

Garvey/Allen Visual & Performing Arts Academy



**For Science, Technology,
Engineering & Mathematics**

Charter Renewal Petition

Submitted to:

Riverside County Board of Education

April 1, 2026

For the Requested Charter Term of:

July 1, 2026 - June 30, 2031

BLACK HAWK CREED

We are the class of_.

We enter as students and leave as ACHIEVERS.

We are loved, and we appreciate those who lead and guide our lives.

We are proud of our accomplishments. There is no one else we would rather be.

I am ME.

We believe the choices we make today affect what we will have, what we will be, and what we will do in the tomorrows of our lives.

We are determining what we will become. We are the architects of our own destinies.
We have integrity and high moral standards.

We stand up for our convictions. We fight for equity and justice.
We will be good role models for our fellow ACHIEVERS at Garvey/Allen STEAM Academy. We are our brothers and sisters' keeper.
We know who we are and where we come from, so we respect ourselves and others.

We will never give reason for anyone to doubt our characters by living non-violently and seeking positivity.

We accept the challenges life brings to us and we will succeed!

We will utilize every day given to the fullest, realizing we will never have another shot at today, right here, right now.

We are the architects of our own destinies!

Table of Contents

Affirmations and Assurances.....	4
Executive Summary	8
Element 1: Description of Educational Program.....	44
Elements 2 and 3: Measurable Student Outcomes and Student Progress Measurement	125
Element 4: Governance Structure	159
Element 5: Employee Qualifications.....	168
Element 6: Health and Safety Procedures	182
Element 7: Student Population Balance	191
Element 8: Admission Policies and Procedures	193
Element 9: Annual Independent Financial Audits.....	197
Element 10: Student Suspension and Expulsion Procedures	198
Element 11: Employee Retirement Systems	221
Element 12: Public School Attendance Alternatives.....	222
Element 13: Return Rights of Employees.....	223
Element 14: Dispute Resolution	224
Element 15: Closure Procedures.....	226
Miscellaneous Charter Provisions	229

Affirmations and Assurances

As the authorized lead petitioner, I, Tiffany Gilmore, hereby certify that the information submitted in this petition for renewal of a California public charter school named Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering and Mathematics (“Garvey/Allen STEAM Academy” or the “Charter School”), to be located within the boundaries of the Moreno Valley Unified School District (“MVUSD” or the “District”), and to be authorized by the Riverside County Board of Education (“RCBOE”) with oversight from the Riverside County Office of Education (“RCOE”) (collectively referred to herein as the “County”) is true to the best of my knowledge and belief (See Appendix 1 Resolution for Charter Renewal Petition with Board Minutes); I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:


- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender

expression, nationality, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall adhere to all provisions of Federal Law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the County. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall, at all times, maintain all necessary and appropriate insurance coverage.
- The Charter School shall for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within thirty (30) days if the Charter School demonstrates that the pupil has been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with Education Code Section 51744, et seq. related to independent study, as applicable.
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (the “Brown Act”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Tiffany Gilmore, Lead Petitioner

March 27, 2026

Executive Summary

Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering and Mathematics, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, is proud to submit the Garvey/Allen STEAM Academy charter petition for renewal to the County.

In 2018, Superintendent and Chief Executive Officer, Tiffany Gilmore brought a bold vision to life by founding a reimagined and innovative “dream school” rooted in equity, belonging, and opportunity. Mrs. Gilmore is an “Equity Warrior” who is truly “Delivering on the Promises of Equity.” Her sole purpose is to eradicate both the educational opportunity and achievement gaps that exist for Black and Brown children by increasing the “College Going Culture” of all students. Tiffany Gilmore is a stereotype breaker and a history maker, dedicated to transforming students into Achievers. She believes strongly in giving every student what they need based on their individual talents and experiences. Mrs. Gilmore has a way of coaching all staff and building capacity within them. She values the input of parents and guardians and has consistently provided opportunities for collaboration between home and school. The founder of Garvey/Allen STEAM Academy is a transformational leader committed to eradicating the achievement gap. It is her ultimate desire to fight for the educational and social injustices of the historically disenfranchised.

Garvey/Allen STEAM Academy is fulfilling its mission and vision, and the core group of progressive thinking educators, families, and community members who support the Charter School are changing the future of Achievers by providing relentless support, ensuring high expectations, and teaching the whole child meaningfully.

Students at Garvey/Allen STEAM Academy are referred to as “Achievers.” As Joan Cone, an educator from El Cerrito High School in El Cerrito, California, along with Desiree Pointer and the Knowledge Media Lab of The Carnegie Foundation, points out, “We as teachers have a pedagogical and moral obligation to interrupt the process of co-construction of low achievement.” As educators, we need to support our students to construct themselves as Achievers, to see themselves as Achievers and to personally strive toward high levels of achievement. It is through this process that Achievers will define their strengths, work on areas of opportunity and reach their potential. Together, we believe that the arts are a strong vehicle to reach our Achievers. We understand that excelling in science, technology, engineering, and mathematics opens doors to Achievers that have been previously closed to them. Garvey/Allen STEAM Academy infuses Achievers’ educational experience with rigorous core content including arts, science, technology, engineering and mathematics with flexible scheduling, high expectations, familial support, various innovative learning opportunities all meeting the California State Standards. Garvey/Allen STEAM Academy will be the school “Where Achievers are the Architects of their own Destinies.”

Vocabulary Definitions

As part of this reimagined school transformation, Garvey/Allen STEAM Academy has developed a set of terms and vocabulary that emphasize and reinforce the commitment to the students, staff, and community.

Achiever Universe

This term is another name for Garvey/Allen STEAM Academy. Achiever Universe represents a realm where we break boundaries, shatter limitations, and transform ourselves into Visionaries of Change. In Achiever Universe, the students will be the solution to the challenges that lie ahead by fostering a growth mindset, encouraging creativity, and promoting a sense of responsibility.

Achievers

This term is used to describe students while establishing expectations of all learners. All of our students are capable of achieving great things in their education and professions. Garvey/Allen STEAM Academy believes, “Children enter as students and leave as Achievers.”

Achievement Guides (Teachers)

Each academic core class (English Language Arts, Mathematics, Science, Social Science) will be taught by an Achievement Guide holding the CTC certificate, permit, or other document required for the Achievement Guide’s certificated assignment. Achievement Guides will facilitate daily lessons and projects and oversee specific subject content mastery. Achievement Guides are to encourage, enrich and guide the achievement of all Achievers.

Achievement Manager (Counselor or Social Worker)

Achievement Manager is what traditional schools call a Counselor or Social Worker. Our Achievers who need additional support, the Achievement Manager will work with the Achiever weekly in collaboration with the Achievement Guides. Some Achievers will receive counseling, group interaction, or interventions to assist with their social and emotional well-being. The Achievement Manager assists with the implementation of Multi-Tiered Systems of Support (“MTSS”), social-emotional learning initiatives, attendance interventions, and referral processes. This role supports the development of student success plans and collaborates with administrators and staff to address behavioral, academic, and emotional needs. The Achievement Manager will serve as advocate for the Achiever, providing mentoring, guidance, and constant encouragement.

VAPA and STEM Guides

Visual and Performing Arts (“VAPA”) Academy Guides are teachers with extensive training and expertise in a specific VAPA area. As teachers, the VAPA Academy Guides will hold the CTC certificate, permit, or other document required for the Achievement Guide’s certificated assignment.

Science, Technology, Engineering or Mathematics (“STEM”) Academy Guides are teachers with extensive training and expertise in a specific STEM area. These instructors will have a love for their STEM pathway and will collaborate with colleagues to develop

project-based learning.

The Dean Team

The Dean Team is committed to supporting all of our Achievers at Garvey/Allen STEAM Academy. We strive for excellence in every aspect of our work, ensuring that our Achievers, who represent our future, receive the guidance and support they need to excel. “We are the Solution.”

The Dream Team

The Dream Team is the collection of Superintendent, Deans, Achievement Guides, Achievement Manager, and Support Staff who will work independently and collaboratively to address the needs of every Achiever. The Dream Team is an exceptional group of educators who believe in the mission and vision of Garvey/Allen STEAM Academy.

Morning Meeting

Morning Meeting is a structured daily gathering where Achievers and Achievement Guides build community, set expectations, practice social emotional skills, and prepare for focused academic learning.

STEM and STEAM

Science, Technology, Engineering and Mathematics (“STEM”) and Science, Technology, Engineering, Arts, and Mathematics (“STEAM”).

Community Served

Garvey/Allen STEAM Academy serves an Achiever population that differs from the State of California in ways that reflect both community context and historical enrollment patterns. In 2024-25, the Charter School’s enrollment was 67.1% Black or African American, reflecting a community of Achievers that are predominantly native English speakers rather than English Learners. As a result, the English Learner population at Garvey/Allen STEAM Academy was 3.8%, which is substantially lower than the statewide rate of 17.4%. Hispanic or Latino students represented 21.0% of enrollment compared to 56.1% statewide, while White students accounted for 2.4% of the Charter School population versus 20% statewide, with all other racial and ethnic groups represented in very small proportions. At the same time, 93.3% of Achievers were socioeconomically disadvantaged, far exceeding the statewide average of 63.6%, demonstrating the Charter School’s intentional focus on serving students from historically marginalized and low-income communities. Students with Disabilities comprise 13.3% of enrollment, closely aligned with the statewide percentage of 14.2%, while Foster Youth enrollment is 0.0% compared to the statewide average of 0.5%. Overall, these demographic patterns underscore that Garvey/Allen STEAM Academy serves a far more economically disadvantaged and disproportionately Black or African American Achiever population when compared to state averages, while remaining fully aligned to its mission of developing artists, leaders, and global citizens.

Garvey/Allen STEAM Academy serves Achievers who are predominantly Black or African American and from low-income households residing in Riverside County, California. Over

the term of the charter, total enrollment increased steadily from 113 Achievers in 2019–20 to 210 Achievers in 2024–25, reflecting sustained growth and community demand. Throughout the term, Socioeconomically Disadvantaged Achievers consistently comprised a majority of the student body, ranging from a low of 63.9% to a high of 93.3%, underscoring the Charter School’s mission to serve high need students. The percentage of Students with Disabilities increased from 8.8% in 2019–20 to a peak of over 17% in the middle years of the term, before stabilizing at 13.3% in 2024–25. ELs remained a smaller but consistent subgroup, generally between 1.6% and 4.1%. Foster Youth enrollment remained minimal across all years. Racial and ethnic enrollment patterns remained stable, with Black or African American Achievers consistently representing approximately two thirds to over 70% of total enrollment, Hispanic or Latino Achievers comprising roughly one fifth of the population, and all other racial and ethnic groups represented in comparatively small numbers. Collectively, these trends demonstrate that the Charter School has maintained a stable demographic profile while expanding enrollment and continuing to serve a concentrated population of historically underserved students.

Table i.1: Percentage of Subgroups at Garvey/Allen STEAM Academy for the Charter Term from the Dashboard

Year	Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Foster Youth	Black or African American	Hispanic or Latino	Two or More Races	White	Filipino	American Indian	Pacific Islander
2019-20	113	88.5%	8.8%	3.5%	0.0%	71.7%	19.5%	6.2%	0.9%	0.9%	0.0%	0.9%
2020-21	122	63.9%	17.2%	4.1%	1.6%	72.1%	22.1%	4.1%	0.8%	0.0%	0.0%	0.8%
2021-22	125	72.8%	16.8%	1.6%	2.4%	69.6%	19.2%	8.0%	0.8%	0.0%	0.0%	1.6%
2022-23	157	72.6%	17.2%	2.5%	1.9%	70.7%	19.7%	4.5%	1.3%	0.0%	1.9%	1.3%
2023-24	201	69.2%	13.9%	4.0%	0.0%	69.7%	23.4%	5.5%	0.5%	0.0%	1.0%	0.0%
2024-25	210	93.3%	13.3%	3.8%	0.0%	67.1%	21.0%	8.6%	2.4%	0.5%	0.5%	0.0%

Garvey/Allen STEAM Academy is proud of its accomplishments during the current charter term and remains steadfast in its commitment to transforming historically disenfranchised students into Achievers. The Charter School provides targeted interventions, enrichment, and high-quality learning opportunities to ensure every Achiever reaches their fullest potential. Through a personalized and culturally connected approach, Garvey/Allen STEAM Academy supports Achievers in meeting grade level expectations and exceeding them whenever possible. The Charter School consistently partners with families and the broader community to prepare Achievers for success in high school, college, career, and life.

Charter Renewal Criteria

The passage of Assembly Bill 1505, effective July 1, 2020, has established renewal criteria by which the chartering authority shall consider to grant the charter for renewal. **Garvey/Allen STEAM Academy meets the criteria to be considered a Middle Performing Charter School; therefore, approval of the renewal shall be for a period of five years.** Based on the quality of Garvey/Allen STEAM Academy’ program as articulated in this renewal petition, and its demonstrated successes over the past charter term, Garvey/Allen STEAM Academy is entitled to a five-year renewal under the

standards articulated in Education Code Sections 47605, 47607, and 47607.2.

During the 2019 to 2026 term, Garvey/Allen STEAM Academy achieved the following successes:

1. The Charter School has presented a **sound educational program**.

- The Charter School has a **clearly defined mission** 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 STEM 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.
- The Charter School's **average student to teacher ratio** is **25:1**.
- Curriculum is aligned with **California State Standards** including but not limited to, the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, remaining State Content Standards, and English Language Development ("ELD") Standards (hereinafter collectively referred to as the "State Standards").
- **100%** of students have access to **standards-aligned instructional materials** for use at school and home.
- The Charter School **fully implements the instructional program**.
- The Charter School's **students met the benchmark threshold for a year's progress in Reading and Mathematics in 2023, 2024 and 2025**, overall and for significant subgroups.
- **2025 California Assessment of Student Performance and Progress ("CAASPP")** for Garvey/Allen STEAM Academy shows students were **7.5 points below standard in English Language Arts ("ELA")**, **higher than the State, 15.8 points closer to standard in Mathematics**, and **equal to the State in Science** compared to the prior year CAASPP results.

Riverside County, parents, guardians, and the **community as a whole have also benefited**:

- The Charter School improves economic opportunity for families and the community by **exposing students to VAPA and STEM**.
- The Charter School has strong **parent, guardian, and community investment** in the Charter School.
- Students and families choose Garvey/Allen STEAM Academy because it **celebrates diversity, has a positive school climate and culture, feels safe, and provides strong, culturally relevant instruction**.

2. The Charter School has shown that it is demonstrably likely **to successfully implement the proposed educational program**.

- The Charter School has been in operation for **six years**.
- The Charter School **experienced an upward trajectory of achievement in ELA/Reading and Mathematics as evidenced by iReady assessments and CAASPP results**.
- **Nearly 80% of students** at the Charter School reported that **they feel safe at**

- school based on the Local Climate Survey of Spring 2025.
- **70% of students** at the Charter School reported that **they feel connected to the school** based on the Local Climate Survey of Spring 2025.
- **Nearly 95% of parents/guardians** at the Charter School reported that **they are satisfied with the educational program** based on the Local Climate Survey of Spring 2025.
- **90% of Achievement Guides and Staff** at the Charter School reported that **the school implements a powerful Positive Behavioral Interventions and Supports (“PBIS”) system.**

The Charter School is a diverse, 21st Century School.

- The Charter School’s enrollment includes the following student groups based on the 2025 California School Dashboard (“Dashboard”):
 - 93.3% are Socioeconomically Disadvantaged (“SED”) students;
 - 13.3% are Students with Disabilities (“SWD”); and,
 - 3.8% of students are English Learners (“ELs”).
- The enrollment includes the following race and ethnicity:
 - 67.1% of the students are Black or African American;
 - 21% of the students are Hispanic or Latino;
 - 8.6% of the students are Two or More Races
 - 2.4% of the students are White;
 - 0.5% of the students are Filipino; and,
 - 0.5% of the students are American Indian.
- **The Charter School’s numerically significant subgroups are SED students, Black or African American students, and Hispanic or Latino students.**
- **The Charter School provides a range of professional development opportunities for its teachers and staff.**
 - Core Curriculum Training and Standards-Based Instruction
 - Data Analysis and Data Talk Cycles – Using data to inform instruction
 - Collaboration between General Education Achievement Guides and Special Education Achievement Guides
 - Systemic ELD
 - Classroom Observations and Coaching Cycles
 - Trauma Informed Instruction
 - Culturally Responsive Pedagogy
 - Ron Clark Strategies and Garvey/Allen STEAM Academy Culture
 - PBIS
 - MTSS
 - Response to Instruction and Intervention (“RtI²”)
 - Inquiry Based Instruction
 - Project-Based Learning (“PBL”)
 - Parents/Guardians as Partners
 - Personal and Professional Goal Setting and Planning for Advancement
 - Effective Behavioral Redirection and De-Escalation Strategies
 - Planning Enrichment Activities
 - Scaffolding Student Learning and Differentiating Instruction for All Students, especially SED students, ELs, and SWD.

- Understanding of Charter, Mission, Vision, and Core Values
 - **The Charter School has established an effective communication and student record system.** Infinite Campus Student Information System (“SIS”) is a powerful, easy-to-use communication tool which enables students, parents/guardians, teachers, and administrators to work together to improve student achievement. Infinite Campus allows teachers and administrators to send student-specific and general messages home whenever necessary via telephone, text message, or via electronic mail. Messages can also be sent concerning school events and emergencies, and Infinite Campus also translates messages into different languages for parents/guardians. In addition, Garvey/Allen STEAM Academy utilizes its own website, newsletters, and social media to communicate Black Hawk events, reminders, recruitment, and enrollment to convey information to students, parents, staff, and parents/guardians. Moreover, the teachers use Class Dojo to communicate individual communications sent to each parent/guardian concerning their child’s school experience and attendance.
 - **Garvey/Allen STEAM Academy has established a pattern of successfully filing budget, attendance, SELPA, and other fiscal reports accurately and on a timely basis.**
 - Garvey/Allen STEAM Academy has consistently had clean audits with no findings.
 - **Garvey/Allen STEAM Academy have also developed and consistently maintained prudent fiscal and risk management policies and procedures** to ensure that the Charter School remains on solid footing in the event of unexpected circumstances.
 - **Garvey/Allen STEAM Academy has consistently maintained all required insurance coverages** (e.g., general liability, property, student accident, etc.) and has put in place policy limits that meet or exceed the norm for an organization of the Charter School’s size and tenure.
 - **The Charter School is an integral part of the local community.** The Charter School is focused on providing historically disadvantaged students of color with opportunities to be academically and socially emotionally successful. Moreover, students engage and interact with the community at large through community service activities, participation in clubs, sports, and activities to develop school culture. Garvey/Allen STEAM Academy students are an integral part of the community and recognize the challenges in the world around them.
3. The Charter School is **servicing all students** who wish to attend.
- The Charter School has a respected **history of servicing historically disadvantaged students**, including “racial and ethnic pupils, special education pupils, and redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”
 - The Charter School **enrolls a much higher percentage of Black or African American students and SED students** compared to the State percentage in 2025.

- The Charter School’s attendance rate has remained consistent with the District attendance rate with an **average daily attendance rate of 89% or more.**

4. The Charter School’s petition is reasonably comprehensive.

The petition contains reasonably comprehensive descriptions for each element and fully describes the program illustrating how the Charter School will continue to meet its goals and objectives described herein. The Charter School will continue to benefit the District and County by providing parents and guardians within its jurisdiction with another great choice and expanded educational opportunities for their children.

5. The Charter School satisfies the academic renewal criteria for a presumptive five-year renewal.

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the Dashboard and, in some circumstances, the performance of the charter school on assessments deemed to be “verified data.” **The Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.**

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the four tiers has unique qualifying criteria.

The three performance categories are as follows:

- **High Performing** – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- **Middle Performing** – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).
- **Low Performing** – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- **DASS** – Presumptive renewal with consideration of performance on the Dashboard and applicable alternative metrics, with nonrenewal only in the event that the chartering authority finds that closure is in the best interest of students – Education Code Section 47607(c)(7).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)

- Academic: grades three through eight and grade eleven – English Language Arts/Literacy and Mathematics

Accordingly, Garvey/Allen STEAM Academy fits into the **middle performing category**, as determined by law and the California Department of Education, and as clearly demonstrated by the evidence. Garvey/Allen STEAM Academy has **achieved measurable increases in academic achievement**, as defined by at least **one year's progress for each year in school** and **meets the criterion for charter renewal** for a term of five years, as demonstrated below.

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the school-wide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

Dashboard Performance

Dashboard performance identifies performance levels using one of five status levels (ranging from Very Low, color of red, Low, color of orange, Medium, color of yellow, High, color of green, to Very High, color of blue) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, color of red, High, color of orange, Medium, color of yellow, Low, color of green, to Very Low, color of blue). The Dashboard identifies “No Performance Color” for an indicator when there are fewer than thirty (30) students and especially to protect the privacy of students when there are fewer than eleven (11) students.

Over the four-year period reflected in the Dashboard indicators, Garvey/Allen STEAM Academy demonstrates areas of measurable growth alongside persistent challenges that inform the Charter School's continuous improvement focus. Garvey/Allen STEAM Academy has been identified by the State as a Middle Performing Charter School, and the Charter School has attained measurable increases in academic achievement schoolwide and for numerically significant subgroups. Suspension rates have remained

consistently low to very low across all reported years, reflecting the effectiveness of the Charter School’s systematic PBIS and commitment to maintaining a safe and supportive learning environment. Chronic absenteeism showed improvement in 2023–24, decreasing to a medium level after two consecutive years at very high, indicating that targeted attendance interventions can yield positive results, even as the 2024–25 data underscore the need for sustained and expanded strategies to address attendance barriers.

Academic achievement trends show meaningful progress in the most recent year. Achievement in ELA improved from low in prior years to medium in 2024–25, while mathematics achievement increased from very low and low levels in earlier years to medium in 2024–25. This upward movement reflects strengthening instructional practices, increased alignment to State Standards, and the impact of focused academic supports. Indicators such as ELPI, graduation rate, and college and career readiness continue to reflect no performance color or not applicable status due to cohort size and grade span, rather than lack of progress. Taken together, the Dashboard indicators demonstrate emerging academic gains, sustained strengths in school climate, and clearly identified areas for continued improvement that will guide the Charter School’s goals, actions, and accountability commitments during the next charter term.

Table i.2: Dashboard Indicators for Garvey/Allen STEAM Academy for the Charter Term (Dashboard for 2019-20 and 2020-21 Suspended)

Garvey/Allen STEAM Academy Dashboard Indicators							
School Year	Chronic Absenteeism	Suspension Rate	ELPI	Graduation Rate	College/ Career Readiness	ELA Achievement	Math Achievement
2021-22	Very High	Very Low	No Performance Level	Not Applicable	Not Applicable	Low	Very Low
2022-23	Very High	Low	No Performance Color	Not Applicable	Not Applicable	Low	Low
2023-24	Medium	Very Low	No Performance Color	Not Applicable	Not Applicable	Low	Very Low
2024-25	Very High	Very Low	No Performance Color	Not Applicable	Not Applicable	Medium	Medium

CAASPP System – English Language Arts

Across the four-year period from 2021–22 through 2024–25, Garvey/Allen STEAM Academy demonstrates substantial growth in English Language Arts (“ELA”) achievement for the overall student population and for significant student subgroups. In the initial years, ELA performance levels were consistently low for All Students, with negative Distance from Standard (“DFS”) values and limited year to year change. However, steady improvement efforts are evident over time, culminating in significant academic gains in 2024–25. In that year, All Students achieved a medium performance level with a marked positive change in DFS, surpassing the State average and reflecting a clear upward trajectory in schoolwide ELA outcomes.

Disaggregated data further highlights meaningful progress for historically underserved student groups. Black or African American students and SED students moved from low performance levels in earlier years to medium performance levels in 2024–25, with substantial positive changes in DFS and performance well above state averages. Hispanic or Latino students show particularly strong growth, improving from no

performance color in earlier years to a high-performance level in 2024–25, with positive DFS and achievement exceeding the State by a wide margin. SWD, while continuing to reflect no performance color due to cohort size, demonstrate notable improvement in DFS in the most recent year and outperform the State average in ELA for the same subgroup.

