LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Great Valley Academy (Authorized by Salida Union)
CDS Code: 50712660124768
School Year: 2025-26
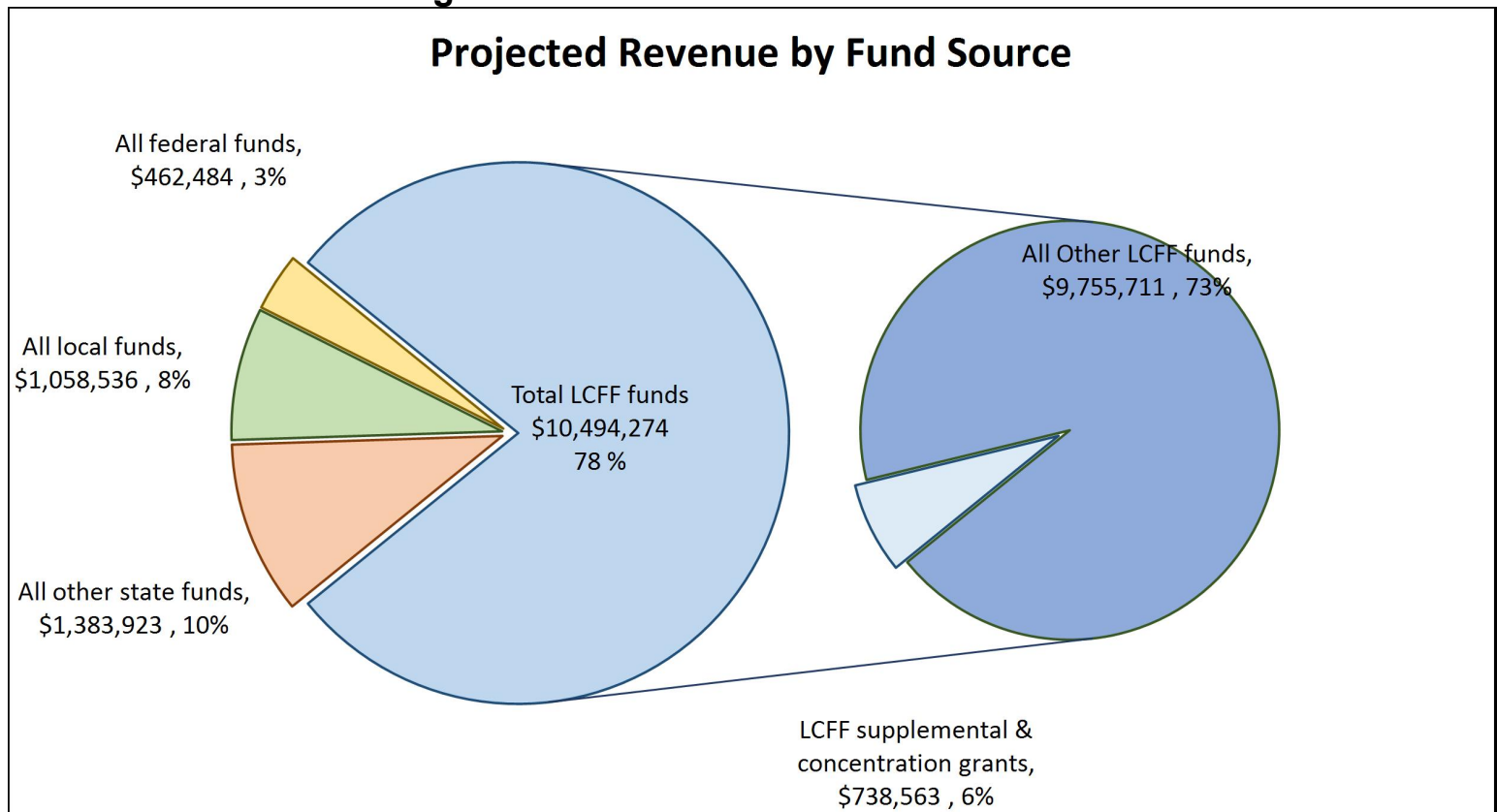LEA contact information:
Thomas Anderson
Superintendent/CEO
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(209) 576-2283

