: 2023-24 Data Source: Dashboard Fall 2024		Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	Met Target
3.2	School Site Council	2 Meetings Data Year: 2023-24 Data Source: Local Data	2 Meetings Data Year: 2024-25		4 meetings Data Year: 2026-27	On Track to Meet Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Local Data		Data Source: Local Data	
3.3	Parent Satisfaction with School Program	95% of parents are satisfied with the educational program at Garvey/Allen STEAM Academy. Data Year: 2023-24 Data Source: Local Data	93.8% of parents are satisfied with the educational program at Garvey/Allen STEAM Academy. Data Year: 2024-25 Data Source: Local Data		95% of parents are satisfied with the educational program at Garvey/Allen STEAM Academy. Data Year: 2026-27 Data Source: Local Data	On Track to Meet Target Decline of 1.2%
3.4	Teacher/Staff Survey	80% of Achievement Guides/staff sense of school safety and connectedness Data Year: 2023-24 Data Source: Local Data	89.5% Achievement Guides/staff indicate that Garvey/Allen STEAM Academy implements PBIS. 89.5% Achievement Guides/staff indicate that Garvey/Allen STEAM Academy addresses serious behavior problems. Data Year: 2024-25 Data Source: Local Data		90% of Achievement Guides/staff sense of school safety and connectedness Data Year: 2023-24 Data Source: Local Data	On Track to Meet Target Increased 9.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Parent Education Workshops	4 Parent Education Workshops Data Year: 2023-24 Data Source: Local Data	22 Meetings Data Year: 2024-25 Data Source: Local Data		8 Parent Education Workshops Data Year: 2026-27 Data Source: Local Data	Exceeded Target

Goal Analysis [2024-25]

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.

Overall, the actions designed to support achievement of the goal were implemented as planned. The Parent and Community Engagement and Advisory was implemented, and parents and community members are involved in the school. SSC will be implemented with fidelity in 2025-26. Parent Academy was implemented and supported Achiever engagement. Parent Communication was implemented and is necessary for school support.

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.

There were no actions that had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures in Goal 3.

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

Overall, the actions designed to support achievement of the goal were effective as planned. The Parent and Community Engagement and Advisory was effective, and parents and community members are involved in the school. SSC will be effective with fidelity in 2025-26. Parent Academy was effective and supported Achiever engagement. Parent Communication was effective and is necessary for school support.

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.

The goal, metrics, and actions will continue in 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase Achiever success to include Orientation, Back to School Night, Open House, Founder's Day, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about Achiever progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning School Site Council and provide relevant materials and basic hospitality (water, snacks) for these meetings.	$10,000.00	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the Achievers' academic success, the importance of attendance and engagement, taking an active or leadership role in the school, academic achievement, supporting social emotional and mental health for the family, and access to tools to support Achiever learning at home which will ensure social emotional and mental health well-being for increased Achiever engagement, attendance, connectedness, achievement, and self-esteem.	$25,000.00	Yes
3.3	Parent Communication	Provide consistent communication to families, Achievers, Achievement Guides, and staff through Class Dojo and Infinite Campus. Utilize the website, newsletters, and social media to communicate Black Hawk events, reminders, recruitment and enrollment.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	DISCONTINUED GOAL: Increase the safety of Achievers, ensure full implementation of Positive Behavior Intervention and Supports ("PBIS"), continuous improvement of the educational program, and provide Achievement Guides with coaching on classroom management and instruction delivery.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Garvey/Allen STEAM Academy values the feedback from the educational partners. The strength of this goal is that it comes directly from the input provided by the educational partners. Garvey/Allen STEAM Academy's educational partners identified the greatest areas of opportunities for overall improvement which included Achiever safety, implementation of PBIS, continuous improvement of the educational program, and providing Achievement Guides with coaching on classroom management and instruction delivery.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Results on Survey on Student Safety and School Connectedness	Baseline Data Year: 2024-25 Data Source: Survey Results	Parent Priority is Basic Services (62.5%) Facilities/Textbooks/Technology and Academic Program (60.4%). Data Year: 2024-25 Data Source: Survey Results		70% Data Year: 2026-27 Data Source: Survey Results	On Track to Meet Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Teacher/Staff Results on Survey on Student Safety and School Connectedness	Baseline Data Year: 2024-25 Data Source: Survey Results	Teacher/Staff Priority (73.7%) is Positive School Climate and Academic Achievement. Data Year: 2024-25 Data Source: Survey Results		70% Data Year: 2026-27 Data Source: Survey Results	Met Target
4.3	Student Surveys on the sense of safety and school connectedness	Baseline Data Year: 2024-25 Data Source: Survey Results	75.9% Students feel safe at school. 69.4% Students feel connected to the school. Data Year: 2024-25 Data Source: Survey Results		70% Data Year: 2026-27 Data Source: Survey Results	Met Target