Taken together, the Dashboard ELA indicators reflect sustained improvement, accelerating growth, and narrowing gaps between the Charter School and the State over time. The 2024–25 results provide strong evidence that instructional adjustments, targeted interventions, and increased alignment to State Standards are yielding positive outcomes. These trends affirm the Charter School’s capacity to improve academic achievement schoolwide and for key student subgroups and provide a solid foundation for continued progress during the next charter term. **Garvey/Allen STEAM Academy achieved measurable increases in ELA Achievement from 2021 to 2025.**

Table i.3: Dashboard English Language Arts for All Students and by Subgroups for Garvey/Allen STEAM Academy for the Charter Term (Dashboard for 2019-20 and 2020-21 Suspended)

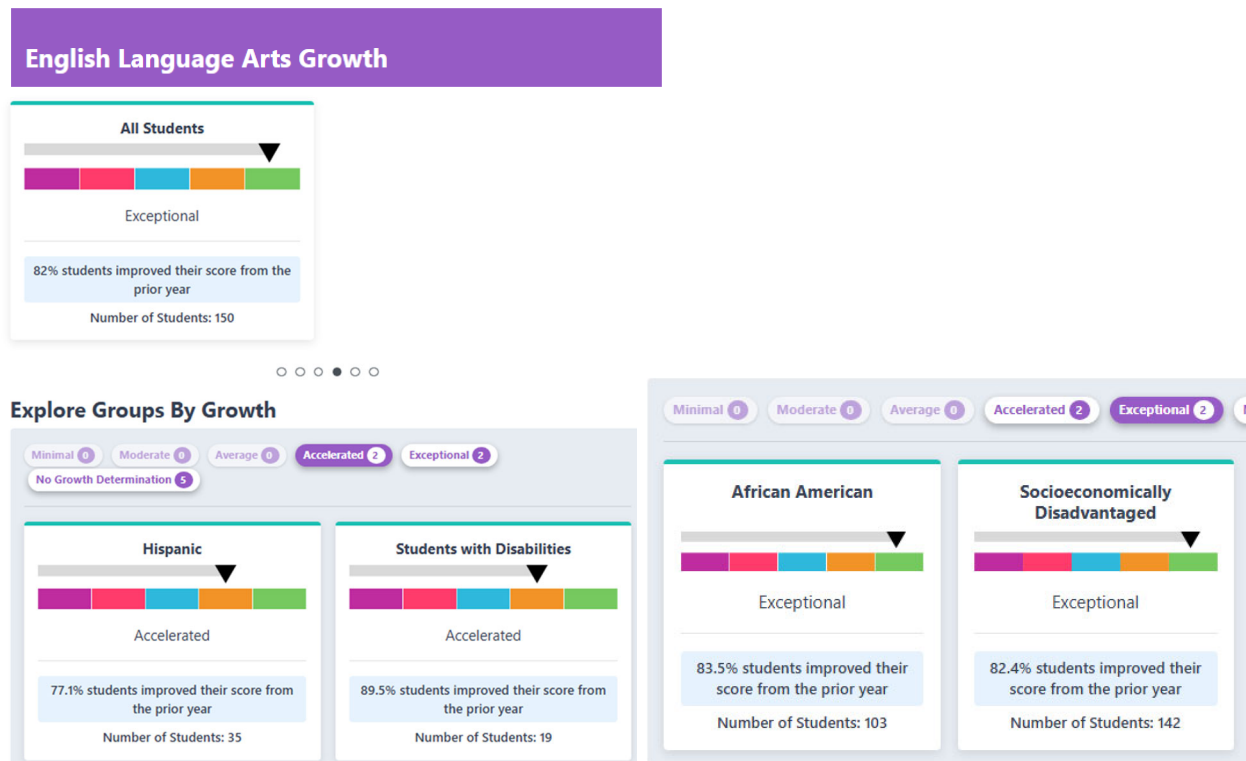
Garvey/Allen STEAM Academy English Language Arts Indicator 2021-22							
Student Group	Charter Participation Rate	Charter Performance Level	Charter ELA DFS	Charter Change	State Performance Level	State ELA DFS	Charter to State Comparison DFS
All Student	100%	Low	-18.1	Not Applicable	Low	-12.2	Lower
BLK/AA	100%	Low	-24.8	Not Applicable	Low	-57.7	Higher
SED	100%	Low	-24.6	Not Applicable	Low	-41.4	Higher
HIS/LAT	100%	No Performance Level	1.3	Not Applicable	Low	-38.6	Higher
SWD	100%	No Performance Level	-77.6	Not Applicable	Very Low	-97.3	Higher
Garvey/Allen STEAM Academy English Language Arts Indicator 2022-23							
Student Group	Charter Participation Rate	Charter Performance Level	Charter ELA DFS	Charter Change	State Performance Level	State ELA DFS	Charter to State Comparison DFS
All Student	100%	Low	-31.2	-13.1	Low	-12.2	Lower
BLK/AA	100%	Low	-50.2	-25.4	Low	-59.6	Higher
SED	100%	Low	-31.7	-7.1	Low	-42.6	Higher
HIS/LAT	100%	No Performance Color	46.9	45.6	Low	-40.2	Higher
SWD	100%	No Performance Color	-112.9	-35.3	Very Low	-96.3	Lower
Garvey/Allen STEAM Academy English Language Arts Indicator 2023-24							
Student Group	Charter Participation Rate	Charter Performance Level	Charter ELA DFS	Charter Change	State Performance Level	State ELA DFS	Charter to State Comparison DFS
All Student	98%	Low	-33.4	-2.2	Low	-13.2	Lower
BLK/AA	98%	Medium	-46.5	3.7	Low	-58.9	Higher
SED	98%	Low	-50.3	-18.6	Low	-40.9	Lower
HIS/LAT	100%	No Performance Color	-7.1	-54	Low	-39.3	Higher
SWD	92%*	No Performance Color	-122	-9.1	Very Low	-95.6	Lower
*2 of 24 students did not complete test.							
Garvey/Allen STEAM Academy English Language Arts Indicator 2024-25							
Student Group	Charter Participation Rate	Charter Performance Level	Charter ELA DFS	Charter Change	State Performance Level	State ELA DFS	Charter to State Comparison DFS
All Student	100%	Medium	-7.5	25.9	Medium	-8.1	Higher
BLK/AA	100%	Medium	-16.2	30.3	Medium	-51.3	Higher
SED	100%	Medium	-7.4	42.9	Medium	-35.3	Higher
HIS/LAT	100%	High	13.4	20.6	Medium	-33.7	Higher
SWD	100%	No Performance Color	-85	36.9	Low	-89.4	Higher

2025 English Language Arts Growth

The 2025 ELA growth results for Garvey/Allen STEAM Academy are exceptional and reflect the Charter School’s deep commitment to transforming Achievers through high quality, culturally connected instruction. Overall, 82% of Achievers demonstrated growth from the prior year, earning an Exceptional growth designation and signaling strong, consistent progress across the student body. Hispanic or Latino Achievers showed Accelerated growth, with 77.1% improving their scores, while SWD demonstrated remarkable outcomes, with 89.5% showing year over year improvement. These results highlight the Charter School’s ability to meet diverse learning needs through targeted supports and intentional instructional practices.

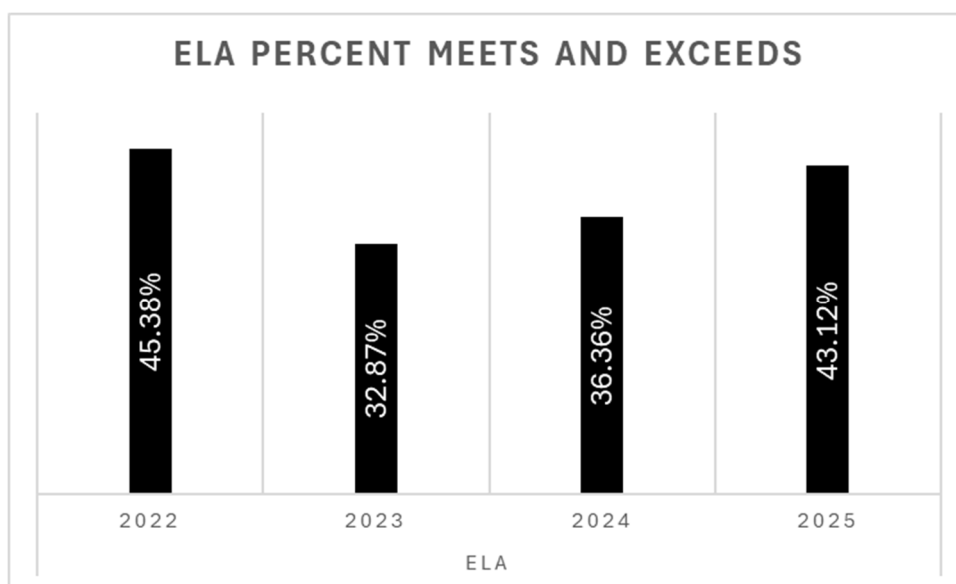
Most notably, Black or African American Achievers achieved Exceptional growth, with 83.5% improving their ELA performance, a powerful indicator of the Charter School’s success in advancing literacy outcomes for historically disenfranchised students. SED Achievers also earned an Exceptional growth rating, with 82.4% demonstrating improvement from the prior year. Collectively, these outcomes reflect a culture of high expectations, effective teaching, and strong academic support systems. The 2025 ELA growth data affirms that Garvey/Allen STEAM Academy is accelerating learning for Achievers across all major subgroups and delivering on its mission to develop confident readers, critical thinkers, and future leaders.

Graphic i.1: Dashboard English Language Arts Growth Indicator for All Students and by Subgroup for Garvey/Allen STEAM Academy for 2024-25



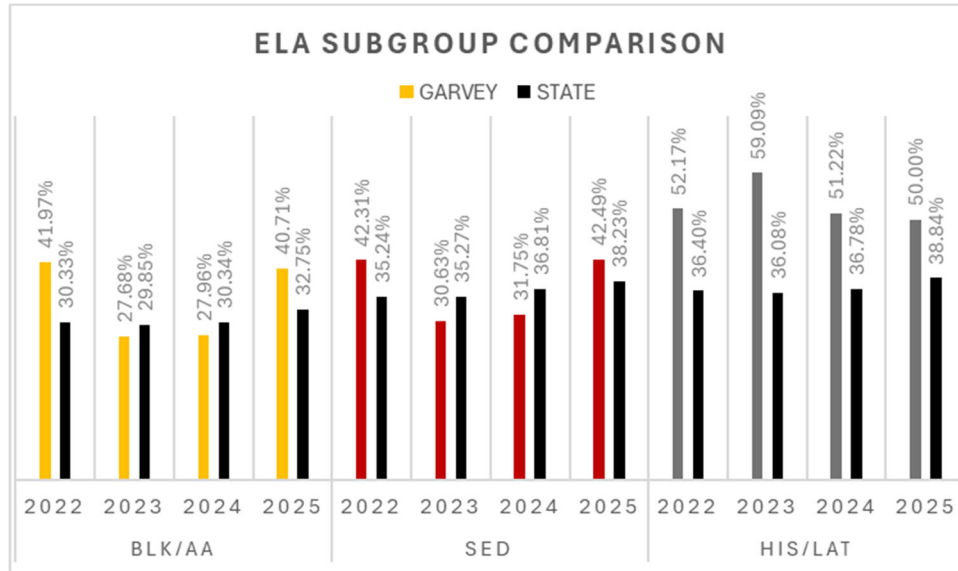
ELA Smarter Balanced Assessment Consortium (“SBAC”) results from 2021 through 2025 demonstrate strong overall performance and meaningful growth in the percentage of Achievers at Garvey/Allen STEAM Academy who meet or exceed standards. Following the resumption of statewide testing, 45.38% of Achievers met or exceeded the ELA standard in 2022, establishing a solid foundation for academic achievement. While results declined to 32.87% in 2023 during a year of instructional recalibration, targeted literacy strategies and strengthened instructional supports led to renewed progress, with 36.36% of Achievers meeting or exceeding standards in 2024. This positive trajectory accelerated in 2025, when 43.12% of Achievers met or exceeded the ELA standard, reflecting significant recovery and sustained improvement. Collectively, these results highlight the Charter School’s ability to respond to challenges, refine instruction, and drive consistent gains in literacy achievement over time.

Chart i.1: Garvey/Allen STEAM Academy ELA SBAC Growth Trend: Percent of Achievers Meeting or Exceeding Standards (2022–2025)



From 2021 through 2025, Garvey/Allen STEAM Academy demonstrated strong and improving ELA performance among its significant subgroups when compared to the State of California, culminating in results that exceeded state averages by the end of the period. Black or African American Achievers consistently outperformed the State, increasing from 41.97% meeting or exceeding standards in 2022 to 40.71% in 2025, compared to the State’s 32.75% in 2025. SED Achievers also showed steady growth, rising from 42.31% in 2022 to 42.49% in 2025, surpassing the State’s 38.23% in 2025. Hispanic or Latino Achievers made notable gains over time, with performance strengthening through 2025 and ending above the State average, as the Charter School reached 50.00% meeting or exceeding standards compared to the State’s 38.84%. Collectively, these outcomes reflect the Charter School’s sustained focus on high quality literacy instruction and targeted supports, resulting in subgroup performance that not only improved over time but ultimately exceeded statewide benchmarks.

Chart i.2: ELA SBAC Subgroup Performance Comparison: Garvey Allen STEAM Academy vs State (2022–2025)



CAASPP System – Mathematics

Mathematics performance data for Garvey/Allen STEAM Academy reflect both the academic challenges faced by Achievers and the impressive levels of growth demonstrated across multiple student groups. While overall Mathematics achievement levels remain in the Low to Very Low range, growth indicators show meaningful progress, particularly when compared to statewide results. Black or African American Achievers and Hispanic or Latino Achievers demonstrated growth in mathematics that exceeded State performance, reflecting the effectiveness of the Charter School’s instructional strategies and targeted supports. These gains are especially notable given the Charter School’s high concentration of SED Achievers and the academic gaps many Achievers experience upon entry.

The Charter School’s focus on standards aligned instruction, individualized learning pathways, and frequent progress monitoring has contributed to these positive growth outcomes. Teachers use formative data to adjust instruction, provide small group and one on one interventions, and reinforce foundational mathematics skills while steadily advancing conceptual understanding. As a result, Garvey/Allen STEAM Academy is successfully accelerating learning for Black or African American and Hispanic or Latino Achievers at rates higher than the State, demonstrating that sustained, mission driven instruction can produce strong academic growth even as the Charter School continues working to raise overall achievement levels in mathematics. **Garvey/Allen STEAM Academy achieved measurable increases in Mathematics Achievement from 2021 to 2025.**

Table i.4: Dashboard Mathematics Indicators for All Students and by Subgroup for Garvey/Allen STEAM Academy for the Charter Term (Dashboard for 2019-20 and 2020-21 Suspended)

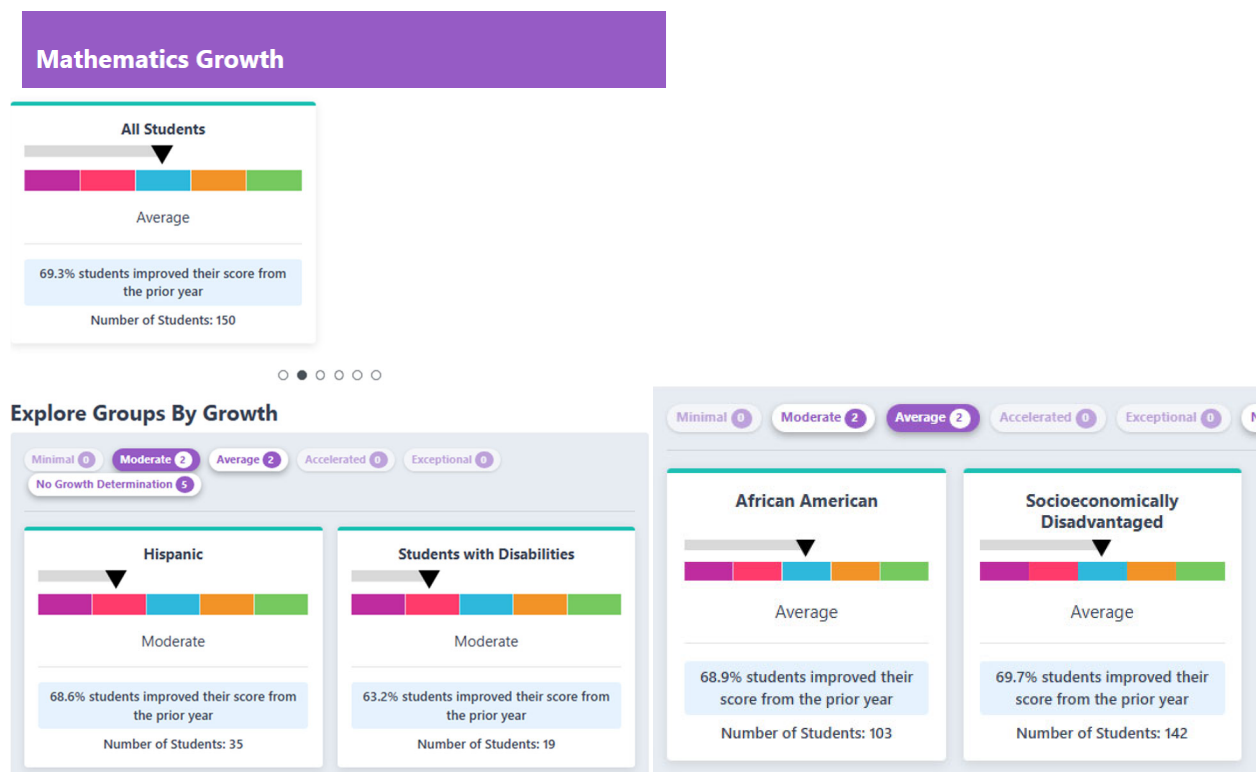
Garvey/Allen STEAM Academy Mathematics Indicator 2021-22							
Student Group	Charter Participation Rate	Charter Performance Level	Charter MATH DFS	Charter Change	State Performance Level	State MATH DFS	Charter to State Comparison DFS
All Students	100%	Very Low	-116.2	Not Applicable	Low	-51.7	Lower
BLK/AA	100%	Very Low	-124.4	Not Applicable	Very Low	-106.9	Lower
SED	100%	Very Low	-119.8	Not Applicable	Low	-84	Lower
HIS/LAT	100%	No Performance Level	-111.5	Not Applicable	Low	-83.4	Lower
SWD	100%	No Performance Level	-181.5	Not Applicable	Very Low	-130.8	Lower
Garvey/Allen STEAM Academy Mathematics Indicator 2022-23							
Student Group	Charter Participation Rate	Charter Performance Level	Charter MATH DFS	Charter Change	State Performance Level	State MATH DFS	Charter to State Comparison DFS
All Students	100%	Low	-95.4	20.8	Low	-49.1	Lower
BLK/AA	100%	Low	-115.5	8.9	Very Low	-104.5	Lower
SED	100%	Low	-100.3	19.5	Medium	-80.8	Lower
HIS/LAT	100%	No Performance Color	-23.1	88.4	Low	-80.8	Higher
SWD	100%	No Performance Color	-180.5	1	Low	-127.3	Lower
Garvey/Allen STEAM Academy Mathematics Indicator 2023-24							
Student Group	Charter Participation Rate	Charter Performance Level	Charter MATH DFS	Charter Change	State Performance Level	State MATH DFS	Charter to State Comparison DFS
All Students	96%	Very Low	-103	-7.6	Low	-47.6	Lower
BLK/AA	96%	Very Low	-117.4	-1.9	Very Low	-102.2	Lower
SED	95%	Very Low	-119.6	-19.3	Very Low	-78.2	Lower
HIS/LAT	98%	No Performance Color	-71.6	-48.5	Low	-79.2	Higher
SWD	92%*	No Performance Color	-172.7	7.8	Very Low	-124.3	Lower
*2 of 24 students did not complete test.							
Garvey/Allen STEAM Academy Mathematics Indicator 2024-25							
Student Group	Charter Participation Rate	Charter Performance Level	Charter MATH DFS	Charter Change	State Performance Level	State MATH DFS	Charter to State Comparison DFS
All Students	100%	Medium	-87.2	15.8	Medium	-42.4	Lower
BLK/AA	100%	Medium	-93.7	23.7	Low	-95.8	Higher
SED	100%	Medium	-86.3	33.3	Medium	-72.9	Lower
HIS/LAT	100%	Low	-69.6	1.9	Medium	-73.6	Higher
SWD	100%	No Performance Color	-156.4	16.3	Low	-120.7	Lower

2025 Mathematics Growth

The 2025 Mathematics growth results for Garvey/Allen STEAM Academy reflect strong, schoolwide progress and a solid foundation for continued academic acceleration. Overall, 69.3% of Achievers improved their mathematics scores from the prior year, earning an Average growth designation across 150 students. This outcome demonstrates that the majority of Achievers made meaningful academic gains in mathematics, a notable accomplishment given the rigorous standards and the high needs of the student population served by the Charter School.

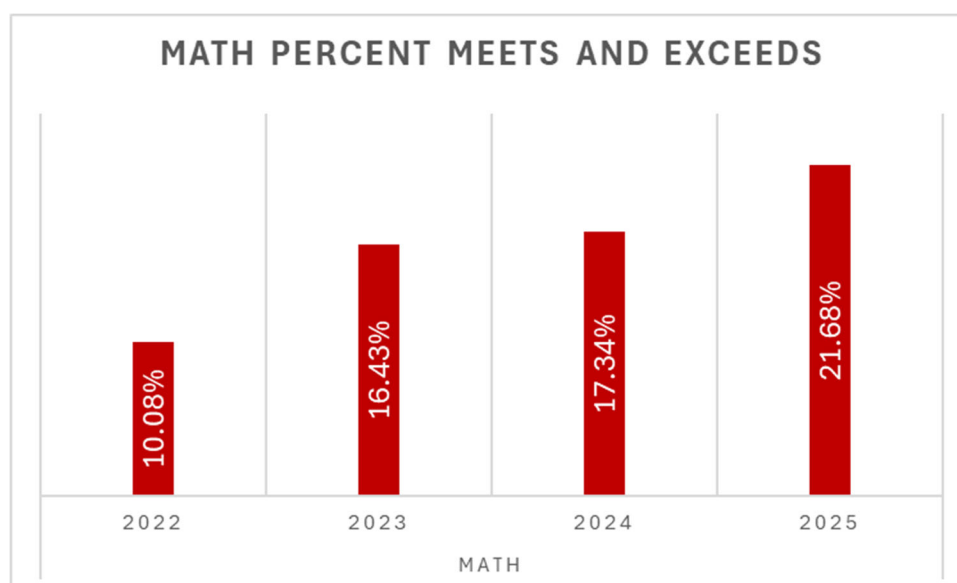
Growth outcomes across key subgroups further underscore the Charter School’s effectiveness in supporting diverse learners. Black or African American Achievers achieved Average growth, with 68.9% demonstrating year over year improvement, while SED Achievers showed comparable results, with 69.7% improving their scores. Hispanic or Latino Achievers earned a Moderate growth rating, with 68.6% showing progress, and SWD also demonstrated Moderate growth, with 63.2% improving from the prior year. Collectively, these results highlight consistent mathematics growth across all major student groups and reflect the Charter School’s intentional use of targeted instruction, data driven interventions, and personalized supports. The 2025 Mathematics growth data affirms that Garvey/Allen STEAM Academy is building momentum in mathematics achievement while continuing to strengthen instructional practices to further accelerate learning for all Achievers.

Graphic i.2: Dashboard Mathematics Growth Indicator for All Students and by Subgroup for Garvey/Allen STEAM Academy for 2024-25



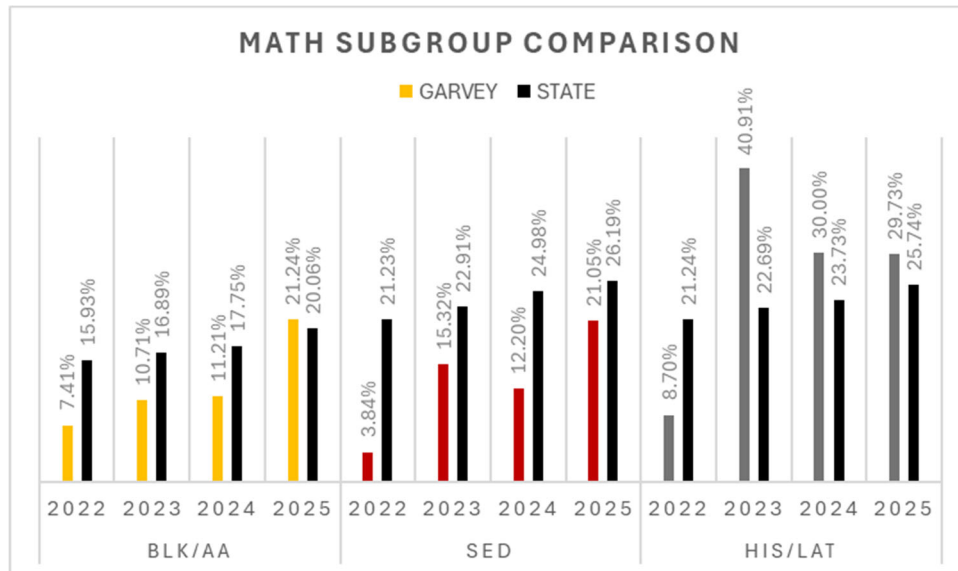
Mathematics SBAC results from 2022 through 2025 at Garvey/Allen STEAM Academy show steady and encouraging growth in the percentage of Achievers who meet or exceed standards. Following a baseline of 10.08% in 2022, the Charter School made notable gains in 2023, increasing to 16.43%, and continued this upward trend in 2024 with 17.34% of Achievers meeting or exceeding standards. This progress accelerated in 2025, when 21.68% of Achievers met or exceeded the mathematics standard, more than doubling the 2022 rate. Overall, these results reflect sustained improvement in mathematics achievement and demonstrate the Charter School's commitment to strengthening instructional practices and supporting Achievers in building essential mathematical skills over time.

Chart i.3: Garvey/Allen STEAM Academy Mathematics SBAC Growth Trend: Percent of Achievers Meeting or Exceeding Standards (2022–2025)



From 2022 through 2025, mathematics performance for Garvey/Allen STEAM Academy's significant subgroups demonstrates consistent growth and a narrowing of gaps when compared to the State of California. Black or African American Achievers increased from 7.41% meeting or exceeding standards in 2022 to 21.24% in 2025, reflecting nearly a threefold gain over the period, while the State increased from 15.93% to 20.06%. SED Achievers also showed substantial improvement, rising from 3.84% in 2022 to 21.05% in 2025, closing much of the gap with the State's 26.19%. Hispanic or Latino Achievers demonstrated steady progress as well, increasing from 8.70% in 2022 to 29.73% in 2025, approaching the State's 25.74%. Overall, these results highlight meaningful upward trends across all major subgroups and reflect the Charter School's focused efforts to strengthen mathematics instruction and accelerate achievement for historically underserved Achievers.