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $462,484 , 3%

All local funds, $1,058,536 , 8%

All other state funds, $1,383,923 , 10%

Total LCFF funds $10,494,274 78 %

All Other LCFF funds, $9,755,711 , 73%

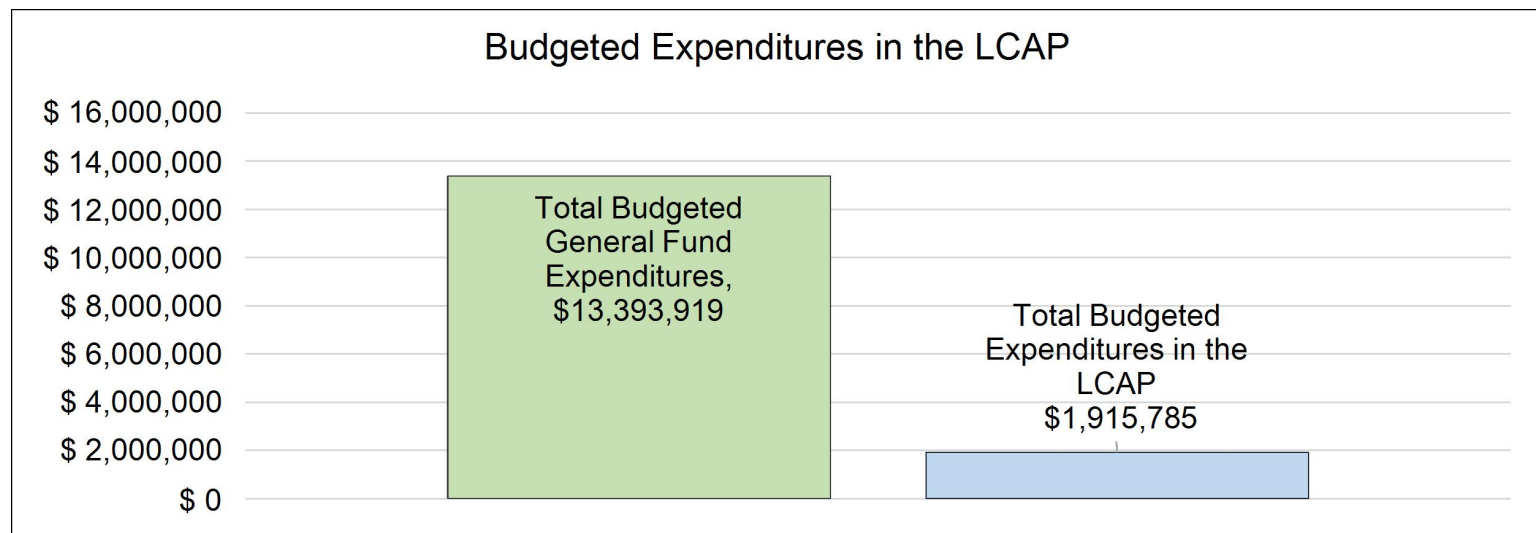LCFF supplemental & concentration grants, $738,563 , 6%

This chart shows the total general purpose revenue Great Valley Academy (Authorized by Salida Union) 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 Great Valley Academy (Authorized by Salida Union) is $13,399,217, of which $10,494,274 is Local Control Funding Formula (LCFF), $1,383,923 is other state funds, $1,058,536 is local funds, and $462,484 is federal funds. Of the $10,494,274 in LCFF Funds, $738,563 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.

Budgeted Expenditures in the LCAP

Amount	
$ 16,000,000	
$ 14,000,000	
$ 12,000,000	Total Budgeted General Fund Expenditures, $13,393,919
$ 10,000,000	
$ 8,000,000	Total Budgeted Expenditures in the LCAP $1,915,785
$ 6,000,000	
$ 4,000,000	
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Great Valley Academy (Authorized by Salida Union) plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Great Valley Academy (Authorized by Salida Union) plans to spend $13,393,919 for the 2025-26 school year. Of that amount, $1,915,785 is tied to actions/services in the LCAP and $11,478,134 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

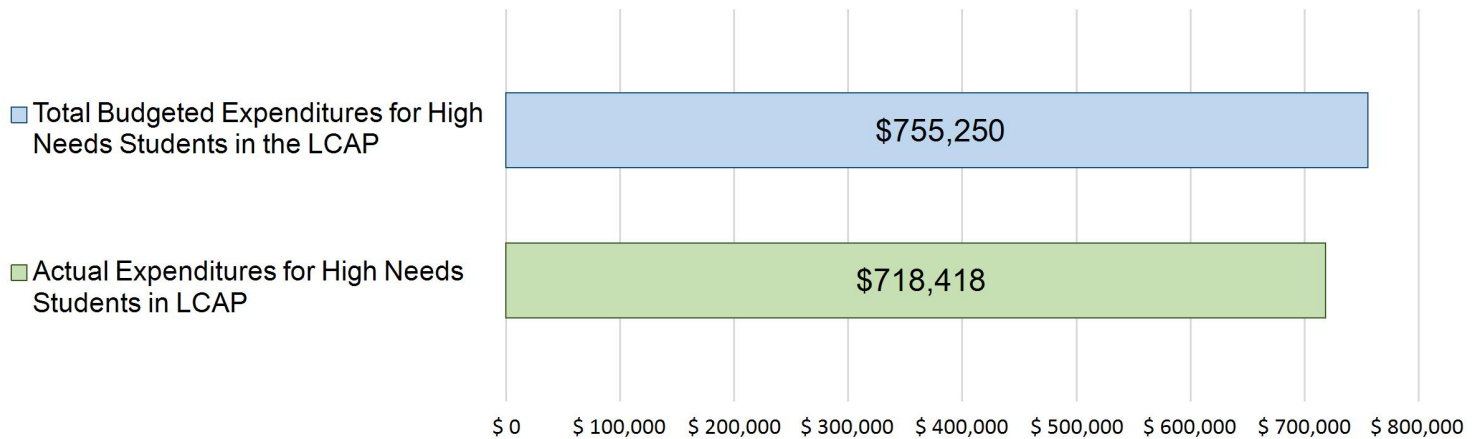General faculty and staff, technology, nutrition services food expenses, operational expenses.

