



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Garvey/Allen Visual and Performing Arts Academy for STEM

CDS Code: 33103300139428

School Year: 2026-27

LEA contact information:

Mrs. Tiffany Gilmore

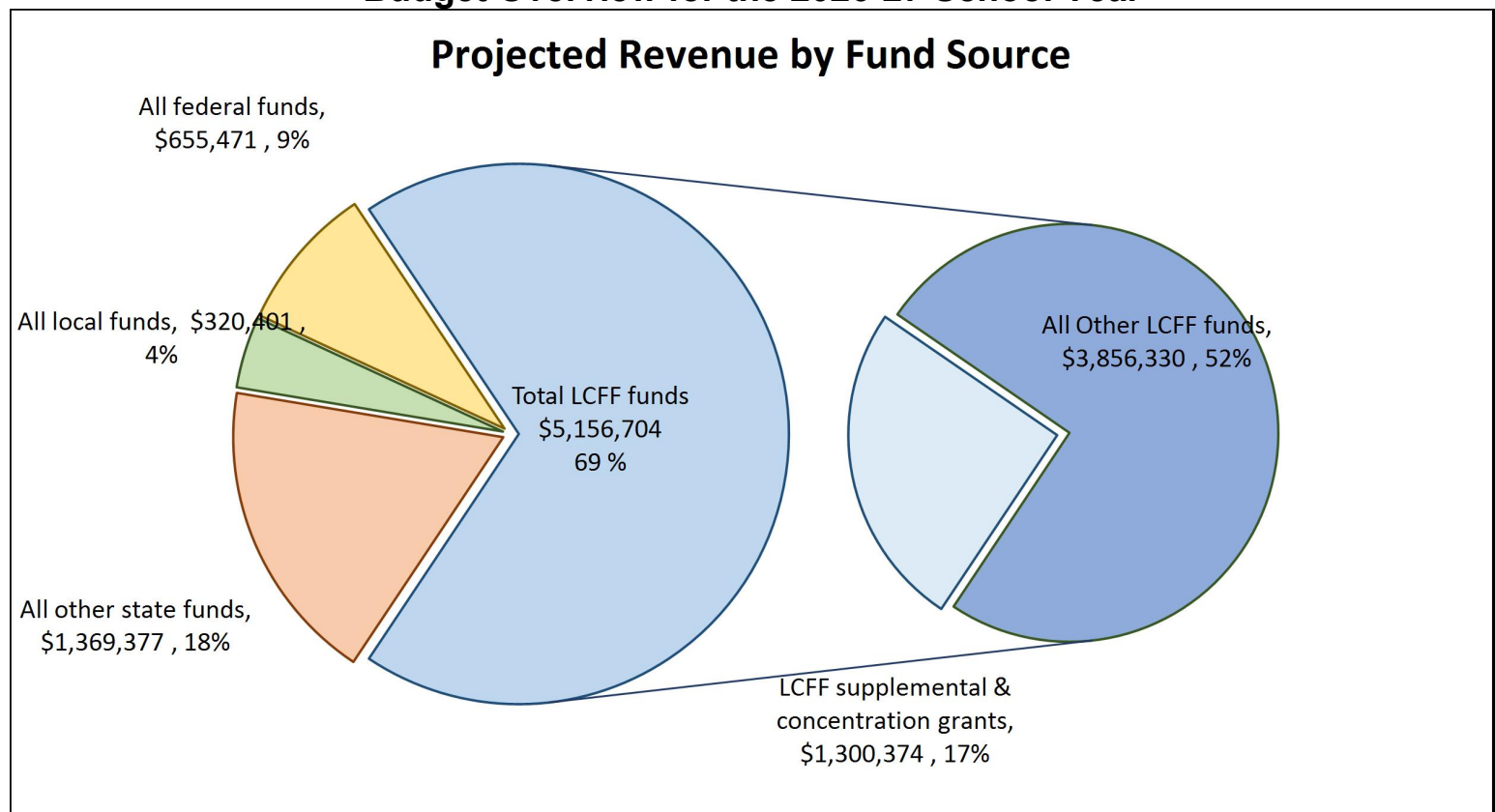
CEO and Superintendent

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 2026-27 School Year

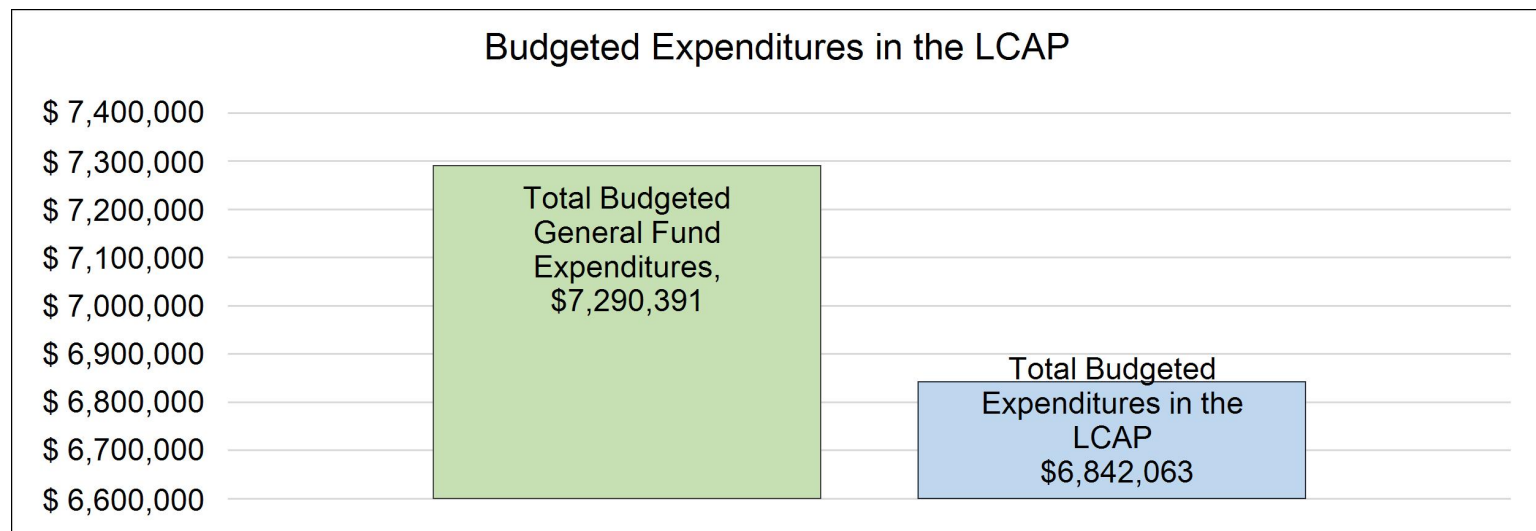


This chart shows the total general purpose revenue Garvey/Allen Visual and Performing Arts Academy for STEM expects to receive in the coming year from all sources.

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 \$7,501,953, of which \$5,156,704 is Local Control Funding Formula (LCFF), \$1,369,377 is other state funds, \$320,401 is local funds, and \$655,471 is federal funds. Of the \$5,156,704 in LCFF Funds, \$1,300,374 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Garvey/Allen Visual and Performing Arts Academy for STEM plans to spend \$7,290,391 for the 2026-27 school year. Of that amount, \$6,842,063 is tied to actions/services in the LCAP and \$448,328 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General funds not included in LCAP include indirect expenses such as Audit, Back Office Provider, and Legal services

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

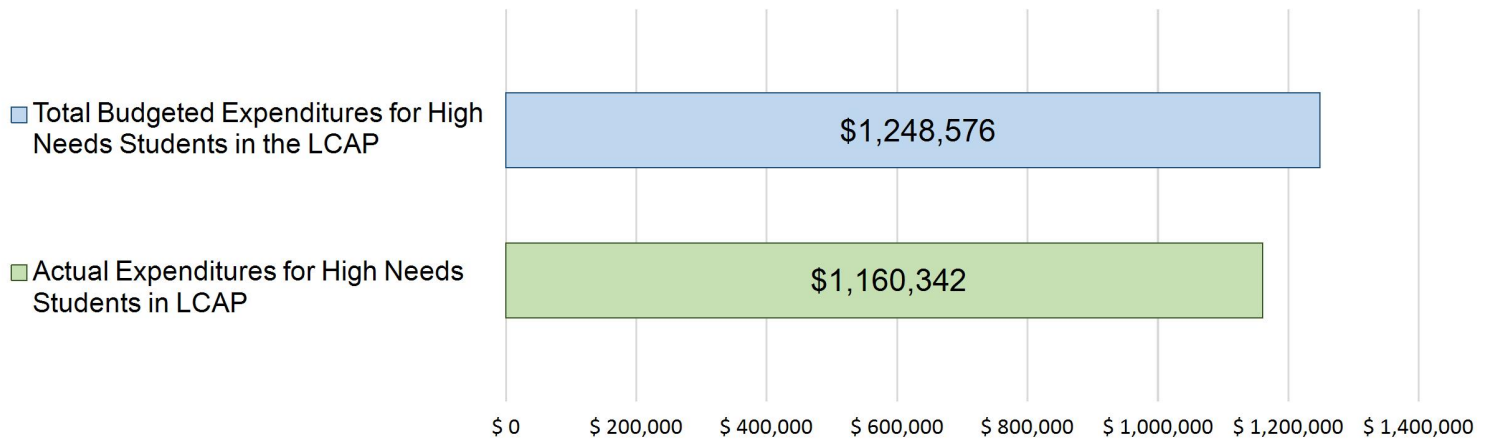
In 2026-27, Garvey/Allen Visual and Performing Arts Academy for STEM is projecting it will receive \$1,300,374 based on the enrollment of Foster Youth, English learner, and low-income students. Garvey/Allen Visual and Performing Arts Academy for STEM must describe how it intends to increase or improve services for high needs students in the LCAP. Garvey/Allen Visual and Performing Arts Academy for STEM plans to spend \$1,300,374 towards meeting this requirement, as described in the LCAP.

LEA will use provide extended learning opportunities and additional supplemental services

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2025-26, Garvey/Allen Visual and Performing Arts Academy for STEM's LCAP budgeted \$1,248,576 for planned actions to increase or improve services for high needs students. Garvey/Allen Visual and Performing Arts Academy for STEM actually spent \$1,160,342 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$88,234 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:

No actions and services were impacted.



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 [2026-27]

General Information

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

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, operates a grades K through 8 Charter School authorized by the Riverside County Board of Education. Garvey/Allen STEAM Academy serves Achievers in Moreno Valley through small class sizes, an inclusive community, a diverse student population, and a personalized educational program focused on individualized learning. Families choose Garvey/Allen STEAM Academy because of its personal educational experience, supportive environment, STEAM focus, arts integration, and commitment to helping Achievers become high performing graduates. The Charter School’s mission is to transform historically disenfranchised minority students into Achievers who accomplish their fullest potential as artists, leaders, and global citizens through intensive high level arts training, rigorous college preparatory STEAM curriculum, cultural connectedness, understanding, and leadership excellence. 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. The Charter School emphasizes strong relationships between Achievers and Achievement Guides, high expectations, restorative practices, Ron Clark strategies, STEAM based learning, technology integration, and extended learning opportunities. Garvey/Allen STEAM Academy provides a longer instructional day, daily Advisory, Excellence on Purpose Wednesday, homework recovery, after school tutoring, enrichment opportunities, and one to one technology access to ensure that Achievers have the time, tools, and support needed to succeed. These strategies are designed to close achievement gaps, strengthen academic confidence, support the whole child, and ensure that Achievers are prepared for success in high school, college, career, and life.