Goal Analysis [2024-25]

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.

Overall, the actions were implemented as planned. The Dean of Culture was implemented, and he promoted an engaging, positive and safe school culture. The field trips were implemented and allowed for Achievers to engage in standards-based, hands-on learning which improved school connectedness, attendance, and engagement.

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.

There was no variance between Budgeted Expenditures and Estimated Actual Expenditures as all the funds were expended.

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

Overall, the actions were effective as planned. The Dean of Culture was effective, and he promoted an engaging, positive and safe school culture. The field trips were effective and allowed for Achievers to engage in standards-based, hands-on learning which improved school connectedness, attendance, and engagement.

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

Garvey/Allen STEAM Academy did not receive Equity Multiplier Funds for 2025-26 so this goal will be discontinued. The metrics are included in Goal 3. The actions will continue and be supported by LCFF Base Funding.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$535,671	$125,184

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
16.478%	0.000%	$0.00	16.478%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	**Action:** Professional Development **Need:** SBAC ELA performance remained "Low" and showed a slight improvement in the percentage of Achievers meeting or exceeding standards, rising from 32.87% to 36.36%, although the Distance from Standard ("DFS") declined slightly from -31.2 to -33.4 from 2023 to 2024. Black Achievers showed minimal	Based on CAASPP Scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low achieving will benefit from high quality instruction, the action will be provided on a schoolwide basis.	SBAC ELA, SBAC Math, CAST Science, ELA iReady, Math iReady, ELPI, EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	change, increasing from 27.68% to 27.96% with a slight DFS improvement from -50.2 to -46.5. Hispanic Achievers experienced a drop in both DFS, from 46.9 to -7.1, and in the percent meeting or exceeding, from 59.09 % to 51.22%. Socioeconomically disadvantaged Achievers showed a small gain in the percentage meeting standards, from 30.63% to 31.75%, but their DFS worsened from -31.7 to -50.3. Students with disabilities showed the most improvement in percent meeting or exceeding standards, rising from 4.55% to 14.29%, even though their DFS dropped further from -112.9 to -122. Achievers identifying as Two or More Races, previously not reported, showed strong 2024 results with 50% meeting or exceeding standards and a positive DFS of 3.3. SBAC Math outcomes remained in the "Low" performance level overall . The percent of Achievers meeting or exceeding standards increased slightly from 16.43% to 17.34%, while the DFS declined from -95.4 to -103. Black Achievers showed a small gain in percent meeting or exceeding, rising from 10.71% to 11.21%, with a slight drop in DFS from -115.3 to -117.4. Hispanic Achievers declined from 40.91% to 30.00% in percent meeting or exceeding, with a 2024 DFS of -71.6. Socioeconomically disadvantaged Achievers dropped from 15.32% to 12.20% in percent meeting or exceeding, with a DFS decline from -100.3 to -119.6. Students with disabilities improved from 0% to 4.76% in percent meeting or exceeding		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and from -180.5 to 172.7 in DFS. Achievers identified as Two or More Races were not reported in 2023 but showed 25.00% meeting or exceeding standards in 2024 with a DFS of -76.7. **Scope:** Schoolwide		