Chart i.4: Mathematics SBAC Subgroup Performance Comparison: Garvey/Allen STEAM Academy vs State (2022–2025)

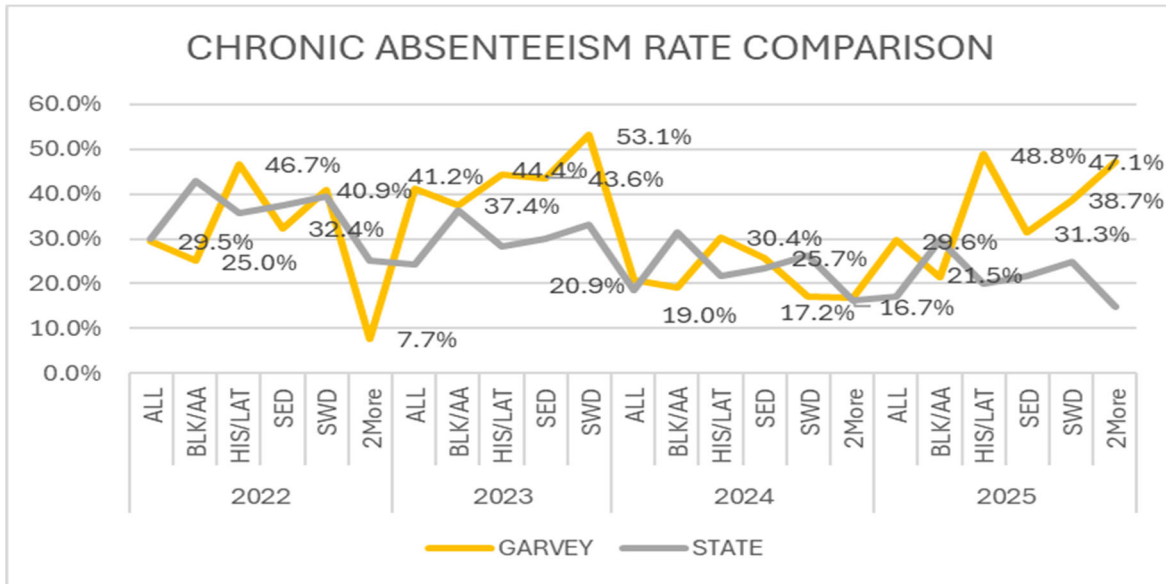


Chronic Absenteeism Rate

Chronic absenteeism data from 2022 through 2025 show that Garvey/Allen STEAM Academy has made meaningful progress over time while serving a student population with significant barriers to consistent attendance. In 2022, the Charter School’s overall chronic absenteeism rate of 29.5% was comparable to the State’s 30.0%, with several subgroups such as Hispanic or Latino Achievers at 46.7% and SWD at 40.9% reflecting the complex challenges faced by the community served. In 2023, overall chronic absenteeism increased to 41.2%, exceeding the State’s 24.3%, particularly among SED Achievers at 43.6% and SWD at 53.1%, highlighting the impact of ongoing post pandemic attendance instability.

By 2024 and 2025, the Charter School demonstrated improvement and renewed focus on attendance engagement strategies. In 2024, overall chronic absenteeism declined to 20.9%, slightly above the State’s 18.6%, with several subgroups such as Hispanic or Latino and SED Achievers performing closer to state averages. In 2025, while the overall rate increased to 29.6%, it remained well below the prior peak and reflected strong subgroup outcomes relative to the State, including Hispanic or Latino Achievers at 48.8% compared to the State’s 20.1% and SWD at 38.7% compared to 24.9%. Across the term, these data underscore the Charter School’s sustained efforts to address chronic absenteeism through proactive outreach, family engagement, and targeted supports, while continuing to refine strategies to improve consistent attendance for all Achievers.

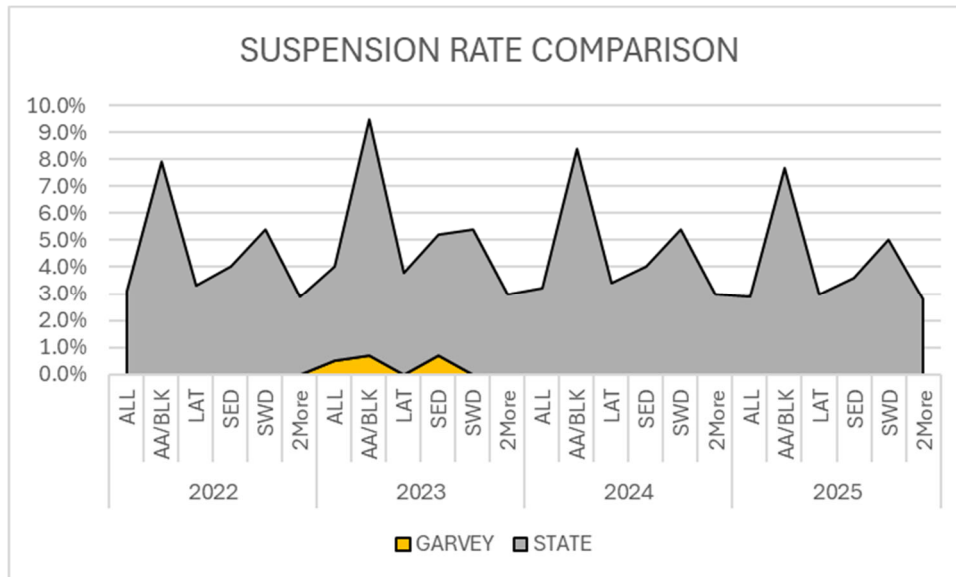
Chart i.5: Chronic Absenteeism Rate All Students and Subgroup Performance Comparison: Garvey/Allen STEAM Academy vs State (2022–2025)



Suspension Rate

From 2022 through 2025, Garvey/Allen STEAM Academy consistently demonstrated exceptionally low suspension rates across all student groups when compared to the State of California. In 2022, the Charter School reported a 0.0% suspension rate for All Achievers as well as for Black or African American, Hispanic or Latino, SED, SWD, and Achievers identifying with Two or More Races, while statewide rates ranged from 2.9% to 7.9% across these same groups. This pattern continued in 2023, when the Charter School’s overall suspension rate was just 0.5%, with only 0.7% for Black or African American and SED Achievers, compared to statewide rates as high as 8.8% for Black or African American students and 5.4% for SWD. In 2024 and 2025, Garvey/Allen STEAM Academy again reported a 0.0% suspension rate across all subgroups, while state suspension rates remained substantially higher, ranging from 2.8% to 8.4% depending on year and subgroup. Collectively, these data demonstrate that the Charter School has maintained a consistent, multi year record of keeping Achievers in class and engaged in learning, far outperforming state averages in minimizing exclusionary discipline through effective, student centered behavioral supports.

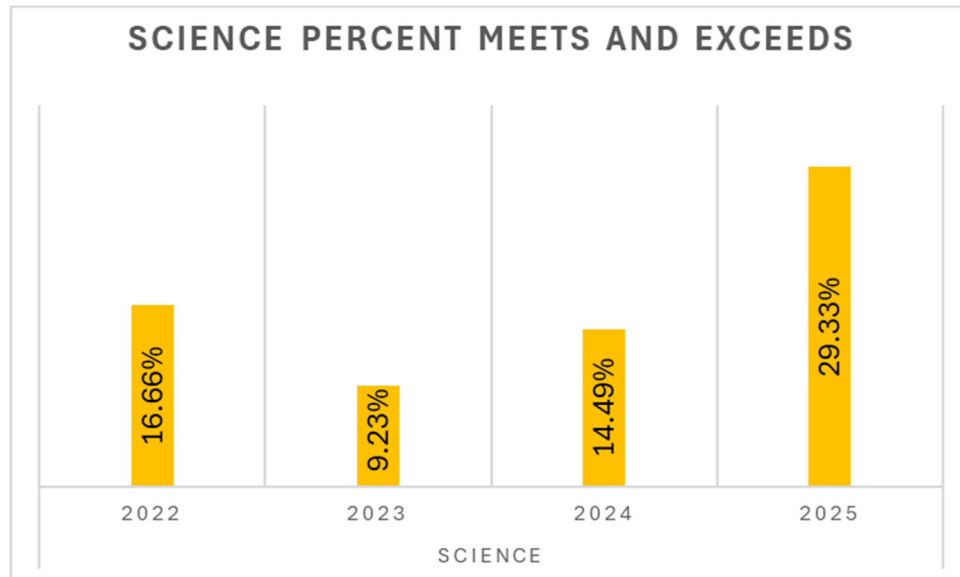
Chart i.6: Suspension Rate All Students and Subgroup Performance Comparison: Garvey/Allen STEAM Academy vs State (2022–2025)



Year Over Year Progress
CAASPP System – Science

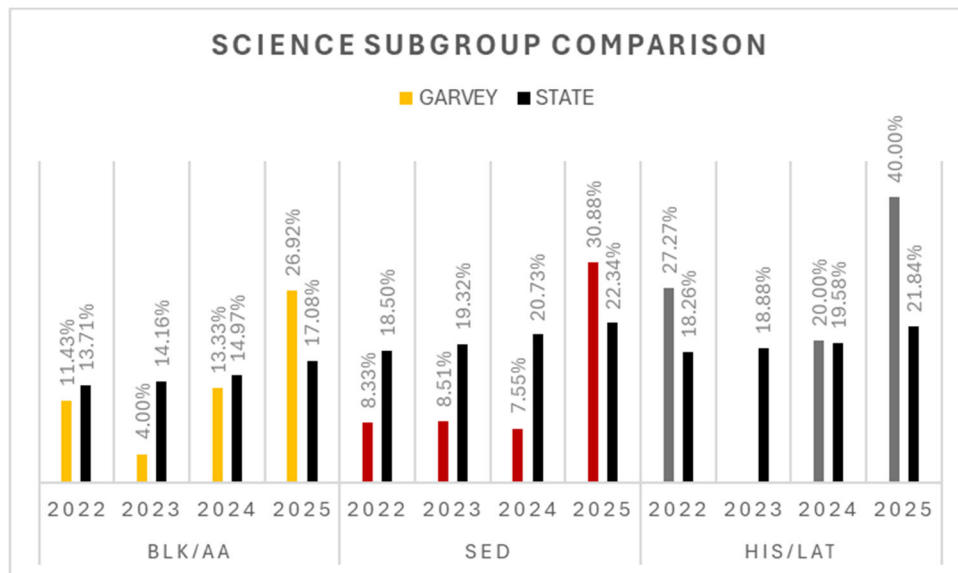
Science assessment results from 2022 through 2025 at Garvey/Allen STEAM Academy show strong recovery and substantial growth in the percentage of Achievers who meet or exceed standards. After 16.66% of Achievers met or exceeded the science standard in 2022, results declined to 9.23% in 2023, reflecting a transitional year as instructional practices were refined. In 2024, performance rebounded to 14.49%, demonstrating renewed progress and improved alignment to science standards. This momentum accelerated significantly in 2025, when 29.33% of Achievers met or exceeded the science standard, more than tripling the 2023 result. Overall, these outcomes highlight the Charter School’s focused investment in science instruction and its success in strengthening academic performance in this critical content area.

Chart i.7: Garvey/Allen STEAM Academy Science CAST Growth Trend: Percent of Achievers Meeting or Exceeding Standards (2022–2025)



From 2022 through 2025, science performance among Garvey/Allen STEAM Academy’s significant subgroups shows steady improvement and meaningful progress when compared to the State of California. Black or African American Achievers increased from 11.43% meeting or exceeding standards in 2022 to 17.08% in 2025, reflecting consistent gains over time, while the State remained relatively stable during the same period. SED Achievers also demonstrated growth, rising from 8.33% in 2022 to 22.34% in 2025, significantly narrowing the gap with the State’s 30.88% in 2025. Hispanic or Latino Achievers showed notable improvement as well, with performance strengthening through 2025 and reaching 21.84%, reflecting a positive upward trend over prior years. Overall, these subgroup results highlight the Charter School’s focused efforts to strengthen science instruction and improve outcomes for historically underserved Achievers, with steady progress evident across all major student groups.

Chart i.8: Science CAST Subgroup Performance Comparison: Garvey/Allen STEAM Academy vs State (2022–2025)



Verified Data - Reading

Garvey/Allen STEAM Academy has demonstrated clear year over year improvement in Reading achievement as evidenced by iReady Annual Typical Growth data from 2019-20 through 2024-25. iReady’s Typical Growth marks the annual growth of an average student at a given placement. Typical Growth values were derived using the median, or 50th percentile, of student growth at each grade and placement level on the iReady Diagnostic. CDE guidelines define at least one year’s progress as Progress ≥ 100%. Annual Typical Growth reflects the percentage of expected academic progress students achieve within a school year, with 100% representing one full year of growth and scores above 100% indicating accelerated progress beyond expectations. There were no benchmark assessments in 2020-2021 due to the global pandemic.

In 2019-20, reading growth was emerging, with All Students achieving 47.4% of typical growth and outcomes not met across subgroups despite strong participation. This baseline year reflected interrupted instructional conditions and limited opportunity for sustained academic progress. By 2022-23, Garvey/Allen STEAM Academy demonstrated a significant academic rebound. All Students reached 126% of typical growth, exceeding expected progress and meeting the outcome. This shift marked the implementation of strengthened literacy systems, targeted intervention, and improved progress monitoring. In 2023-24, growth remained strong and stable, with All Students achieving 107% of typical growth and maintaining outcome attainment across subgroups. The consistency of results indicates that literacy practices were becoming embedded and sustainable across grade levels. In 2024-25 reflects continued improvement and academic momentum. All Students achieved 129% growth, demonstrating accelerated progress above expectations even with slightly lower participation rates. These results confirm that literacy gains have been sustained across assessment platforms and instructional cycles.

Growth trends were similarly strong across subgroups, demonstrating that the Charter School's instructional model effectively supports diverse learners.

- **Black or African American Students:** Showed notable improvement, increasing from below expected growth in 2019-20 to exceeding typical growth in each subsequent year. By 2024-25, this subgroup achieved 109.3% growth, reflecting sustained academic progress and narrowing achievement gaps.
- **SED Students:** Demonstrated steady recovery and continued improvement. Growth increased from not meeting outcomes to achieving 85% and 88% in the following years and reaching 98% in 2024-25, meeting expected progress and indicating effective targeted supports.
- **Hispanic or Latino Students:** Demonstrated accelerated progress beginning in 2022-23, maintaining growth above 100% across all recent years and reaching 129% in 2024-25, reflecting strong literacy development.
- **Students identifying as Two or More Races:** Maintained consistently high growth across all measured years, meeting outcomes each year and demonstrating stable instructional impact.
- **SWD:** Showed one of the most significant improvements. After not meeting outcomes in 2019-20, this subgroup exceeded expected growth beginning in 2022-23 and sustained accelerated progress through 2024-25, demonstrating the effectiveness of differentiated instruction, intervention alignment to IEP goals, and progress monitoring systems.

Participation rates remained strong across all years and consistently met accountability expectations. Although participation in 2024-25 was slightly lower for some groups, the overall rate of approximately 95% meets the established participation standard. It should be noted that participation rate only includes students who were enrolled at the time of the Fall benchmark and continuously enrolled at the time of the Spring benchmark. Outcomes continued to be met across subgroups, indicating that instructional effectiveness remained stable and that assessment results remain valid and reliable.

Garvey/Allen STEAM Academy Achievers are demonstrating consistent and sustained reading growth across assessment cycles. Each year, a greater proportion of Achievers meet or exceed one year of academic progress, with multiple subgroups achieving accelerated growth, demonstrating year-over-year growth validating the strength of the Charter School's literacy framework, data driven instruction, differentiated intervention, and commitment to equitable achievement for all learners.

Table i.4: Verified Data Reading for All Students and by Subgroups for Garvey/Allen STEAM Academy for the Charter Term (2020-21 and 2021-22 Suspended)

Grade	Subgroup	i-Ready Reading 2019-2020			i-Ready Reading 2022-2023			i-Ready Reading 2023-2024			i-Ready Reading 2024-2025		
		Annual Typical Growth	Participation Rate (#/# - %)	Outcome Met	Annual Typical Growth	Participation Rate (#/# - %)	Outcome Met	Annual Typical Growth	Participation Rate (#/# - %)	Outcome Met	Annual Typical Growth	Participation Rate (#/# - %)	Outcome Met
5-8	All Students	47.4% (5-8)	118/120-98%	No	126% (5-8)	142-151-94%	Yes	107% (5-8)	182/182-100%	Yes	129% (K-1; 5-8)	175/201-87%	Yes
5-8	AA/Black	42%	81/81-100%	No	83%	104/111-94%	Yes	104%	111/127-87%	Yes	109.3% (K-1; 5-8)	141/146 - 97%	Yes
5-8	SED	N/A	100/100-100%	No	85%	107/114-94%	Yes	88%	94/131-72%	Yes	98% (K-1; 5-8)	126/139-90%	Yes
5-8	Latino	N/A	22/22-100%	No	126%	24/24-100%	Yes	107%	24/24-100%	Yes	129% (K-1; 5-8)	43/47-90%	Yes
5-8	Two More	N/A	7/7-100%	No	126%	10/10-100%	Yes	107%	7/7-100%	Yes	129% (K-1; 5-8)	11/11-100%	Yes
5-8	SWD	N/A	10/10-100%	No	126%	21/21-100%	Yes	107%	27/27-100%	Yes	129% (K-1; 5-8)	26/28-93%	Yes

Verified Data – Mathematics Growth

Garvey/Allen STEAM Academy has demonstrated sustained improvement in mathematics achievement as evidenced by iReady Annual Typical Growth data from 2019-20 through 2024-25. Annual Typical Growth reflects the percentage of expected academic progress students achieve within a school year, with 100% representing one full year of growth and scores above 100% indicating accelerated progress beyond expectations.

In 2019-20, mathematics growth was developing but uneven across subgroups. All Students achieved 56% of typical growth, meeting the outcome overall, though SED Achievers and SWD did not meet outcomes, indicating the need for strengthened intervention and differentiation systems. By 2022-23, Garvey/Allen STEAM Academy demonstrated meaningful academic improvement. All Students reached 101% of typical growth, meeting expected progress and signaling the effectiveness of targeted instructional adjustments. Subgroups that previously did not meet outcomes showed substantial gains, including SWD, who achieved 101% growth and met the outcome. In 2023-24, mathematics growth accelerated further, with All Students achieving 107.2% of typical growth and maintaining outcome attainment across all subgroups. This year reflects the strongest iReady mathematics performance in the dataset and indicates that core instruction, intervention structures, and progress monitoring systems were fully operational and producing consistent results. In 2024-25, All Students achieved 95% growth, slightly below accelerated levels but still meeting expected progress across every subgroup. The consistency of outcome attainment during an assessment transition demonstrates the durability of instructional practices and mathematical skill development.

Growth trends were similarly positive across subgroups, demonstrating that the school’s Mathematics framework supports diverse learners.

- **Black or African American Achievers:** Demonstrated consistent progress across all years, maintaining outcome attainment and reaching accelerated growth levels by 2023-24 before sustaining expected progress in 2024-25.
- **SED Achievers:** Showed one of the most significant improvement trajectories. After not meeting outcomes in 2019-20, this subgroup exceeded expected growth beginning in 2022-23 and sustained strong performance through 2024-25, reflecting effective targeted intervention and equitable instructional access.
- **Hispanic or Latino Achievers:** Demonstrated steady and reliable progress, meeting outcomes each year and reaching accelerated growth levels in 2023-24 before maintaining expected progress in 2024-25.
- **SWD:** Showed substantial gains over time. After not meeting outcomes in the

baseline year, this subgroup exceeded expected growth beginning in 2022-23 and sustained outcome attainment across subsequent years, indicating improved differentiation, intervention alignment to IEP goals, and progress monitoring.

Participation rates remained strong across years, frequently approaching full participation. While participation declined modestly in 2024-25 for some groups, outcomes continued to be met, suggesting instructional effectiveness remained stable during the assessment transition. It should be noted that participation rate only includes students who were enrolled at the time of the Fall benchmark and continuously enrolled at the time of the Spring benchmark.

Garvey/Allen STEAM Academy Achievers are demonstrating consistent and sustained mathematics progress across assessment cycles. Each year, a greater proportion of Achievers meet or exceed one year of academic progress, with historically underserved subgroups showing meaningful acceleration, demonstrating year-over-year growth, reinforcing the strength of the Charter School’s mathematics framework, data driven instruction, differentiated support, and commitment to equitable academic outcomes for all learners.

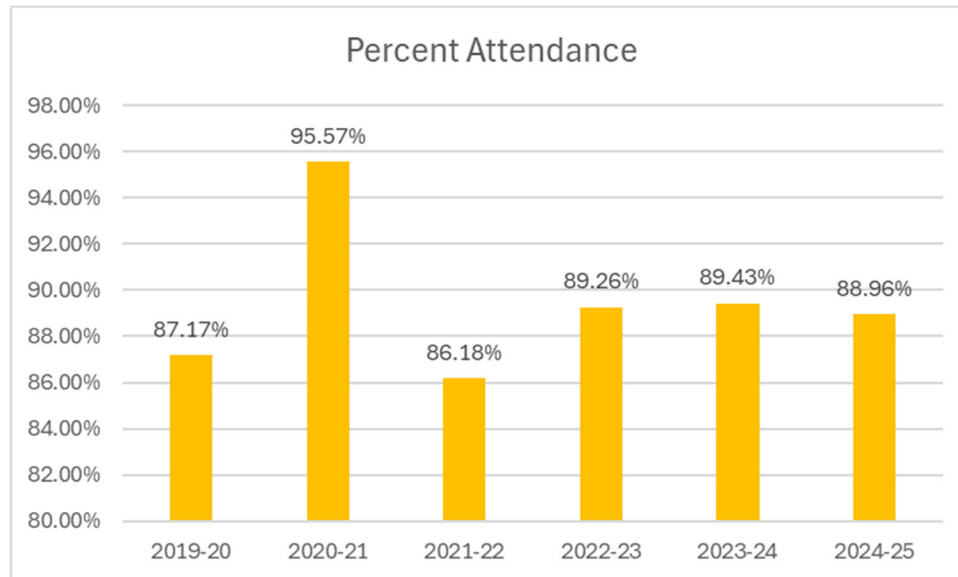
Table i.5: Verified Data Mathematics for All Students and by Subgroups for Garvey/Allen STEAM Academy for the Charter Term (2020-21 and 2021-22 Suspended)

Grade	Subgroup	i-Ready Math 2019-2020			i-Ready Math 2022-2023			i-Ready Math 2023-2024			i-Ready Math 2024-2025		
		Annual Typical Growth	Participation Rate (#/# - %)	Outcome Met	Annual Typical Growth	Participation Rate (#/# - %)	Outcome Met	Annual Typical Growth	Participation Rate (#/# - %)	Outcome Met	Annual Typical Growth	Participation Rate (#/# - %)	Outcome Met
5-8	All Students	56% (5-8)	118/120-98%	Yes	101% (5-8)	144/151-95%	Yes	107.2% (5-8)	182/182-100%	Yes	95% (K-1; 5-8)	177/201-88%	Yes
5-8	AA/Black	66%	83/85-98%	Yes	90.40%	104/111-94%	Yes	104%	111/127-87%	Yes	95%	141/146-97%	Yes
5-8	SED	40%	85/85-100%	No	92.30%	84/91	Yes	107%	114/114-100%	Yes	95%	167/196-85.2%	Yes
5-8	Latino	50%	22/23-96%	Yes	101%	24/24-100%	Yes	107%	31/31-100%	Yes	95%	37/44-84.09%	Yes
5-8	SWD	0%	1/1-100%	No	101%	21/21-100%	Yes	107%	7/7-100%	Yes	95%	18/18-100%	Yes

Attendance Data

Attendance data from 2019–20 through 2024–25 show that Garvey/Allen STEAM Academy has maintained relatively stable student attendance over time despite significant disruptions and challenges across multiple school years. Attendance peaked in 2020–21 at 95.57%, reflecting the unique conditions of that year, and declined in 2021–22 to 86.18% as in person instruction resumed and schools statewide experienced attendance volatility. Since that time, attendance has steadily stabilized, increasing to 89.26% in 2022–23 and remaining consistent in 2023–24 at 89.43% and in 2024–25 at 88.96%. Across the full period, the Charter School achieved an overall average attendance rate of 89.42%, demonstrating sustained engagement and the effectiveness of ongoing attendance monitoring, family outreach, and student support strategies to promote regular school participation.

Chart i.9: Student Attendance Trends: Garvey Allen STEAM Academy (2019–20 to 2024–25)



Assessment Explorer

Riverside County Office of Education was instrumental in supporting the development of an Assessment Explorer to provide a clear, visual analysis of academic performance. At RCOE’s request, K12 Measures, a project of School Wise Press, prepared an initial Assessment Explorer on December 24, 2025, which was provided to Garvey/Allen STEAM Academy on March 13, 2026.

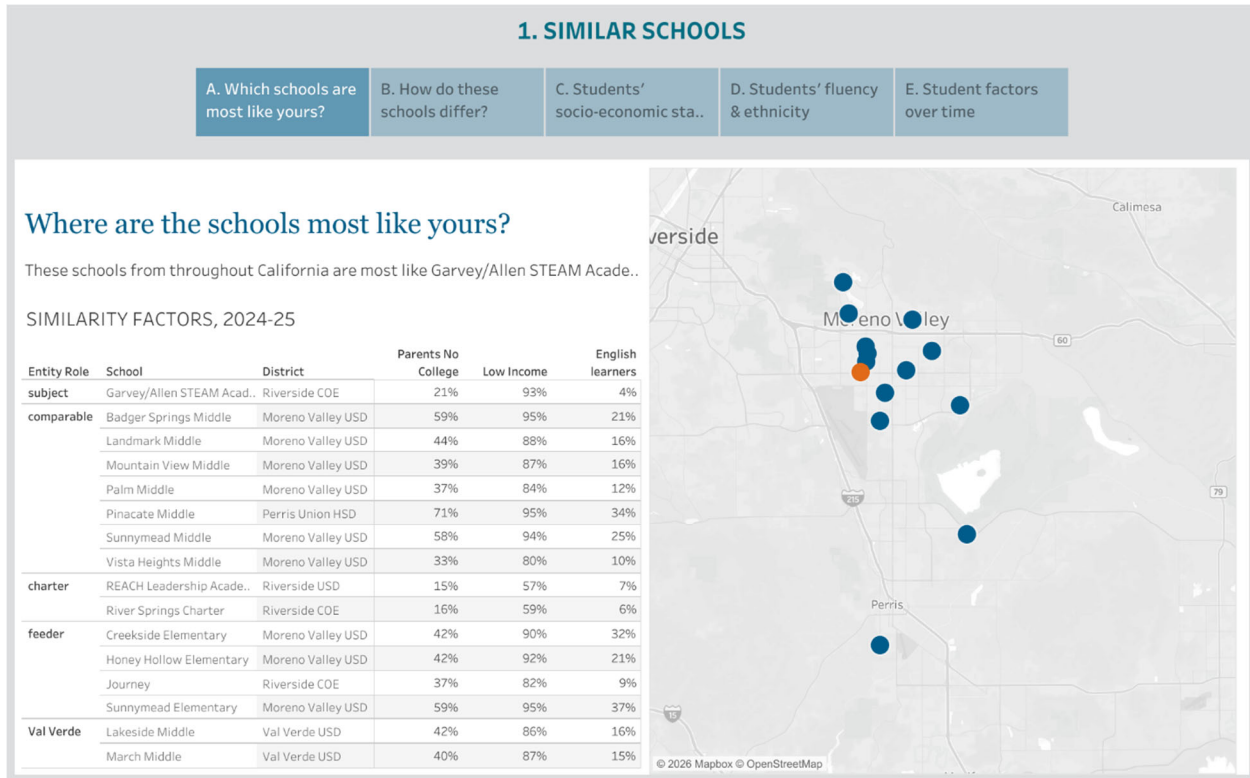
Upon review, it was determined that the comparison group included in the initial Assessment Explorer was not appropriately aligned to the Charter School’s grade span. Specifically, the identified “similar schools” consisted primarily of middle schools, while Garvey/Allen STEAM Academy is a comprehensive K-8 program. As a result, the comparison did not fully reflect the educational setting or student population served by the Charter School.