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 a diverse, 21st Century Charter School serving a high percentage of historically underserved Achievers. Based on the 2025 Dashboard, Garvey/Allen STEAM Academy's enrollment is 210 Achievers. Based on the Charter School's most recently provided demographic data, enrollment includes 93.3% SED Achievers, 3.8% ELs, 1.4% RFEP Achievers (2024-25 DataQuest), 13.3% SWD, 0.0% FY, and 0.0% HY. Enrollment by race and ethnicity includes 67.1% Black or African American Achievers, 21% Hispanic Achievers, 8.6% Achievers identifying as two or more races, 0.5% American Indian Achievers, 0.5% Filipino Achievers, and 2.4% White Achievers. The significant student groups served by the Charter School include Black or African American Achievers, Hispanic Achievers, and SED Achievers. The supplemental and concentration grant funds generated through the LCFF support ELs, SED students, and FY. At Garvey/Allen STEAM Academy, SED Achievers are a significant student group, and the Charter School also provides actions and services for ELs, FY, SWD, and other historically underserved Achievers to ensure equitable access to a high-quality educational program.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Garvey/Allen STEAM Academy as the Schoolwide Program, herein referred to as the LCAP. The Charter School's plan is designed to effectively meet ESSA requirements in alignment with the LCAP and other federal, state, and local programs to support continuous improvement and equitable outcomes for all Achievers. The LCAP integrates the Charter School's academic, social emotional, engagement, family partnership, and operational priorities into one comprehensive plan focused on improving Achiever achievement and supporting the whole child. The goals included in the LCAP focus on the following areas: GOAL 1: Garvey/Allen STEAM Academy will improve achievement of all Achievers in ELA, Mathematics, and Science to prepare Achievers to be high performing graduates; GOAL 2: 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 that fosters strong relationships between Achievement Guides and Achievers through Ron Clark strategies and restorative justice practices; and GOAL 3: Garvey/Allen STEAM Academy's parents and guardians, Achievers, Achievement Guides, staff, and community members will contribute as active members of the Black Hawk community through engagement, communication, collaboration, and shared decision making to provide Achievers with a well rounded education.

Garvey/Allen STEAM Academy completed a comprehensive needs assessment that included analysis of verifiable state and local performance data used to measure Achiever outcomes, including Dashboard indicators, CAASPP, ELPAC, NWEA MAP Growth, cumulative assessments, attendance, suspension, chronic absenteeism, local climate surveys, and student demographic data. The needs assessment process included meaningful consultation with parents and guardians, Achievers, Achievement Guides, classified staff, administrators, and

the School Site Council to identify strengths, areas of opportunity, and strategies to improve outcomes for Achievers and significant student groups who are not yet meeting standards. The Charter School's process for evaluating and monitoring implementation of the LCAP and progress toward the established goals includes ongoing review of actions, services, expenditures, and Achiever outcomes through School Site Council meetings, which occur four times annually. School Site Council membership includes parents, classified staff, certificated staff, and an administrator, with parents equaling or exceeding the number of staff representatives. The School Site Council reviews academic performance data, supplemental services, Title funded programs, and recommendations for continuous improvement as part of the Schoolwide Program and LCAP development process.

Equity Multiplier Funds

Garvey/Allen STEAM Academy was eligible to be an Equity Multiplier Charter School for LCFF funding in 2023 24, but was not eligible for Equity Multiplier funds in 2024 25. The 2025 26 LCAP also states that Garvey/Allen STEAM Academy did not receive Equity Multiplier funds for 2025 26, so the prior Equity Multiplier goal was discontinued and the related actions will continue through LCFF base funding.

LREBG Funds

In 2025 26, Garvey/Allen STEAM Academy received \$9,333 in Learning Recovery Emergency Block Grant ("LREBG") funds. The funds will support Goal 1 actions focused on learning recovery, academic intervention, student engagement, and social emotional supports that address the impacts of lost instructional time. LREBG funds will be used to strengthen supplemental academic intervention, instructional materials, tutoring, progress monitoring, differentiated instruction, and targeted supports for Achievers performing below grade level, particularly SED Achievers, African American Achievers, Hispanic Achievers, ELs, SWD, and other historically underserved student groups. These funds are intended to increase access to grade level standards, accelerate learning, and improve outcomes in ELA, Mathematics, and Science. The use of LREBG funds is aligned with allowable expenditures and the Charter School's identified needs based on CAASPP, CAST, Dashboard, local assessment, attendance, and student engagement data.

Title Funds

During 2025 26, Garvey/Allen STEAM Academy utilized Title funds to support LCAP actions focused on improving academic achievement, strengthening English language development, increasing access to standards aligned instruction, and supporting Achievers who are performing below grade level. Title funds support supplemental academic intervention, differentiated instructional supports, designated and integrated ELD, academic vocabulary development, literacy and mathematics support, intervention materials, progress monitoring, and programs designed to improve Achiever achievement and English language proficiency. Title funds also support professional development for Achievement Guides, administrators, and staff focused on effective instruction, data analysis, MTSS, differentiated instruction, supports for ELs and SWD, culturally responsive pedagogy, restorative practices, PBIS, academic intervention strategies, classroom management, and implementation of State Standards. These funds are planned to continue supporting LCAP goals and actions in 2026 27 to strengthen instruction, improve outcomes for all Achievers, and accelerate progress for significant student groups.

Each goal includes actions and services that address the needs of all Achievers and significant student groups, including evidence based strategies that provide equitable opportunities for all Achievers, instructional methods and supports, and particular focus on Achievers at risk of not meeting State academic standards. The LCAP goals also address the applicable State priorities, including Basic Services, Implementation of State Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access, and other student outcomes.

Reflections: Annual Performance

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

The 2025 Dashboard identifies performance levels using one of five status levels ranging from Very Low, Low, Medium, High, and Very High for state indicators. It should be noted that the status levels for the Chronic Absenteeism and Suspension Rate Indicators are reversed, with Very Low representing the highest level of performance.

Garvey/Allen STEAM Academy is committed to improving the academic achievement, engagement, and social emotional well-being of all Achievers while specifically addressing the needs of its significant student groups, including Black or African American Achievers, Hispanic Achievers, SED Achievers, ELs, and SWD. The Charter School continues implementing targeted evidence-based strategies, intervention systems, STEAM enrichment, progress monitoring, restorative practices, and individualized supports designed to close achievement gaps and improve outcomes for historically underserved Achievers. Garvey/Allen STEAM Academy will continue building upon areas of growth while addressing areas requiring improvement through the goals, actions, and services outlined in the LCAP.

ELA Performance

According to the 2025 Dashboard, overall ELA performance at Garvey/Allen STEAM Academy was at the “Medium” performance level with Achievers at 7.5 points below standard as determined on the Distance from Standard (“DFS”) which is higher than the State. Significant student groups included Black or African American Achievers at 16.2 points below standard, Hispanic Achievers at 13.4 points above standard, SED Achievers at 7.4 points below standard. Though not a significant subgroup and has no Performance Color, SWD at 85 points below standard which demonstrated 36.9 point increase. On the 2025 CAASPP ELA assessment, 43.12% of Achievers met or exceeded standard overall, including 40.71% of Black or African American Achievers, 50.00% of Hispanic Achievers, 42.49% of SED Achievers, 9.52% of SWD, and 27.27% of Achievers identifying as two or more races. These results demonstrate areas of growth, particularly among Hispanic Achievers, while also confirming the continued need for literacy intervention, academic vocabulary development, constructed writing response, differentiated instruction, designated and integrated ELD, and targeted supports aligned to grade level standards. Garvey/Allen STEAM Academy will continue implementing evidence based instructional strategies, intervention systems, STEAM connected literacy opportunities, and data driven practices designed to improve ELA achievement for all Achievers and significant student groups.

Mathematics Performance

According to the 2025 Dashboard, overall Mathematics performance at Garvey/Allen STEAM Academy was at the “Medium” performance level with Achievers at 87.2 points below standard. Significant student groups also continued to perform below standard, including Black or African American Achievers at 93.7 points below standard, Hispanic Achievers at 69.6 points below standard, and SED Achievers at 86.3 points below standard. Though not a significant subgroup and has no Performance Color, SWD at 156.4 points below standard which demonstrated 16.3 point increase. On the 2025 CAASPP Mathematics assessment, 21.68% of Achievers met or exceeded standard overall, including 21.24% of Black or African American Achievers, 29.73% of Hispanic Achievers, 21.05% of SED Achievers, 15.00% of SWD, and 9.09% of Achievers identifying as two or more races. These data demonstrate the continued need for targeted intervention, MTSS supports, mathematical mindset strategies, standards aligned instruction, small group instruction, and differentiated instructional practices to accelerate Achiever achievement. Garvey/Allen STEAM Academy will continue strengthening intervention systems and instructional supports designed to improve Mathematics achievement for all Achievers and significant student groups.

ELPI

According to the 2025 Dashboard, ELPI data were not available due to a very small number of ELs taking the test. Garvey/Allen STEAM Academy will continue prioritizing designated and integrated ELD, academic vocabulary development, scaffolding instruction at grade level standards, progress monitoring, and language rich instructional practices designed to improve English language proficiency, academic achievement, and reclassification outcomes for ELs and dually identified Achievers.

Suspension Rate

According to the 2025 Dashboard, Garvey/Allen STEAM Academy's overall Suspension Rate was 0.0%, earning a "Very Low" performance level and reflecting strong performance in Charter School climate and student behavior outcomes. Black or African American Achievers had a suspension rate of 0.0%, Hispanic Achievers 0.0%, and SED Achievers 0.7%. Though not a significant subgroup and has no Performance Color, SWD 0.0%, and Achievers identifying as two or more races 0.0%. These results reflect the continued implementation of restorative practices, Ron Clark strategies, PBIS, SEL supports, counseling supports, student engagement strategies, and proactive behavior interventions designed to strengthen Charter School connectedness and reduce exclusionary discipline practices. Garvey/Allen STEAM Academy remains committed to maintaining a safe, inclusive, and supportive learning environment for all Achievers.

Chronic Absenteeism Rate

According to the 2025 Dashboard, Garvey/Allen STEAM Academy's overall Chronic Absenteeism Rate was 29.6%, earning a "Very High" performance level including 21.5% of Black or African American Achievers, 48.8% of Hispanic Achievers, and 31.3% of SED Achievers. Though not a significant subgroup and has no Performance Color, SWD was 38.7% and Achievers identifying as two or more races at 47.1% chronically absent. These data demonstrate the continued need for attendance interventions, parent and guardian outreach, individualized attendance supports, counseling supports, restorative practices, positive attendance incentives, and student engagement strategies designed to improve attendance and strengthen Charter School connectedness for all Achievers and significant student groups.

Science

According to the 2025 CAASPP CAST Science assessment results, 29.33% of Garvey/Allen STEAM Academy Achievers met or exceeded Science standards overall, including 26.92% of Black or African American Achievers, 40.0% of Hispanic Achievers, and 31.3% of SED Achievers. These results reflect an opportunity to strengthen NGSS aligned instruction, STEAM integration, project-based learning, technology integration, academic vocabulary development, hands on investigation, and inquiry based instructional practices to improve Science achievement for all Achievers and significant student groups. Garvey/Allen STEAM Academy will continue focusing on rigorous, standards aligned Science instruction and differentiated supports designed to improve Achiever engagement and achievement in Science.