1.9	**Action:** Intervention and Supplemental Materials **Need:** SBAC ELA performance remained "Low" and showed a slight improvement in the percentage of Achievers meeting or exceeding standards, rising from 32.87% to 36.36%, although the Distance from Standard ("DFS") declined slightly from -31.2 to -33.4 from 2023 to 2024. Black Achievers showed minimal change, increasing from 27.68% to 27.96% with a slight DFS improvement from -50.2 to -46.5. Hispanic Achievers experienced a drop in both DFS, from 46.9 to -7.1, and in the percent meeting or exceeding, from 59.09 % to 51.22%. Socioeconomically disadvantaged Achievers showed a small gain in the percentage meeting standards, from 30.63% to 31.75%, but their DFS worsened from -31.7 to -50.3. Students with disabilities showed the most improvement in percent meeting or exceeding standards, rising from 4.55% to 14.29%, even though their DFS dropped further from -112.9 to -122. Achievers identifying as Two or More Races, previously	Based on CAASPP Scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low achieving will benefit from high quality instruction, the action will be provided on a schoolwide basis.	SBAC ELA, SBAC Math, CAST Science, ELA iReady, Math iReady, ELPI, EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	not reported, showed strong 2024 results with 50% meeting or exceeding standards and a positive DFS of 3.3. SBAC Math outcomes remained in the "Low" performance level overall . The percent of Achievers meeting or exceeding standards increased slightly from 16.43% to 17.34%, while the DFS declined from -95.4 to -103. Black Achievers showed a small gain in percent meeting or exceeding, rising from 10.71% to 11.21%, with a slight drop in DFS from -115.3 to -117.4. Hispanic Achievers declined from 40.91% to 30.00% in percent meeting or exceeding, with a 2024 DFS of -71.6. Socioeconomically disadvantaged Achievers dropped from 15.32% to 12.20% in percent meeting or exceeding, with a DFS decline from -100.3 to -119.6. Students with disabilities improved from 0% to 4.76% in percent meeting or exceeding and from -180.5 to 172.7 in DFS. Achievers identified as Two or More Races were not reported in 2023 but showed 25.00% meeting or exceeding standards in 2024 with a DFS of -76.7. **Scope:** Schoolwide		
1.10	**Action:** Dean of Curriculum and Instruction **Need:**	Based on CAASPP Scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low	SBAC ELA, SBAC Math, CAST Science, ELA iReady, Math iReady, ELPI, EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SBAC ELA performance remained "Low" and showed a slight improvement in the percentage of Achievers meeting or exceeding standards, rising from 32.87% to 36.36%, although the Distance from Standard ("DFS") declined slightly from -31.2 to -33.4 from 2023 to 2024. Black Achievers showed minimal change, increasing from 27.68% to 27.96% with a slight DFS improvement from -50.2 to -46.5. Hispanic Achievers experienced a drop in both DFS, from 46.9 to -7.1, and in the percent meeting or exceeding, from 59.09 % to 51.22%. Socioeconomically disadvantaged Achievers showed a small gain in the percentage meeting standards, from 30.63% to 31.75%, but their DFS worsened from -31.7 to -50.3. Students with disabilities showed the most improvement in percent meeting or exceeding standards, rising from 4.55% to 14.29%, even though their DFS dropped further from -112.9 to -122. Achievers identifying as Two or More Races, previously not reported, showed strong 2024 results with 50% meeting or exceeding standards and a positive DFS of 3.3. SBAC Math outcomes remained in the "Low" performance level overall . The percent of Achievers meeting or exceeding standards increased slightly from 16.43% to 17.34%, while the DFS declined from -95.4 to -103. Black Achievers showed a small gain in percent meeting or exceeding, rising from 10.71% to 11.21%, with a slight drop in DFS from -115.3 to -117.4. Hispanic Achievers declined from 40.91% to	achieving will benefit from high quality instruction, the action will be provided on a schoolwide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	30.00% in percent meeting or exceeding, with a 2024 DFS of -71.6. Socioeconomically disadvantaged Achievers dropped from 15.32% to 12.20% in percent meeting or exceeding, with a DFS decline from -100.3 to -119.6. Students with disabilities improved from 0% to 4.76% in percent meeting or exceeding and from -180.5 to 172.7 in DFS. Achievers identified as Two or More Races were not reported in 2023 but showed 25.00% meeting or exceeding standards in 2024 with a DFS of -76.7. **Scope:** Schoolwide		