Consistent with the requirements of AB 1505, which prioritizes student academic performance and requires comparison to schools that students would otherwise attend, it was necessary to ensure a more accurate and representative comparison group. In response, Garvey/Allen STEAM Academy proactively requested that K12 Measures develop a revised Assessment Explorer, provided on a pro bono basis, that included a more appropriate set of schools.

The updated Assessment Explorer, provided on March 23, 2026, includes fifteen schools that more accurately reflect the Charter School’s grade span and local context. These schools include elementary and middle schools within MVUSD, as well as comparable schools from Val Verde Unified School District and Perris Union High School District. The comparison group also includes charter schools authorized by both the RCBOE and Riverside Unified School District.

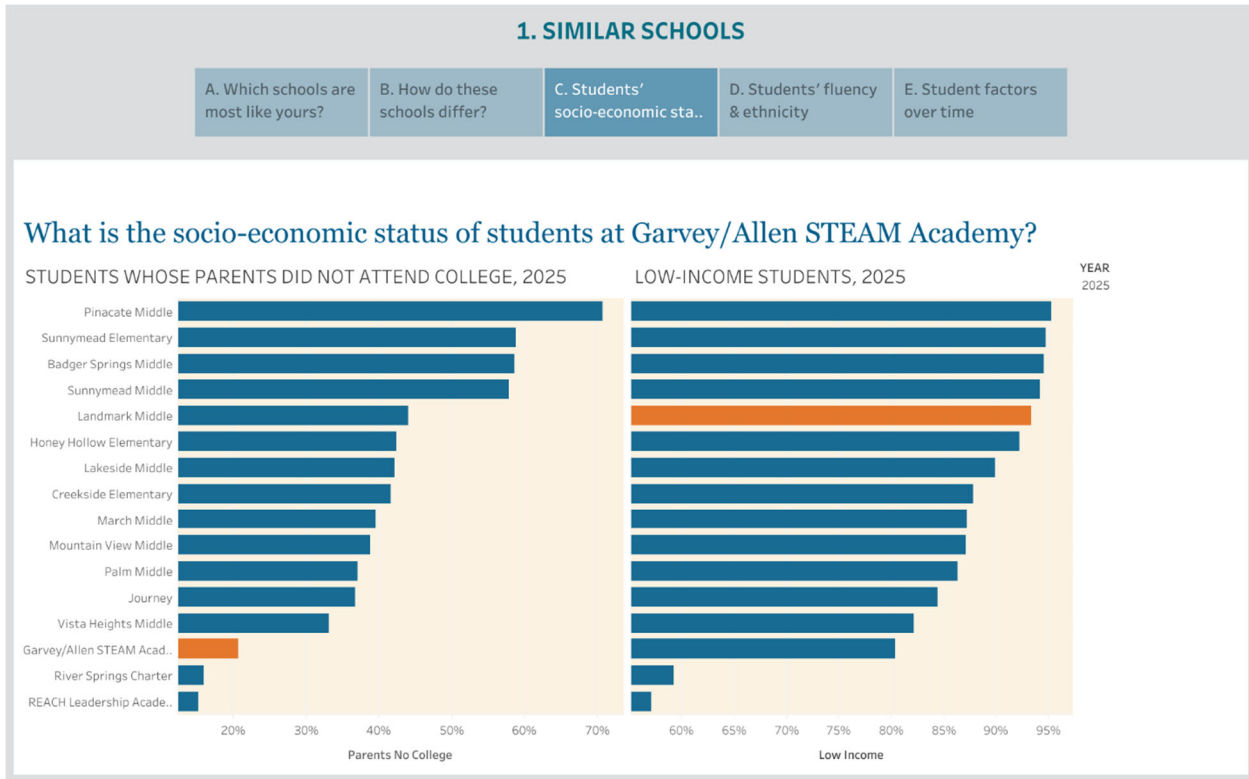
With this more appropriate and representative comparison group, the data clearly demonstrates that Garvey/Allen STEAM Academy is achieving strong academic outcomes, including measurable growth for all students and significant student subgroups. The revised analysis provides a valid and transparent basis for evaluating performance and confirms that the Charter School is effectively serving its students and fulfilling the expectations outlined in AB 1505.

Graphic i.3: Assessment Explorer 1A. Similar Schools, Most Similar (March 23, 2026)



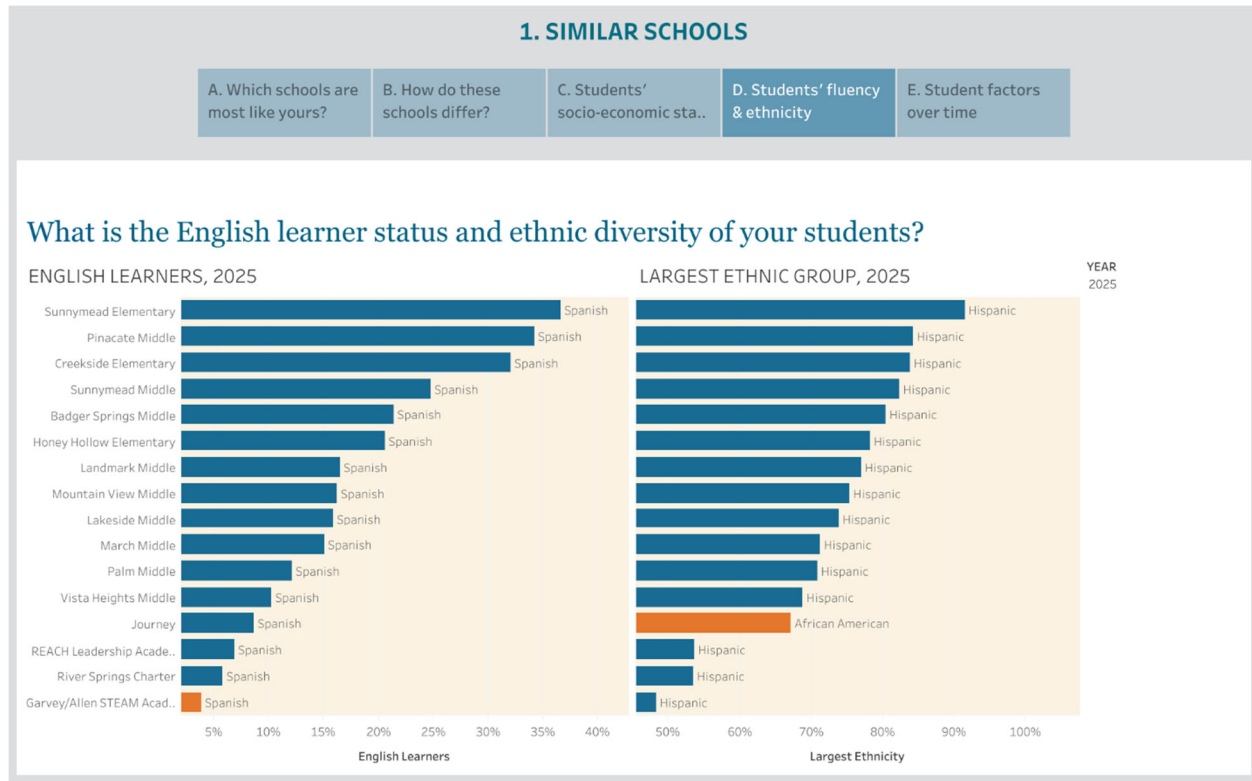
A comparison of socio-economic indicators across similar schools, including the percentage of students whose parents did not attend college and those identified as low-income in 2025, highlights important distinctions for Garvey/Allen STEAM Academy. While many comparison schools serve high percentages of low-income students and families without a college background, Garvey/Allen STEAM Academy serves a distinct student population. The Charter School is a majority Black or African American and is the only school within the comparison group with this demographic composition while also maintaining a lower percentage of ELs. At the same time, Garvey/Allen STEAM Academy serves a meaningful proportion of students from non-college-educated households and economically disadvantaged backgrounds, though at a lower rate than many surrounding schools. This context is critical, as it demonstrates that Garvey/Allen STEAM Academy's academic outcomes and growth are achieved while serving a unique and historically underserved student population that is not directly mirrored by other schools in the comparison group.

Graphic i.4: Assessment Explorer 1C. Similar Schools, Students' Parent College and Socio-Economic Status (March 23, 2026)



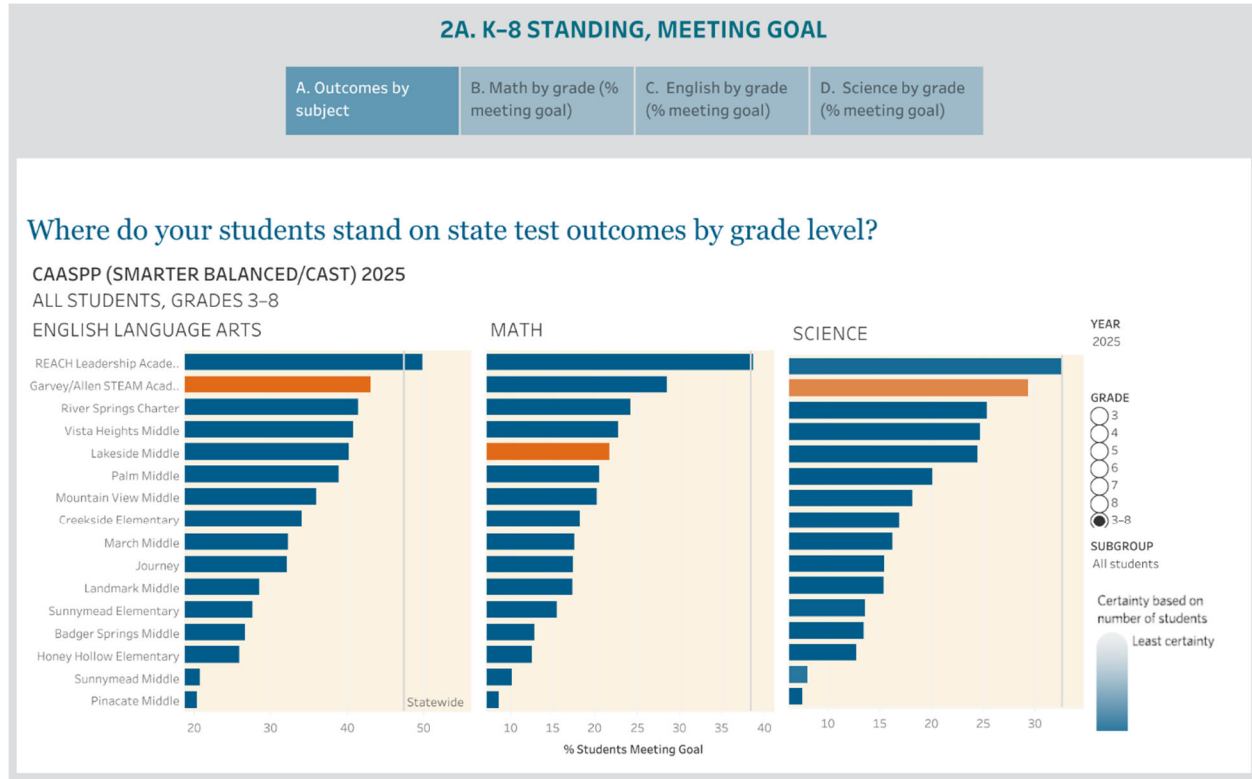
A comparison of EL populations and student ethnicity across similar schools in 2025 highlights several important distinctions for Garvey/Allen STEAM Academy. Most comparison schools serve substantially higher percentages of ELs, often ranging from approximately 15% to over 35%, while Garvey/Allen STEAM Academy serves a notably smaller EL population. At the same time, the demographic composition of the Charter School differs meaningfully from its peers. Whereas the largest ethnic group in nearly all comparison schools is Hispanic or Latino, Garvey/Allen STEAM Academy is unique in that its largest student group is Black or African American students. This combination of a lower EL population and a majority Black or African American student population clearly differentiates the Charter School from others in the comparison group and underscores the importance of evaluating its academic outcomes within the appropriate demographic and community context.

Graphic i.5: Assessment Explorer 1D. Similar Schools, Students' Fluency and Ethnicity (March 23, 2026)



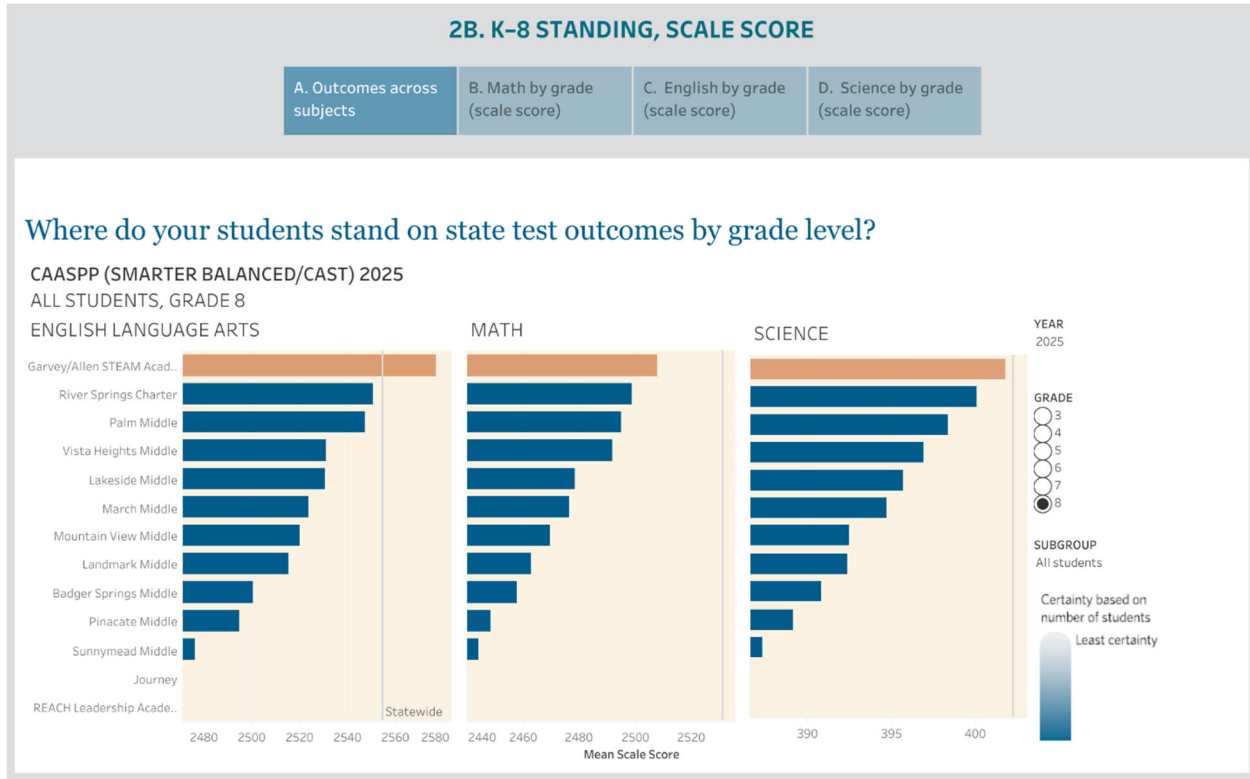
The 2025 SBAC results in ELA, Mathematics, and Science for grades 3–8 show that Garvey/Allen STEAM Academy is performing competitively across all core subjects when compared to similar schools. In ELA, Garvey/Allen STEAM Academy ranks among the higher-performing schools in the comparison group, demonstrating strong literacy outcomes relative to peers. In Mathematics, Garvey/Allen STEAM Academy continues to show solid performance, placing in the upper range of schools and reflecting consistent student achievement in a traditionally more challenging content area. In Science, Garvey/Allen STEAM Academy stands out as one of the top-performing schools, with a high percentage of students meeting or exceeding standards. Across all three subject areas, Garvey/Allen STEAM Academy demonstrates strong academic standing, reinforcing that the Charter School is effectively supporting student achievement and delivering positive outcomes for its students.

Graphic i.6: Assessment Explorer 2A. K-8 Standing, Grades 3-8, 2025, Percent of Students Meeting Goal (March 23, 2026)



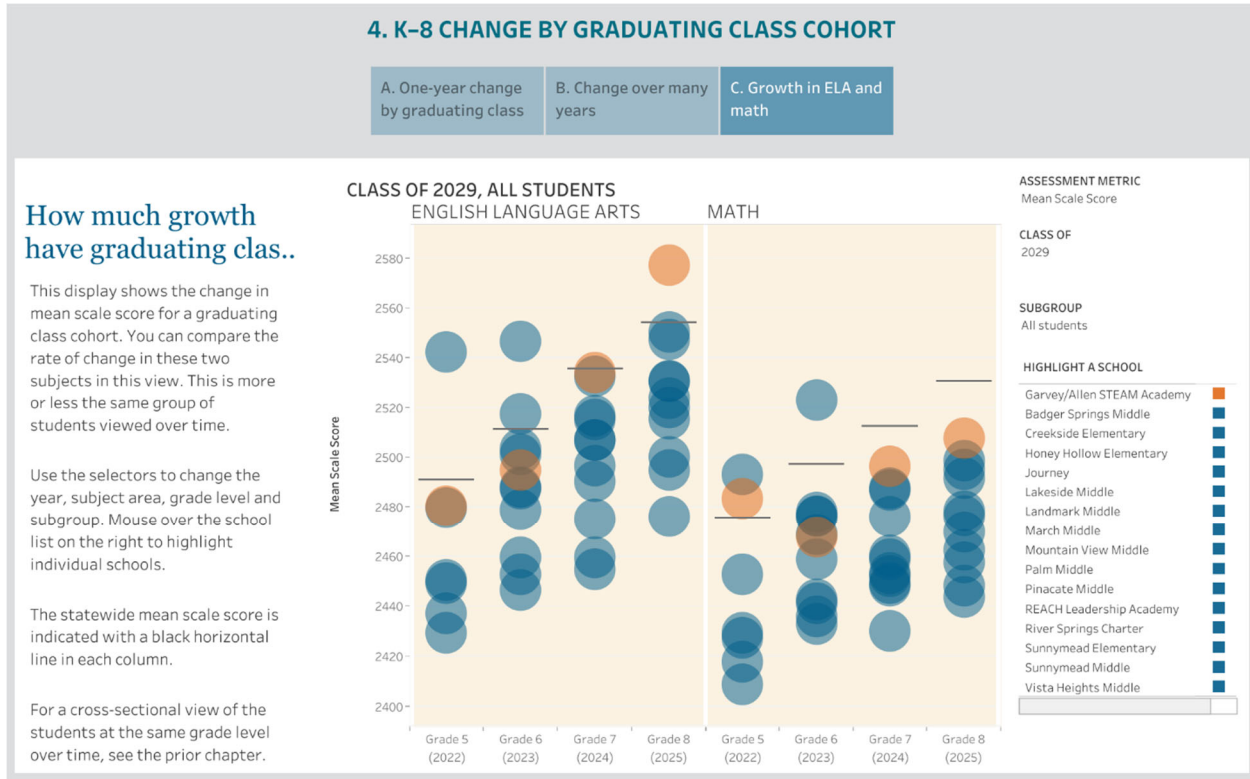
Grade 8 SBAC results for 2025 clearly demonstrate that Garvey/Allen STEAM Academy is the highest performing school among the comparison schools serving grade 8 students based on mean scale scores and that Garvey/Allen STEAM Academy exceeds the statewide mean scale score in ELA. Garvey/Allen STEAM Academy leads the group in ELA, reflecting strong literacy achievement by the end of middle school. In Mathematics, Garvey/Allen STEAM Academy again ranks as the top-performing school, demonstrating solid and consistent student outcomes in a key academic area. Most notably, in Science, Garvey/Allen STEAM Academy achieves the highest mean scale score among all comparison schools. Across ELA, Mathematics, and Science, these results confirm that Garvey/Allen STEAM Academy is the highest performing school in the comparison group, highlighting exceptional academic performance and strong preparation for high school.

Graphic i.7: Assessment Explorer 2B. K-8 Standing, Grade 8, 2025, Scale Score (March 23, 2026)



The Class of 2029 cohort data highlights exceptional and sustained academic growth for Garvey/Allen STEAM Academy across both ELA and Mathematics as students progressed from Grade 5 through Grade 8. In ELA, Garvey/Allen STEAM Academy demonstrates a strong upward trajectory each year, culminating in one of the highest mean scale scores by Grade 8 and surpassing the statewide average, reflecting consistent and accelerated literacy development. In Mathematics, the cohort also shows clear and steady gains over time, with students improving each year and finishing Grade 8 at a highly competitive level relative to similar schools. Notably, Garvey/Allen STEAM Academy’s growth pattern is both consistent and pronounced, indicating that Achievers are not only maintaining progress but accelerating as they advance through the grade levels. This sustained upward movement across multiple years underscores the effectiveness of the Charter School’s instructional model and confirms that Garvey/Allen STEAM Academy is delivering strong, measurable growth for its students over time.

Graphic i.8: Assessment Explorer 4C. K-8 Change by Graduating Class Cohort in ELA and Mathematics (March 23, 2026)



Progress Toward the Eight State Priorities from Previous Charter

State Priority 1: Basic Services

Overall Determination: Exceeded

- **Teachers: Exceeded**
 - All evidence indicates that teachers were appropriately credentialed and assigned throughout the charter term, with annual credential reviews conducted as required.
- **Instructional Materials: Exceeded**
 - Students consistently had access to standards aligned instructional materials across core content areas, as demonstrated through curriculum inventories and alignment reviews.
- **Facilities: Exceeded**
 - Facilities were maintained in good repair with routine cleaning and timely response to maintenance needs, meeting or exceeding the stated measurable outcomes.

Reflection:

Garvey/Allen STEAM Academy consistently **exceeded** all Basic Services requirements, ensuring stable instructional conditions that supported teaching and learning.

State Priority 2: Implementation of State Standards

Overall Determination: Met

- **CCSS Implementation: Exceeded**
 - Curriculum alignment, credentialed instruction, and pacing plans demonstrate consistent implementation of CCSS across grade levels.
- **EL Students Academic Content and English Proficiency: Met**
 - While ELs represent a small percentage of the population, systems for ELPAC testing, daily ELD, and Specially Designed Academic Instruction in English (“SDAIE”) implementation were in place. Internal data demonstrates full goal attainment.

Reflection:

The Charter School consistently **met** the Implementation of State Standards, implementing State Standards schoolwide and providing EL supports as designed.

State Priority 3: Parental Involvement**Overall Determination: Met**

- **Achieving and Maintaining Parental Involvement: Met**
- **Promoting Parent Participation: Met**

Reflection:

Multiple avenues for family engagement were consistently implemented, including newsletters, workshops, conferences, translation services, and flexible meeting times. While quantitative participation rates were not provided, implementation fidelity supports a determination of Met.

State Priority 4: Student Achievement**Overall Determination: Met**

- **CAASPP ELA: Met**
 - ELA results show strong growth over time, with significant subgroups including Black or African American, Hispanic or Latino, and SED Achievers meeting or exceeding State performance by 2025.
- **CAASPP Mathematics: Nearly Met**
 - Mathematics results show consistent growth and narrowing gaps, though overall proficiency rates remain below State averages despite strong improvement trends.
- **EL Progress and Reclassification: Met**
 - Systems were in place and implemented regardless of the small number of ELs at the Charter School.

Reflection:

Garvey/Allen STEAM Academy demonstrated strong academic growth trends, particularly in ELA, with Mathematics showing steady improvement. While absolute proficiency targets were not fully reached in all areas, the upward trajectory supports a determination of Met overall.

State Priority 5: Student Engagement**Overall Determination: Nearly Met**

- **Attendance Rates: Nearly Met**
 - Average attendance across the term was 89.42%, below the stated 95%

goal but relatively stable and improving post pandemic.

- **Chronic Absenteeism Rates: Not Met**
 - Chronic absenteeism exceeded the 5% goal in multiple years, though notable improvements occurred in 2024 and 2025.
- **Middle School Dropout: Exceeded**
 - Dropout rates remained at 0%.

Reflection:

While attendance and chronic absenteeism goals were not fully met, the Charter School demonstrated strong engagement strategies and improvement trends, particularly given the high needs population served.

State Priority 6: School Climate

Overall Determination: Exceeded

- **Suspension Rates: Exceeded**
 - Suspension rates remained at or near 0% across all subgroups from 2022 through 2025, significantly outperforming State averages.
- **Expulsion Rates: Exceeded**
 - Expulsion rates remained well below the 2% threshold.
- **School Connectedness Measures: Exceeded**
 - Surveys and engagement activities were implemented and demonstrated strong reports of school safety and school connectedness.

Reflection:

The Charter School clearly exceeded expectations for school climate, demonstrating exemplary outcomes in minimizing exclusionary discipline and maintaining a supportive learning environment.

State Priority 7: Course Access

Overall Determination: Exceeded

Reflection:

All students, including unduplicated students and students with disabilities, had access to a broad course of study aligned to grade level requirements. Course catalogs and schedules confirm full implementation.

State Priority 8: Other Student Outcomes

Overall Determination: Met

- **ELA Benchmark Growth: Exceeded**
 - Growth data demonstrates strong progress across subgroups, particularly in ELA.
- **Mathematics Benchmark Growth: Met**
 - Growth data demonstrates strong progress across subgroups exceeding the growth targets in 2023-24 in Mathematics.
- **Science: Met**
 - Science proficiency more than doubled between 2023 and 2025, indicating successful implementation of NGSS aligned instruction.
- **Visual and Performing Arts: Exceeded**
 - All students participated in Arts programming aligned with the Charter

School's mission, with high course completion rates.