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

In 2025-26, Great Valley Academy (Authorized by Salida Union) is projecting it will receive $738,563 based on the enrollment of foster youth, English learner, and low-income students. Great Valley Academy (Authorized by Salida Union) must describe how it intends to increase or improve services for high needs students in the LCAP. Great Valley Academy (Authorized by Salida Union) plans to spend $768,125 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$755,250
☐ Actual Expenditures for High Needs Students in LCAP	$718,418

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000

This chart compares what Great Valley Academy (Authorized by Salida Union) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Great Valley Academy (Authorized by Salida Union) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Great Valley Academy (Authorized by Salida Union)'s LCAP budgeted $755,250 for planned actions to increase or improve services for high needs students. Great Valley Academy (Authorized by Salida Union) actually spent $718,418 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $36,832 had the following impact on Great Valley Academy (Authorized by Salida Union)'s ability to increase or improve services for high needs students:

There was no impact to programs supported through the LCAP by spending less than originally budgeted. The expenditures still exceed that amount of funding provided.

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
Great Valley Academy (Authorized by Salida Union)	Thomas Anderson Superintendent/CEO	t.anderson@greatvalleyacademy.com (209) 576-2283

Plan Summary [2025-26]

General Information

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

Great Valley Academy is an independent, public, tuition-free charter school located in Stanislaus County. Enrollment is approximately 900 TK-8 students. GVA is authorized by and located in Salida Union School District. GVA students groups include 54% Hispanic/Latino, 10% English Language Learners, 30% socio-economically disadvantaged and 12% students with disabilities. Some of the languages spoken on GVA's campus are Spanish, Punjabi, English, Russian and Mandarin. GVA is founded upon the principles of creating a safe, loved and learning school environment. GVA priorities include character development, visual-developmental instruction, mastery learning, innovative educational practices and a uniquely positive school climate. GVA students wear uniforms. 1st through 6th grade students spend two years with the same teacher and class, in a practice called looping. All students receive Spanish, P.E., Music and other 'Specials' from dedicated content specialist teachers. All students have available supports that may include school-based social-emotional/mental health services, academic intervention, special education and related services when appropriate, as well as behavioral supports.

Reflections: Annual Performance

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

Great Valley Academy prides itself on its character-first focus, belief in the value and uniqueness of every student and respect for diverse and amazing cultural, linguistic and ethnic backgrounds of our students. We believe that by creating and SAFE and LOVED environment, LEARNING come naturally and, of course, so does academic achievement. GVA is consistently on pace or ahead of its neighboring districts in these areas. The 2024-25 LCAP will include a number of new efforts, based on data analysis and educational partner feedback, aimed at

supporting students in demonstrating growth in all areas. Math has been an area for growth for GVA for some time and with slight dips in ELA this past year, we've re-doubled strategic efforts to support quality staff and instruction. Furthermore, local data, ed partner feedback and a review of national statistics indicate the need to focus on making our campus the SAFE place we believe it has been. This means improving student behavior, further implementing restorative practices and leveraging the skills and talents of staff we have and of new professionals joining GVA for the 2024-25 school year. All of these initiatives will be continued in the 2025-26 school year, as we are adding additional social-emotional-behavioral staff and special education providers.

Reflections: Technical Assistance

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

While not in differentiated assistance, GVA Salida has worked along side its GVA Modesto colleagues, in concert with members of the Tulare County Office of Education's differentiated assistance team during the 2023-24 school year. The focus of this work has been to analyze dashboard, as well as other, local data to determine areas for deeper work. Much of this work has been focused on culture and climate, positive discipline, systems of student support and opportunities to address the root cause of our work around student discipline in a proactive and positive manner. Understanding the suspension rates for students with special needs, as well as the details around ethnicity-based disparities in suspension have been essential elements of plans made to rectify these inequities. Systematizing the early use of restorative practices to intervene based on data trends is helping GVA improve outcomes for students with more chances to have healthy interactions with adults and peers.

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.

Great Valley Academy Salida

Support for Identified Schools

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

GVA Salida is not in differentiated assistance but is working along side its GVA Modesto colleagues, with Tulare COE as a support provider using an Improvement Science protocol to analyze relevant data, determine root cause(s) and develop an action plan.

Monitoring and Evaluating Effectiveness

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

Appropriate LEA staff and administration are members of the Team assigned this work.

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
Administrators & Principals	Strategy Meetings, Data Analysis and Planning
Teachers & Staff	Survey & Staff Meetings / Collaboratives
Parents	Survey & Parent Meetings
Students	Survey
Public	Public Hearing