1.11	**Action:** Paraprofessionals **Need:** SBAC ELA performance remained "Low" and showed a slight improvement in the percentage of Achievers meeting or exceeding standards, rising from 32.87% to 36.36%, although the Distance from Standard ("DFS") declined slightly from -31.2 to -33.4 from 2023 to 2024. Black Achievers showed minimal change, increasing from 27.68% to 27.96% with a slight DFS improvement from -50.2 to -46.5. Hispanic Achievers experienced a drop in both DFS, from 46.9 to -7.1, and in the percent meeting or exceeding, from 59.09 % to 51.22%. Socioeconomically disadvantaged Achievers showed a small gain in the percentage meeting standards, from 30.63%	Based on CAASPP Scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students who are academically low achieving will benefit from high quality instruction, the action will be provided on a schoolwide basis.	SBAC ELA, SBAC Math, CAST Science, ELA iReady, Math iReady, ELPI, EL Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to 31.75%, but their DFS worsened from -31.7 to -50.3. Students with disabilities showed the most improvement in percent meeting or exceeding standards, rising from 4.55% to 14.29%, even though their DFS dropped further from -112.9 to -122. Achievers identifying as Two or More Races, previously not reported, showed strong 2024 results with 50% meeting or exceeding standards and a positive DFS of 3.3. SBAC Math outcomes remained in the "Low" performance level overall . The percent of Achievers meeting or exceeding standards increased slightly from 16.43% to 17.34%, while the DFS declined from -95.4 to -103. Black Achievers showed a small gain in percent meeting or exceeding, rising from 10.71% to 11.21%, with a slight drop in DFS from -115.3 to -117.4. Hispanic Achievers declined from 40.91% to 30.00% in percent meeting or exceeding, with a 2024 DFS of -71.6. Socioeconomically disadvantaged Achievers dropped from 15.32% to 12.20% in percent meeting or exceeding, with a DFS decline from -100.3 to -119.6. Students with disabilities improved from 0% to 4.76% in percent meeting or exceeding and from -180.5 to 172.7 in DFS. Achievers identified as Two or More Races were not reported in 2023 but showed 25.00% meeting or exceeding standards in 2024 with a DFS of -76.7. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.2	**Action:** Positive School Climate and Culture **Need:** From 2022–23 to 2023–24, the Chronic Absenteeism Rate improved significantly, moving from the "Very High" to the "Medium" performance level. The overall rate dropped from 41.2% to 20.9%. Black students improved from 37.4% to 19%, while Hispanic students decreased from 44.4% to 30.4%. Socioeconomically disadvantaged students declined from 43.6% to 25.7%. Students with disabilities and students identified as Two or More Races were not reported in the prior year but recorded rates of 17.2% and 16.7% respectively in 2023–24. From 2022–23 to 2023–24, the school's Suspension Rate improved from the "Low" to the "Very Low" performance level. The overall rate decreased from 0.5% to 0%, with both Black and Hispanic Achiever groups reporting 0% in 2023–24, compared to 0.7% and 0% respectively in the prior year. Socioeconomically disadvantaged Achievers remained steady at 0.7%. Students with disabilities showed notable improvement, dropping from 3.1% to 0%. Achievers identified as Two or More Races were not reported in 2022–23 but reported 0% in 2023–24.	Based on Suspension Rate and Chronic Absenteeism Rate, this action will have the most opportunity for school connectedness, improved behavior, and increased attendance for EL, FY, LI students. Moreover, because we expect that all students who are struggling social emotionally will benefit from Positive School Climate and Culture, the action will be provided on a schoolwide basis.