Garvey/Allen STEAM Academy will continue using CAASPP, CAST, ELPAC, Dashboard, attendance, suspension, NWEA MAP Growth, classroom assessment, cumulative assessment, and local survey data to monitor progress and refine supports. The Charter School will continue implementing MTSS, daily Advisory, Excellence on Purpose Wednesday, homework recovery, after school tutoring, differentiated instruction, designated and integrated ELD, supports for SWD, restorative practices, Ron Clark strategies, SEL supports, and family engagement strategies to improve academic achievement, attendance, and school climate outcomes for all Achievers and significant student groups.

Garvey/Allen STEAM Academy met all Local Indicators on the 2025 Dashboard, including Implementation of Academic Standards, Access to a Broad Course of Study, Basics, Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Charter School Performance Category

Garvey/Allen STEAM Academy has been classified in the Middle Performing Category for Charter Schools across the State by the CDE. The Charter School continues to demonstrate areas of strength, including Medium performance in ELA and Math, Very Low Suspension Rate, and continued progress in providing a safe, inclusive, and supportive learning environment for Achievers. At the same time, the Charter School recognizes the need to continue strengthening academic achievement, chronic absenteeism interventions, and targeted supports for significant student groups, including Black or African American Achievers, Hispanic Achievers, SED Achievers, ELs, and SWD.

ESSA Assistance Status

Garvey/Allen STEAM Academy has “No Status” (highest level) for ESSA assistance based on overall Achiever performance and improvement across applicable indicators, including ELA Performance, Math Performance, ELPI, Chronic Absenteeism, and Suspension Rate. Because Garvey/Allen STEAM Academy is a K through 8 Charter School, Graduation Rate, CCI, A G completion, CTE completion, AP passage rate, EAP ELA and Math, and high school dropout rate do not apply. Garvey/Allen STEAM Academy was not identified for CSI, ATSI, or TSI.

LCFF Charter School Assistance Status

Garvey/Allen STEAM Academy is in General Assistance status (highest level) based on the 2025 Dashboard results and the continued implementation of targeted academic, attendance, engagement, and social emotional supports for Achievers and significant student groups. The Charter School continues implementing MTSS, designated and integrated ELD instruction, intervention supports, restorative practices, Ron Clark strategies, counseling supports, attendance interventions, PBIS, daily Advisory, Excellence on Purpose Wednesday, homework recovery, after school tutoring, enrichment opportunities, STEAM integration, and one to one technology access designed to improve Achiever achievement, attendance, engagement, Charter School connectedness, and social emotional well-being.

Garvey/Allen STEAM Academy continues strengthening data driven instruction, literacy and Math intervention, differentiated instructional supports, collaborative planning, attendance improvement strategies, and family engagement practices to accelerate Achiever growth and improve outcomes for all Achievers and significant student groups. The Charter School remains committed to providing targeted interventions and supports for all Achievers, especially Black or African American Achievers, Hispanic Achievers, SED Achievers, ELs, and SWD, through expanded academic interventions, restorative practices, counseling and wellness supports, technology integration, STEAM enrichment, and strong family and community engagement. Garvey/Allen STEAM Academy appreciates the collaborative efforts of Achievement Guides, staff, families, the Board, and community partners in supporting continuous improvement efforts and sustainable systems designed to meet the diverse needs of the Moreno Valley community.

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 2024 and 2025 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 2024 and 2025 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 2024 and 2025 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 8/13/25 and 5/20/26. The data, goals, and actions were discussed. Additionally, staff surveys were used to inform the LCAP on 4/30/26-5/15/26.
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during meetings on 10/10/25; 11/7/25; 2/13/26; 3/13/26; 6/17/26. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP on 4/30/26-5/15/26.
Achievers	Engaged in collecting feedback on the goals and actions with middle school Achievers on 4/30/26-5/15/26.
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 6/17/26. 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.
Achievers Advisory Committee (Honors Leadership)	LCAP was presented to the Achievers Advisory Committee in accordance with Education Code Section 52062(a)(1) on 6/11/26. The Executive Director responded to all comments in writing.

Educational Partner(s)	Process for Engagement
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 5/19/26.
Public Comment	6/1/26- 6/12/26 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 5/28/26, Garvey/Allen STEAM Academy held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	On 6/25/26, 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 6/25/26 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 adopted LCAP was meaningfully influenced by feedback from Garvey/Allen STEAM Academy's educational partners, including parents and guardians, Achievers, Achievement Guides, classified staff, leadership, and other Dream Team members. Educational partner feedback was gathered through LCAP surveys, School Site Council input, staff consultation, Achiever feedback, parent and guardian feedback, and review of state and local data. The feedback affirmed strong support for the Charter School's mission, culture, safety, and academic program, while also identifying continued needs in academic intervention, attendance, student support, safety supervision, communication, enrichment, Parent Academy implementation, and professional development.

Parent and guardian survey results strongly influenced the LCAP's continued focus on Charter School climate, safety, and student support. In the Parent and Guardian LCAP Survey, 72.6% of respondents strongly agreed and 23.8% agreed that they feel welcomed at the Charter School. In addition, 69.4% strongly agreed and 23.5% agreed that the Charter School provides a safe and supportive environment for Achievers. Parent and guardian feedback also showed strong confidence in Achievers' ability to learn and succeed, with 71.8% strongly agreeing and 25.9% agreeing that all students can learn and be successful. These results supported the continued inclusion of LCAP actions related to safe and supportive learning environments, PBIS, restorative practices, Ron Clark strategies, SEL supports, counseling, family engagement, and strong relationships between Achievement Guides, Achievers, and families.

Parent and guardian feedback also influenced the LCAP's academic supports and course access actions. In the Parent and Guardian LCAP Survey, 61.2% of respondents strongly agreed and 34.1% agreed that the Charter School has effective programs to support student learning. Additionally, 53.6% strongly agreed and 33.3% agreed that Achievers have equal access to a variety of courses and programs, including electives. This feedback supported the Charter School's continued investment in academic intervention, differentiated instruction, tutoring, enrichment opportunities, STEAM integration, arts programming, technology access, and supports for Achievers performing below grade level, as well as continued attention to access for advanced learners and Achievers needing additional academic support. Parent feedback and implementation reflections also supported strengthening Parent Academy next year, with an emphasis on attendance, academic foundations, and practical strategies families can use to support learning at home.

Dream Team survey feedback further shaped the adopted LCAP by identifying the need to continue strengthening systems for safety, supervision, communication, collaboration, professional learning, and consistent implementation across the Charter School. Staff feedback included requests for clearer communication systems, more timely communication, structured coaching, respectful engagement with Achievement Guides, additional administrative visibility, support with classroom behavior, stronger substitute coverage, and opportunities for professional development. The LCAP review also identified the need for more intentional professional development for new and middle school Achievement Guides, including pedagogy, lesson design, data analysis, intervention strategies, classroom walkthroughs, and collaborative planning. This feedback influenced the continued inclusion of actions related to professional development, MTSS, PBIS, restorative practices, classroom management, staff collaboration, coaching, data-driven instruction, and ongoing monitoring of implementation across the Charter School.

Achiever feedback also informed the LCAP by identifying student perspectives on school climate, daily experience, activities, engagement, and campus life. Achiever survey responses included input related to student activities, campus experiences, food quality, and student voice, which reinforced the importance of maintaining opportunities for enrichment, relationship building, student engagement, and a positive Charter School culture. Achiever feedback also supported continued attention to advisory structures, SEL supports, restorative practices, and opportunities for Achievers to feel connected to the Charter School community.

As a result of educational partner feedback, the adopted LCAP maintains a strong focus on three connected priorities. Goal 1 continues to prioritize academic achievement in ELA, Math, and Science through intervention, data-driven instruction, differentiated supports, designated and integrated ELD, supports for SWD, progress monitoring, and professional development aligned to standards-based instruction. Goal 2 continues to prioritize engagement, safety, attendance, SEL, restorative practices, student activities, enrichment, and positive Charter School climate. Goal 3 continues to prioritize parent and guardian engagement, communication, collaboration, shared decision making, Parent Academy, and partnership with families and the broader Charter School community. These priorities are aligned to the Charter School's needs assessment process, which includes review of SBAC, ELPAC, NWEA MAP Growth, cumulative assessments, attendance, student demographic data, and feedback from parents, staff, Achievement Guides, and Achievers.

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 developed this goal because 2025 state assessment and Dashboard data demonstrate the continued need to improve academic achievement in ELA, Math, and Science for all Achievers and significant student groups. In ELA, overall performance increased to the Medium performance level, with Achievers performing 7.5 points below standard and 43.12% meeting or exceeding standard. While Hispanic Achievers performed above standard at 13.4 points above standard and 50.00% met or exceeded standard, Black or African American Achievers performed 16.2 points below standard, SED Achievers performed 7.4 points below standard, and SWD performed 85 points below standard, demonstrating the need to continue closing achievement gaps. In Math, overall performance was also at the Medium performance level, but Achievers performed 87.2 points below standard and only 21.68% met or exceeded standard, including 21.24% of Black or African American Achievers, 29.73% of Hispanic Achievers, 21.05% of SED Achievers, and 15.00% of SWD. In Science, 29.33% of Achievers met or exceeded standard overall, including 26.92% of Black or African American Achievers, 40.00% of Hispanic Achievers, and 30.88% of SED Achievers. Based on these results, this goal was developed to strengthen standards-aligned instruction, MTSS, targeted academic intervention, progress monitoring, differentiated supports, designated and integrated ELD, supports for SWD, and STEAM-based learning so that all Achievers can increase academic achievement and be prepared as high performing graduates.