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

GVA utilizes survey results extensively to shape the goals of the LCAP. These surveys provide a comprehensive analysis of GVA and meeting the needs of students, parents and staff. Additionally,, ELAC and parent meetings are used to provide updates on the NEXT3/LCAP and to solicit input. As an example, student behaviors and mental health supports remain a focused initiative for the 2025-26 school year based on parent and staff input. Therefore, we are adding staff through the NEXT3/LCAP to help address this ongoing need.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Great Valley Academy (GVA) will create and maintain a physically, emotionally and intellectually SAFE learning environment for all students and staff. Through a comprehensive plan to enhance Multi-Tiered Systems of Support (MTSS) at GVA and an effective facilities maintenance and improvement plan, GVA will enhance its culture and climate, resulting in greater academic and social outcomes for students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Input from GVA's educational partners and analysis of local, state and national data indicates that the highest priority currently at Great Valley Academy is enhancing and maintaining an environment conducive to learning by fostering a sense of physical, emotional and intellectual safety. School climate, as well as the facilities, maintenance and improvement of physical space contribute to a safe space for learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of GVA instructional and support staff trained in Conscious Discipline	>1% of staff more than minimally trained	95% of all staff trained in Conscious Discipline strategies.		<85% of staff fully trained	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percentage of initial IEPs that result from SST process	no baseline data	98% of initial IEP's resulted from the SST process.		<90% of initial GVA IEPs are results of a complete SST process	
1.3	Teachers favorably reporting a SAFE feeling at work	2023-24 43% responded favorably	93% of all teachers feel safe at work.		<75% respond favorably to feeling SAFE at work	
1.4	Parents and teachers responding favorably when asked if the school has appropriate supports for students who need extra help	no baseline data	61% of teachers and parents responded that GVA has the appropriate supports in place for students who need extra help.		<85% of parents and teachers respond favorably	
1.5	IEPs meet statutory timelines and requirements, based on required state reporting	<97% of GVA's IEPs meet statutory timelines and requirements currently	99% of IEP's meet statutory timelines and requirements.		100% of GVA's IEPs meet statutory timelines and requirements	
1.6	Parents' favorable responses to the availability and accessibility of social-emotional supports for their children	69.5% of parents reported satisfaction with the GVA school-based mental health services their child received	75% of parents responded that students have availability and access to social-emotional supports.		90% respond favorably	
1.7	Progress on goals from student behavior intervention plans (BIPs)	no baseline data	57% of students show progress towards BIP's.		95% of students will demonstrate progress on goals	
1.8	ELPAC	3-year average of 79%	30% of our current multilingual learners are making progress towards EL proficiency.		<85% of multilingual learners make progress towards EL proficiency as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					demonstrated on the ELPAC	
1.9	Annual Williams inspection rating	Good/Exemplary	GVA received Exemplary on the annual Williams report.		Receive Exemplary status on annual Williams inspection	
1.10	Student access to online instructional materials	1:1 student to device ratio	All students have 1:1 device access in the classroom.		1:1 student to device ratio	
1.11	Student annual suspension rate	2% suspension rate	2.6% suspension rate		>1% suspension rate	
1.12	CA School Dashboard subgroup indicator(s)	2 subgroups in Red	1		Zero subgroups in Red for suspension on CA Dashboard	
1.13	Students report favorably regarding the support of GVA's Character Coach	no baseline data	93% of students report favorably towards the Character Coach.		<90% of students receiving Character Coach support respond favorably when asked whether it helped	
1.14	General Education teachers receiving consultation from Inclusion Specialist respond favorably about the support provided	no baseline data	88% of general education teachers respond favorable to the support provided by the Inclusion Specialist.		<85% of teachers receiving consultation from Inclusion Specialist respond favorably about the support	

Goal Analysis [2024-25]

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

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

Considering 2024-25 was the first year of implementation of the NEXT3/LCAP, we continue to evaluate the goals and actions. We are exceeding our baseline and expectations in many actions. Progress is continuously being made towards all goals and actions with no expected challenges for the 2025-26 school year.

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

No material differences.

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

Our survey maintains as the most effective tool in receiving feedback towards certain goals and actions. In-person meetings allow for dialogue and disclosure on important items and the opportunity to adjust as necessary based on feedback and data.