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.4	**Action:** Dean of Achiever Support Services **Need:** From 2022–23 to 2023–24, the Chronic Absenteeism Rate improved significantly, moving from the "Very High" to the "Medium" performance level. The overall rate dropped from 41.2% to 20.9%. Black students improved from 37.4% to 19%, while Hispanic students decreased from 44.4% to 30.4%. Socioeconomically disadvantaged students declined from 43.6% to 25.7%. Students with disabilities and students identified as Two or More Races were not reported in the prior year but recorded rates of 17.2% and 16.7% respectively in 2023–24. From 2022–23 to 2023–24, the school's Suspension Rate improved from the "Low" to the "Very Low" performance level. The overall rate decreased from 0.5% to 0%, with both Black and Hispanic Achiever groups reporting 0% in 2023–24, compared to 0.7% and 0% respectively in the prior year. Socioeconomically disadvantaged Achievers remained steady at 0.7%. Students with disabilities showed notable improvement, dropping from 3.1% to 0%. Achievers identified as Two or More Races were not	Based on Suspension Rate and Chronic Absenteeism Rate, this action will have the most opportunity for school connectedness, improved behavior, and increased attendance for EL, FY, LI students. Moreover, because we expect that all students who are struggling social emotionally will benefit from the Dean of Achiever Support Services, the action will be provided on a schoolwide basis.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reported in 2022–23 but reported 0% in 2023–24. **Scope:** Schoolwide		
2.5	**Action:** School Supplies **Need:** From 2022–23 to 2023–24, the Chronic Absenteeism Rate improved significantly, moving from the "Very High" to the "Medium" performance level. The overall rate dropped from 41.2% to 20.9%. Black students improved from 37.4% to 19%, while Hispanic students decreased from 44.4% to 30.4%. Socioeconomically disadvantaged students declined from 43.6% to 25.7%. Students with disabilities and students identified as Two or More Races were not reported in the prior year but recorded rates of 17.2% and 16.7% respectively in 2023–24. From 2022–23 to 2023–24, the school's Suspension Rate improved from the "Low" to the "Very Low" performance level. The overall rate decreased from 0.5% to 0%, with both Black and Hispanic Achiever groups reporting 0% in 2023–24, compared to 0.7% and 0% respectively in the prior year. Socioeconomically disadvantaged Achievers remained steady at 0.7%. Students with disabilities showed notable improvement,	Based on Suspension Rate and Chronic Absenteeism Rate, this action will have the most opportunity for school connectedness and increased attendance for EL, FY, LI students due to barriers of school supplies being removed. Moreover, because we expect that all students who are struggling to attend school due to lack of resources, the action will be provided on a schoolwide basis.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	dropping from 3.1% to 0%. Achievers identified as Two or More Races were not reported in 2022–23 but reported 0% in 2023–24. **Scope:** Schoolwide		
2.6	**Action:** Enrichment Activities/ Conservatories **Need:** From 2022–23 to 2023–24, the Chronic Absenteeism Rate improved significantly, moving from the "Very High" to the "Medium" performance level. The overall rate dropped from 41.2% to 20.9%. Black students improved from 37.4% to 19%, while Hispanic students decreased from 44.4% to 30.4%. Socioeconomically disadvantaged students declined from 43.6% to 25.7%. Students with disabilities and students identified as Two or More Races were not reported in the prior year but recorded rates of 17.2% and 16.7% respectively in 2023–24. From 2022–23 to 2023–24, the school's Suspension Rate improved from the "Low" to the "Very Low" performance level. The overall rate decreased from 0.5% to 0%, with both Black and Hispanic Achiever groups reporting 0% in 2023–24, compared to 0.7% and 0% respectively in the prior year. Socioeconomically disadvantaged Achievers	Based on Suspension Rate and Chronic Absenteeism Rate, this action will have the most opportunity for school connectedness and increased attendance for EL, FY, LI students due to barriers of school supplies being removed. Moreover, because we expect that all students who are struggling to attend school due to lack of resources, the action will be provided on a schoolwide basis.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	remained steady at 0.7%. Students with disabilities showed notable improvement, dropping from 3.1% to 0%. Achievers identified as Two or More Races were not reported in 2022–23 but reported 0% in 2023–24. **Scope:** Schoolwide		