- **Physical Education and Health: Exceeded**
 - Required instructional minutes were met, and students had consistent access to movement and wellness instruction.

Reflection:

Across multiple subject areas, students demonstrated measurable progress, validating the Charter School's integrated, arts infused, and student-centered instructional model.

Garvey/Allen STEAM Academy has demonstrated strong and sustained progress across the Eight State Priorities during the previous charter term, with the majority of priorities determined as **Met or Exceeded**. The Charter School particularly excelled in **Basic Services, School Climate, Course Access, and Benchmark Growth**, reflecting stable instructional conditions, exemplary student support systems, and a comprehensive educational program aligned to its mission of transforming Achievers into artists, leaders, and global citizens. Academic performance data show meaningful growth over time, especially in ELA and across significant student subgroups, while mathematics and science outcomes demonstrate steady improvement and narrowing gaps.

Areas identified as **Nearly Met**, specifically Student Engagement measures related to attendance and chronic absenteeism, reflect broader post pandemic challenges affecting high need communities rather than a lack of effective implementation. Importantly, the Charter School maintained **0% middle school dropout rates, near zero suspension rates, strong family engagement structures, and consistent access to a broad course of study**, all of which support positive long term student outcomes. Collectively, the evidence confirms that Garvey/Allen STEAM Academy has implemented its program with fidelity, achieved substantial student growth, and maintained strong operational systems. The Charter School's performance across the Eight State Priorities demonstrates a clear trajectory of continuous improvement and supports renewal as it continues advancing equitable outcomes for Achievers.

Eligible for Five Year Charter Renewal

Beyond the Dashboard and CAASPP measures, Garvey/Allen STEAM Academy continues to demonstrate consistent year-over-year progress as evidenced by strong benchmark growth and its ongoing ability to meet a critical need within the community it serves. Renewal of the Garvey/Allen STEAM Academy charter is in the best interest of the hundreds of Achievers served each year, as the Charter School remains deeply committed to fulfilling its mission of transforming historically disenfranchised students into Achievers. Through diverse, innovative, and arts infused instructional programs, the Charter School prepares Achievers for success in college, career, and life while maintaining a strong focus on academic achievement and social and emotional well-being.

As demonstrated by the substantial evidence of sustained growth, positive student outcomes, and continued community demand, **Garvey/Allen STEAM Academy meets the renewal criteria set forth in Education Code Section 47607.2(b) and should be granted a full five-year renewal term.**

Element 1: Description of Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners. Education Code 47605(c)(5)(A)(i)

The annual goals, for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code 47605(c)(5)(A)(ii)

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admission criteria may be considered to meet college entrance requirements. - Education Code Section 47605(c)(5)(A)(iii)

Table 1.1: General Information

The lead petitioner and contact person for this Charter School is:	Tiffany Gilmore
The contact address for the Charter School is:	23750 Alessandro Blvd., Suite G & H Moreno Valley, CA 92553
The contact phone number for this charter is:	(951) 384-2015
The contact email for this charter is:	tgilmore@garveyallenacademy.com
The proposed address of the target community to be served by Charter School is:	92551, 92553, 92555, 92557
The grade configuration of Charter School is:	K-8
The number of students in the first year will be:	388
The grade levels for the students in the first year will be:	K-8
Charter School’s scheduled first day of instruction in 2026-27 is:	September 4, 2026 <i>(subject to change)</i>
The enrollment capacity is:	495

The type of instructional calendar will be:	Traditional
The instructional program for Charter School will be:	Seat Based
The term of this Charter shall be from:	July 1, 2026 to June 30, 2031

Targeted Student Populations and Community Need

Across California, persistent disparities in graduation outcomes continue to affect Black or African American students at disproportionate rates. Recent statewide data indicate that Black or African American students experience dropout rates significantly higher than the state average, representing hundreds of students each year whose educational pathways are interrupted before completion.¹ In Riverside County, local reporting similarly reflects ongoing gaps, with Black or African American students leaving school at rates that exceed those of many peer groups.² While schools remain committed to educating all children, Garvey/Allen STEAM Academy, an independent charter school, intentionally centers its work on improving outcomes for historically underserved students and closing longstanding opportunity gaps in grades K to 8.

Significantly improving educational outcomes for historically disenfranchised students provides broad societal benefits, including increased college enrollment and completion, higher workforce participation, improved earnings, and a more diverse educator pipeline. Research consistently demonstrates that stronger academic attainment contributes to long term economic mobility, community stability, and national productivity.³ Garvey/Allen STEAM Academy approaches this responsibility with urgency and purpose, recognizing that equity driven educational design strengthens not only individual futures, but the collective well-being of communities.

Garvey/Allen STEAM Academy is dedicated to transforming students into Achievers who graduate prepared for rigorous high school coursework, postsecondary pathways, and meaningful careers. Achievers engage in an intensive college preparatory STEAM curriculum that integrates culturally responsive instruction with academically rigorous content. The program emphasizes literacy, mathematical reasoning, scientific inquiry, design thinking, and real-world problem solving while fostering identity, belonging, and high expectations.

In addition to academic preparation, Achievers are immersed in cultural connectedness, tolerance, and purposeful excellence. The school environment cultivates student agency, leadership, and persistence so that learners view themselves as capable contributors

¹ California Department of Education. (2024). *Adjusted cohort graduation rate and dropout rate report*. <https://www.cde.ca.gov>

² Riverside County Office of Education. (2023). *Student outcomes and Local Control Accountability Plan data dashboard*. <https://www.rcoe.us>

³ Georgetown University Center on Education and the Workforce. (2022). *The economic value of education and workforce outcomes*. <https://cew.georgetown.edu>

National Center for Education Statistics. (2023). *Public high school graduation rates*. U.S. Department of Education. <https://nces.ed.gov>

within an increasingly global society. Garvey/Allen STEAM Academy operates from the belief that students must be prepared not only to meet standards, but to shape their own futures. The Charter School remains grounded in its guiding vision as a place “Where Achievers are the Architects of their own Destinies.”

To realize this vision, the educational program incorporates innovative instructional practices, data driven intervention systems, extended learning opportunities, and strong family partnerships. Through intentional design and sustained support, Garvey/Allen STEAM Academy works to ensure that every Achiever develops the knowledge, skills, and confidence necessary to compete in the global economy and lead lives defined by opportunity, contribution, and excellence.

Garvey/Allen STEAM Academy Achievers pursue one of four artistic disciplines:

- Visual Arts, including Fine Arts, Graphic Design, and Culinary Arts
- Music, including music production, vocal performance, and instrumental study
- Theatre, including acting and theatre production
- Dance, including multiple styles and forms

Achievers engage in a program that integrates artistic excellence with academic rigor and STEAM innovation. Instruction reflects core principles associated with leading institutions such as the Juilliard School and the Massachusetts Institute of Technology, emphasizing creativity, technical mastery, interdisciplinary learning, and real world application. Garvey/Allen STEAM Academy educates Achievers to realize their full potential as artists, leaders, and globally minded citizens through culturally responsive instruction, performance and portfolio development, and authentic learning experiences that connect the STEAM.

Garvey/Allen STEAM Academy has identified five strategic goals that guide program design, staffing, and student outcomes:

1. Recruit and enroll students from Moreno Valley with demonstrated or emerging artistic and STEAM interests, ensuring equitable access for students whose talents may not yet be formally recognized.
2. Provide an educational environment that intentionally cultivates artistic, cultural, intellectual, academic, and personal growth so that Achievers are prepared to become architects of their own destinies as artists, leaders, and globally minded citizens.
3. Maintain alignment with current educational, artistic, and industry standards by continuously reviewing curriculum, instructional practices, and partnerships in response to evolving expectations across academic, performing arts, STEM, and workforce sectors.
4. Recruit, develop, and retain innovative, culturally responsive educators and staff who contribute to a collaborative professional culture and actively participate in the artistic, global, and educational life of the school community.
5. Foster a school culture grounded in cultural connectedness, respect, and belonging by creating inclusive structures, meaningful family engagement, and learning experiences that reflect and honor the diversity of the Garvey/Allen

STEAM Academy community.

Garvey/Allen STEAM Academy prepares Achievers with the knowledge, skills, and dispositions needed to thrive in an information rich, technologically advanced, and globally connected society. Achievers engage with technology as a tool for inquiry, creation, communication, and problem solving while developing the ability to work both independently and collaboratively. Through an integrated STEAM approach, the Charter School cultivates curiosity, creativity, and academic excellence across the STEAM. Instruction emphasizes critical thinking, innovation, and real world application so that all Achievers build strong academic foundations, demonstrate readiness for rigorous high school coursework, and pursue postsecondary pathways aligned with their interests and goals.

Mission

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 STEM infused curriculum, all while learning cultural connectedness, understanding, and leading with excellence. We are educating Achievers so that they will accomplish their fullest potential as artists, leaders, and global citizens.

Vision

At Garvey/Allen STEAM Academy, it is our common vision that we provide “Excellence on Purpose,” while transforming students into Achievers who are history makers, stereotype breakers, and architects of their own destinies; we soar to great heights.

Five Pillars of Excellence

Garvey/Allen STEAM Academy is guided by five Pillars of Excellence that shape the Charter School’s culture, instructional approach, and expectations for Achievers and adults. These pillars reflect the belief that academic success, artistic expression, character development, and cultural identity are interconnected and essential for preparing Achievers to become architects of their own destinies.

1. Pride

Pride reflects a deep sense of self worth, ownership, and responsibility for one’s learning, community, and future. Achievers demonstrate pride by setting high expectations, producing quality work, honoring their identity, and contributing positively to the school community. Pride is visible in Achiever voice, portfolio work, performances, exhibitions, and daily interactions that reflect care for self, others, and the learning environment.

Achievers are taught to have pride in themselves, their work, school and the local and global communities. Achievers are empowered by us instilling that they are the descendants of Kings and Queens, and thus their actions must align with the

richness of us. Achievers are provided examples of pride through curriculum and instruction. They are able to see themselves in what they are taught and what they produce.

2. Perseverance

Perseverance represents the commitment to persist through challenges, embrace productive struggle, and view mistakes as opportunities for growth. Achievers develop resilience through rigorous academics, STEAM design challenges, artistic practice, and reflective goal setting. The Charter School cultivates perseverance by normalizing revision, providing structured support, and celebrating effort alongside achievement.

Our journey as a school as well as the unwavering commitment of our Superintendent/Chief Executive Officer and Founder, Mrs. Gilmore, are the epitome of what it means to persevere. Achievers are provided examples of perseverance daily. They are empowered to push through their stumbles and roadblocks because “Black Hawks SOAR Above the Rest.”

3. Courage

Courage is demonstrated when Achievers take intellectual risks, express original ideas, advocate for themselves and others, and engage in difficult conversations with integrity and respect. Courage supports innovation, creativity, leadership, and restorative problem solving. Through performance, inquiry, collaboration, and public exhibition of learning, Achievers build the confidence to lead and contribute beyond the classroom.

Achievers are taught to have courage to be stereotype breakers and history makers daring to ACHIEVE by any means. Achievers are provided examples of courageous individuals, cultures, and periods in their daily lessons and curriculum. Achievers receive tools and skills to “Be the Solution.”

4. Excellence

Excellence reflects the pursuit of high quality outcomes across academics, the arts, character, and community impact. Excellence is defined not as perfection, but as continuous improvement, mastery of standards, and meaningful application of learning. Achievement Guides support excellence through clear learning targets, performance based assessment, feedback cycles, and opportunities for Achievers to demonstrate mastery through portfolios and exhibitions.

Achievers are trained how to be excellent in everything they do and every facet of their lives. Achievers receive daily reminders that being EXCELLENT ON PURPOSE is so revolutionary! As Achievers walk the halls and enter classrooms they are provided images, quotes, and affirmations of excellence. Excellence is shown daily on our campus by the classrooms being named after Historically Black Colleges and Universities (“HBCUs”), Galaxies, Esteemed Ancestors, and the late Nipsey Hussle, who created the first ever smart store, The Marathon Clothing, in

the famous Crenshaw District.

5. Cultural Awareness and Tolerance

Cultural Awareness and Tolerance affirm that diversity is a strength and that learning is enriched through multiple perspectives, histories, and lived experiences. Achievers develop empathy, global awareness, and respect through culturally responsive curriculum, house culture, collaborative learning, and community partnerships. This pillar reinforces the Charter School's commitment to equity, belonging, and the celebration of Black and Brown Excellence while preparing Achievers to engage thoughtfully in an interconnected world.

Achievers are encouraged to honor their past, to seize the present, and to overcome the obstacles the future may hold. The great Marcus Garvey, for whom our school is named, said, "A tree without roots simply cannot grow." Therefore, Achievers are taught to be aware of their own culture while having and demonstrating tolerance toward any and all who are different from them (age, race, gender, class, sexual orientation and preference, body size and make-up, etc.).

The Five Pillars of Excellence establish a shared foundation that guides behavior, decision making, instructional design, and community engagement, ensuring that every Achiever is supported to thrive academically, socially, artistically, and personally.

Community Profile

Garvey/Allen STEAM Academy serves the City of Moreno Valley, a growing and culturally diverse community in California's Inland Empire. The Charter School responds to a demonstrated need for high quality, culturally affirming public education that expands opportunity for historically underserved students, particularly low income Black or African American and Hispanic or Latino students. Community demographic patterns, economic indicators, and educational attainment data collectively highlight the importance of a K through 8 educational model that integrates academic rigor, arts instruction, and comprehensive student supports.⁴

Moreno Valley reflects substantial demographic diversity, with a majority Hispanic or Latino population and a significant Black or African American population, alongside smaller proportions of White, Asian, and multiracial residents. These demographics align closely with the Charter School's enrollment and reinforce the need for learning environments that affirm identity, expand representation, and support multiple pathways for achievement.⁵

Economic conditions in Moreno Valley shape educational need. Many families navigate income constraints, workforce instability, and limited access to enrichment opportunities such as arts programming and interdisciplinary STEAM learning. Rates of socioeconomic disadvantage exceed state averages across many neighborhoods, underscoring the importance of schools that provide both rigorous academics and wraparound supports.

⁴ U.S. Census Bureau. (2024). *American Community Survey: Moreno Valley city profile*.

⁵ California Department of Education. (2024). *School Dashboard and demographic reporting*.

Garvey/Allen STEAM Academy addresses these conditions through an integrated K through 8 pathway that combines strong literacy and mathematics instruction with visual and performing arts, Social Emotional Learning, and early college and career awareness.⁶

Housing patterns in the community include multi-generational households, rental communities, and group living environments that may contribute to student mobility and disruptions in educational continuity. The Charter School's emphasis on sustained relationships, advisory structures, looping when feasible, and intentional family engagement supports stability and continuity of learning for Achievers navigating these circumstances.⁷

Workforce trends in Moreno Valley reflect a concentration in logistics, transportation, warehousing, and service sector employment, sectors that often require additional education or specialized training to access higher wage pathways. This economic context reinforces the importance of STEAM education, creative problem solving, and leadership development as tools for expanding long term opportunity. Garvey/Allen STEAM Academy integrates interdisciplinary learning and career awareness to support Achievers in envisioning and pursuing diverse futures.⁸

Educational attainment data indicate that postsecondary degree attainment in the region trails statewide averages, and many households speak languages other than English at home. These conditions highlight the importance of culturally responsive instruction, strong family partnerships, and early exposure to postsecondary pathways. The Charter School responds by providing interdisciplinary project based learning, arts integration, and structured opportunities for Achievers to explore academic and career interests across grade levels.⁹

Environmental and public health factors common to Inland Empire communities, including air quality and transportation related impacts, also influence community wellbeing. Garvey/Allen STEAM Academy incorporates environmental literacy, civic inquiry, and project based learning that encourages Achievers to examine local challenges and develop solutions that promote sustainability and community health.¹⁰

Garvey/Allen STEAM Academy operates as a community partner committed to educational equity and long-term opportunity. By expanding access to rigorous academics, daily arts instruction, and culturally affirming learning environments, the Charter School strengthens pathways for Achievers and families seeking high quality public education. The Charter School's presence reflects both sustained community demand and a commitment to ensuring Achievers in Moreno Valley experience learning environments that prepare them to become artists, leaders, and globally minded citizens.

⁶ Riverside County Office of Education. (2023). *LCAP and community needs data*.

⁷ U.S. Census Bureau. (2024). *American Community Survey: Moreno Valley city profile*.

⁸ Inland Empire Economic Partnership. (2023). *Workforce and industry trends report*.

⁹ Riverside County Office of Education. (2023). *LCAP and community needs data*.

¹⁰ California Air Resources Board. (2023). *Regional air quality and environmental indicators*.

Community Need

Garvey/Allen STEAM Academy operates in Moreno Valley within California's Inland Empire, a region characterized by rapid population growth, economic variability, and significant educational disparities. Many families in the community include immigrants and households relocating from Los Angeles County seeking affordability while navigating barriers related to income, access to resources, and educational opportunity.¹¹

The Charter School serves neighborhoods with demonstrated need, including the Moreno Valley zip codes 92551, 92553, and 92555. These areas reflect diverse populations, a substantial percentage of students eligible for free or reduced price meals, and schools identified for targeted academic support under state accountability systems.¹² Garvey/Allen STEAM Academy provides an intentionally designed K through 8 pathway that supports continuity of learning and early preparation for high school, college, and career readiness.

Community engagement efforts consistently indicate demand for an integrated STEAM model that does not require Achievers to choose between arts and STEM pathways at the secondary level. Families seek a program that combines rigorous academics, VAPA, technology integration, and culturally responsive learning experiences. Garvey/Allen STEAM Academy addresses this need by offering a comprehensive STEAM curriculum that supports multiple forms of talent development and identity formation.

Garvey/Allen STEAM Academy responds to several identified community priorities:

- **Educational inequity**

Schools serving student populations similar to the projected enrollment of Garvey/Allen STEAM Academy, including Black or African American and Hispanic or Latino students and students from low and middle income households, continue to experience disparities in academic achievement and access to advanced learning opportunities.^{13 14} The Charter School advances educational equity by providing rigorous curriculum, targeted intervention, extended learning opportunities, and culturally responsive practices designed to produce outcomes comparable to high performing schools across socioeconomic contexts.

- **Civic readiness and student voice**

Education plays a critical role in preparing students for civic participation and democratic engagement. Research demonstrates that students in lower income

¹¹ U.S. Census Bureau. (2024). *American Community Survey: Moreno Valley city profile*. <https://www.census.gov>

¹² California Department of Education. (2024). *California school dashboard and accountability data*. <https://www.cde.ca.gov>

¹³ California Department of Education. (2024). *California school dashboard and accountability data*. <https://www.cde.ca.gov>

¹⁴ Darling Hammond, L., Schachner, A., Edgerton, A., Badrinarayan, A., Cardichon, J., Cookson, P., & Griffith, M. (2022). *Restarting and reinventing school: Learning in the time of COVID and beyond*. Learning Policy Institute.

communities often receive fewer opportunities for civic learning despite benefiting most from strong civic preparation.¹⁵ ¹⁶ Scholars describe a persistent civic empowerment gap in which differences in civic knowledge, participation, and agency mirror academic achievement gaps. Garvey/Allen STEAM Academy embeds civic learning through project-based instruction, student leadership opportunities, community partnerships, and arts integrated inquiry that supports student voice and social responsibility.

- **Access to innovative instructional models**

Students in economically constrained communities frequently have limited access to student centered, interdisciplinary, and experiential learning environments. Traditional instructional constraints, including scripted curriculum and limited professional learning, can restrict implementation of progressive practices such as project based learning, design thinking, and integrated STEAM instruction.¹⁷ Garvey/Allen STEAM Academy expands access to these approaches by creating a learning environment grounded in inquiry, collaboration, social emotional development, and authentic performance tasks.

- **Access to high quality arts education**

National and state research consistently identifies inequitable access to arts education, particularly for students in low income communities and communities of color.¹⁸ Participation in sustained arts learning correlates with improved academic outcomes, increased engagement, stronger attendance, and enhanced social emotional development.¹⁹ Garvey/Allen STEAM Academy ensures daily access to VAPA instruction integrated with core academic learning, addressing a documented gap in arts availability within the region. Garvey/Allen STEAM Academy provides families with an educational option that integrates academic rigor, artistic development, civic engagement, and culturally responsive practice to meet the needs of Moreno Valley students and prepare Achievers for long-term success.

Students to be Served

Garvey/Allen STEAM Academy, a K through 8 Charter School, serves Achievers from historically underserved communities while remaining open to all students regardless of gender, ethnicity, national origin, sexual orientation, religion, disability status, or any other protected characteristic. The Charter School provides an inclusive educational environment where academic rigor, artistic expression, identity affirmation, and culturally responsive practice are intentionally integrated. Families choose Garvey/Allen STEAM

¹⁵ Levinson, M. (2012). *No citizen left behind*. Harvard University Press.

¹⁶ Kahne, J., & Middaugh, E. (2008). *Democracy for some: The civic opportunity gap in high school*. CIRCLE.

¹⁷ Darling Hammond, L., Schachner, A., Edgerton, A., Badrinarayan, A., Cardichon, J., Cookson, P., & Griffith, M. (2022). *Restarting and reinventing school: Learning in the time of COVID and beyond*. Learning Policy Institute.

¹⁸ National Endowment for the Arts. (2023). *Arts education data toolkit*. <https://www.arts.gov>

¹⁹ Bowen, D. H., & Kisida, B. (2019). *Investigating the causal effects of arts education experiences: Experimental evidence from Houston's Arts Access Initiative*. Journal of Policy Analysis and Management.

Academy because of the interdisciplinary STEAM integrated learning environment that emphasizes PBL, student voice, and culturally affirming instruction. Garvey/Allen STEAM Academy attracts Achievers who benefit from personalized learning, strong relationships, and opportunities to develop academic, artistic, and leadership skills within a supportive community.

During the 2024–25 school year, the Charter School’s enrollment reflects its mission driven focus on Black and Brown Excellence and educational equity. Achievers identify primarily as Black or African American, representing 67.1% of enrollment, with Hispanic or Latino students comprising 21.0% of the student population. White students represent 2.4% of enrollment, and other racial and ethnic groups are represented in smaller proportions. This demographic profile differs from statewide patterns and demonstrates the Charter School’s role in expanding high quality educational opportunities for students historically underserved by traditional systems.

The student population is predominantly composed of native English speakers, with ELs representing 3.8% of enrollment compared to 17.4% statewide. At the same time, 93.3% of Achievers are identified as SED, significantly exceeding the statewide rate of 63.6%, reflecting the Charter School’s intentional commitment to serving students and families navigating economic barriers. SWD comprise 13.3% of enrollment, closely aligned with statewide averages, and the Charter School maintains inclusive instructional models that support access to grade level curriculum. Foster Youth enrollment remains low, consistent with local patterns.

Goals and Educational Philosophy

Garvey/Allen STEAM Academy advances an educational philosophy grounded in Black and Brown Excellence, academic rigor, artistic mastery, and civic empowerment. The Charter School empowers historically disenfranchised Achievers to realize their highest potential and participate as informed, engaged citizens who contribute to building a more just, humane, and sustainable world. Instruction occurs within a democratic, arts enriched, and nurturing learning environment that affirms identity, cultivates voice, and promotes leadership.

The Charter School integrates Social Emotional Learning, culturally responsive pedagogy, and rigorous academic expectations to ensure Achievers demonstrate readiness for high school, postsecondary pathways, and meaningful careers. This approach aligns with district priorities that call for learning environments in which all students thrive academically at grade level rigor while developing the skills and dispositions necessary for long term success.

Garvey/Allen STEAM Academy provides a comprehensive VAPA program fully integrated with STEM This interdisciplinary model expands access to high quality STEAM instruction in a community where such opportunities remain limited. Through intentional design, the Charter School works to eliminate achievement and opportunity gaps affecting historically underserved students in Moreno Valley.

The educational philosophy of Garvey/Allen STEAM Academy recognizes civic learning as essential to academic excellence and student agency. Research on civic education highlights the importance of equitable access to civic learning experiences, experiential inquiry, and opportunities for students to construct empowering historical narratives and participate in authentic community engagement.²⁰ The Charter School embeds these principles across grade levels so Achievers develop civic knowledge, leadership capacity, and a sense of responsibility to their communities.

Curriculum design centers interdisciplinary themes that connect academic standards, artistic expression, and real world problem solving. Achievement Guides facilitate project based learning experiences that address local and global challenges while strengthening literacy, mathematics, scientific reasoning, and creative practice. For example, thematic inquiry related to environmental sustainability may engage Achievers in studying California water systems, examining global access to clean water, collaborating on artistic advocacy projects, and leading community awareness initiatives. Through these experiences, Achievers apply academic learning to meaningful action and develop the confidence to influence change.

Garvey/Allen STEAM Academy maintains the belief that excellence occurs through intentional practice, high expectations, and culturally grounded learning experiences. The Charter School prepares Achievers to become history makers, stereotype breakers, and architects of their own destinies by integrating rigorous academics, intensive arts training, leadership development, and civic engagement within a cohesive educational model.

VAPA Pathway

The VAPA pathway at Garvey/Allen STEAM Academy provides Achievers with sustained opportunities to develop creative expression, technical skill, and artistic identity through a structured progression from exposure to specialization. Beginning in grades K through 4, Achievers engage in integrated arts experiences embedded within core instruction, including visual art, music, dance, theatre, and culinary exploration. In grades 5 and 6, rotational electives expand exposure across VAPA disciplines, allowing Achievers to explore interests while building foundational performance, design, and creative production skills. By grades 7 and 8, Achievers select a VAPA major and participate in semester long conservatory style coursework that deepens technique, portfolio development, collaboration, and public exhibition of learning. This pathway supports identity development, confidence, communication, and cultural storytelling, which research identifies as critical factors in increasing engagement, belonging, and academic persistence for historically marginalized students.²¹

STEM Pathway

The STEM pathway provides Achievers with authentic, applied learning experiences that develop problem solving, design thinking, technological literacy, and scientific reasoning across the K through 8 continuum. Early grades focus on inquiry, engineering challenges,

²⁰ Levinson, M. (2012). *No citizen left behind*. Harvard University Press.