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 increase in mental health and behavioral staff for 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Conscious Discipline	Great Valley Academy will fully implement Conscious Discipline as a social-emotional learning framework and behavior management tool. This will include on-site and off-site training, CDAT(Leadership) Team, Admin Team, technical assistance, online staff development, tools and resources over three years, as well a a focus on long-term sustainability and internal capacity building.	$29,250.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Pathways to Support	Great Valley Academy will create, disseminate, regularly update and provide ongoing training on the appropriate paths to the various forms of available support at GVA.	$52,000.00	No
1.3	Positive Discipline Framework	A comprehensive discipline framework will be compiled and shared with staff, parents and students, establishing a consistent understanding of school expectations, reinforcement protocols, restorative opportunities and consequences.	$38,000.00	No
1.4	Intervention Teachers/Staff	GVA will employ teachers and instructional aides/paraprofessionals to support students identified using Pathways to Support for extra academic and social needs.	$200,000.00	Yes
1.5	Special Education Teachers/Staff	GVA will employ certified Special Education teachers, service providers and instructional aides/paraprofessionals to meet the needs of students identified in Individual Education Plans (IEPs).	$350,000.00	No
1.6	Mental Health Staff	GVA will employ certified providers of school-based mental health services to support the social-emotional support program and student mental health needs at school, as well as act as a resource for staff and parents in this area.	$135,000.00	Yes
1.7	Behavior Staff	GVA will staff a Board Certified Behavior Analyst (BCBA) and one or more Behavior Technicians to develop and implement behavior goals and intervention plans for identified students and act as a support and resource for staff and parents.	$110,000.00	Yes
1.8	Multi-lingual Learner Staff and Resources	GVA will provide a Multi-lingual Specialist and other appropriate support staff and resources to support English Language Learners academically and socially.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Facilities Staff	GVA facilities and maintenance staff will maintain, improve and enhance school campuses and offices to provide a safe and inviting learning environment.	$285,000.00	No
1.10	I.T. Staff and Resources	I.T. staff will maintain and update educational instructional technology and infrastructure, support staff and student access and use of said technology.	$70,000.00	No
1.11	Additional Admin Support	GVA will provide additional site-based administrative support to enhance school climate and further support staff and students.	$120,000.00	Yes
1.12	Participation in CSI and ATSI support	GVA will collaborate with Tulare COE to analyze discipline data, specifically suspension-related data in an effort to reduce overall suspensions, as well as suspensions of of targeted groups.	$0.00	No
1.13	Character Education and Support	GVA will employ a Character Coach to support at-risk and high-need students in the area of school safety, positive behavior and restorative . Additionally GVA will staff a connecting room appropriately to facilitate restorative practices and pre-referral intervention.	$70,000.00	Yes
1.14	Inclusion Support staff	GVA will employ an Inclusion Specialist and support staff to develop and implement/support students needs in the General Education classroom and campus.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Great Valley Academy will establish and/or enhance a LOVING school environment where all students and staff experience connection through healthy, positive relationships within the GVA community. Through a shared leadership model, Parents as Partners program, reciprocal communication and regular feedback loops, GVA will embrace relationship-based learning and positive school connection.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed to align with GVA's founding principal of providing a loving environment for teachers, staff, students, and parents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	GVA policy additions/revisions based on committee recommendation	no baseline data	Safety: Site Safety Plans Health and Wellness: Health and Wellness Policy		GVA committees will make at least one accepted policy recommendation annually	
2.2	Parents as Partners effectiveness and impact	Parents as Partners meets semi-regularly	Meetings held every other month		Parents as Partners will meet monthly and provide input on	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					NEXT3 adjustments	
2.3	Effective use of Panorama Platform to document and monitor Intervention/Support plans	Various Intervention Plans are not part of a cohesive platform	Introduced to Interventionists but not being universally used at this time. Will be a focus for next year, as requirement for these staff to use.		All students receiving formal social-emotional, behavioral and academic intervention will have 'Intervention Plans/Goals' in the Panorama platform	
2.4	Connection through Family Meeting Nights	2023-24 (3) Family Meeting Nights	2 Family Meetings - Online Safety and Conscious Discipline		Minimum of 3 Family Meeting nights annually	
2.5	BeGLAD strategy demonstration	2023-24 was the initial training year for BeGLAD at GVA	100% of teachers are utilizing zero noise strategy.		All teachers will demonstrate BeGLAD strategies during instructional walks/performance evaluations	
2.6	Anti-bullying infused SEL workshops	no baseline data kept currently	Social Emotional Learning Facilitator (SELF) provides targeted anti-bullying curriculum/focus to identified students in group sessions		Anti-bullying focus demonstrated during identified SEL student workshops	
2.7	Availability of nutrition program resources to students	100% available currently	Breakfast and lunch offered to all students.		Breakfast and lunch available to all GVA students	
2.8	Accessibility of Caresolace resources to GVA families	0% access currently	37 cases currently, 1533 communications		10% of GVA families access	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			facilitated by Caresolace. Estimate that at least 5% of families are currently using Caresolace.		Caresolace supports	

Goal Analysis [2024-25]

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

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

Considering 2024-25 was the first year of implementation of the NEXT3/LCAP, we continue to evaluate the goals and actions. We are exceeding our baseline and expectations in many actions. Progress is continuously being made towards all goals and actions with no expected challenges for the 2025-26 school year.

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

No material changes.

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

The continued administration and implementation of loving practices to benefit our educational partners has provided significant increase towards engagement of our educational partners in the day to day GVA activities, initiatives and policies.

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

No changes for 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	GVA Committee System	GVA will facilitate Collaborative Committees to reinforce shared leadership and open communication. At a minimum, committees will include Character/Conscious Discipline, Curriculum, DEI, Connection, Safety, Wellness and others as appropriate.	$10,000.00	No
2.2	Parents as Partners	GVA will support and help facilitate a parent advisory group known as Parents as Partners. This group was re-established more effectively and cohesively following the pandemic in the 2023-24 school year. GVA will continue to engage this group in communication efforts, campus climate work and shared decision-making.	$500.00	No
2.3	Panorama	The Panorama platform will be used to gather educational partner input on important topics throughout the year, including annual school climate surveys and to develop Support (Intervention) Plans for high-need and at-risk students. These plans and the actions included will be monitored for effectiveness using the data-warehousing capabilities of the platform as well.	$9,375.00	Yes
2.4	BeGLAD Resources/PD	Professional development in the area of language acquisition and literacy, employing Project GLAD® (Guided Language Acquisition Design) model and strategies will be provided to teachers and staff.	$0.00	Yes
2.5	Family Meetings and Activities	GVA will work with Parents as Partners to host and facilitate family nights, culminating events, campus events, field trips, etc. to increase family connectedness to school. There will be resources, including food, refreshments, speakers, trainers, etc.	$1,000.00	No
2.6	SEL Staff/Resources	Provide students with trained staff to support needs in the areas of social skills, peer and adult relationships, and self-regulation with an infused Anti-Bullying component and specific protocol to acquire support in this area.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	On-Site School Nutrition Program	Maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs	$75,000.00	No
2.8	Caresolace MH Connection	Caresolace expands on existing school support structures and helps bridge the gap to available community providers for needs that exceed the scope of school-based services.	$3,750.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Great Valley Academy will focus on LEARNING by engaging all students and staff in meaningful, relevant instruction and experiences. Employing and supporting a highly qualified and dedicated staff, as well as using a combination of established and innovative methods/tools will keep instruction fresh, exciting, progressive and pertinent, resulting in greater student outcomes.	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)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed to align with GVA's founding principle of providing a learning environment for teachers, staff, and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	PD Cohort participation	no baseline data	100% of teachers participate in year 1		All GVA teachers will participate in one or more PD cohort	
3.2	Core curriculum alignment	60% aligned	70% aligned - additional alignment for 25-26		90% of core curriculum will be aligned between sites	
3.3	Favorable staff responses regarding	no baseline data	98.5% of teachers report favorable of		<95% of surveyed staff will respond	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional coaching support		the instructional coaching support.		favorably to support provided by instructional coach(es)	
3.4	Progress of teachers in Induction program	85%	100% of participants have passed the induction program.		100% of new teachers will progress appropriate through Induction	
3.5	Staff participation in GVA personal and professional growth process	no baseline data	100% of staff were evaluated and growth determined.		100% of staff will participate in GVA personal and professional growth process	
3.6	NWEA MAP Assessment results	see year 1 Outcome for baseline	Math 56% Reading 46%		52% of assessed GVA students will show expected growth or better. GVA will meet or exceed the 52% in MAP Achievement organization-wide.	