2.8	**Action:** Dean of Culture **Need:** From 2022–23 to 2023–24, the Chronic Absenteeism Rate improved significantly, moving from the "Very High" to the "Medium" performance level. The overall rate dropped from 41.2% to 20.9%. Black students improved from 37.4% to 19%, while Hispanic students decreased from 44.4% to 30.4%. Socioeconomically disadvantaged students declined from 43.6% to 25.7%. Students with disabilities and students identified as Two or More Races were not reported in the prior year but recorded rates of 17.2% and 16.7% respectively in 2023–24. From 2022–23 to 2023–24, the school's Suspension Rate improved from the "Low" to the "Very Low" performance level. The overall rate decreased from 0.5% to 0%, with both Black and Hispanic Achiever groups reporting 0% in 2023–24, compared to 0.7% and 0%	Based on Suspension Rate and Chronic Absenteeism Rate, this action will have the most opportunity for school connectedness, improved behavior, and increased attendance for EL, FY, LI students. Moreover, because we expect that all students who are struggling social emotionally will benefit from the Dean of Culture, the action will be provided on a schoolwide basis.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	respectively in the prior year. Socioeconomically disadvantaged Achievers remained steady at 0.7%. Students with disabilities showed notable improvement, dropping from 3.1% to 0%. Achievers identified as Two or More Races were not reported in 2022–23 but reported 0% in 2023–24. **Scope:** Schoolwide		
2.9	**Action:** Field Trips **Need:** From 2022–23 to 2023–24, the Chronic Absenteeism Rate improved significantly, moving from the "Very High" to the "Medium" performance level. The overall rate dropped from 41.2% to 20.9%. Black students improved from 37.4% to 19%, while Hispanic students decreased from 44.4% to 30.4%. Socioeconomically disadvantaged students declined from 43.6% to 25.7%. Students with disabilities and students identified as Two or More Races were not reported in the prior year but recorded rates of 17.2% and 16.7% respectively in 2023–24. From 2022–23 to 2023–24, the school's Suspension Rate improved from the "Low" to the "Very Low" performance level. The overall rate decreased from 0.5% to 0%, with both	Based on Suspension Rate and Chronic Absenteeism Rate, this action will have the most opportunity for school connectedness, improved behavior, and increased attendance for EL, FY, LI students. Moreover, because we expect that all students will benefit from exposure to field trips, the action will be provided on a schoolwide basis.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Black and Hispanic Achiever groups reporting 0% in 2023–24, compared to 0.7% and 0% respectively in the prior year. Socioeconomically disadvantaged Achievers remained steady at 0.7%. Students with disabilities showed notable improvement, dropping from 3.1% to 0%. Achievers identified as Two or More Races were not reported in 2022–23 but reported 0% in 2023–24. **Scope:** Schoolwide		
3.2	**Action:** Parent Academy **Need:** 93.8% of parents are satisfied with the educational program at Garvey/Allen STEAM Academy. 89.5% of Achievement Guides/staff indicate that Garvey/Allen STEAM Academy implements PBIS. 89.5% of Achievement Guides/staff indicate that Garvey/Allen STEAM Academy addresses serious behavior problems. **Scope:**	Based on parent engagement scores, this action will have the most opportunity for academic growth for EL, FY, LI students. Moreover, because we expect that all students need their parents engaged in the Charter School, the action will be provided on a schoolwide basis.	Parent Input, School Site Council, Parent Satisfaction, Parent Education Workshops. Achiever Guide/Staff Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Support for English Learners **Need:** The 2024 Dashboard indicates No Performance Color due to the few English Learners tested on the ELPAC which measures student progress toward English Language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	Achievers have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Garvey/Allen STEAM Academy provides ELD instruction, monitoring, and support and improving language proficiency. The goal to prevent Achievers from being classified as LTELs by meeting English Proficiency in the primary grades.	EL Reclassification Rate, ELPI