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	95.3% Clear 0% Out-of-Field 0% Intern 0.0% Ineffective 4.7% Incomplete	49.8% Clear 6.6% Out-of-Field 9.0% Intern 19.6% Ineffective 15.1% Incomplete	80% Clear 20% Intern Data Year: 2024-25 Data Source: DataQuest	Did not Meet Target Clear - Increased 6.4% Out of Field - Increased 6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest	Data Year: 2022-23 Data Source: DataQuest	Data Year: 2023-24 Data Source: DataQuest		Intern - Increased 9.0% Ineffective - Declined 24% Incomplete - Increased 2.1%
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: 2025-26 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: 2024-25 Data Source: Dashboard 2025	Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Met Target
1.4	SBAC ELA	SBAC ELA OUTCOMES Low Distance from Standard (DFS) 2023 Overall -31.2 Black -50.2 Hispanic +46.9 SED -31.7 SWD -112.9 Two + Race NS Percent	SBAC ELA OUTCOMES Low Distance from Standard (DFS) 2024 Overall -33.4 Black -46.5 Hispanic -7.1 SED -50.3 SWD -122 Two + Race +3.3 Percent	SBAC ELA OUTCOMES Medium Distance from Standard (DFS) 2025 Overall -7.5 Black -16.2 Hispanic +13.4 SED -7.4 SWD -85 Two + Race NS	SBAC ELA OUTCOMES High Distance from Standard (DFS) 2026 Overall 28.8 Black 9.8 Hispanic 106.9 SED 28.3 SWD -52.9 Two + Race 43.3 Percent	Did Not Meet Target (20 point growth per year) DFS Overall - Increased 23.7 points Black- Increased 34.0 points Hispanic - Declined 33.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	Percent Meet/Exceed 2025 Overall 43.12% Black 40.71% Hispanic 50.00% SED 42.49% SWD 9.52% Two + Race 27.27% Data Year: Spring 2025 Data Source: CAASPP Scores	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	SED - Increased 24.3 points SWD- Increased 27.9 points Met Target (5% growth per year, except Hispanic and SWD) Percent Meet/Exceed Overall - Increased 10.25% Black- Increased 13.03% Hispanic - Declined 9.09% SED - Increased 11.86% SWD - Increased 4.97%
1.5	SBAC Math	SBAC MATH OUTCOMES Low Distance from Standard (DFS) 2023 Overall -95.4 Black -115.3 Hispanic NS SED -100.3 SWD -180.5 Two + Race NS	SBAC MATH OUTCOMES Low Distance from Standard (DFS) 2024 Overall -103 Black -117.4 Hispanic -71.6 SED -119.6 SWD -172.7 Two + Race -76.7	SBAC MATH OUTCOMES Medium Distance from Standard (DFS) 2025 Overall -87.2 Black -93.7 Hispanic -69.6 SED -86.3 SWD -156.4 Two + Race NS	SBAC MATH OUTCOMES Distance from Standard (DFS) 2026 Overall -35.4 Black -55.3 Hispanic NS SED -40.3 SWD -120.5 Two + Race -36.7	Did Not Meet Target (20 point growth per year) DFS Overall - Increased 8.2 points Black- Increased 21.6 points Hispanic - Increased 2 points from 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	Percent Meet/Exceed 2025 Overall 21.68% Black 21.24% Hispanic 29.73% SED 21.05% SWD 15% Two + Race 9.09% Data Year: Spring 2025 Data Source: CAASPP Scores	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	SED - Increased 14.0 points SWD - Increased 24.1 points Met Target (5% growth per year, except overall) Percent Meet/Exceed Overall - Increased 5.25% Black -Increased 10.53% Hispanic -Declined 11.18% SED - Increased 5.73% SWD Increased 15%
1.6	CAST Science	CAST SCIENCE 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	CAST SCIENCE 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	CAST SCIENCE OUTCOMES 2025 Meet/Exceed Overall 29.33% Black 26.92% Hispanic 40.00% SED 30.88% SWD NS Data Year: Spring 2025 Data Source: CAASPP Scores	CAST SCIENCE 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	Exceeded Target (5% growth per year) Overall - Increased 22.66% Black - Increased 22.92% Hispanic-Increased 32.86% SED - Increased 22.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	ELA Local Assessment – NWEA MAP (2025-26)	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: 53% of students schoolwide made 100% of the annual typical growth target in Reading as assessed by the iReady diagnostic.	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 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	NWEA MAP Spring 2026 Reading Conditional Growth Index Overall: 0.63 Black: 0.59 Hispanic: 0.37 SED: 0.6 SWD: 0.44 These scores exceed and accelerate the year-over-year progress expected which is -0.20. Data Year: Fall 2025 to Winter 2026 Data Source: MAP Growth	NWEA MAP Spring 2027 Reading Conditional Growth Index: Overall and each reported student group will score -0.20 or higher to demonstrate expected or accelerated growth.	New metric and assessment transition; no directly comparable baseline from iReady to NWEA MAP Growth. Met Target Overall: 0.63 Black: 0.59 Hispanic: 0.37 SED: 0.6 SWD: 0.44 These scores exceed and accelerate the year-over-year progress expected which is -0.20.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.			
1.8	Math Local Assessment – NWEA MAP (2025-26)	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.	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.	NWEA MAP Spring 2026 Mathematics Conditional Growth Index Overall: 0.03 Black: -0.02 Hispanic: -0.17 SED: -0.1 SWD: -0.03 These scores exceed and	NWEA MAP Spring 2027 Mathematics Conditional Growth Index: Overall and each reported student group will score -0.20 or higher to demonstrate expected or accelerated growth.	New metric and assessment transition; no directly comparable baseline from iReady to NWEA MAP Growth. Met Target Overall: 0.03 Black: -0.02 Hispanic: -0.17

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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 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:	accelerate the year-over-year progress expected which is -0.20. Data Year: Fall 2025 to Winter 2026 Data Source: MAP Growth		SED: -0.1 SWD: -0.03 These scores exceed and accelerate the year-over-year progress expected which is -0.20.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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. 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:			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 CA Dashboard 2024	Data not available due to a very small number of students taking the test Data Year: 2024-25 Data Source: ELPI Dashboard 2025	ELPI is High for 2026 ELPI is 55%, equal to or higher than the State Data Year: 2025-26 Data Source: Dashboard 2026	Data not available due to a very small number of students taking the test
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: 2023-24 Data Source: Dataquest	Data release delayed by the CDE 1.4% Data Year: 2024-25 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 score Increased 0.9%

Goal Analysis [2025-26]

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

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

Overall, the Goal 1 actions were implemented and supported the Charter School's continued focus on improving academic achievement in ELA, Mathematics, and Science for all Achievers and significant student groups. Action 1.1, Appropriately Staff Charter School, was implemented, and the Charter School was staffed; however, grades 6 through 8 experienced substitute coverage needs during portions of the year due to staffing circumstances, which impacted instructional consistency. Action 1.2, Implementation of Core Curriculum, was implemented, and the Deans worked to support fidelity to the core curriculum and standards-aligned instruction. Action 1.3, Support for English Learners, was implemented through designated and integrated ELD, academic vocabulary development, and access to grade-level standards. Action 1.4, Support for SWD, was implemented, and SWD received services, accommodations, and supports aligned to their IEPs.

Action 1.5, Procedures and Protocols, was implemented and supported communication, internal procedures, assessment implementation, and systems for monitoring program effectiveness. Action 1.6, Technology Infrastructure and Support, was implemented and addressed the Charter School's technology needs. Action 1.7, Writing Program, was not fully implemented and will require additional focus in 2026-27, particularly in constructed writing response, academic vocabulary, writing across content areas, and consistent implementation across grade levels. Action 1.8, Professional Development, was implemented, and many planned topics were addressed; however, implementation reflections and Dream Team feedback identified the need to strengthen professional development through a clearer annual plan, more direct focus on pedagogy and lesson design, collaborative planning time, classroom walkthroughs, live feedback, and follow-up coaching, especially for new and middle school Achievement Guides.

Action 1.9, Intervention and Supplemental Materials, was implemented through supplemental academic supports, intervention resources, and progress monitoring; however, the action will be refined to replace iReady with NWEA MAP Growth as the Charter School's local assessment and progress monitoring tool for Reading and Mathematics. Action 1.10, Dean of Curriculum and Instruction, was implemented, but the title and structure will be revised in 2026-27 to Dean of Foundation School and Dean of Elevation School to better reflect the Charter School's leadership model and grade-span support needs. Action 1.11, Paraprofessionals, was implemented and supported small group instruction, individualized support, and remediation of academic skills. Action 1.12, After School Program and Summer School or Intersession, was implemented, although participation should increase. This action will be refined to include after school, summer, and intersession opportunities for Attendance Recovery so Achievers can recover lost instructional time, receive academic support, and strengthen attendance outcomes. Key successes included improved ELA performance, improved Science performance, continued access to standards-aligned materials, and full implementation and sustainability of State Standards. Key challenges included the need to improve Math outcomes, strengthen writing instruction, increase consistency in middle school instruction, improve professional development delivery, and expand participation in academic intervention opportunities.

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 material differences between Budgeted Expenditures and Estimated Actual Expenditures for several Goal 1 actions. Action 1.1, Appropriately Staff Charter School, had a planned expenditure of \$2,684,868 and an estimated actual expenditure of \$2,721,100.46. This was not a material variance and reflected actual staffing costs. Action 1.2, Implementation of Core Curriculum, had a planned expenditure of \$151,500 and an estimated actual expenditure of \$100,929.99, a decrease of \$50,570.01. This variance occurred because actual curriculum and implementation costs were lower than budgeted while the Charter School continued to provide access to standards-aligned instructional materials and core curriculum. Action 1.3, Support for English Learners, had a planned expenditure of \$25,000 and an estimated actual expenditure of \$25,000, with no material variance.

Action 1.4, Support for SWD, had a planned expenditure of \$325,000 and an estimated actual expenditure of \$436,734.12, an increase of \$111,734.12. This variance was due to the actual cost of services, accommodations, and supports needed to meet the needs of SWD and implement IEP services. Action 1.5, Procedures and Protocols, had a planned expenditure of \$10,000 and an estimated actual expenditure of \$10,000, with no material variance. Action 1.6, Technology Infrastructure and Support, had a planned expenditure of \$281,044 and an estimated actual expenditure of \$213,867, a decrease of \$67,177. This variance occurred because actual technology infrastructure and support costs were lower than anticipated after technology needs and infrastructure were addressed. Action 1.7, Writing Program, had a planned expenditure of \$10,000 and an estimated actual expenditure of \$10,000, with no material variance.

Action 1.8, Professional Development, had a planned expenditure of \$10,152 and an estimated actual expenditure of \$33,375, an increase of \$23,223. This variance reflects additional professional development needs and supports provided during the year. Action 1.9, Intervention and Supplemental Materials, had a planned expenditure of \$150,000 and an estimated actual expenditure of \$75,689.82, a decrease of \$74,310.18. This variance occurred because actual costs for intervention and supplemental materials were lower than budgeted, and the Charter School is refining the assessment and intervention system by moving from iReady to NWEA MAP Growth. Action 1.10, Dean of Curriculum and Instruction, had a planned expenditure of \$106,080 and an estimated actual expenditure of \$106,080, with no material variance. Action 1.11, Paraprofessionals, had a planned expenditure of \$458,320 and an estimated actual expenditure of \$698,998.61, an increase of \$240,678.61. This variance reflects the increased use and cost of paraprofessional support to provide small group, individualized, and supplemental academic support for Achievers. Action 1.12, After School Program and Summer School or Intersession, had a planned expenditure of \$150,000 and an estimated actual expenditure of \$72,689, a decrease of \$77,311. This variance occurred because participation and actual program costs were lower than budgeted. These variances did not prevent the implementation of Goal 1 actions, but they show the need to align future budgeting more closely to actual curriculum costs, technology costs, intervention implementation, staffing needs, paraprofessional support, and after school, summer, and intersession participation.

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

Overall, the Goal 1 actions were partially effective in making progress toward improved academic achievement. The actions supported meaningful growth in ELA and Science, but Math remained a significant area of need, and several actions require stronger implementation in 2026-27. The core curriculum, access to instructional materials, standards implementation, and instructional support actions were effective in maintaining 100% access to standards-aligned instructional materials and full implementation and sustainability of academic standards. ELA outcomes showed progress, with overall ELA performance increasing to the Medium performance level, Achievers improving from 31.2 points below standard at baseline to 7.5 points below standard, and the percentage of Achievers meeting or exceeding standard increasing

from 32.87% to 43.12%. Black or African American Achievers, SED Achievers, and SWD also improved in ELA, although achievement gaps remained, and Hispanic Achievers declined from the baseline in both DFS and percentage meeting or exceeding standard.

Mathematics actions were only partially effective. Math performance improved modestly from the baseline, with overall DFS improving from 95.4 points below standard to 87.2 points below standard and the percentage of Achievers meeting or exceeding standard increasing from 16.43% to 21.68%. However, Math remained at the Medium performance level, overall Math outcomes remained far below standard, Hispanic Achievers declined in percentage meeting or exceeding standard, and SWD and SED Achievers continued to need targeted support. These results demonstrate the continued need to strengthen standards-aligned Math instruction, intervention, progress monitoring, small group instruction, differentiated instruction, and mathematical mindset strategies.