Goal Analysis [2024-25]

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

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

Considering 2024-25 was the first year of implementation of the NEXT3/LCAP, we continue to evaluate the goals and actions. We are exceeding our baseline and expectations in many actions. Progress is continuously being made towards all goals and actions with no identified challenges for the 2025-26 school year.

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

No material differences.

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

Ongoing learning is critical for our students but also for the professional development of our staff to enhance instructional practices, classroom management tools, and overall growth as a teacher. With 100% of our teachers participating in professional development cohorts. we expect to see increased teaching growth in 2025-26. NWEA MAP growth indicators have been adjusted to a more applicable achievement measure, in line with verified data for charter schools.

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

No changes planned.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	Cohorts and PEERfessional Development - Create and refine a system of internal staff development that both leverages staff expertise and empowers new learning and mentorship.	$20,000.00	Yes
3.2	Campus Curriculum and Instruction Alignment	Review current and consider new curriculum in a systematic approach aimed at aligning GVA campuses over time and prioritizing proven and approved CCSS-aligned curricular tools and instructional practices.	$0.00	No
3.3	Instructional Coaches	Instructional coaches will support school staff with teaching strategies through co-planning and co-teaching, as well as professional development and growth. They will help staff analyze data and make decisions around it. Staff will benefit from their mentorship and support.	$155,000.00	No
3.4	New Teacher support system	Induction is a two-year job-embedded individualized training program that is focused on extensive support and mentoring to new teachers in their first and second year of teaching.	$28,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Professional and Personal Growth Plans	As an evaluation and support tool, all levels of GVA staff will participate in a process of planning and monitoring their own growth.	$5,410.00	No
3.6	NWEA MAP assessment	This required verified data source will show increases in student academic achievement and be used in instructional planning.	$8,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$738,563	$

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
7.038%	0.000%	$0.00	7.038%

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
1.4	**Action:** Intervention Teachers/Staff **Need:** Delays in academic and social skills **Scope:** LEA-wide	Intervention staff will develop plans and implement supports for students in need	<85% of parents and teachers respond favorably that GVA has appropriate supports for students who need extra help

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
1.6	**Action:** Mental Health Staff **Need:** social-emotional/behavioral and mental health concerns **Scope:** LEA-wide	Mental Health staff will provide counseling and staff/parent collaboration, consultation	<90% of polled parents respond favorably to regarding the availability and accessibility of social-emotional supports
1.7	**Action:** Behavior Staff **Need:** behavioral support needs **Scope:** LEA-wide	Certified behavioral staff will develop and implement plans to support positive school behavior as well as consult with staff and parents	95% of students will demonstrate progress on behavior goals
1.11	**Action:** Additional Admin Support **Need:** Additional administrative support to address unique needs of low-income and Foster Youth **Scope:** LEA-wide	Additional administrative staff will proactively develop relationships with students that benefit from positive adult contact and support, as well as communicate with parents, support behavior plans, implement restorative practices and provide active campus supervision	>1% annual suspension rate
1.13	**Action:** Character Education and Support **Need:**	The character coach will proactively identify, based on data and staff referral, students in need of a connection and mentoring prior to entering the discipline process. Feedback on the issue and	<90% students receiving support from Character Coach respond favorably regarding relationship

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
	GVA has identified the need to provide targeted support to students struggling to meet school-based behavioral expectations and make positive school connections with adults **Scope:** LEA-wide	school information supports this need across grade levels throughout the single-school LEA.	
1.14	**Action:** Inclusion Support staff **Need:** Inclusion support needs **Scope:** LEA-wide	Certified inclusion staff will develop and implement plans to support student needs	<85% of teachers receiving consultation from Inclusion Specialist respond favorably regarding support
2.3	**Action:** Panorama **Need:** Academic, social-behavioral and other student deficit areas impacting progress **Scope:** LEA-wide	This platform allows for collaborative intervention plan design and data/progress monitoring	All students receiving formal social-emotional, behavioral and academic intervention will have Intervention Plans/Goals in the Panorama platform
2.4	**Action:** BeGLAD Resources/PD **Need:** Enhanced instruction in language acquisition and literacy	Guided literacy language acquisition has proven to improve student outcomes	Minimum of 3 Family Meeting Nights annually