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.

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.

Not Applicable

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		22:1
Staff-to-student ratio of certificated staff providing direct services to students		17:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,250,830	535,671	16.478%	0.000%	16.478%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,926,888.00	$648,785.00	$0.00	$60,000.00	$5,635,673.00	$3,618,948.00	$2,016,725.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Appropriately Staff School	All	No			Specific Schools: Garvey/Allen STEAM Academy	2025-26	$2,684,868.00	$0.00	$2,684,868.00				$2,684,868.00	
1	1.2	Implementation of Core Curriculum	All	No			Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$151,500.00	$151,500.00				$151,500.00	
1	1.3	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$25,000.00	$0.00	$25,000.00				$25,000.00	
1	1.4	Support for Students with Disabilities	Students with Disabilities	No			Specific Schools: Garvey/Allen STEAM Acadmy	2025-26	$0.00	$325,000.00		$275,000.00		$50,000.00	$325,000.00	
1	1.5	Procedures and Protocols	All	No			Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.6	Technology Infrastructure and Support	All	No			Specific Schools: Garvey/Allen STEAM	2025-26	$0.00	$281,044.00	$281,044.00				$281,044.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Academy									
1	1.7	Writing Program	All	No			Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$10,000.00				$10,000.00	$10,000.00	
1	1.8	Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$10,152.00	$10,152.00				$10,152.00	
1	1.9	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.10	Dean of Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$106,080.00	$0.00	$106,080.00				$106,080.00	
1	1.11	Paraprofessionals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$458,320.00	$0.00	$458,320.00				$458,320.00	
1	1.12	After School Program and Summer School (Intersession)	All	No			Specific Schools: Garvey/Allen STEAM Academy	2025-26	$135,000.00	$15,000.00		$150,000.00			$150,000.00	
2	2.1	Safe, Clean Facilities	All	No			Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$689,685.00	$465,900.00	$223,785.00			$689,685.00	
2	2.2	Positive School Climate and Culture	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM	2025-26	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Academy									
2	**2.3**	Attendance Support	All	No			Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.4**	Dean of Achiever Support Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$95,280.00	$0.00	$95,280.00				$95,280.00	
2	**2.5**	School Supplies	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$199,344.00	$199,344.00				$199,344.00	
2	**2.6**	Enrichment Activities/ Conservatories	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	**2.7**	Student Health	All	No			Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	**2.8**	Dean of Culture	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy		$114,400.00	$0.00	$114,400.00				$114,400.00	
2	**2.9**	Field Trips	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	**3.1**	Parent and Community Engagement and Advisory	All	No			Specific Schools: Garvey/Allen STEAM	2025-26	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Academy									
3	**3.2**	Parent Academy	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$25,000.00	$25,000.00				$25,000.00	
3	**3.3**	Parent Communication	All	No			Specific Schools: Garvey/Allen STEAM Academy	2025-26	$0.00	$50,000.00	$50,000.00				$50,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,250,830	535,671	16.478%	0.000%	16.478%	$1,248,576.00	0.000%	38.408 %	**Total:**	$1,248,576.00
								LEA-wide Total:	$0.00
								Limited Total:	$25,000.00
								Schoolwide Total:	$1,223,576.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Garvey/Allen STEAM Academy	$25,000.00	
1	**1.8**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$10,152.00	
1	**1.9**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$150,000.00	
1	**1.10**	Dean of Curriculum and Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$106,080.00	
1	**1.11**	Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$458,320.00	
2	**2.2**	Positive School Climate and Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$5,000.00	
2	**2.4**	Dean of Achiever Support Services	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Garvey/Allen	$95,280.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	STEAM Academy		
2	**2.5**	School Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$199,344.00	
2	**2.6**	Enrichment Activities/ Conservatories	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$30,000.00	
2	**2.8**	Dean of Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$114,400.00	
2	**2.9**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$30,000.00	
3	**3.2**	Parent Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	$25,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,717,037.00	$4,439,691.39