Science actions were effective in supporting growth. The percentage of Achievers meeting or exceeding Science standards increased from 6.67% at baseline to 29.33%, including increases for Black or African American Achievers, Hispanic Achievers, and SED Achievers. Support for ELs was implemented and remained important to access to grade-level instruction, although ELPI data were not available due to the small number of ELs taking the assessment. The EL Reclassification Rate increased from 0.5% to 1.4%, showing some progress while continuing to demonstrate the need for designated and integrated ELD, academic vocabulary development, and language-rich instruction. Support for SWD was effective in ensuring services and accommodations were provided, although SWD outcomes in ELA and Math show the need for continued targeted intervention and progress monitoring.

The Writing Program was partially effective because implementation was not yet consistent across grade levels and content areas. Professional Development was partially effective because many topics were addressed, but implementation reflections identified the need for a clearer yearlong professional development plan focused on pedagogy, standards-aligned instruction, differentiated instruction, data-driven instruction, constructed writing response, classroom management, and supports for ELs and SWD. Intervention and Supplemental Materials were partially effective because supplemental supports were provided, but Math outcomes and local assessment implementation show the need for a stronger progress monitoring system through NWEA MAP Growth. Paraprofessionals were effective in supporting small group and individualized academic support. After School Program and Summer School or Intersession was partially effective because programming was implemented, but participation should increase so that more Achievers can access learning recovery, intervention, and attendance recovery opportunities.

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 1 goal and overall focus on improving achievement in ELA, Mathematics, and Science will continue in 2026-27. The Charter School will continue using the Goal 1 metrics to monitor progress, including access to instructional materials, implementation of standards, SBAC ELA, SBAC Math, CAST Science, local assessment data, ELPI, and EL Reclassification. However, based on reflections on prior practice, the Charter School will refine several actions to strengthen implementation and improve academic outcomes.

The Writing Program will receive additional focus in 2026-27, particularly in constructed writing response, academic vocabulary, writing across content areas, and consistent implementation across grade levels. Professional Development will be revised to remove Achieve3000, CAFE, and SEEL Servant Leadership and will focus more directly on pedagogy, standards-aligned instruction, differentiated instruction, data-driven instruction, supports for ELs and SWD, constructed writing response, classroom management, and implementation of instructional

priorities. The Charter School will also create a clearer professional development arc across the year, provide more live feedback and coaching, and include regular collaborative planning to support Achievement Guides, especially new and middle school Achievement Guides.

The Intervention and Supplemental Materials action will be refined to replace iReady with NWEA MAP Growth as the local assessment and progress monitoring tool for Reading and Mathematics. This change is intended to provide clearer growth data, support targeted intervention, and help Achievement Guides monitor progress more consistently. The Dean of Curriculum and Instruction action will be revised to reflect the Charter School's leadership structure through the Dean of Foundation School and Dean of Elevation School. This revision is intended to better align leadership responsibilities to grade-span needs and improve instructional support, data analysis, coaching, and implementation monitoring. The After School Program and Summer School or Intersession action will be refined to include Attendance Recovery, so Achievers have additional opportunities to recover lost instructional time, receive academic support, and improve attendance outcomes. These refinements are intended to strengthen implementation of Goal 1, improve consistency across grade levels, and accelerate academic growth for all Achievers and significant student groups.

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.	\$2,840,907.00	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.	\$343,380.00	No

Action #	Title	Description	Total Funds	Contributing
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 integrated ELD, and supporting the academic needs of dual identified students.	\$25,000.00	Yes
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.	\$421,035.00	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, professional development calendar).	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$220,000.00	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 abilities. It also reinforces written expression and literacy skills while fostering deeper comprehension of content across various subjects.	\$10,000.00	No
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 Supplemental Materials 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")	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC 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:		

Action #	Title	Description	Total Funds	Contributing
		• 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. • 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 • 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 (NWEA MAP Growth). 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.	\$87,000.00	Yes
1.10	Dean of Foundation School (K-5) Dean of Elevation School (6-8)	The Deans 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	\$226,682.40	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions 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.	\$374,672.00	Yes
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. Garvey/Allen STEAM Academy will also focus on attendance recovery through these programs.	\$721,472.00	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 developed this goal because 2025 engagement, attendance, and climate data demonstrate strong school climate outcomes, while Chronic Absenteeism remains a significant area of need for all Achievers and significant student groups. According to the 2025 Dashboard, Garvey/Allen STEAM Academy earned a Very Low Suspension Rate, with an overall suspension rate of 0.0%, including 0.0% for Black or African American Achievers, Hispanic Achievers, SWD, and Achievers identifying as two or more races, and 0.7% for SED Achievers. These results demonstrate the positive impact of restorative practices, Ron Clark strategies, PBIS, SEL supports, counseling supports, proactive behavior interventions, and strong relationships between Achievement Guides and Achievers. However, Chronic Absenteeism was Very High at 29.6% overall, including 21.5% for Black or African American Achievers, 48.8% for Hispanic Achievers, 31.3% for SED Achievers, 38.7% for SWD, and 47.1% for Achievers identifying as two or more races. Parent and guardian survey data also support this goal, with 69.4% strongly agreeing and 23.5% agreeing that the Charter School provides a safe and supportive environment for Achievers. Based on these results and educational partner feedback, this goal was developed to maintain strong safety and climate outcomes while strengthening attendance intervention, Achiever engagement, SEL, enrichment, restorative practices, family outreach, and personalized supports so all Achievers are connected to school, attend regularly, and thrive in a safe, inclusive, and supportive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23	All facilities met “Exemplary” repair	All facilities met “Exemplary” repair	All facilities met “Good” repair Data Year: 2025-26	Exceeded Target Improved Good to Exemplary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: SARC 2022-23 based on FIT	Data Year: 2023-24 Data Source: SARC 2023-24 based on FIT	Data Year: 2024-25 Data Source: SARC 2024-25 based on FIT	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	91.64% Data Year: 2025-26 Data Source: P-2 Report	96% Data Year: 2026-27 Data Source: P-2 Report	Did not Meet Target (1% per year) Declined 0.99%
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	Very High All: 29.6% Black: 21.5% HISP: 48.8% SED: 31.3% SWD: 38.7% Two + Races: 47.1% Data Year: 2024-25 Data Source: Dashboard 2025	All: <20% Black: <20% HISP: <20% SED: <20% Data Year: 2025-26 Data Source: Dashboard 2026	Did Not Meet Target All: Declined 11.6% Black: Declined 15.9% HISP: Increased 4.4% SED: Declined 12.3% SWD Increased 21.5% from 2024 Two + Races: Increased 30.4% from 2024
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: 2024-25 Data Source: DataQuest	0% Data Year: 2025-26 Data Source: DataQuest	Met Target Maintained 0%
2.5	Suspension Rate	Low All: 0.5%	Very Low All: 0%	Very Low All: 0%	All: <1% Black: <1% HISP: <1%	Met Target All: Declined 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black: 0.7% HISP: 0% SED: 0.7% SWD: 3.1% Two+ Races: NS Data Year: 2022-23 Data Source: Dashboard 2023	Black: 0% HISP: 0% SED: 0.7% SWD: 0% Two+Races: 0% Data Year: 2023-24 Data Source: Dashboard 2024	Black: 0% HISP: 0% SED: 0.7% SWD: 0% Two+Races: 0% Data Year: 2024-25 Data Source: Dashboard 2025	SED: <1% Data Year: 2025-26 Data Source: Dashboard 2026	Black: Declined 0.7% HISP - Maintained 0% SED: Maintained 0.7% SWD: Declined 3.1% Two+Races: Maintained 0% from 2024
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	0% for all students and significant student subgroups Data Year: 2024-25 Data Source: DataQuest Expulsion Rate	<1% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	Met Target Maintained 0%
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: 2025-26 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	Met Target Maintained 100% enrollment in Enrichment Courses
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	75.9% Students feel safe at school. 69.4% Students feel connected to the school.	83% Students feel safe at school. 92.3% Students feel connected to the school.	90% of students sense of school safety and connectedness	Did not Meet Target Safety - Declined 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data	Data Year: 2024-25 Data Source: Survey Results	Data Year: 2025-26 Data Source: Survey Results	Data Year: 2026-27 Data Source: Local Data	Connectedness - Increased 5.3%

Goal Analysis [2025-26]

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

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

Overall, the Goal 2 actions were implemented and supported the Charter School's focus on social emotional well-being, school climate, attendance, student engagement, enrichment, health, and safe learning conditions. Safe, Clean Facilities was implemented and supported an appropriate learning environment for Achievers and staff, including the addition of portable buildings and continued planning for the development of Achiever Universe. Positive Charter School Climate and Culture was implemented through restorative practices, PBIS, Ron Clark strategies, SEL supports, counseling supports, and relationship building between Achievement Guides and Achievers. Attendance Support was implemented through attendance monitoring, family communication, and efforts to promote the importance of daily attendance. While Chronic Absenteeism declined, it remained a significant area of need and continued to require focused intervention, particularly for student groups with higher rates of absence.

The Dean of Achiever Support Services and Dean of Culture actions were implemented to support student services, schoolwide culture, engagement, and behavior systems. However, based on reflections on prior practice and the Charter School's current leadership model, these actions will be revised in 2026-27 to Dean of Foundation School, serving grades K through 5, and Dean of Elevation School, serving grades 6 through 8. This change is intended to better align leadership responsibilities to grade span needs and strengthen support for attendance, student engagement, behavior systems, school culture, and family communication. School Supplies was implemented and ensured Achievers had access to needed materials. Enrichment Activities and Conservatories were implemented and continued to support student choice, Visual and Performing Arts, STEM, school connectedness, leadership, and engagement. Student Health was implemented through health-related supports, screenings, and required health education. Field Trips were implemented to provide experiential learning opportunities aligned to standards-based instruction and to strengthen engagement and school connectedness. Relevant challenges included the continued need to reduce Chronic Absenteeism, strengthen attendance interventions, improve student engagement in the middle school grades, and ensure consistent implementation of behavior, enrichment, and support systems across the Charter School.

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 Goal 2 actions had material differences between Budgeted Expenditures and Estimated Actual Expenditures. Action 2.1, Safe, Clean Facilities, had a planned expenditure of \$689,685 and an estimated actual expenditure of \$502,088.73, a decrease of \$187,596.27. This variance was related to the actual timing and costs of facilities-related needs, while the Charter School continued to provide safe, clean,

and appropriate facilities for Achievers and staff. Action 2.4, Dean of Achiever Support Services, had a planned expenditure of \$95,280 and an estimated actual expenditure of \$0. This variance was related to changes in how leadership and student support responsibilities were implemented and will be addressed through the revised 2026-27 leadership structure with a Dean of Foundation School and Dean of Elevation School.