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: 　LEA-wide		
2.8	**Action:** Caresolace MH Connection **Need:** Mental Health Support Service **Scope:** 　LEA-wide	Provides wraparound supports for students and family	M10% of GVA families access Caresolace services
3.1	**Action:** Professional Development **Need:** Training teachers to better serve UPC students **Scope:** 　LEA-wide	Specialized training to help identify the needs of UPC students	All GVA teachers will participate in one or more PD cohorts annually

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
1.8	**Action:** Multi-lingual Learner Staff and Resources	The Multi-lingual Specialist will assess, intervene and monitor English learners and provide support	<85% of multilingual learners make progress towards EL proficiency as

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Multi-lingual Learners have been identified as needing additional support to gain English language proficiency, as well as academic and social supports to progress with their peers **Scope:** Limited to Unduplicated Student Group(s)	to staff to meet the students needs across the single-school LEA	demonstrated on the ELPAC

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.

In Action 1.8, focused on supporting multi-lingual learners, GVA took into account the estimated cost of necessary staff to implement these services which comprised 7% of the total contributing expenditures.

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.

n/a

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$10,494,274	738,563	7.038%	0.000%	7.038%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,915,785.00	$0.00	$0.00	$0.00	$1,915,785.00	$1,806,000.00	$109,785.00

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	Conscious Discipline	All	No			All Schools	3 year comprehensive implementation and ongoing support	$0.00	$29,250.00	$29,250.00	$0.00	$0.00	$0.00	$29,250.00	
1	1.2	Pathways to Support	All	No			All Schools	2024-25 development and ongoing updates/training	$52,000.00	$0.00	$52,000.00	$0.00	$0.00	$0.00	$52,000.00	
1	1.3	Positive Discipline Framework	All	No			All Schools	2024-25 development/implementation, ongoing updates/training	$38,000.00	$0.00	$38,000.00	$0.00	$0.00	$0.00	$38,000.00	
1	1.4	Intervention Teachers/Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$200,000.00	$0.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	26.04
1	1.5	Special Education Teachers/Staff	Students with Disabilities	No			All Schools	ongoing	$350,000.00	$0.00	$350,000.00	$0.00	$0.00	$0.00	$350,000.00	
1	1.6	Mental Health Staff	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	continued and ongoing	$135,000.00	$0.00	$135,000.00	$0.00	$0.00	$0.00	$135,000.00	17.58
1	1.7	Behavior Staff	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		continue and ongoing	$110,000.00	$0.00	$110,000.00	$0.00	$0.00	$0.00	$110,000.00	14.32
1	1.8	Multi-lingual Learner Staff and Resources	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	continue and ongoing	$46,000.00	$4,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	6.51

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
					s)											
1	1.9	Facilities Staff	All	No			All Schools	continue and ongoing	$285,000.00	$0.00	$285,000.00	$0.00	$0.00	$0.00	$285,000.00	
1	1.10	I.T. Staff and Resources	All	No			All Schools	continue and ongoing	$70,000.00	$0.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	
1	1.11	Additional Admin Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	continue and ongoing	$120,000.00	$0.00	$120,000.00	$0.00	$0.00	$0.00	$120,000.00	15.62
1	1.12	Participation in CSI and ATSI support	Students with Disabilities	No			All Schools	Begin work at the end of the 2023-24 school year (when identified for assistance) and continue through the 2024-25 school year and beyond	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
1	1.13	Character Education and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Coach will be hired to begin the 2024-25 school year and will be ongoing based on resulting data. Connecting room staff is ongoing.	$70,000.00	$0.00	$70,000.00	$0.00	$0.00	$0.00	$70,000.00	9.11
1	1.14	Inclusion Support staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Begin action in the 2024-25 school year and ongoing	$50,000.00	$0.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	6.51
2	2.1	GVA Committee System	All	No			All Schools	Continue from 2023-24 school year and ongoing	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	2.2	Parents as Partners	All	No			All Schools	Re-established in 2023-24 and ongoing	$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	