²¹ Rabkin, N., & Hedberg, E. (2021). *Arts education and social emotional development research synthesis*. Wallace Foundation.

coding exploration, and hands on investigation connected to real world phenomena. In grades 5 and 6, rotational STEM electives introduce robotics, computer science, environmental science, and applied mathematics, allowing Achievers to explore multiple disciplines. In grades 7 and 8, Achievers select a STEM pathway and engage in semester long courses such as robotics, programming, engineering design, forensic science, or environmental studies that emphasize project based learning, collaboration, and performance assessment. This sustained pathway increases early exposure to high demand fields, strengthens academic identity, and expands college and career readiness, particularly for students historically underrepresented in STEM fields.²²

Why VAPA and STEM Pathways

The dual pathway model is intentionally designed to advance Black and Brown Excellence by ensuring Achievers experience both creative and technical rigor rather than being tracked into limited opportunities. For SED Achievers, early and sustained exposure to arts and STEM learning increases engagement, strengthens executive functioning, and expands access to future academic pathways that are often inequitable across traditional systems. The integration of VAPA and STEM supports whole child development, strengthens cultural voice, and builds transferable skills including collaboration, innovation, and critical thinking. By positioning Achievers as creators, designers, performers, and problem solvers, the Charter School disrupts opportunity gaps and provides experiences typically reserved for more resourced communities.

Garvey/Allen STEAM Academy implements a vertically aligned elective framework that evolves from exploration to specialization across grades K through 8. In the foundational years, Achievers participate in integrated STEAM learning designed to spark curiosity and build foundational skills across disciplines. In grades 5 and 6, a rotational elective structure provides multiple opportunities each year for Achievers to experience varied VAPA and STEM disciplines delivered by classroom teachers and specialists. In grades 7 and 8, Achievers select both a VAPA major and a STEM pathway and participate in semester length courses that support deeper skill development, portfolio creation, performance exhibitions, and career exploration. Elective offerings remain responsive to Achiever interest, staff credentialing, and emerging fields while maintaining full compliance with state credentialing requirements, including the use of Designated Subjects Career Technical Education credentials and supplementary authorizations as appropriate. This model ensures equitable access to specialized learning, supports personalized pathways, and strengthens college and career readiness while advancing the Charter School's mission of preparing Achievers to become artists, innovators, leaders, and global citizens.

Alignment with the Intent of the California Charter Schools Act

Garvey/Allen STEAM Academy, a K through 8 Charter School, advances the purposes of the California Charter Schools Act by expanding high quality educational opportunities, strengthening instructional innovation, and improving outcomes for historically underserved Achievers.

²² National Academies of Sciences. (2020). *Promising practices for addressing the underrepresentation of women and minorities in STEM*. National Academies Press.

- a. **Improve pupil learning.** The Charter School improves pupil learning through a small school structure, standards aligned curriculum, and instructional practices that respond to the academic, artistic, and social emotional needs of Achievers. Achievement Guides engage in ongoing professional learning, collaborative planning, and data analysis to refine instruction and ensure continuous academic growth. Research indicates that personalized learning environments and integrated STEAM instruction support stronger engagement and academic performance across grade levels.^{23 24}
- b. **Increase learning opportunities for all pupils.** Garvey/Allen STEAM Academy expands learning opportunities through extended learning time, integrated arts instruction, targeted intervention, and enrichment experiences designed to support Achievers performing below grade level while maintaining high expectations for all learners. The K through 8 design provides continuity of instruction, early identification of learning needs, and sustained support across developmental stages, an approach associated with improved academic stability and reduced transition related learning loss.²⁵
- c. **Encourage the use of innovative teaching methods.** The Charter School implements interdisciplinary, inquiry based, and culturally responsive instructional approaches that connect literacy, mathematics, science, social science, and the arts. Achievement Guides utilize project based learning, Readers and Writers Workshop structures, thematic integration, performance tasks, and authentic assessment to strengthen critical thinking, student voice, and real world application. Research highlights that integrated STEAM and experiential learning environments increase student engagement, persistence, and higher order thinking skills.²⁶
- d. **Create new professional opportunities for teachers.** Garvey/Allen STEAM Academy provides Achievement Guides with meaningful leadership opportunities, including curriculum design, interdisciplinary collaboration, mentoring, and participation in schoolwide decision making. Professional learning emphasizes culturally responsive practice, arts integration, and continuous improvement. Teacher leadership models are associated with improved instructional coherence, staff retention, and student outcomes, particularly in schools serving historically underserved communities.²⁷
- e. **Provide expanded educational choices for families.** The Charter School offers families an educational option that integrates rigorous academics with daily VAPA instruction within a STEAM framework. This model addresses limited access to arts enriched public education in the Moreno Valley community and provides parents and guardians with a distinctive K through 8 pathway that supports academic preparation, identity development, and long term readiness.

²³ Darling Hammond, L., Flook, L., Cook Harvey, C., Barron, B., & Osher, D. (2022). *Implications for educational practice of the science of learning and development*. Applied Developmental Science.

²⁴ Eccles, J., & Roeser, R. (2020). *Schools as developmental contexts during adolescence*. Journal of Research on Adolescence.

²⁵ Learning Policy Institute. (2021). *The role of school design in student success*.

²⁶ National Academies of Sciences, Engineering, and Medicine. (2021). *Science and engineering in preschool through elementary grades: The brilliance of children and the strengths of educators*.

²⁷ Learning Policy Institute. (2023). *Teacher leadership and retention research brief*.

- f. **Ensure accountability for measurable pupil outcomes.** Garvey/Allen STEAM Academy operates within a performance based accountability framework that includes measurable academic, artistic, and social emotional outcomes aligned to the Dashboard, Local Control Accountability Plan priorities, and the Charter School's renewal metrics. The Charter School monitors progress through formative and benchmark assessments, portfolio review, performance exhibitions, and subgroup data analysis to ensure equitable outcomes and continuous improvement.
- g. **Stimulate improvement within the public school system.** The Charter School contributes to systemwide improvement by demonstrating effective practices in arts integration, culturally responsive instruction, and interdisciplinary STEAM learning. Through partnerships, community engagement, and transparent reporting of outcomes, Garvey/Allen STEAM Academy serves as a model that informs innovation across the broader public education landscape.
- h. **Provide a coherent K through 8 developmental pathway.** Beginning in kindergarten, Achievers experience a cohesive instructional program that supports academic foundations, artistic development, and social emotional growth. The K through 8 structure reduces transition disruption, strengthens relationships, and allows for gradual introduction to increased academic rigor and middle school expectations. Research indicates that aligned K through 8 models support stronger student belonging, academic continuity, and readiness for high school coursework.

28 29

School Climate

Garvey/Allen STEAM Academy cultivates a school climate that reflects its mission of creating a school community "Where Achievers are the Architects of their own Destinies." The Charter School establishes a safe, affirming, and culturally responsive environment in which behavior is addressed through relationship centered practices, restorative approaches, and high expectations for personal responsibility. Student discipline prioritizes teaching, reflection, accountability, and reintegration rather than exclusion. This philosophy supports continuous learning and contributes to the Charter School's sustained outcomes, including a reported 0.0% suspension rate across all subgroups in both the 2024 and 2025 school years.

The Charter School implements a comprehensive culture framework that integrates the Black Hawk Essential 55 from Ron Clark Strategies, establishing clear expectations for respect, communication, leadership, and community responsibility. These expectations are explicitly taught, modeled, and reinforced across classrooms, common spaces, and schoolwide events. Consistent routines, shared language, and recognition of positive behavior strengthen belonging and promote academic focus.

Garvey/Allen STEAM Academy implements the Ron Clark Academy House System, a "Four Houses, One Mission" model that organizes Achievers and staff into cross grade

²⁸ Eccles, J., & Roeser, R. (2020). *Schools as developmental contexts during adolescence*. Journal of Research on Adolescence.

²⁹ Learning Policy Institute. (2021). *The role of school design in student success*.

communities designed to strengthen belonging, mentorship, and positive behavior. The four houses, Isibindi, Amistad, Altruismo, and Rêveur, represent the core values of courage, friendship, service, and vision. Isibindi emphasizes bravery, leadership, and perseverance; Amistad centers on unity, kindness, and resilience; Altruismo promotes generosity, empathy, and community contribution; and Rêveur encourages creativity, ambition, and the pursuit of goals. Achievers and staff are assigned to a house through a structured induction process and remain connected to that house throughout their time at the Charter School, fostering sustained relationships across grade levels. A schoolwide points system recognizes academic effort, character, leadership, and positive contributions to the community, reinforcing shared expectations and collective pride. Through house meetings, collaborative activities, and celebrations, the House System strengthens school climate, builds cross grade relationships, and supports a culture of academic excellence and leadership development.

Daily Family Breakfast and Morning Meeting serve as foundational structures for relationship building, Social Emotional Learning, and culture setting at Garvey/Allen STEAM Academy. Family Breakfast provides a consistent opportunity for Achievers and staff to begin the day in community, strengthening connections, promoting belonging, and reinforcing shared expectations in an informal, supportive setting. Morning Meeting builds on this foundation through structured goal setting, dialogue, reflection, and collaborative problem solving that supports academic readiness and social emotional development. The Charter School's Dean of Culture leads the implementation of schoolwide culture systems, supports restorative practices, monitors climate data, and collaborates with Achievement Guides to ensure consistent expectations and responsive interventions. The Dream Team, a multidisciplinary support team, coordinates behavioral, academic, and social emotional supports to ensure early identification of needs and alignment with Multi Tiered Systems of Support.

Restorative practices remain central to the Charter School's approach to discipline. Restorative circles, peer mediation, and facilitated conferences provide structured opportunities for Achievers to address conflict, take responsibility, repair harm, and rebuild relationships. These practices strengthen community trust, reduce recurring behavioral concerns, and support equitable discipline outcomes. When more serious incidents occur, restorative reintegration processes ensure that Achievers return to learning environments with clearly defined supports, accountability structures, and opportunities for continued growth.

The physical environment reinforces college and career readiness, identity affirmation, and academic pride. Hallways and classrooms feature student work, culturally relevant imagery, affirmations, and representations of influential leaders. Classrooms are associated with colleges and universities and emphasize long-term postsecondary pathways, reinforcing the message that elementary and middle school milestones are steps toward broader life goals.

Recognition systems celebrate growth, character, and achievement. Trimester assemblies acknowledge excellence in academics, citizenship, attendance, leadership,

and artistic development. Honor Roll recognition highlights academic performance, while additional awards emphasize improvement, perseverance, and community contribution. Student leadership is further developed through the Ambassador Program. Achievers selected as Ambassadors represent the Charter School during campus visits, support peer onboarding, and model positive school culture. Selection prioritizes character, responsibility, and citizenship, ensuring multiple pathways for recognition beyond academic performance. Achievement Guides nominate candidates, and staff collaboratively select new Ambassadors each semester.

Attendance

Academic Calendar and Schedules

The Charter School will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- To pupils in grade K, inclusive, 36,000 minutes.
- To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- To pupils in grades 4 to 8, inclusive, 54,000 minutes.

Bell Schedule

Garvey/Allen STEAM Academy implements a comprehensive K through 8 bell schedule designed to maximize instructional time, strengthen relationships, and provide structured opportunities for intervention, enrichment, and STEAM exploration. Each school day begins with a daily Family Breakfast, creating a welcoming start that supports attendance, relationship building, and readiness to learn. Foundations grades K through 5 follow a consistent elementary structure that includes Morning Meeting, multiple instructional blocks, recess, lunch, and dedicated intervention or specials time. Morning Meeting serves as a cornerstone of the schedule by establishing culture, supporting Social Emotional Learning, and preparing Achievers for academic engagement. Instructional blocks are intentionally extended to support literacy, mathematics, science, social science, STEAM integration, and project based learning while providing flexibility for small group instruction and differentiated support.

Grades 6 through 8 operate on a block schedule that alternates extended instructional periods across Black and Yellow day rotations. The block structure allows Achievement Guides to facilitate deeper learning experiences, laboratory investigations, collaborative projects, and performance based assessments aligned to the Charter School's instructional model. SOAR Advisory is embedded daily within the middle school schedule and provides structured time for goal setting, academic monitoring, college and career readiness, Social Emotional Learning, and relationship building. Advisory also supports Multi Tiered Systems of Support through progress monitoring, intervention coordination, and individualized planning.

Across all grade levels, dedicated nutrition, lunch, recess, and social time promote student wellness and community connection. The schedule includes targeted intervention and enrichment blocks such as SOAR Intervention in upper elementary and middle school, ensuring Achievers receive timely academic support or acceleration. Early

release flex days, typically scheduled on Wednesdays, are used for staff collaboration, Professional Learning Communities, and targeted student supports while maintaining instructional continuity for students.

Middle school Achievers may participate in an Optional Conservatory period after dismissal, providing extended opportunities in VAPA, STEM innovation, leadership, and portfolio development aligned to pathway exploration. Extended care is available across grade levels to support families and provide additional academic and enrichment opportunities. Overall, the bell schedule reflects the Charter School's commitment to balanced learning, extended instructional depth, culture building, and structured pathways that prepare Achievers for high school, college, and career readiness.

Table 1.2: Bell Schedules

GARVEY/ALLEN STEAM ACADEMY BELL SCHEDULES

REGULAR SCHEDULE: M, T, TH & F (UNLESS OTHERWISE NOTED)

FOUNDATIONS KINDER & FIRST GRADE (65)	FOUNDATIONS SECOND & THIRD GRADE (45)	FOUNDATIONS FOURTH & FIFTH GRADE (76)	ELEVATIONS GRADES 6-8 (189)
FAMILY BREAKFAST BELLS- 7:10 to 7:30 (20 MINUTES)	FAMILY BREAKFAST BELLS- 7:10 to 7:30 (20 MINUTES)	FAMILY BREAKFAST BELLS 7:10 to 7:30 (20 MINUTES)	FAMILY BREAKFAST BELLS- 7:35 to 7:55 (20 MINUTES)
HEAD TO CLASS BELL 7:30	HEAD TO CLASS BELL 7:30	HEAD TO CLASS BELL 7:30	MORNING MEETING BELL 7:55 TO 8:05
ACHIEVING BEGINS BELL 7:40	ACHIEVING BEGINS BELL 7:40	ACHIEVING BEGINS BELL 7:40	ACHIEVING BEGINS BELL 7:55
MORNING MEETING 7:40 to 8:00	MORNING MEETING 7:40 to 8:00	MORNING MEETING BELL 7:40 TO 8:00	BLACK DAY- PERIOD 1 8:10 to 9:25 YELLOW- PERIOD 2 8:10 TO 9:25
INSTRUCTION BLOCK I 8:10 to 9:25	INSTRUCTION BLOCK I 8:10 to 9:40	INSTRUCTIONAL BLOCK I 8:05 to 9:05	
		INSTRUCTIONAL BLOCK II 9:10 to 10:15	SOAR ADVISORY MON./TUES./THUR./FRI. 9:30 TO 10:20
FIRST RECESS 9:25 to 9:45 (20 MIN.)	SECOND RECESS 9:50 TO 10:10 (20 MIN.)	THIRD RECESS 10:15 TO 10:35 (20 MIN.)	NUTRITION 10:20 TO 10:38
INSTRUCTION BLOCK II 9:55 to 11:25	INSTRUCTION BLOCK II 10:20 TO 11:35	INSTRUCTION BLOCK III 10:40 to 11:25	BLACK DAY- PERIOD 3 10:43 to 11:58 YELLOW DAY- PERIOD 4 10:43 TO 11:58
		INSTRUCTION BLOCK IV 11:30 TO 12:05	
FIRST LUNCH (Inside Grotto) 11:05 to 11:30 25 MIN.	SECOND LUNCH (Inside Grotto) 11:35 to 12:00 25 MIN.	THIRD LUNCH (Inside Grotto) 12:05 TO 12:30 25 Min.	BLACK DAY- PERIOD 5 12:03 TO 1:28 YELLOW DAY- PERIOD 6 12:03 TO 1:28
FIRST LUNCH RECESS (Backyard) 11:30 to 11:50 (20 MIN.)	SECOND LUNCH RECESS (Backyard) 12:00 to 12:20 (20 MIN.)	THIRD LUNCH RECESS (Backyard) 12:30 to 12:50	FOURTH LUNCH (INSIDE FUTURE DOME) 1:28 TO 1:53 (25 MIN.)
INSTRUCTIONAL BLOCK III 12:00 TO 1:15	INSTRUCTIONAL BLOCK III 12:27 TO 1:27	4th & 5th Gr. SPECIALS 12:57 TO 2:02	FOURTH LUNCH SOCIAL (STAR ALLEY/FUTURE DOME) 1:53 to 2:14 (20 MIN.)
INSTRUCTIONAL BLOCK IV 1:25 to 2:40	INSTRUCTIONAL BLOCK IV 1:32 TO 2:40	SOAR/INTERVENTION 2:07 TO 3:12	MON./TUES./THUR./FRI. PERIOD 7- 2:20 TO 3:20
EXTENDED CARE 2:40 to 6:00		DISMISSAL 3:12 EXTENDED DAY CARE 3:12 TO 6:00	DISMISSAL BELL 3:20 *OPTIONAL CONSERVATORY* 3:30 TO 4:40 EXTENDED CARE 3:20 TO 6:00

FOUNDATIONS- FLEX DAY SCHEDULE (EVERY WEDNESDAY & AS INDICATED ON SCHOOL CALENDAR)


GRADE	BREAKFAST	SCHOOL START	RECESS TIME	BRUNCH	DISMISSAL
K-1	7:10 TO 7:30	7:40	9:10 TO 9:25	10:15 TO 10:35 (GROTTO) 10:35 TO 10:45 (BACKYARD)	12:00
2-3	7:10 TO 7:30	7:40	9:30 TO 9:45	10:45 TO 11:05 (GROTTO) 11:05 TO 11:15 (BACKYARD)	12:00
4-5	7:10 TO 7:30	7:40	9:50 TO 10:05	GRAB & GO 11:50 TO 12:00	12:00

FOUNDATIONS - MINIMUM DAY SCHEDULE (AS INDICATED ON SCHOOL CALENDAR)

GRADE	FAMILY BREAKFAST	SCHOOL START	RECESS TIME	BRUNCH	DISMISSAL
K-1	7:10 TO 7:30	7:40	8:45 TO 9:00	9:50 TO 10:10 (GROTTO) NO LUNCH RECESS	11:15
2-3	7:10 TO 7:30	7:40	9:05 TO 9:20	10:15 TO 10:35 (GROTTO) NO LUNCH RECESS	11:15
4-5	7:10 TO 7:30	7:40	9:25 TO 9:40	GRAB & GO 11:05 TO 11:15	11:15

ELEVATIONS FLEX DAY SCHEDULE (EVERY WEDNESDAY & AS INDICATED ON CALENDAR)

ELEVATIONS MINIMUM DAY SCHEDULE AS INDICATED ON SCHOOL CALENDAR

PERIOD	START & END		PERIOD	START & END
FAMILY BREAKFAST	7:35 TO 7:55		FAMILY BREAKFAST	7:35 TO 7:55
PERIOD 1	8:00 TO 8:30		PERIOD 1	8:00 TO 8:25
PERIOD 2	8:35 TO 9:05		PERIOD 2	8:30 TO 8:55
PERIOD 3	9:10 TO 9:40		PERIOD 3	9:00 TO 9:25
PERIOD 4	9:45 TO 10:15		PERIOD 4	9:30 TO 9:55
PERIOD 5	10:20 TO 10:50		PERIOD 5	10:00 TO 10:25
PERIOD 6	10:55 TO 11:25		PERIOD 6	10:30 TO 10:55
PERIOD 7 G2Q/ B2K/ SOAR /ASB <small>*SOAR INDICATES ACHIEVERS NOT IN ANY OF THE OTHER CLUBS</small>	11:30 TO 12:45		PERIOD 7	11:00 TO 11:35
GRAB & GO LUNCH	12:45 TO 12:55		GRAB & GO LUNCH	11:35 TO 11:45
DISMISSAL *POWER HOUR*	12:55 12:55 TO 6:00		<p>DISMISSAL 11:45 *NO EXTENDED DAY CARE AVAILABLE* ~DATES~ 10/17, 11/21, 12/19, 2/6, 3/20, 5/5, 5/6, 5/12, 5/13, 5/22, 6/16, & 6/17</p>	

Enrollment Projections

The Charter School’s enrollment pattern demonstrates intentional, phased growth across the K through 8 program, with smaller cohort sizes in the early grades and increasing enrollment in the upper grades as Achievers remain in the program and additional families seek the Charter School’s STEAM and arts integrated model. Beginning with current enrollment that reflects steady progression from kindergarten through grade 8, Garvey/Allen STEAM Academy expands enrollment each year of the charter term through strategic recruitment, grade level backfilling when appropriate, and strong student retention. This measured approach allows the Charter School to maintain program quality, staffing stability, and personalized learning structures while scaling. Enrollment continues to increase annually until the Charter School reaches full capacity in Year 4 of the charter term, at which point cohorts stabilize across grade levels and reflect a fully implemented K through 8 pathway. The goal is to have the Achievers attend Garvey/Allen STEAM Academy for all nine years. This growth model supports continuity of instruction, sustained relationships, and long term planning for high school readiness while ensuring the Charter School remains responsive to community demand.

Table 1.3: Enrollment Projections for Charter Term (2026-2031)

Grade	2025-26 Current Enrollment	2026-27	2027-28	2028-29	2029-30	2030-31
K	24	25	40	45	50	50
1	32	30	40	45	50	50
2	22	30	40	45	50	50
3	20	28	40	45	50	50
4	26	30	40	45	50	50
5	38	50	50	50	50	50
6	50	60	60	60	60	60
7	60	60	60	60	60	60
8	61	75	75	75	75	75
TOTAL	333	388	445	470	495	495

What It Means to be an Educated Person

Garvey/Allen STEAM Academy defines an educated person as an Achiever who demonstrates academic excellence, artistic expression, civic awareness, and the capacity for lifelong learning. The Charter School prepares Achievers to become self motivated, competent learners who apply knowledge creatively, think critically, communicate effectively, and contribute meaningfully to their communities. This vision reflects the belief that education extends beyond content mastery to include identity development, agency, collaboration, and responsibility within a diverse and interconnected world.

The Charter School establishes goals that support Achievers in developing independence, persistence, curiosity, and a commitment to continuous growth. Through

rigorous academics, integrated arts instruction, and interdisciplinary STEAM learning, Achievers build strong foundations that enable them to adapt to evolving academic, professional, and civic expectations. Instruction intentionally connects academic learning to real world challenges so that Achievers view themselves as capable problem solvers, creators, and leaders.

An educated Achiever demonstrates mastery of core academic disciplines including ELA, mathematics, science, social science, VAPA, and technology supported learning. Within the K through 8 program, Achievers also engage with world languages when feasible and develop foundational understanding of economics, geography, government, and civic participation. These experiences are designed to deepen conceptual understanding rather than focus solely on procedural knowledge.

Garvey/Allen STEAM Academy integrates interdisciplinary themes that expand academic learning and strengthen relevance. Achievers explore global awareness, civic responsibility, environmental sustainability, health and wellness, and financial literacy through project based inquiry and artistic expression. These themes support Achievers in understanding complex systems, examining multiple perspectives, and applying learning across contexts.

Academic skills and qualities associated with an educated Achiever include literacy across disciplines, mathematical reasoning, scientific inquiry, historical analysis, and creative expression through the arts. Achievers learn to gather information, evaluate sources, synthesize ideas, and communicate conclusions using multiple formats including writing, performance, presentation, and digital media. Critical thinking, problem solving, and the ability to transfer knowledge to new situations are emphasized across grade levels.

Academic Skills and Qualities of an Educated Achiever

- Literacy across disciplines including reading, writing, speaking, and listening
- Mathematical reasoning and quantitative problem solving
- Scientific inquiry and understanding of the scientific process
- Historical analysis and civic literacy
- Creative expression through visual and performing arts
- Information literacy including research, source evaluation, and synthesis
- Critical thinking and analytical reasoning
- Problem solving and application of knowledge to real world contexts
- Effective written, oral, artistic, and digital communication
- Interdisciplinary thinking connecting STEAM, humanities, and civic themes
- Technology fluency for creation, collaboration, and analysis
- Ability to transfer learning across subjects and situations
- Data interpretation and evidence-based argumentation
- Portfolio development and performance-based demonstration of mastery

Equally important are the nonacademic skills that support long term success. Garvey/Allen STEAM Academy cultivates collaboration, adaptability, initiative, and ethical

decision making. Achievers learn to work with diverse peers, navigate ambiguity, and engage in respectful dialogue. Instruction encourages perseverance, curiosity, and reflective practice so that Achievers develop confidence in their ability to learn continuously.

An educated Achiever communicates effectively by asking meaningful questions, articulating ideas clearly, and using evidence to support reasoning. Achievers develop the capacity to listen actively, engage in constructive discourse, and bridge cultural perspectives. Communication occurs through academic writing, artistic performance, collaborative dialogue, and digital platforms.

An educated Achiever demonstrates responsibility by taking ownership of learning, contributing to community wellbeing, and understanding the impact of individual actions. Garvey/Allen STEAM Academy emphasizes environmental stewardship, civic engagement, and service learning as pathways for applying academic knowledge to real world contexts. These experiences support Achievers in developing leadership and social responsibility.

Respect and cultural competence are essential characteristics of an educated person. Achievers learn to value diverse identities, perspectives, and lived experiences while recognizing their own cultural strengths. Instruction affirms Black and Brown Excellence and supports Achievers in constructing empowering narratives about themselves and their communities.

Garvey/Allen STEAM Academy also defines an educated Achiever as a contributor who participates actively in school, local, and global communities. Achievers engage in interdisciplinary projects that address authentic challenges, present solutions publicly, and collaborate with community partners. These experiences strengthen agency and reinforce the belief that education is a tool for positive change.

Nonacademic Skills and Qualities of an Educated Achiever

- Self-motivation and lifelong learning mindset
- Curiosity and intellectual persistence
- Collaboration and teamwork across diverse groups
- Adaptability and comfort with ambiguity
- Initiative and entrepreneurial thinking
- Leadership and student voice
- Cultural competence and respect for diverse identities
- Civic responsibility and community engagement
- Ethical decision making and accountability
- Social emotional skills including self awareness, self-regulation, and empathy
- Communication for relationship building and conflict resolution
- Creativity, imagination, and innovation
- Resilience and growth mindset
- Agency and goal setting
- Environmental and social responsibility

- Global awareness and perspective taking

Ultimately, an educated person emerging from Garvey/Allen STEAM Academy demonstrates intellectual curiosity, creative confidence, civic awareness, and the ability to learn across a lifetime. The Charter School prepares Achievers not only for high school success and postsecondary pathways, but also to become history makers, stereotype breakers, and architects of their own destinies.