Action 2.5, School Supplies, had a planned expenditure of \$199,344 and an estimated actual expenditure of \$52,689, a decrease of \$146,655. This action was implemented based on actual need and available supplies while still ensuring Achievers had access to materials needed to participate in instruction. Action 2.7, Student Health, had a planned expenditure of \$20,000 and an estimated actual expenditure of \$0. Student health supports continued to be provided, but expenditures were lower than budgeted because services were addressed through existing resources, staffing, or no-cost and lower-cost supports. Action 2.9, Field Trips, had a planned expenditure of \$30,000 and an estimated actual expenditure of \$19,110, a decrease of \$10,890. Field trips were implemented, but actual costs were lower than budgeted based on the number, timing, and cost of trips provided. Actions 2.2, Positive Charter School Climate and Culture, 2.3, Attendance Support, 2.6, Enrichment Activities and Conservatories, and 2.8, Dean of Culture, were implemented with no material variance from the planned expenditures. These differences did not prevent the Charter School from implementing Goal 2 actions, but they do show the need to align future budgets more closely with actual implementation patterns and the revised leadership structure.

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

Overall, the Goal 2 actions were effective in maintaining strong school climate and student behavior outcomes, but only partially effective in improving attendance because Chronic Absenteeism remained very high. Safe, Clean Facilities was effective because the Charter School maintained appropriate facilities and improved facilities conditions, supporting a safe and orderly learning environment. Positive Charter School Climate and Culture, Dean of Culture, and related SEL, PBIS, restorative practices, Ron Clark strategies, and relationship-building supports were effective in supporting a positive school climate, as reflected by the 2025 Dashboard Suspension Rate of 0.0% overall and Very Low Suspension performance. Suspension rates were also 0.0% for Black or African American Achievers, Hispanic Achievers, SWD, and Achievers identifying as two or more races, with SED Achievers at 0.7%.

Attendance Support was partially effective. The action supported attendance monitoring, family outreach, and attention to daily attendance, and Chronic Absenteeism declined. However, Chronic Absenteeism remained Very High at 29.6% overall, including 21.5% for Black or African American Achievers, 48.8% for Hispanic Achievers, 31.3% for SED Achievers, 38.7% for SWD, and 47.1% for Achievers identifying as two or more races. In addition, the Attendance Rate did not meet the target and declined from baseline. Therefore, Attendance Support will require stronger implementation in 2026-27, including more systematic attendance monitoring, earlier family outreach, individualized attendance plans, positive attendance incentives, independent study when appropriate, and consideration of additional attendance recovery strategies.

School Supplies was effective because it removed barriers to participation and ensured Achievers had access to materials needed for instruction. Enrichment Activities and Conservatories were effective in supporting student engagement, school connectedness, student choice, Visual and Performing Arts, STEM, and leadership opportunities, although student and staff feedback indicate the need to continue strengthening activities, consistency, and engagement opportunities, particularly in the middle school grades. Student Health was effective in supporting student wellness, required health education, and access to health-related supports. Field Trips were effective in supporting engagement, standards-based experiential learning, and school connectedness. Overall, Goal 2 actions helped maintain strong safety and

climate outcomes, but continued focus is needed to improve attendance and reduce Chronic Absenteeism for all Achievers and significant student groups.

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

The Goal 2 goal, metrics, and target outcomes will continue in 2026-27. The primary changes are to the planned actions and implementation model. Based on reflections on prior practice, the Charter School will revise the Dean of Achiever Support Services and Dean of Culture actions to better align with the Charter School's current leadership structure. In 2026-27, these responsibilities will be reflected through the Dean of Foundation School, serving grades K through 5, and the Dean of Elevation School, serving grades 6 through 8. This revision is intended to provide more targeted leadership support by grade span and strengthen implementation of attendance supports, student engagement, behavior systems, SEL, restorative practices, enrichment, parent communication, and school culture.

The Charter School will also strengthen implementation of Attendance Support in 2026-27 because Chronic Absenteeism remains a significant area of need. Attendance actions will place greater emphasis on early identification, family outreach, individualized supports, attendance monitoring, positive attendance incentives, independent study when appropriate, and strategies to increase student connectedness. Enrichment Activities and Conservatories, Field Trips, PBIS, restorative practices, SEL supports, Ron Clark strategies, and student engagement systems will continue, with additional attention to middle school engagement, leadership opportunities, consistent activities, and school connectedness. These refinements are intended to maintain strong safety and Suspension Rate outcomes while improving attendance, engagement, and social emotional well-being for all Achievers.

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.	\$854,895.00	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	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 include Garvey/Allen STEAM Academy 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 Student Support Services	The Dean will coordinate all services for special populations (504, SPED, SST, truant, etc.) The Dean also coordinates professional development for	\$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		special education teachers and paraprofessionals. 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-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.	\$174,600.00	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,	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		self-regulation, critical thinking to create strong teacher-student/Achievement Guide/Achiever relationships outside of core content areas.		
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 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.	\$20,000.00	No
2.8	Dean of Foundation School (K-5) and Dean of Elevation School (6-8)	The Dean will promote an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean will provide parent education workshops.	\$117,420.00	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.	\$50,000.00	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 developed this goal because educational partner feedback and local survey data demonstrate the importance of continuing to strengthen parent and guardian engagement, communication, collaboration, shared decision making, and student voice as part of a well-rounded educational program. Parent and guardian survey results show strong overall connection to the Charter School, with 72.6% of respondents strongly agreeing and 23.8% agreeing that they feel welcomed at the Charter School. Parent and guardian feedback also affirmed confidence in the Charter School's learning environment, with 69.4% strongly agreeing and 23.5% agreeing that the Charter School provides a safe and supportive environment for Achievers, and 71.8% strongly agreeing and 25.9% agreeing that all students can learn and be successful. In addition, 61.2% strongly agreed and 34.1% agreed that the Charter School has effective programs to support student learning, and 53.6% strongly agreed and 33.3% agreed that Achievers have equal access to a variety of courses and programs, including electives. At the same time, educational partner feedback identified the need to continue improving timely communication, Parent Academy implementation, family understanding of academic expectations, student activities, student voice, and consistent collaboration across the Charter School community. This goal was developed to strengthen family engagement, communication systems, School Site Council participation, parent education opportunities, Achiever leadership and voice, community partnerships, and shared decision making so that parents and guardians, Achievers, Achievement Guides, staff, and community members contribute as active members of the Black Hawk community.

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	Full Implementation Data Year: 2022- 23	Full Implementation and Sustainability	Full Implementation and Sustainability	Full Implementation and Sustainability	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students and students with exceptional needs	Data Source: Dashboard Fall 2023	Data Year: 2023-24 Data Source: Dashboard Fall 2024	Data Year: 2024-25 Data Source: Dashboard 2025	Data Year: 2025-26 Data Source: Dashboard Fall 2026	
3.2	School Site Council	2 Meetings Data Year: 2023-24 Data Source: Local Data	2 Meetings Data Year: 2024-25 Data Source: Local Data	4 Meetings Data Year: 2025-26 Data Source: Local Data	4 Meetings Data Year: 2026-27 Data Source: Local Data	Met Target Increased by 2 Meetings
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	95.3% of parents are satisfied with the educational program at Garvey/Allen STEAM Academy. Data Year: 2025-26 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	Met Target Increased 0.3% Strengths - feel welcome, safe and supportive environment, high expectations, programming, academics, grading practices, homework assignments, communication, parent participation, Achievement Guides Opportunity - information, power hour, additional interventions and tutoring, uniforms

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						for security, staff accountability
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	100% of Achievement Guides/Staff feel safe on campus most or all of the time. 93.7% of Achievement Guides/Staff indicate that Achievers feel safe on campus most or all of the time. 81.3% Achievement Guides/staff indicate that Garvey/Allen STEAM Academy promotes a positive and respectful school culture most or all of the time. 62.5% Achievement Guides/staff indicate that schoolwide expectations for behavior are clear and consistently	90% of Achievement Guides/staff sense of school safety and connectedness Data Year: 2023-24 Data Source: Local Data	Met Target Staff feel safe: increased 20.0% Staff indicate Achievers feel safe: increased 13.7% Positive and Respectful School Culture: Increased 1.3% Clear and Consistent Behavior Expectations: declined 17.5% Staff feel valued: declined 4.9% Strengths - Culture and community; Administrator feedback on academics and classroom management, pillars, House, SOAR instruction, reflection system, DEAR. Opportunity - Communication, staff absences and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				enforced most or all of the time. 75.1% Achievement Guides/staff indicate that they feel valued as a member of the Garvey/Allen Team most or all of the time. Data Year: 2025-26 Data Source: Local Data		coverage, weekly newsletter to foundation school, planning and communication of house and school events.
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	5 Meetings Data Year: 2025-26 Data Source: Local Data	8 Parent Education Workshops Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target Increased by 1 Meeting

Goal Analysis [2025-26]

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

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

Overall, the Goal 3 actions were implemented, with Parent Academy identified as partially implemented and in need of additional focus in the coming year. Parent and Community Engagement and Advisory was implemented through parent and guardian participation in Charter School activities, surveys, meetings, communication with staff and leadership, and opportunities to provide input on Charter School priorities. These efforts supported family involvement and strengthened relationships between the Charter School and families. The School Site Council was implemented and provided a structure for parent and guardian input, review of Charter School priorities, and discussion of programs and services. However, the Charter School identified the need to strengthen SSC implementation by improving consistency, clarifying member roles, increasing participation, and using SSC more intentionally to review data, discuss LCAP priorities, and inform decisions related to programs, services, and resource allocation.

Parent Academy was partially implemented. While the Charter School provided parent engagement opportunities and held five parent education meetings during 2025-26, this action did not meet the annual target and will require additional planning, structure, and focus moving forward. Educational partner feedback and implementation reflections identified the need to expand Parent Academy topics, including attendance, academic foundations, supporting learning at home, technology safety, mental health, student wellness, and strategies for reinforcing high expectations. Parent Communication was implemented through multiple communication methods used to keep families informed and connected to the Charter School community. However, feedback also identified the need for more timely, consistent, and proactive communication between the Charter School and families. Overall, Goal 3 implementation demonstrated important successes in family engagement, parent input, and Charter School connection, while also identifying the need to strengthen Parent Academy, SSC structures, communication systems, and shared decision making in 2026-27.

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 material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3. Action 3.1, Parent and Community Engagement and Advisory, had a planned expenditure of \$10,000 and an estimated actual expenditure of \$10,000, so there was no material variance for this action.

Action 3.2, Parent Academy, had a planned expenditure of \$25,000 and an estimated actual expenditure of \$0. This variance occurred because Parent Academy was only partially implemented during the 2025-26 school year, and parent education and engagement activities were primarily supported through existing staff time, existing communication systems, meetings, and lower-cost engagement opportunities rather than through separately coded expenditures. Although the Charter School provided parent engagement opportunities, Parent Academy did not meet the intended level of implementation and will require additional planning, structure, and dedicated implementation in 2026-27.

Action 3.3, Parent Communication, had a planned expenditure of \$50,000 and an estimated actual expenditure of \$0. This variance occurred because parent communication continued through existing communication systems, staff outreach, leadership communication, meetings, surveys, and regular Charter School communication methods without separately coded expenditures to this action. The action was implemented programmatically, but the budget was not expended as originally planned.

These variances did not prevent the Charter School from maintaining parent and guardian engagement, communication, surveys, School Site Council participation, and shared decision-making opportunities. However, the differences show the need to align future budgets more closely with actual implementation, especially for Parent Academy and Parent Communication. In 2026-27, the Charter School will strengthen the structure, frequency, content, and budgeting of Parent Academy and continue improving timely, proactive, and consistent communication with parents and guardians.