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Appropriately Staff School	No	$1,984,000.00	$1,856,785.08
1	**1.2**	Implementation of Core Curriculum	No	$151,500.00	$148,390.31
1	**1.3**	Support for English Learners	Yes	$25,000.00	$25,000
1	**1.4**	Support for Students with Disabilities	No	$283,613.00	$319,545
1	**1.5**	Procedures and Protocols	No	$10,000.00	$10,000.00
1	**1.6**	Technology Infrastructure and Support	No	$257,817.00	$104992
1	**1.7**	Writing Program	No	$10,000.00	$10,000
1	**1.8**	Professional Development	Yes	$11,375.00	$15,000
1	**1.9**	Intervention and Supplemental Materials	Yes	$384,030.00	$190,000
1	**1.10**	Instructional Coach and Principal	Yes	$115,000.00	$102,000
1	**1.11**	Paraprofessionals	Yes	$207,842.00	$427,408

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	1.12	After School Program and Summer School	Yes	$80,000.00	$74,000
2	2.1	Safe, Clean Facilities	No	$699,567.00	675,008
2	2.2	Positive School Climate and Culture	Yes	$5,000.00	$5,000.00
2	2.3	Attendance Support	No	$5,000.00	$5,000.00
2	2.4	Dean of Achiever Support Services	Yes	$93,560.00	$95,280
2	2.5	School Supplies	Yes	$119,000.00	$101,550
2	2.6	Enrichment Activities/ Conservatories	Yes	$30,000.00	30,000
2	2.7	Student Health	No	$5,000.00	$5,000.00
3	3.1	Parent and Community Engagement and Advisory	No	$10,000.00	$10,000.00
3	3.2	Parent Academy	Yes	$25,000.00	$25,000
3	3.3	Parent Communication	No	$10,000.00	$10,000.00
4	4.1	Dean of Culture	No	$141,812	$141,812
4	4.2	Field Trips	No	$52,921	$52,921

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)

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$880,872	$1,095,807.00	$1,088,238.00	$7,569.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Support for English Learners	Yes	$25,000	$25,000		
1	1.8	Professional Development	Yes	$11,375	$15,000		
1	1.9	Intervention and Supplemental Materials	Yes	$384,030.00	$190,000		
1	1.10	Instructional Coach and Principal	Yes	$115,000.00	$102,000		
1	1.11	Paraprofessionals	Yes	$207,842.00	$427,408		
1	1.12	After School Program and Summer School	Yes	$80,000	$74,000		
2	2.2	Positive School Climate and Culture	Yes	$5,000.00	$5,000.00		
2	2.4	Dean of Achiever Support Services	Yes	$93,560.00	$93,280		
2	2.5	School Supplies	Yes	$119,000.00	$101,550		
2	2.6	Enrichment Activities/ Conservatories	Yes	$30,000.00	$30,000		
3	3.2	Parent Academy	Yes	$25,000.00	$25,000		

2024-25 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)
2086250	$880,872	0	42.223%	$1,088,238.00	0.000%	52.162%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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