Enabling Students to be Self-Motivated, Competent, and Life-Long Learners

Garvey/Allen STEAM Academy enables Achievers to become self motivated, competent, lifelong learners by cultivating learning environments that are engaging, supportive, personalized, and meaningful. The Charter School centers Achiever voice in instructional design, goal setting, pathway exploration, and creative expression so that students actively participate in shaping their learning experiences. Through guided choice, interdisciplinary projects, and exposure to multiple artistic and STEAM pathways, Achievers develop decision making skills, reflect on outcomes, and build resilience as they navigate both successes and challenges. This approach strengthens agency, accountability, and confidence while preparing Achievers to pursue future academic, artistic, and career opportunities with purpose.

How Learning Best Occurs/Instructional Design

Garvey/Allen STEAM Academy, a K through 8 Charter School, designs learning environments that affirm identity, cultivate agency, and ensure rigorous academic and artistic development for Achievers. The Charter School serves historically underserved students, including ELs, SWD, SED students, and students demonstrating emerging academic skills. Instructional design reflects the belief that learning occurs most effectively when Achievers experience relevance, cultural affirmation, high expectations, and opportunities to apply knowledge through authentic performance.

The Charter School grounds its instructional framework in the science of learning and development, which emphasizes relationships, active engagement, integrated learning, and student voice as drivers of achievement.³⁰ Achievement Guides intentionally connect academic standards to real world contexts, artistic expression, and civic inquiry so that Achievers view learning as purposeful and empowering.

Instructional Design Aligned to the Needs of the Target Population

Garvey/Allen STEAM Academy serves Achievers who have historically experienced inequitable access to rigorous academics and arts instruction. Instruction therefore prioritizes culturally responsive pedagogy, accelerated learning, targeted intervention, and enrichment.

Instructional design includes:

- Standards aligned, grade level rigorous curriculum with scaffolding rather than remediation

³⁰ Darling Hammond, L., Flook, L., Cook Harvey, C., Barron, B., & Osher, D. (2022). Implications for educational practice of the science of learning and development. Applied Developmental Science.

- Integrated STEAM that supports multiple modalities of learning
- Explicit literacy and numeracy development across content areas
- Project based learning addressing local and global issues
- Personalized learning plans when appropriate
- Continuous formative assessment and data informed differentiation

Achievement Guides implement backward design to identify priority standards, determine evidence of mastery, and design interdisciplinary learning experiences. This ensures coherence across the K through 8 continuum and supports early identification of learning needs. The traditional backward design process guides teachers through a three-step process:

- Internalization and prioritization of the State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

Description of Learning Setting

Garvey/Allen STEAM Academy operates primarily as a site-based instructional program with structured blended learning components. Achievers participate in daily in person instruction that integrates core academics, VAPA, STEAM learning, physical education, and Social Emotional Learning.

The learning setting includes:

- Studio based arts instruction
- Collaborative classroom environments
- Technology supported blended learning
- Morning Meetings that support identity and goal setting
- Extended learning opportunities and enrichment
- Performance exhibitions and portfolio development

Independent study options are available when appropriate and compliant with state requirements. Technology supports creation, research, communication, and accessibility rather than replacing direct instruction.

Instructional Approaches

Garvey/Allen STEAM Academy implements instructional strategies that enable all Achievers, including subgroup populations, to master California content standards.

Core instructional approaches include:

- Explicit, Direct Instruction
- Professional Learning Communities
- Presentation of clearly articulated "Learning Targets"
- Project-based learning
- Workshop model literacy instruction
- Culturally Responsive Pedagogy

- Inquiry-based science and social science
- STEAM integration across disciplines
- Cooperative learning
- Performance based assessment
- Computer Assisted Blended Learning
- Universal Design for Learning
- Formative assessment cycles

At Garvey/Allen STEAM Academy, Achievers actively engage in clearly defined learning objectives and standards aligned curriculum throughout the school day. Achievement Guides consistently communicate learning targets, monitor progress, and assess mastery of concepts and California content standards using multiple measures. Instruction emphasizes student agency, dialogue about learning, and opportunities for Achievers to reflect on their growth, strengthening both academic understanding and ownership of learning. This student centered approach supports culturally responsive instruction that connects academic content to Achievers' identities, experiences, and interests while reinforcing meaningful partnerships with parents and guardians through ongoing communication about student progress. Such engagement ensures that the academic program reflects and responds to the diversity of the community served. This framework also supports Achievement Guides in designing standards aligned assessments and interdisciplinary project based learning experiences across grade levels and content areas. Professional learning focuses on integrating these practices through collaborative planning, curriculum development, and continuous refinement so that instructional strategies, materials, and coursework evolve to meet Achiever needs and sustain rigorous, relevant learning.³¹

Educational Framework

The educational framework of Garvey/Allen STEAM Academy rests on principles that prioritize personalization, relationships, rigor, and culturally affirming learning experiences. Teaching and learning are individualized to the greatest extent feasible so that each Achiever's strengths, needs, interests, and identity inform instructional design. The Charter School maintains class sizes and staffing structures that support strong relationships between Achievers and Achievement Guides, recognizing that sustained relationships are foundational to academic growth, belonging, and student agency.

Instructional practice positions Achievers as active creators of knowledge and Achievement Guides as facilitators, coaches, and designers of meaningful learning experiences. Service learning, project based inquiry, and interdisciplinary STEAM experiences require Achievers to engage deeply with core academic content while applying learning to authentic contexts. Mastery is demonstrated through multiple measures including ongoing observation, performance tasks, portfolios, exhibitions, and capstone experiences that allow Achievers to present their learning to families and the community.

³¹ Darling Hammond, L., Flook, L., Cook Harvey, C., Barron, B., & Osher, D. (2022). Implications for educational practice of the science of learning and development. *Applied Developmental Science*.

Garvey/Allen STEAM Academy cultivates a school climate grounded in trust, respect, and shared responsibility. Leadership intentionally develops partnerships among Achievers, families, and staff to create an environment where every member of the community feels valued, safe, and supported. Democratic practices and inclusive policies guide decision making and ensure that instructional approaches reflect equity, access, and student voice.

Family school partnerships are central to student success. The Charter School maintains consistent communication in home languages, establishes shared expectations through family agreements, and provides regular workshops and engagement opportunities that empower families as partners in learning. These structures strengthen academic support, cultural connectedness, and community trust.

The K through 8 design supports continuous relationships between Achievers and Achievement Guides through advisory structures and, when feasible, looping. Sustained relationships allow educators to monitor academic progress, support social emotional development, and guide long term goal setting across grade levels. This continuity strengthens readiness for high school and postsecondary pathways.

Instruction reflects adaptive pedagogy that recognizes multiple pathways to learning. Achievement Guides differentiate instruction using culturally responsive strategies, arts integration, technology, and real world connections. Professional learning expands instructional capacity so educators continuously refine practices that support academic achievement for all Achievers.

The learning environment is intentionally designed around Achiever outcomes. Achievers engage in a rigorous college preparatory curriculum aligned to California content standards that includes ELA, mathematics, science, social science, VAPA, STEM, physical education, world languages when feasible, culturally relevant learning, and Social Emotional Learning. Expectations for achievement are clearly communicated and consistently upheld.

Achievers benefit from tailored experiences including flexible instructional structures, enrichment opportunities, and personalized learning supports when appropriate. All Achievers participate in both VAPA and STEM pathways, ensuring interdisciplinary skill development and multiple avenues for expression, problem solving, and innovation.

Garvey/Allen STEAM Academy fosters a diverse and affirming environment where Achievers, families, and staff experience belonging and respect across identities and backgrounds. Instruction intentionally cultivates global awareness through interdisciplinary projects that explore complex local and global challenges and encourage Achievers to develop solutions that demonstrate leadership and civic responsibility.

Social Emotional Learning is embedded throughout the school day. Achievers participate in daily morning meeting to build community, establish norms, and strengthen

communication skills. The Charter School implements restorative practices and research aligned Social Emotional Learning frameworks to support resilience, conflict resolution, and self regulation. Staff receive ongoing training to integrate these practices across instructional settings. Parental Summits extend Social Emotional Learning beyond the classroom and support positive child development. The Charter School utilizes evidence based digital and in person supports, such as Ripple Effects or comparable programs, to help Achievers navigate barriers that impact learning.

Extracurricular Activities

Garvey/Allen STEAM Academy provides a comprehensive extracurricular program intentionally designed to ensure that Achievers from socioeconomically disadvantaged communities have equitable access to enrichment, leadership, and creative opportunities that are often unavailable outside of school. The Charter School embeds many traditionally extracurricular experiences into the instructional day through its integrated VAPA and STEM pathways while also offering before school, after school, evening, and weekend opportunities that extend learning and strengthen community engagement. Performances, showcases, exhibitions, competitions, and public presentations are regular components of the school experience and allow Achievers to demonstrate mastery, build confidence, and engage authentically with audiences.

Every Achiever participates in both VAPA and STEM learning experiences throughout the K through 8 program. Beginning in the foundational grades, Achievers explore multiple artistic and technical disciplines through integrated instruction. As Achievers progress, they engage in elective rotations that expand exposure and support discovery of individual strengths and interests. In grades 7 and 8, Achievers select a VAPA major such as culinary arts, visual art, music, dance, or theatre arts while also pursuing a STEM pathway. This model ensures that enrichment is not dependent on family resources and advances the Charter School's commitment to Black and Brown Excellence by providing sustained access to creative production, innovation, and career connected learning.

The Charter School offers a range of student organizations and clubs that promote leadership, scholarship, service, and student voice. Examples include Student Council, School Newspaper, California Junior Scholarship Federation, National Junior Honor Society, performing arts ensembles, robotics teams, cultural clubs, and service organizations. Each year begins with a structured Club Rush in which Achievement Guides serving as advisors introduce opportunities, outline expectations, and support Achievers in selecting activities aligned to their interests and goals. Participation in clubs strengthens belonging, supports positive peer relationships, and increases persistence and academic engagement.

Field experiences are a critical component of the extracurricular and instructional program. Garvey/Allen STEAM Academy provides structured field learning that connects classroom content to real-world applications, cultural institutions, career pathways, and college environments. Achievers in grades K through 4 participate in at least two field experiences annually, including one VAPA focused experience and one STEM focused experience. Achievers in grades 5 through 8 participate in a minimum of three field

experiences annually that include VAPA, STEM, and college exposure. These experiences may include museums, theatres, science centers, creative studios, universities, community organizations, and industry sites throughout Southern California. Field learning expands cultural capital, strengthens college awareness, and provides Achievers with experiences that support identity development, aspiration, and long term academic persistence.

Through the integration of enrichment within the school day and the expansion of extracurricular opportunities beyond it, Garvey/Allen STEAM Academy creates a structured, engaging environment that reduces unsupervised time, supports positive youth development, and strengthens academic and social emotional outcomes. This comprehensive approach ensures that Achievers experience a rich educational environment that prepares them for high school success, postsecondary opportunities, and leadership within their communities.

College and Career Readiness

College and Career Readiness is a powerful tool in disrupting the school to prison pipeline. Educating Achievers on the possibilities of college and a career can offer hope and present alternatives to crime. Garvey/Allen STEAM Academy views College and Career Readiness as a foundational element of educational equity and long-term opportunity. Early exposure to academic pathways, artistic disciplines, and career exploration supports Achievers in developing purpose, envisioning future possibilities, and building the skills necessary to navigate high school and postsecondary pathways. Beginning in kindergarten, the Charter School emphasizes grade level mastery, identity development, and interdisciplinary learning so that Achievers build strong academic and social emotional foundations and avoid significant learning gaps that can limit future options.

Career awareness begins in the elementary grades through classroom experiences, guest speakers, interdisciplinary projects, and exposure to diverse professions represented across STEAM, the arts, public service, and emerging industries. By grade 5, Achievers engage in structured career exploration that introduces multiple pathways and highlights the connection between academic learning and real world application. Electives and enrichment opportunities across grades 5 through 8 allow Achievers to experience VAPA, culinary arts, design, technology, and STEM focused learning, supporting informed decision making and deeper interest development.

STEM instruction emphasizes authentic problem solving and applied learning, enabling Achievers to engage in real world scenarios that strengthen analytical thinking, collaboration, and innovation. These experiences allow Achievers to develop practical skills while still in middle school rather than waiting until high school exposure. The Charter School may administer the PSAT in grade 8 as an additional readiness indicator that familiarizes Achievers with college entrance assessments and supports early academic goal setting.

The Dean of Elevation and the Achievement Manager guide Achievers through high

school transition planning, including course selection, pathway exploration, and understanding the importance of completing A G requirements once enrolled in high school. The Dean of Elevation and the Achievement Manager provide individualized guidance, coordinate high school information sessions, and facilitate Parental Summits that help parents and guardians understand graduation requirements, college preparation timelines, and strategies for supporting student success.

The Charter School implements best practices in middle grades college and career readiness that include Individual Learning Plans, interest inventories, portfolio development, career research projects, and student led conferences. Advisory structures support reflection on strengths, goal setting, and pathway exploration, while interdisciplinary projects allow Achievers to apply academic skills in career connected contexts. Community partnerships, guest speakers, field experiences when feasible, and mentorship opportunities further strengthen exposure to postsecondary options.

College awareness is embedded throughout the school culture. Classrooms reflect college pathways, Achievers participate in college themed activities, and schoolwide messaging reinforces the expectation that postsecondary education and career training are attainable options. The Charter School emphasizes that high school represents a critical preparation period for future success and equips Achievers with the knowledge and confidence to navigate that transition.

Garvey/Allen STEAM Academy ensures that Achievers leave grade 8 with a clear understanding of their interests, academic strengths, and next steps. The Charter School is committed to early exposure, structured exploration, family engagement, and integrated academic and career connected learning to ensure the Achievers are ready for rigorous high school coursework, sustained engagement in pathway development, and long-term success as artists, leaders, and globally minded citizens.

Curriculum

Curriculum at Garvey/Allen STEAM Academy serves as the foundation for rigorous, culturally responsive, and standards aligned instruction across the K through 8 program. The Charter School implements state adopted and research informed instructional materials that support academic excellence, arts integration, and equitable access to grade level content for all Achievers, including ELs, SED students, SWD, and students achieving below or above grade level. Curriculum selection prioritizes alignment to California content standards, cultural relevance, accessibility, and the integration of digital platforms that support differentiated instruction, student engagement, and real time progress monitoring.

Garvey/Allen STEAM Academy utilizes a comprehensive set of core instructional programs across subject areas. In ELA, the Charter School implements *Wonders* for kindergarten through grade 1, *EL Education* for grades 2 through 5 delivered digitally through Kiddom, and *CommonLit 360* for grades 6 through 8 to support literacy development, knowledge building, and analytical thinking. Mathematics instruction includes *Reveal* for kindergarten through grade 1 and *Illustrative Mathematics* for grades 2 through 8, supporting conceptual understanding, problem solving, and mathematical

discourse. Science instruction is grounded in *McGraw Hill California Inspire Science* across all grades and *OpenSciEd* units implemented digitally in kindergarten through grade 8 to support NGSS aligned inquiry based learning. History Social Science instruction utilizes the *McGraw Hill IMPACT California* series across elementary and middle grades, providing coherent instruction in civics, geography, world history, and United States history.

The Charter School maintains a spiral curriculum model in which key concepts and standards are revisited with increasing depth and complexity across grade levels. Achievement Guides collaborate in Professional Learning Communities to ensure vertical alignment, consistent expectations, and continuity of learning. Instructional planning incorporates backward design, formative assessment cycles, and interdisciplinary connections that integrate STEAM, and culturally relevant learning experiences.

Achievement Guides receive ongoing professional learning to strengthen implementation fidelity, differentiation, and assessment design. Instructional strategies include scaffolding, enrichment, flexible grouping, performance tasks, and the use of digital tools that allow Achievers to demonstrate mastery through multiple modalities. Curriculum materials are adapted as needed to ensure accessibility and alignment with Individualized Educational Program (“IEPs”), ELD goals, and targeted intervention plans.

The Charter School values educational partner voice in curriculum refinement. Feedback from Achievers, families, and staff informs instructional adjustments and enrichment opportunities. Curriculum and instructional materials are selected and reviewed in accordance with Charter School policy and are evaluated annually by school leadership and the Board of Directors. Decisions are informed by benchmark assessments, statewide assessment results, subgroup data, classroom observation, and evidence of student work. Garvey/Allen STEAM Academy ensures that curriculum remains rigorous, relevant, and responsive to the needs of its Achievers while preparing them for high school success and postsecondary pathways.

Process for Adopting Curriculum and Instructional Strategies

Garvey/Allen STEAM Academy maintains a structured curriculum development cycle that ensures alignment, rigor, and continuous improvement across the K through 8 program. The process begins with a comprehensive needs analysis that examines achievement data, subgroup performance, and stakeholder input to identify priorities. The Charter School then reviews state adopted materials and evidence-based resources before piloting selected curriculum and instructional approaches alongside targeted professional learning for Achievement Guides. Curriculum and teaching methods are refined collaboratively through Professional Learning Communities, where educators engage in interdisciplinary planning, performance task development, and analysis of student work. Ongoing evaluation occurs through student outcome data, classroom observation, and continuous feedback cycles. Achievement Guides participate directly in curriculum design and instructional decision making, while school leadership ensures all materials reflect cultural relevance, accessibility, and full alignment with California content standards.

Table 1.4: Instructional Materials (Subject to Change)

Core Curriculum Area	Textbooks and Instructional Materials
English Language Arts	<ul style="list-style-type: none"> • Wonders: Kinder-1st • EL Education: Grades 2-5-Digital (housed through Kiddom), 2025 • CommonLit 360: Grades 6-8-Digital, 2025 <p>Supplemental:</p> <ul style="list-style-type: none"> • IXL Reading • iReady Reading • Portfolio writing rubrics • California ELA/ELD Framework
English Language Development (Designated)	<ul style="list-style-type: none"> • Wonders for English Learners, Grades K-2, 2025 • Additional Language and Literacy (ALL) Block 3-5, 2025 • EL Support in CommonLit 360, Grades 6-8, 2025 <p>Supplemental:</p> <ul style="list-style-type: none"> • Integrated ELD supports • Portfolio language evidence • Multilingual scaffolds • Translanguaging resources • California ELA/ELD Framework
Mathematics	<ul style="list-style-type: none"> • Reveal: Kinder-1st, 2024 • Illustrative Math: Grades 2-8-Digital (housed through Kiddom), 2025 <p>Supplemental:</p> <ul style="list-style-type: none"> • IXL Mathematics • iReady Mathematics • Mathematical Modeling Tasks • Mathematics Framework for CA Public Schools
Science	<ul style="list-style-type: none"> • McGraw Hill California Inspire Science, 2024 • OpenSciEd: Kinder-5th (NGSS Digital; Platform Posted on Achiever's Google Classroom), 2025 • OpenSciEd: 6-8 (housed through Kiddom), 2025 <p>Supplemental:</p> <ul style="list-style-type: none"> • Laboratory experiences • Safety guides • Science Framework for CA Public Schools
History-Social Science	<ul style="list-style-type: none"> • IMPACT California Social Studies, 2024 • LEARNING WORKING, Grade K

	<ul style="list-style-type: none"> • IMPACT California, Grades 1-4 • IMPACT California: U.S. History Making a New Nation, Grade 5 • IMPACT California: World History and Geography, Ancient Civilizations, Grade 6 • IMPACT California: World History and Geography, Medieval and Early Modern Times, Grade 7 • IMPACT California: United States History and Geography, Growth and Conflict, Grade 8 <p><u>Supplemental:</u></p> <ul style="list-style-type: none"> • Primary source collections • Inquiry projects • Portfolio performance rubrics • History Social Science Framework for CA Public Schools
Health/Physical Education	<ul style="list-style-type: none"> • Health Education Content Standards for CA Public Schools, 2008 • Health Framework for CA Public Schools, 2003 • Physical Education Model Content Standards for CA Public Schools, 2005 • Physical Education Framework for CA Public Schools, 2009
Visual and Performing Arts	<ul style="list-style-type: none"> • CA Arts Standards for Public Schools, 2019 • CA Arts Education Framework for California Public Schools, 2020
STEM	<ul style="list-style-type: none"> • Innovate: Blueprint for Science, Technology, Engineering, and Mathematics in California Public Education and STEM Course Descriptions
Social Emotional Learning	<ul style="list-style-type: none"> • Approved by the Collaborative for Academic, Social, Emotional Learning (“CASEL”)

English Language Arts

Garvey/Allen STEAM Academy implements a comprehensive, standards aligned ELA program designed to develop strong literacy, analytical thinking, and written expression across the K through 8 continuum. The Charter School utilizes state approved and research informed instructional materials that support culturally responsive instruction, knowledge building, and integrated ELD for all Achievers, including ELs, SWD, and Achievers requiring targeted intervention or enrichment.

In kindergarten through grade 1, the Charter School implements *Wonders*, which provides foundational literacy instruction through explicit phonics, vocabulary development, comprehension strategies, and structured reading and writing experiences. *Wonders* includes workshop based resources, leveled texts, close reading opportunities, and digital supports that allow Achievement Guides to differentiate instruction and provide scaffolded

access to grade level content.

In grades 2 through 5, Garvey/Allen STEAM Academy implements *EL Education* delivered digitally through Kiddom, adopted in 2025. *EL Education* emphasizes knowledge rich literacy, inquiry based learning, and project connected reading and writing that integrates academic content across disciplines. The curriculum supports sustained reading of complex texts, evidence based discussion, and performance based writing tasks that align with California ELA and ELD standards while strengthening student voice and real world application.

In grades 6 through 8, the Charter School implements *CommonLit 360*, adopted in 2025, to support close reading, analytical writing, vocabulary development, and text based discussion. *CommonLit 360* provides diverse texts, scaffolded supports, and formative assessments that allow Achievement Guides to monitor progress and differentiate instruction. The platform supports both whole class and independent learning while reinforcing critical thinking and evidence based reasoning.

Supplemental resources strengthen literacy development across grade levels. IXL Reading supports targeted skill practice and intervention, while iReady Reading provides diagnostic data, personalized pathways, and progress monitoring. Portfolio based writing rubrics guide performance tasks, interdisciplinary projects, and student reflection, ensuring consistent expectations for writing development over time. Instruction aligns with the California ELA and ELD Framework, ensuring integrated language development, culturally responsive text selection, and equitable access to complex literacy tasks.

Across all grade levels, the ELA program emphasizes close reading, annotation, discussion, and multiple forms of writing, including narrative, informational, argumentative, and creative expression. Achievers engage in both informal writing to develop fluency and formal writing tasks that demonstrate mastery of standards. Digital tools support drafting, revision, collaboration, and publication, while performance based assessments allow Achievers to apply literacy skills within interdisciplinary STEAM and arts projects.

English Learner supports are embedded within all instructional materials through language objectives, scaffolding, multilingual resources, and opportunities for structured academic discourse. Achievement Guides implement integrated and designated ELD strategies that strengthen reading comprehension, writing, speaking, and listening.

English Language Arts Course Descriptions

Garvey/Allen STEAM Academy implements a rigorous, vertically aligned ELA program grounded in the State Standards for ELA Literacy and the California ELD Standards. Instruction develops foundational literacy, disciplinary reading, analytical writing, academic discourse, and research skills across the K through 8 continuum. Core programs include *Wonders* in kindergarten through grade 1, *EL Education* in grades 2 through 5 delivered through Kiddom, and *CommonLit 360* in grades 6 through 8. Supplemental resources such as IXL Reading, iReady Reading, and portfolio based

writing rubrics support differentiation, intervention, and enrichment while ensuring all Achievers demonstrate mastery of grade level standards. The program emphasizes close reading of complex texts, knowledge building across disciplines, and performance based writing that prepares Achievers for high school readiness.

Kindergarten

Kindergarten Achievers develop foundational literacy aligned to Reading Foundational Skills standards, including phonological awareness, phonics, print concepts, and early fluency. Through *Wonders*, Achievers engage in shared reading, guided reading, and interactive writing that build comprehension, vocabulary, and oral language. Instruction emphasizes asking and answering questions about key details, identifying characters and settings, and retelling stories with support. Writing focuses on opinion, narrative, and informational expression using drawing, dictation, and emerging writing conventions. Integrated ELD supports vocabulary acquisition and academic language development. Arts integration strengthens sequencing, pattern recognition, and storytelling.

Grade 1

First grade Achievers strengthen decoding accuracy, reading fluency, and comprehension of literary and informational texts. Instruction focuses on identifying main ideas, describing characters and events, and using text evidence in discussion. *Wonders* supports systematic phonics, vocabulary development, and writing across genres including narratives, informational reports, and opinion pieces. Achievers produce complete sentences, organize ideas with beginning, middle, and end structures, and participate in shared research projects. Speaking and listening standards are addressed through collaborative discussions and presentations. Arts integration supports visualization, perspective taking, and creative expression.

Grade 2

Second grade Achievers increase independence in reading and writing while developing comprehension strategies aligned to standards for key ideas, craft, and integration of knowledge. Through *EL Education*, Achievers analyze story structure, determine main ideas, and compare multiple texts across cultures and genres. Writing includes narratives, informational texts, opinion pieces, and research based presentations with emphasis on revision and clarity. Vocabulary instruction targets morphology including prefixes and suffixes. Achievers use text features, illustrations, and reference tools to gather information. Integrated arts support character development, visualization, and presentation skills.

Grade 3

Third grade Achievers build proficiency in reading complex texts, explaining theme, describing character development, and using evidence to support analysis. *EL Education* modules integrate science and social science content, supporting disciplinary literacy and research skills. Writing focuses on organized paragraphs, dialogue, descriptive detail, and explanatory texts. Achievers gather information from multiple sources, participate in academic discussions, and deliver structured presentations. Instruction emphasizes fluency, vocabulary acquisition, and analytical thinking aligned to grade level standards.

Arts integration includes dramatization, performance, and multimedia storytelling.