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

Overall, the Goal 3 actions were effective in making progress toward the goal of strengthening family engagement, communication, collaboration, and shared decision making, with Parent Academy identified as partially effective and in need of additional focus. Parent and Community Engagement and Advisory was effective because families and community members participated in Charter School activities,

engagement opportunities, surveys, meetings, and communication with staff and leadership. This action supported progress on parent participation, parent satisfaction, and shared decision making, as reflected by the Charter School meeting the School Site Council target with four meetings and meeting the Parent Satisfaction target with 95.3% of parents satisfied with the educational program.

The School Site Council was effective in providing a formal structure for parent and guardian input, review of Charter School priorities, and discussion of programs and services. However, the Charter School identified the need to strengthen SSC implementation by improving consistency, clarifying member roles, increasing participation, and using SSC more intentionally to review student data, discuss LCAP priorities, and inform decisions related to programs, services, and resource allocation.

Parent Academy was partially effective. While Parent Academy supported family engagement by providing parents and guardians with opportunities to learn about student learning, attendance, well-being, and success at home, the action did not fully produce the intended target result. The Charter School held five parent education meetings during 2025-26, which was an increase from the baseline of four meetings but did not meet the target of eight parent education workshops. As a result, Parent Academy will require additional planning, structure, and expanded content in 2026-27, including topics such as academic support at home, attendance, technology safety, mental health, student wellness, prevention and awareness of self-harming behaviors, and strategies for helping families reinforce high expectations.

Parent Communication was effective and remained essential to Charter School support, family engagement, and shared responsibility for Achiever outcomes. The Charter School used multiple communication methods to keep families informed, connected, and involved in the Charter School community. Parent survey results and educational partner feedback indicate strong overall satisfaction with the educational program, while also identifying the need for continued improvement in timely, proactive, and consistent communication. As a result, the Charter School will continue strengthening communication systems and family partnership structures in 2026-27.

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 3 goal, metrics, and actions will continue in 2026-27. No substantive changes were made to the planned goal, metrics, target outcomes, or actions. However, based on reflections on prior practice and educational partner feedback, the Charter School will strengthen implementation of Goal 3 by improving the structure, frequency, and content of Parent Academy, increasing consistency and participation in School Site Council, and continuing to improve timely and proactive communication with parents and guardians. Parent Academy will place greater emphasis on attendance, academic foundations, supporting learning at home, technology safety, mental health, student wellness, and strategies families can use to reinforce high expectations and support Achiever success.

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.	\$25,000.00	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.

Discontinued Goal. Garvey/Allen STEAM Academy is no longer eligible for equity multiplier funds.

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	DISCONTINUED GOAL Data Year: 2025-26 Data Source: Survey Results	70% Data Year: 2026-27 Data Source: Survey Results	DISCONTINUED GOAL
4.2	Teacher/Staff Results on Survey on Student	Baseline Data Year: 2024-25	Teacher/Staff Priority (73.7%) is Positive School	DISCONTINUED GOAL	70%	DISCONTINUED GOAL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Safety and School Connectedness	Data Source: Survey Results	Climate and Academic Achievement. Data Year: 2024-25 Data Source: Survey Results	Data Year: 2025-26 Data Source: Survey Results	Data Year: 2026-27 Data Source: Survey Results	
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	DISCONTINUED GOAL Data Year: 2025-26 Data Source: Survey Results	70% Data Year: 2026-27 Data Source: Survey Results	DISCONTINUED GOAL

Goal Analysis [2025-26]

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

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

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.

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,300,374.00	\$154619

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
33.721%	0.000%	\$0.00	33.721%

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: Garvey/Allen STEAM Academy developed this action because 2025 academic achievement data demonstrate the continued need to strengthen standards-aligned instruction, differentiated instruction, data-driven instruction, academic intervention, supports for English Learners, supports for SWD, and	Professional development will build Achievement Guide and staff capacity in pedagogy, standards-aligned instruction, differentiated instruction, data-driven instruction, constructed writing response, classroom management, designated and integrated ELD, supports for SWD, MTSS, academic intervention, and implementation of instructional priorities. This action is provided schoolwide because strengthening instructional practice across all classrooms is necessary to improve outcomes for English Learners, Foster	SBAC ELA, SBAC Math, CAST Science, NWEA MAP Growth Reading, NWEA MAP Growth Mathematics, ELPI, EL Reclassification Rate, and implementation of State Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instructional practices that improve outcomes for Low Income Achievers and other historically underserved student groups. In ELA, Achievers performed 7.5 points below standard overall, and in Math, Achievers performed 87.2 points below standard overall. Low Income Achievers, English Learners, and other historically underserved Achievers need Achievement Guides who are prepared to use effective instructional strategies, analyze data, provide targeted intervention, implement designated and integrated ELD, support SWD, and deliver rigorous grade-level instruction. Scope: Schoolwide	Youth, and Low-Income Achievers, and all Achievers benefit from consistent, high-quality instruction.	
1.9	Action: Intervention and Supplemental Materials Need: Garvey/Allen STEAM Academy developed this action because achievement data show the need for targeted academic intervention and supplemental materials to accelerate learning for English Learners, Foster Youth, Low Income Achievers, and other Achievers performing below grade level. In ELA, 43.12% of Achievers met or exceeded standard, while in Math, only 21.68% of Achievers met or exceeded standard. Low Income Achievers and other historically underserved Achievers need additional opportunities for intervention, progress monitoring, differentiated supports, academic vocabulary development, and	Intervention and supplemental materials will support small group instruction, targeted academic intervention, progress monitoring, differentiated supports, academic vocabulary development, literacy and mathematics intervention, and use of NWEA MAP Growth as the Charter School's local assessment and progress monitoring tool for Reading and Mathematics. This action is provided schoolwide because academic needs exist across grade levels and student groups, and schoolwide intervention systems ensure that English Learners, Foster Youth, and Low-Income Achievers receive increased and improved services while all Achievers benefit from a coherent MTSS structure.	SBAC ELA, SBAC Math, CAST Science, NWEA MAP Growth Reading, NWEA MAP Growth Mathematics, ELPI, and 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
	access to supplemental instructional materials aligned to grade-level standards. Scope: Schoolwide		
1.10	Action: Dean of Foundation School (K-5) Dean of Elevation School (6-8) Need: Garvey/Allen STEAM Academy developed this action because academic data show the need for stronger instructional leadership, coaching, data analysis, standards-aligned instruction, progress monitoring, and consistent implementation of the academic program across grades K-8. English Learners, Foster Youth, Low Income Achievers, and Achievers performing below grade level need coordinated instructional support, monitoring of intervention systems, and grade-span leadership focused on improving ELA, Math, Science, ELD, and academic achievement. Scope: Schoolwide	The Dean of Foundation School and Dean of Elevation School will support instructional leadership, data analysis, coaching, classroom walkthroughs, feedback to Achievement Guides, implementation of academic interventions, coordination of supports, and monitoring of instructional priorities. This action is provided schoolwide because consistent instructional leadership across K-5 and 6-8 is necessary to improve outcomes for English Learners, Foster Youth, and Low-Income Achievers, and all Achievers benefit from stronger academic systems and aligned instructional expectations.	SBAC ELA, SBAC Math, CAST Science, NWEA MAP Growth Reading, NWEA MAP Growth Mathematics, ELPI, EL Reclassification Rate, and implementation of State Standards
1.11	Action: Paraprofessionals Need: Garvey/Allen STEAM Academy developed this action because achievement data show that English Learners, Foster Youth, Low Income	Paraprofessionals will provide small group support, individualized academic assistance, intervention support, classroom support, and remediation of academic skills. This action is provided schoolwide because students needing academic support are served across grade levels, and the additional support is principally directed	SBAC ELA, SBAC Math, CAST Science, NWEA MAP Growth Reading, NWEA MAP Growth Mathematics, ELPI, and 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
	Achievers, and Achievers performing below grade level need additional small group, individualized, and supplemental academic support to access grade-level standards and accelerate learning. Continued achievement gaps in ELA, Math, and Science demonstrate the need for additional adult support during instruction and intervention. Scope: Schoolwide	toward English Learners, Foster Youth, and Low-Income Achievers while also benefiting other Achievers with identified academic needs.	
2.2	Action: Positive School Climate and Culture Need: Garvey/Allen STEAM Academy developed this action because 2025 climate and attendance data show strong Suspension Rate outcomes, while Chronic Absenteeism remains a significant area of need for English Learners, Foster Youth, Low Income Achievers, and other historically underserved Achievers. The 2025 Dashboard shows a Very Low Suspension Rate, with an overall Suspension Rate of 0.0%; however, Chronic Absenteeism was Very High at 29.6% overall, including 21.5% for Black or African American Achievers, 48.8% for Hispanic Achievers, 31.3% for SED Achievers, 38.7% for SWD, and 47.1% for Achievers identifying as two or more races. Scope:	Positive School Climate and Culture will support restorative practices, PBIS, Ron Clark strategies, SEL supports, student engagement, relationship building, positive behavior supports, and proactive interventions that increase school connectedness and reduce barriers to attendance. This action is provided schoolwide because a positive and inclusive school culture is necessary to improve attendance, engagement, and well-being for English Learners, Foster Youth, and Low-Income Achievers, and all Achievers benefit from safe and supportive schoolwide systems.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Student Survey, and local climate survey data

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		
2.4	Action: Dean of Student Support Services Need: Garvey/Allen STEAM Academy developed this action because Chronic Absenteeism, student engagement, student support, and student well-being remain areas of need, particularly for English Learners, Foster Youth, Low-Income Achievers, and other historically underserved Achievers. Although Suspension Rate outcomes are strong, attendance data show the need for coordinated support, early intervention, family outreach, and individualized strategies to help Achievers attend school regularly and remain connected to the Charter School. Scope: Schoolwide	The Dean of Foundation School and Dean of Elevation School will coordinate student support services, including SST, 504, special populations, attendance support, social emotional support, family communication, intervention coordination, and monitoring of student needs. This action is provided schoolwide because English Learners, Foster Youth, and Low-Income Achievers are served across all grade levels, and coordinated student support systems are necessary to improve attendance, engagement, and school connectedness.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Student Survey, and local climate survey data
2.5	Action: School Supplies Need: Garvey/Allen STEAM Academy developed this action because English Learners, Foster Youth, Low Income Achievers, and other Achievers experiencing economic hardship need equitable access to school supplies, technology, uniforms, backpacks, and materials necessary to participate fully in classroom instruction and school activities.	School Supplies will provide necessary instructional materials and basic student supplies, including Chromebooks, hotspots, calculators, binders, pencils, backpacks, uniforms, and other materials based on need. This action is provided schoolwide because material needs may occur across grade levels, and ensuring equitable access to supplies increases and improves services for English Learners, Foster Youth, and Low-Income Achievers while promoting inclusion and participation for all Achievers.	Attendance Rate, Chronic Absenteeism Rate, Student Survey, Parent Survey, and local climate survey data