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	2.3	Panorama	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 and ongoing based on results	$0.00	$9,375.00	$9,375.00	$0.00	$0.00	$0.00	$9,375.00	1.22
2	2.4	BeGLAD Resources/PD	English Learners	Yes	LEA-wide	English Learners	All Schools	Began in 2023-24 school year and continued as appropriate based on results	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0%
2	2.5	Family Meetings and Activities	All	No			All Schools	ongoing	$0.00	$1,000.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	
2	2.6	SEL Staff/Resources	All	No			All Schools	ongoing	$40,000.00	$0.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	
2	2.7	On-Site School Nutrition Program	All	No			All Schools	ongoing	$75,000.00	$0.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	
2	2.8	Caresolace MH Connection	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Begins in the 2024-25 school year and ongoing	$0.00	$3,750.00	$3,750.00	$0.00	$0.00	$0.00	$3,750.00	0.49
3	3.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	2.6
3	3.2	Campus Curriculum and Instruction Alignment	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Instructional Coaches	All	No			All Schools	Began in 2023-24 and ongoing	$155,000.00	$0.00	$155,000.00	$0.00	$0.00	$0.00	$155,000.00	
3	3.4	New Teacher support system	All	No			All Schools	ongoing	$0.00	$28,000.00	$28,000.00	$0.00	$0.00	$0.00	$28,000.00	
3	3.5	Professional and Personal Growth Plans	All	No			All Schools	ongoing	$0.00	$5,410.00	$5,410.00	$0.00	$0.00	$0.00	$5,410.00	
3	3.6	NWEA MAP assessment	All	No			All Schools	ongoing	$0.00	$8,500.00	$8,500.00				$8,500.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$10,494,274	738,563	7.038%	0.000%	7.038%	$768,125.00	100.000%	107.319 %	**Total:**	$768,125.00
								LEA-wide Total:	$718,125.00
								Limited Total:	$50,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Intervention Teachers/Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	26.04
1	1.6	Mental Health Staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	$135,000.00	17.58
1	1.7	Behavior Staff	Yes	LEA-wide	Foster Youth Low Income		$110,000.00	14.32
1	1.8	Multi-lingual Learner Staff and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	6.51
1	1.11	Additional Admin Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$120,000.00	15.62
1	1.12	Participation in CSI and ATSI support				All Schools	$0.00	0%
1	1.13	Character Education and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	9.11
1	1.14	Inclusion Support staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	6.51

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	2.3	Panorama	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,375.00	1.22
2	2.4	BeGLAD Resources/PD	Yes	LEA-wide	English Learners	All Schools	$0.00	0%
2	2.8	Caresolace MH Connection	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,750.00	0.49
3	3.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$20,000.00	2.6

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,798,338.00	$1,897,920.05

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	Conscious Discipline	No	$29,250.00	$23,231.96
1	1.2	Pathways to Support	No	$46,488.00	$51,463.55
1	1.3	Positive Discipline Framework	No	$33,614.00	$37,002.27
1	1.4	Intervention Teachers/Staff	Yes	$269,000.00	$192,177.51
1	1.5	Special Education Teachers/Staff	No	$309,000.00	$416,070.19
1	1.6	Mental Health Staff	Yes	$135,000.00	$128,810.58
1	1.7	Behavior Staff	Yes	$82,000.00	$109,838.22
1	1.8	Multi-lingual Learner Staff and Resources	Yes	$46,500.00	$55,326.40
1	1.9	Facilities Staff	No	$293,000.00	$283,085.91
1	1.10	I.T. Staff and Resources	No	$59,000.00	$68,454.81
1	1.11	Additional Admin Support	Yes	$90,000.00	$92,203.14

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	Participation in CSI and ATSI support	No	$0.00	$0.00
1	1.13	Character Education and Support	Yes	$35,000.00	$67,068.63
1	1.14	Inclusion Support staff	Yes	$60,000.00	$50,386.55
2	2.1	GVA Committee System	No	$11,250.00	$14,062.50
2	2.2	Parents as Partners	No	$500.00	$74.04
2	2.3	Panorama	Yes	$9,000.00	$9,375.00
2	2.4	BeGLAD Resources/PD	Yes	$0.00	$0.00
2	2.5	Family Meetings and Activities	No	$1,000.00	$4,004.00
2	2.6	SEL Staff/Resources	No	$20,000.00	$19,029.64
2	2.7	On-Site School Nutrition Program	No	$77,313.00	$71,943.31
2	2.8	Caresolace MH Connection	Yes	$3,750.00	$3,750.00
3	3.1	Professional Development	Yes	$25,000.00	$9,481.74
3	3.2	Campus Curriculum and Instruction Alignment	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Instructional Coaches	No	$130,000.00	$151,732.60
3	3.4	New Teacher support system	No	$15,000.00	$28,000.00
3	3.5	Professional and Personal Growth Plans	No	$5,410.00	$2,910.00
3	3.6	NWEA MAP assessment	No	$12,263.00	$8,437.50

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$682,698.00	$755,250.00	$718,417.77	$36,832.23	100.000%	100.000%	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	1.4	Intervention Teachers/Staff	Yes	$269,000.00	$192,177.51	35.6%	26.75%
1	1.6	Mental Health Staff	Yes	$135,000.00	$128,810.58	17.7%	17.94%
1	1.7	Behavior Staff	Yes	$82,000.00	$109,838.22	10.7%	15.29%
1	1.8	Multi-lingual Learner Staff and Resources	Yes	$46,500.00	$55,326.40	6.2%	7.70%
1	1.11	Additional Admin Support	Yes	$90,000.00	$92,203.14	12.0%	12.83%
1	1.13	Character Education and Support	Yes	$35,000.00	$67,068.63	4.7%	9.34%
1	1.14	Inclusion Support staff	Yes	$60,000.00	$50,386.55	8.0%	7.01%
2	2.3	Panorama	Yes	$9,000.00	$9,375.00	1.2%	1.30%
2	2.4	BeGLAD Resources/PD	Yes	$0.00	$0.00	0%	0%
2	2.8	Caresolace MH Connection	Yes	$3,750.00	$3,750.00	0.5%	0.52%
3	3.1	Professional Development	Yes	$25,000.00	$9,481.74	3.4%	1.32%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$8,929,583.00	$682,698.00	0%	7.645%	$718,417.77	100.000%	108.045%	$0.00	0.000%