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
	Lack of access to materials can create barriers to academic engagement, attendance, participation, and student confidence. Scope: Schoolwide		
2.6	Action: Enrichment Activities/ Conservatories Need: Garvey/Allen STEAM Academy developed this action because student engagement, school connectedness, enrichment access, and attendance remain important needs, particularly for English Learners, Foster Youth, Low Income Achievers, and other historically underserved Achievers. Chronic Absenteeism remains Very High, and educational partner feedback identified the need to continue strengthening student activities, enrichment, leadership, and opportunities for Achievers to feel connected to school. Scope: Schoolwide	Enrichment Activities and Conservatories will provide Achievers with opportunities in Visual and Performing Arts, STEM, leadership, cultural activities, student engagement, and schoolwide enrichment. This action is provided schoolwide because access to enrichment increases school connectedness and engagement for English Learners, Foster Youth, and Low-Income Achievers, and all Achievers benefit from a well-rounded educational program.	Attendance Rate, Chronic Absenteeism Rate, Student Survey, Parent Survey, Suspension Rate, and local climate survey data
2.8	Action: Dean of Foundation School (K-5) and Dean of Elevation School (6-8) Need: Garvey/Allen STEAM Academy developed this action because the Charter School needs to maintain strong school climate and	The Dean of Foundation School and Dean of Elevation School will support school culture, PBIS, restorative practices, Ron Clark strategies, student engagement, behavior systems, social emotional supports, family communication, and grade-span consistency. This action is provided schoolwide because positive school climate and consistent culture systems are necessary to increase	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Student Survey, Parent Survey, and local climate survey data

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
	Suspension Rate outcomes while strengthening attendance, engagement, SEL, restorative practices, and school connectedness for English Learners, Foster Youth, Low Income Achievers, and other historically underserved Achievers. Chronic Absenteeism remains Very High, and student and staff feedback identify the importance of consistent school culture, behavior expectations, relationship building, and engagement systems. Scope: Schoolwide	attendance and engagement for English Learners, Foster Youth, and Low-Income Achievers, and all Achievers benefit from consistent schoolwide expectations and support.	
2.9	Action: Field Trips Need: Garvey/Allen STEAM Academy developed this action because English Learners, Foster Youth, Low Income Achievers, and other historically underserved Achievers benefit from expanded access to experiential learning, enrichment, college and career exposure, cultural experiences, and opportunities that increase engagement and school connectedness. Chronic Absenteeism remains a significant area of need, and enrichment opportunities can support motivation, attendance, and connection to school. Scope: Schoolwide	Field Trips will provide standards-aligned experiential learning opportunities, arts and cultural experiences, STEAM-connected learning, college and career exposure, and enrichment activities that extend learning beyond the classroom. This action is provided schoolwide because English Learners, Foster Youth, and Low-Income Achievers may have fewer opportunities to access enrichment outside of school, and all Achievers benefit from field trips that strengthen engagement, learning, and school connectedness.	Attendance Rate, Chronic Absenteeism Rate, Student Survey, Parent Survey, and local climate survey data

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
3.2	Action: Parent Academy Need: Garvey/Allen STEAM Academy developed this action because educational partner feedback shows strong family connection to the Charter School while also identifying the need to strengthen parent education, timely communication, attendance awareness, academic support at home, family understanding of grade-level expectations, and shared responsibility for student success. Parent and guardian survey data show strong support for the Charter School, but Parent Academy implementation needs additional structure, frequency, and focus to better support families of English Learners, Foster Youth, Low Income Achievers, and other Achievers needing additional support. Scope: Schoolwide	Parent Academy will provide parent and guardian workshops, trainings, resources, and engagement opportunities focused on attendance, academic foundations, supporting learning at home, technology safety, mental health, student wellness, school expectations, and strategies families can use to reinforce high expectations. This action is provided schoolwide because family engagement and parent education are essential to improving outcomes for English Learners, Foster Youth, and Low-Income Achievers, and all Achievers benefit when parents and guardians are informed, connected, and equipped to support learning and attendance.	Parent Input, School Site Council, Parent Satisfaction, Parent Education Workshops, Achiever Guide/Staff Survey, Attendance Rate, and Chronic Absenteeism Rate

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	Achievers have daily English Language Development (“ELD”) instruction from an	EL Reclassification Rate, ELPI, ELPAC Initial

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The 2025 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)	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.	Assessment, ELPAC Summative Assessment, Local ELD progress monitoring, reclassification progress monitoring

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

Not applicable. Garvey/Allen STEAM Academy does not have any limited actions contributing to meeting the increased or improved services requirement that are associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds. All contributing actions, including the limited action for English Learners, are associated with planned LCFF expenditures. Therefore, no methodology is required to determine a percentage-based contribution toward the proportionality percentage.

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.

Garvey/Allen STEAM Academy is a single-school LEA serving a high concentration of unduplicated pupils, including low-income students and English Learners. Because the Charter School does not operate comparison schools with an unduplicated pupil concentration of 55% or less, the additional concentration grant add-on funding will be used to increase and retain staff providing direct services to Achievers at Garvey/Allen STEAM Academy.

The additional concentration grant add-on funding will support staffing designed to increase direct services to Achievers, including certificated Achievement Guides, classified support staff, paraprofessionals, Deans providing direct student and instructional support, and other staff who provide academic, attendance, behavioral, social emotional, supervision, and school climate supports. These staff members provide direct services through core instruction, small group support, intervention, progress monitoring, classroom support, attendance follow-up, restorative practices, PBIS, SEL supports, family communication, enrichment, and supervision.

The criteria used to determine the need for additional staffing support include the Charter School’s high percentage of unduplicated pupils, academic achievement data in ELA, Mathematics, and Science, Chronic Absenteeism data, student engagement and climate data, needs of English Learners and low-income Achievers, and educational partner feedback. These funds will help Garvey/Allen STEAM Academy maintain and strengthen direct services for Achievers by supporting lower staff-to-student ratios, increased adult support, and more targeted academic, behavioral, attendance, and social emotional supports for unduplicated pupils and all Achievers.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	22:1
Staff-to-student ratio of certificated staff providing direct services to students	0	17:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$3,856,330.00	\$1,300,374.00	33.721%	0.000%	33.721%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,246,885.40	\$1,534,544.00	\$0.00	\$60,634.00	\$6,842,063.40	\$4,877,188.40	\$1,964,875.00

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	2026-27	\$2,840,907.00	\$0.00	\$2,840,907.00				\$2,840,907.00	
1	1.2	Implementation of Core Curriculum	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$343,380.00	\$343,380.00				\$343,380.00	
1	1.3	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$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 Academy	2026-27	\$421,035.00	\$0.00	\$50,000.00	\$320,401.00		\$50,634.00	\$421,035.00	
1	1.5	Procedures and Protocols	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.6	Technology Infrastructure and Support	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$220,000.00	\$220,000.00				\$220,000.00	
1	1.7	Writing Program	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$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
1	1.8	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$75,000.00	\$0.00	\$75,000.00				\$75,000.00	
1	1.9	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$87,000.00	\$87,000.00				\$87,000.00	
1	1.10	Dean of Foundation School (K-5) Dean of Elevation School (6-8)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$226,682.40	\$0.00	\$226,682.40				\$226,682.40	
1	1.11	Paraprofessionals	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$374,672.00	\$0.00	\$374,672.00				\$374,672.00	
1	1.12	After School Program and Summer School (Intersession)	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$706,472.00	\$15,000.00		\$721,472.00			\$721,472.00	
2	2.1	Safe, Clean Facilities	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$854,895.00	\$362,224.00	\$492,671.00			\$854,895.00	
2	2.2	Positive School Climate and Culture	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.3	Attendance Support	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.4	Dean of Student Support Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$90,000.00	\$0.00	\$90,000.00				\$90,000.00	
2	2.5	School Supplies	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$174,600.00	\$174,600.00				\$174,600.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Enrichment Activities/ Conservatories	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.7	Student Health	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.8	Dean of Foundation School (K-5) and Dean of Elevation School (6-8)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$117,420.00	\$0.00	\$117,420.00				\$117,420.00	
2	2.9	Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
3	3.1	Parent and Community Engagement and Advisory	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.2	Parent Academy	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.3	Parent Communication	All	No			Specific Schools: Garvey/Allen STEAM Academy	2026-27	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,856,330.00	\$1,300,374.00	33.721%	0.000%	33.721%	\$1,300,374.40	0.000%	33.721 %	Total:	\$1,300,374.40
								LEA-wide Total:	\$0.00
								Limited Total:	\$25,000.00
								Schoolwide Total:	\$1,275,374.40

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	\$75,000.00	
1	1.9	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	\$87,000.00	
1	1.10	Dean of Foundation School (K-5) Dean of Elevation School (6-8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	\$226,682.40	
1	1.11	Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	\$374,672.00	
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	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Dean of Student Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	\$90,000.00	
2	2.5	School Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	\$174,600.00	
2	2.6	Enrichment Activities/ Conservatories	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	\$50,000.00	
2	2.8	Dean of Foundation School (K-5) and Dean of Elevation School (6-8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	\$117,420.00	
2	2.9	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	\$50,000.00	
3	3.2	Parent Academy	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Garvey/Allen STEAM Academy	\$25,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,635,673.00	\$5,242,751.73

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	\$2,684,868.00	\$2,721,100.46
1	1.2	Implementation of Core Curriculum	No	\$151,500.00	\$100,929.99
1	1.3	Support for English Learners	Yes	\$25,000.00	\$25,000.00
1	1.4	Support for Students with Disabilities	No	\$325,000.00	\$436,734.12
1	1.5	Procedures and Protocols	No	\$10,000.00	\$10,000.00
1	1.6	Technology Infrastructure and Support	No	\$281,044.00	\$213,867.00
1	1.7	Writing Program	No	\$10,000.00	\$10,000.00
1	1.8	Professional Development	Yes	\$10,152.00	\$33,375.00
1	1.9	Intervention and Supplemental Materials	Yes	\$150,000.00	\$75,689.82
1	1.10	Dean of Curriculum and Instruction	Yes	\$106,080.00	\$106,080.00
1	1.11	Paraprofessionals	Yes	\$458,320.00	\$698,998.61

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 (Intersession)	No	\$150,000.00	\$72,689.00
2	2.1	Safe, Clean Facilities	No	\$689,685.00	\$502,088.73
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	\$95,280.00	\$0.00
2	2.5	School Supplies	Yes	\$199,344.00	\$52,689.00
2	2.6	Enrichment Activities/ Conservatories	Yes	\$30,000.00	\$30,000.00
2	2.7	Student Health	No	\$20,000.00	\$0.00
2	2.8	Dean of Culture	Yes	\$114,400.00	\$114,400.00
2	2.9	Field Trips	Yes	\$30,000.00	\$19,110.00
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	\$0.00
3	3.3	Parent Communication	No	\$50,000.00	\$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$978,878.00	\$1,248,576.00	\$1,160,342.43	\$88,233.57	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	\$25,000.00	\$25,000.00		
1	1.8	Professional Development	Yes	\$10,152.00	\$33,375.00		
1	1.9	Intervention and Supplemental Materials	Yes	\$150,000.00	\$75,689.82		
1	1.10	Dean of Curriculum and Instruction	Yes	\$106,080.00	\$106,080.00		
1	1.11	Paraprofessionals	Yes	\$458,320.00	\$698,998.61		
2	2.2	Positive School Climate and Culture	Yes	\$5,000.00	\$5,000.00		
2	2.4	Dean of Achiever Support Services	Yes	\$95,280.00	\$0.00		
2	2.5	School Supplies	Yes	\$199,344.00	\$52,689.00		
2	2.6	Enrichment Activities/ Conservatories	Yes	\$30,000.00	\$30,000.00		
2	2.8	Dean of Culture	Yes	\$114,400.00	\$114,400.00		
2	2.9	Field Trips	Yes	\$30,000.00	\$19,110.00		
3	3.2	Parent Academy	Yes	\$25,000.00	\$0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,043,575.00	\$978,878.00	0%	32.162%	\$1,160,342.43	0.000%	38.124%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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