Grade 4

Fourth grade Achievers engage in deeper analysis of theme, author perspective, and informational text structures. Instruction emphasizes citing textual evidence, comparing texts across cultures, and evaluating how authors use facts and details to support claims. Writing includes extended opinion, explanatory, and narrative pieces with strong organization, transitions, and elaboration. Research projects require note taking, source evaluation, and synthesis. Speaking and listening standards are addressed through collaborative dialogue and formal presentations. Arts integration supports synthesis of content through music, visual design, and performance.

Grade 5

Fifth grade Achievers read increasingly complex literature and informational texts, analyze multiple perspectives, and evaluate arguments using evidence. *EL Education* supports sustained research, ethical reasoning, and interdisciplinary inquiry. Writing emphasizes argumentative structure, explanatory essays, and narrative craft with attention to voice and audience. Achievers analyze how authors develop themes over time and compare texts addressing similar topics. Collaborative projects deepen critical thinking, while performance tasks demonstrate mastery of standards through written, oral, and creative products.

Grade 6

Sixth grade Achievers transition to middle grades literacy expectations using *CommonLit 360* to support analysis of author craft, text structure, and central ideas across genres. Instruction emphasizes annotation, evidence based writing, vocabulary development, and analytical discussion. Achievers produce multi paragraph essays, narratives, and research projects connected to thematic units exploring personal, local, and global change. Language standards focus on grammar, usage, and academic vocabulary. Speaking and listening skills include structured discourse and multimedia presentations.

Grade 7

Seventh grade Achievers analyze rhetoric, persuasive techniques, and author voice across literary, informational, and media texts. *CommonLit 360* supports evaluation of arguments, identification of bias, and synthesis of multiple sources. Writing includes argumentative essays, literary analysis, and research based projects that require evidence, reasoning, and citation. Achievers refine language conventions, presentation skills, and collaborative dialogue. Instruction connects literacy to contemporary issues, civic inquiry, and identity exploration.

Grade 8

Eighth grade Achievers demonstrate readiness for high school literacy through advanced analysis of complex texts, including historical nonfiction, literature, and contemporary media. Instruction emphasizes theme development, comparative analysis, and evaluation of multiple viewpoints. Achievers produce sustained research projects, argumentative essays, and narrative writing that reflect sophisticated organization and voice. Portfolio

based writing and performance tasks demonstrate mastery of reading, writing, speaking, and listening standards. Achievers engage in academic discourse that requires critical questioning, evidence based reasoning, and reflection on real world issues.

Mathematics

Mathematics learning at Garvey/Allen STEAM Academy follows a coherent K through 8 progression aligned to the State Standards and focuses on building conceptual understanding, computational fluency, analytical reasoning, and real world problem solving. The Charter School utilizes *Reveal Math* for kindergarten through grade 1, adopted in 2024, and *Illustrative Mathematics* for grades 2 through 8 delivered digitally through Kiddom, adopted in 2025. Together, these programs support coherent learning progressions, discourse rich instruction, and application of mathematics within STEAM contexts.

In kindergarten through grade 1, *Reveal Math* provides foundational instruction that develops number sense, operations, algebraic thinking, measurement, geometry, and mathematical communication. Instruction emphasizes building a positive math identity, metacognitive strategies, and conceptual understanding through hands on exploration, visual models, and collaborative problem solving. Achievement Guides facilitate structured math conversations, use formative assessment to monitor progress, and implement differentiation through small group instruction and scaffolded tasks. Digital resources, videos, and interactive activities reinforce learning and allow Achievers to revisit concepts and practice skills independently.

Beginning in grade 2 and continuing through grade 8, *Illustrative Mathematics* supports a problem based instructional approach that prioritizes reasoning, modeling, and mathematical discourse. Lessons are designed around coherent tasks that encourage Achievers to explore multiple solution pathways, justify thinking, and apply mathematics to authentic scenarios. The curriculum emphasizes major content areas at each grade level including place value and operations, fractions, ratios and proportional reasoning, algebraic thinking, geometry, statistics, and functions. Digital delivery through Kiddom enables real time feedback, differentiated assignments, and access to interactive tools that support both classroom and independent learning.

Mathematics instruction across grade levels integrates the Standards for Mathematical Practice, including making sense of problems, reasoning abstractly and quantitatively, constructing viable arguments, modeling with mathematics, using appropriate tools strategically, attending to precision, recognizing structure, and expressing regularity in repeated reasoning. Achievement Guides design lessons that require Achievers to explain their thinking, collaborate with peers, analyze errors, and engage in sustained problem solving.

Differentiation is embedded within both core programs through scaffolded tasks, enrichment opportunities, and flexible grouping. Diagnostic and formative data inform targeted intervention using supplemental platforms and teacher designed supports. High achieving Achievers in grade 8 may access accelerated pathways aligned to high school

mathematics readiness when appropriate, ensuring preparation for Algebra I and advanced coursework.

Professional learning supports Achievement Guides in implementing mathematics instruction with fidelity, facilitating discourse, and using assessment data to adjust instruction. The digital components of *Illustrative Mathematics* allow educators to monitor student progress, provide immediate feedback, and design responsive learning experiences. Hands on activities, visual models, simulations, and interdisciplinary STEAM connections ensure mathematics remains relevant and engaging.

Standards for Mathematical Practice

Across all grade levels, Garvey/Allen STEAM Academy integrates the eight Standards for Mathematical Practice established within the State Standards for Mathematics.³² These practices describe the habits of mind and problem solving approaches that define mathematically proficient Achievers and guide instruction, assessment, and classroom discourse.

Achievers learn to make sense of problems and persevere in solving them by analyzing problem structures, identifying entry points, and monitoring progress toward solutions. Instruction emphasizes constructing viable arguments and critiquing the reasoning of others, enabling Achievers to justify conclusions using definitions, prior knowledge, models, and evidence while evaluating the validity of peer reasoning.

Mathematics learning also develops the ability to reason abstractly and quantitatively as Achievers represent real situations symbolically, interpret quantities, and move flexibly between contextual and mathematical representations. Achievers model with mathematics by applying concepts to authentic scenarios across STEAM disciplines and everyday contexts.

Precision is reinforced through the use of mathematical language, accurate calculation, appropriate units, and clear communication of reasoning. Achievement Guides support Achievers in using appropriate tools strategically, including visual models, manipulatives, digital platforms, and technological resources that enhance conceptual understanding.

Instruction encourages Achievers to look for and make use of structure by identifying patterns, relationships, and properties that simplify complex problems. Achievers also look for and express regularity in repeated reasoning, recognizing generalizations, developing efficient strategies, and reflecting on solution pathways. Garvey/Allen STEAM Academy ensures mathematics instruction develops not only procedural skill but also analytical thinking, persistence, and the ability to apply mathematics in novel contexts.

Mathematics Course Descriptions

Learning mathematics at Garvey/Allen STEAM Academy is anchored in the State Standards and reinforced through the consistent application of the Standards for

³² California Department of Education. (2023). *California Common Core State Standards for Mathematics: Standards for Mathematical Practice*.

Mathematical Practice. Instruction follows a coherent progression using *Reveal Math* in kindergarten through grade 1 and *Illustrative Mathematics* in grades 2 through 8 delivered through Kiddom. Across all grade levels, Achievers develop conceptual understanding, procedural fluency, reasoning, and the ability to apply mathematics within real world and STEAM contexts. Instruction emphasizes problem based learning, mathematical discourse, visual modeling, and performance based assessment.

Kindergarten

Kindergarten Achievers build foundational number sense through counting, sorting, classifying, and representing data. Instruction emphasizes understanding quantity, composing and decomposing numbers, and developing early addition and subtraction strategies. Achievers explore measurement, calendar routines, and mathematical representation using drawings, objects, numbers, and words. Geometry instruction focuses on identifying, constructing, and composing two dimensional and three dimensional shapes while connecting shapes to real world objects. Achievers analyze patterns, compare quantities and lengths, and extend counting to larger numbers. *Reveal Math* supports hands on exploration, use of manipulatives, and early problem solving aligned to foundational standards.

Grade 1

First grade Achievers deepen understanding of place value, addition, and subtraction through story problems and mathematical discussion. Instruction emphasizes counting, comparing quantities, composing and decomposing numbers, and developing strategies for solving problems within 20. Achievers explore measurement of length, time, and data representation while analyzing patterns and number sequences. Geometry instruction includes composing and decomposing shapes, identifying attributes, and exploring symmetry. Mathematical tools such as number lines and hundreds charts support reasoning and explanation. *Reveal Math* provides visual models, games, and collaborative tasks that strengthen conceptual understanding.

Grade 2

Second grade Achievers extend place value understanding to three digit numbers and develop fluency with addition and subtraction within 100. Through *Illustrative Mathematics*, Achievers analyze story problems, investigate even and odd numbers, and explore early multiplicative thinking through skip counting and equal groups. Instruction includes measurement, data representation using line plots and diagrams, and introductory fraction concepts. Geometry focuses on attributes of shapes, symmetry, and spatial reasoning. Achievers apply mathematics within contextual tasks such as financial literacy simulations and real world scenarios.

Grade 3

Third grade Achievers develop conceptual understanding of multiplication and division and apply these operations to solve multi step problems. Instruction emphasizes fractions as numbers on a number line, area as a model for multiplication, and measurement of mass and volume. Achievers build fluency with basic facts while analyzing relationships among operations. Problem based tasks require explanation of reasoning, representation

using models, and application to authentic contexts. Mathematical discourse and visual modeling support deeper understanding.

Grade 4

Fourth grade Achievers extend multi digit operations and deepen understanding of fractions, including equivalence, comparison, and operations with like denominators. Instruction connects fractions and decimals and introduces measurement conversions and angle measurement. Achievers solve complex multi step problems requiring reasoning and justification. Data analysis and representation support interpretation of information across contexts. *Illustrative Mathematics* emphasizes conceptual connections, modeling, and collaborative problem solving aligned to the Standards for Mathematical Practice.

Grade 5

Fifth grade Achievers refine understanding of the decimal number system and perform operations with whole numbers, fractions, and decimals. Instruction includes multiplication and division of fractions, classification of two dimensional figures, coordinate plane reasoning, and volume measurement. Achievers analyze numerical patterns and represent relationships using tables and graphs. Tasks emphasize explanation, precision, and application within interdisciplinary STEAM contexts.

Grade 6

Sixth grade Achievers transition to middle grades mathematics by developing fluency with rational numbers, ratios, rates, and algebraic expressions. Instruction includes solving equations and inequalities, analyzing statistical variability, and modeling real world problems involving area, surface area, and volume. Achievers strengthen proportional reasoning and apply mathematics to practical scenarios such as financial contexts, measurement, and data interpretation.

Grade 7

Seventh grade Achievers deepen proportional reasoning and extend operations with rational numbers to support algebraic thinking. Instruction includes geometric constructions, angle relationships, probability, and sampling. Achievers analyze scale, similarity, and transformations while developing algebraic reasoning through expressions and equations. Problem solving tasks emphasize modeling, argumentation, and application to authentic situations.

Grade 8

Eighth grade Achievers prepare for high school mathematics through study of linear relationships, functions, transformations, and systems of equations. Instruction explores exponents, roots, bivariate data, and geometric reasoning including the Pythagorean Theorem. Achievers analyze graphs, construct arguments, and apply mathematics to complex real world problems. Performance tasks require sustained reasoning, modeling, and communication of mathematical thinking.

Grade 8 Acceleration / Algebra Readiness

When appropriate, high achieving Achievers access accelerated pathways aligned to Algebra I readiness. Instruction emphasizes functions, linear modeling, equations and inequalities, introductory quadratic reasoning, and analysis of categorical and quantitative data. This pathway ensures preparation for high school mathematics while maintaining conceptual depth and alignment with standards. Mathematics instruction integrates the Standards for Mathematical Practice, digital tools, collaborative discourse, and interdisciplinary STEAM connections to ensure Achievers develop confidence, persistence, and the analytical skills necessary for high school success and future career pathways.

Science

Science instruction at Garvey/Allen STEAM Academy is grounded in the California NGSS and emphasizes inquiry, real world application, interdisciplinary literacy, and the integration of scientific and engineering practices across the K through 8 continuum. The Charter School implements *California Inspire Science* across all grades, adopted in 2024, alongside *OpenSciEd* units adopted in 2025. *OpenSciEd* is delivered digitally in kindergarten through grade 5 through the Achievers' Google Classroom platform and in grades 6 through 8 through Kiddom. Together, these programs support coherent three dimensional learning that integrates disciplinary core ideas, science and engineering practices, and crosscutting concepts.

In kindergarten through grade 5, *California Inspire Science* and *OpenSciEd* provide phenomenon based learning experiences that encourage Achievers to ask questions, investigate patterns, collect data, and construct explanations grounded in evidence. Instruction emphasizes hands on exploration, collaborative inquiry, and integration of literacy skills through reading informational texts, scientific writing, and academic discourse. Visual media, real world case studies, and digital simulations support conceptual understanding while differentiation ensures accessibility for all Achievers, including ELs and SWD.

Across elementary grades, Achievers explore foundational concepts in life science, earth and space science, and physical science while engaging in engineering design challenges that require problem solving, modeling, and iteration. Lessons emphasize observation, data analysis, and communication of scientific reasoning through multiple modalities including written explanations, visual models, and presentations.

In grades 6 through 8, *OpenSciEd* units deepen conceptual understanding through extended investigations that mirror authentic scientific practice. Achievers analyze complex phenomena, design and test solutions, evaluate evidence, and refine explanations using disciplinary knowledge. Instruction integrates mathematical reasoning, technical reading, and argumentation as Achievers engage in sustained inquiry across life science, earth science, and physical science domains. *California Inspire Science* resources support vertical coherence, assessment, and targeted intervention while digital tools allow Achievement Guides to monitor progress and provide feedback.

Middle grades science emphasizes systems thinking, modeling, data interpretation, and application of scientific concepts to real world issues including environmental sustainability, technology, and human impact on natural systems. Engineering design tasks require collaboration, creativity, and iterative improvement, preparing Achievers for high school science coursework and STEAM pathway exploration.

Across all grade levels, science instruction promotes curiosity, critical thinking, and scientific literacy. Achievers engage in collaborative investigations, maintain science notebooks, and complete performance tasks that demonstrate understanding of standards. Integration with STEAM supports design thinking, visualization, and communication of scientific ideas.

The implementation of *California Inspire Science* and *OpenSciEd*, Garvey/Allen STEAM Academy ensures that Achievers develop the knowledge, skills, and habits of mind necessary to think scientifically, solve complex problems, and apply learning within academic, artistic, and global contexts.

Science Course Descriptions

Garvey/Allen STEAM Academy provides a vertically aligned science program grounded in the California NGSS and implemented through *California Inspire Science* and *OpenSciEd*. Instruction across grades K through 8 emphasizes phenomenon based inquiry, scientific and engineering practices, crosscutting concepts, and interdisciplinary literacy. Achievers engage in investigations, modeling, data analysis, and engineering design while connecting science learning to real world challenges, environmental stewardship, and STEAM integration.

Kindergarten

Kindergarten Achievers investigate living and nonliving systems by observing plants, animals, and everyday materials. Instruction emphasizes physical properties, states of matter, weather patterns, and Earth's resources through hands on exploration and structured observation. Achievers plant seeds, monitor growth, and compare fictional and informational texts to build scientific understanding. Lessons include modeling landforms, tracking daily weather, and exploring conservation practices. Visual arts support labeling, diagramming, and representation of scientific ideas.

Grade 1

First grade Achievers explore how organisms survive and interact with their environments. Instruction includes animal adaptations, plant structures and needs, and investigation of matter through heating, cooling, and mixing substances. Achievers collect weather data, analyze seasonal patterns, and conduct investigations related to plant growth. Engineering design challenges support problem solving while arts integration strengthens observation and representation of atmospheric phenomena.

Grade 2

Second grade Achievers investigate motion, forces, and interactions through hands on

experimentation with pushes, pulls, magnets, and simple machines. Instruction includes sound as vibration, life cycles of plants and animals, inheritance of traits, and Earth materials such as rocks, soil, and fossils. Achievers analyze patterns in growth and change, represent findings using models, and apply scientific reasoning to real world contexts. Creative design activities support understanding of structure and function.

Grade 3

Third grade Achievers deepen understanding of ecosystems, organism classification, and energy transfer while exploring astronomy concepts including planetary motion and gravity. Instruction emphasizes scientific investigation skills such as data collection, measurement, and evidence based explanation. Achievers analyze sound, waves, and systems while conducting research and collaborative inquiry. Performance tasks include modeling space systems and communicating findings through multimedia presentations.

Grade 4

Fourth grade Achievers investigate Earth systems, human body structures and functions, and energy transfer through electricity and circuits. Instruction emphasizes measurement, modeling, and engineering design as Achievers construct explanations about natural processes. Achievers analyze water systems, human impact on resources, and technological applications of science concepts. Collaborative investigations and science fair experiences support application of the scientific process.

Grade 5

Fifth grade Achievers engage in integrated study of matter, forces, energy, ecosystems, Earth systems, and engineering design. Instruction emphasizes analyzing interactions among systems, evaluating evidence, and designing solutions to real world problems. Achievers conduct sustained investigations, use technology to gather and interpret data, and communicate scientific reasoning through written and visual formats. Interdisciplinary projects strengthen connections between science, mathematics, literacy, and the arts.

Grade 6

Sixth grade Achievers focus on Earth science systems including plate tectonics, climate, water cycles, and natural hazards while applying physical and life science concepts to explain complex phenomena. *OpenSciEd* units emphasize modeling, argumentation, and iterative investigation. Laboratory experiences support data analysis and use of scientific tools while engineering challenges require collaboration and design thinking.

Grade 7

Seventh grade Achievers concentrate on life science systems including cell structure, genetics, evolution, ecosystems, and human body systems. Instruction emphasizes analyzing patterns, constructing explanations, and evaluating evidence from multiple sources. Achievers design investigations, interpret models, and apply scientific reasoning to questions related to health, environment, and biotechnology. Collaborative inquiry supports deeper conceptual understanding.

Grade 8

Eighth grade Achievers investigate physical science concepts including motion, forces, energy, waves, and matter while integrating astronomy and Earth science connections. Instruction emphasizes mathematical modeling, systems thinking, and engineering design to solve complex problems. Achievers analyze data sets, construct arguments, and evaluate competing explanations. Performance based assessments demonstrate readiness for high school science coursework.

Across all grade levels, science instruction integrates literacy, mathematics, technology, and the arts while emphasizing curiosity, persistence, and evidence based reasoning. Achievers maintain science notebooks, participate in collaborative investigations, and complete performance tasks that demonstrate mastery of NGSS expectations and readiness for advanced STEAM learning pathways.

History/Social Science

Garvey/Allen STEAM Academy implements a comprehensive History Social Science program aligned to the California History Social Science Framework and content standards and designed to develop civic literacy, historical thinking, geographic reasoning, and cultural understanding across the K through 8 continuum. The Charter School utilizes the *IMPACT California* series, adopted in 2024, across elementary and middle grades to support inquiry based learning, analysis of primary and secondary sources, and project based exploration of historical and contemporary issues.

In kindergarten through grade 5, *IMPACT California* provides integrated instruction in community, geography, economics, and United States history. Kindergarten Achievers engage with *IMPACT California Learning Working* to explore identity, family, community roles, and foundational civic concepts. Grades 1 through 4 expand understanding of local history, California history, cultural diversity, and economic systems through inquiry journals, research companions, and interactive media that promote questioning, analysis, and evidence based discussion. In grade 5, Achievers study United States history through the *IMPACT California* unit Making a New Nation, examining Indigenous civilizations, colonization, the founding era, and early national development while developing skills in sourcing, contextualization, and historical argumentation.

In grades 6 through 8, *IMPACT California* supports deeper disciplinary literacy and chronological analysis of global and national history. Sixth grade Achievers explore ancient civilizations through World History and Geography: Ancient Civilizations, analyzing early societies, belief systems, technological innovations, and patterns of human development. Seventh grade Achievers examine World History and Geography: Medieval and Early Modern Times, investigating global interactions, cultural exchange, political systems, and scientific advancement across regions. Eighth grade Achievers study United States History and Geography: Growth and Conflict, focusing on nation building, expansion, reform movements, industrialization, and civic participation.

Across grade levels, instruction emphasizes historical inquiry, evaluation of multiple perspectives, and connections between past and present. Achievers analyze primary

sources, maps, and data sets; engage in research projects; and participate in structured academic discourse that develops argumentation and civic reasoning. Project based learning experiences encourage Achievers to apply historical understanding to contemporary social issues and community engagement.

Digital resources, interactive simulations, and performance tasks support differentiation and accessibility while strengthening literacy integration. Arts and STEAM connections allow Achievers to represent historical knowledge through multimedia presentations, design projects, and creative expression. Through the implementation of *IMPACT California*, Garvey/Allen STEAM Academy ensures that Achievers develop the knowledge, critical thinking skills, and civic dispositions necessary to participate as informed, responsible, and globally minded citizens.

History Social Science Course Descriptions

Garvey/Allen STEAM Academy provides a vertically aligned History Social Science program grounded in the California History Social Science Framework and implemented through the *IMPACT California* curriculum. Instruction emphasizes inquiry, analysis of primary and secondary sources, geographic reasoning, economic literacy, and civic engagement across the K through 8 continuum. Achievers develop historical thinking skills including sourcing, contextualization, comparison, and argumentation while connecting past events to contemporary issues and community action.

Kindergarten

Kindergarten Achievers explore identity, family, school, and community through the *IMPACT California Learning Working* program. Instruction introduces the concept of history as the study of people, places, and events over time while developing understanding of rules, citizenship, and responsibility. Achievers map classroom and community spaces, examine national and state symbols, and place events in chronological order using timelines and calendars. Lessons incorporate folktales, biographies, and cultural traditions to build empathy and awareness of diverse experiences.

Grade 1

First grade Achievers examine how communities function and how human activities influence natural systems. Instruction focuses on geographic concepts such as location, environment, and movement while exploring economic roles and community jobs. Achievers compare past and present transportation, analyze cultural traditions, and study national symbols and historical events. Inquiry activities support understanding of diversity, immigration, and the contributions of American Indian communities.

Grade 2

Second grade Achievers investigate California's geography, communities, and historical figures through research and personal history projects. Instruction emphasizes map skills, timelines, and use of primary and secondary sources to examine change over time. Achievers analyze land use, governmental roles, and economic systems while comparing family experiences across generations. Role play and simulations support civic

understanding and global awareness.

Grade 3

Third grade Achievers focus on local and regional history while strengthening geographic reasoning and economic literacy. Instruction includes study of Native peoples, environmental adaptation, and the development of communities over time. Achievers interpret maps, graphs, and charts to analyze relationships among people, places, and resources. Lessons emphasize laws, civic responsibility, production and trade, and global interconnections.

Grade 4

Fourth grade Achievers engage in an in depth study of California history from Indigenous civilizations through contemporary society. Instruction emphasizes geographic features, migration, cultural contributions, and economic development. Achievers analyze historical documents, evaluate current issues, and consider how past decisions influence present conditions. Inquiry projects require analysis of multiple perspectives and connection of history to civic action.

Grade 5

Fifth grade Achievers examine the development of the United States through the *IMPACT California* unit Making a New Nation. Instruction explores Indigenous civilizations, European exploration, colonization, the American Revolution, the Constitution, and westward expansion. Achievers analyze causes and consequences of historical events, evaluate multiple viewpoints, and examine how immigration shaped national identity. Research projects and simulations support deeper understanding of civic principles.

Grade 6

Sixth grade Achievers study ancient civilizations through World History and Geography: Ancient Civilizations. Instruction examines early human societies, agricultural development, and the emergence of complex civilizations across regions. Achievers analyze how geography, economics, belief systems, and governance shaped societies while applying the five themes of geography. Inquiry tasks emphasize comparison, continuity, and the role of innovation.

Grade 7

Seventh grade Achievers explore medieval and early modern global history through analysis of cultural exchange, political systems, religion, and scientific advancement. Instruction emphasizes connections among civilizations and the impact of trade networks, exploration, and technological change. Achievers evaluate historical narratives, examine global interactions, and apply geographic reasoning to understand patterns of development.

Grade 8

Eighth grade Achievers investigate United States history from the founding period through Reconstruction using United States History and Geography: Growth and Conflict. Instruction emphasizes constitutional development, westward expansion, reform

movements, industrialization, the Civil War, and Reconstruction. Achievers analyze primary sources, construct historical arguments, and examine how economic, political, and social factors shaped the nation. Career connections and civic inquiry support preparation for high school coursework.

Across all grade levels, History Social Science instruction integrates literacy, discussion, research, and project based learning. Achievers engage in simulations, debates, and performance tasks that demonstrate civic reasoning and historical understanding. The program ensures Achievers develop the knowledge, critical thinking skills, and civic dispositions necessary to participate as informed, engaged, and globally minded citizens.

Other Course Descriptions

Garvey/Allen STEAM Academy provides a comprehensive educational program that extends beyond core academics to include Health, Physical Education, VAPA, STEM, and Social Emotional Learning. These areas are aligned to California content standards and national best practices and support the development of the whole Achiever as an artist, scholar, leader, and global citizen.

Health

Health education is aligned to the Health Education Content Standards for California Public Schools and informed by the Health Framework. Instruction develops knowledge and skills that support lifelong wellness, including nutrition, physical health, mental health awareness, personal safety, substance prevention, digital wellness, and healthy decision making. Health learning is integrated across grade levels and includes focused instruction in upper elementary and middle grades. Achievers engage in goal setting, self reflection, and application of strategies that promote resilience, positive relationships, and responsible choices.

Physical Education

Physical Education is aligned to the Physical Education Model Content Standards and Framework and emphasizes movement competence, fitness development, teamwork, and lifelong physical activity. Instruction includes cardiovascular fitness, strength, flexibility, motor skills, cooperative games, individual and team sports, and personal fitness planning. Achievement Guides incorporate culturally responsive activities, goal tracking, and performance assessment to support growth. Physical education also reinforces social emotional skills such as collaboration, perseverance, and leadership.

VAPA Pathways

VAPA instruction is aligned to the California Arts Standards and Arts Education Framework and is central to the Charter School's mission of Black and Brown Excellence through artistic expression. Achievers engage in sequential learning across visual art, music, dance, theatre, digital media, culinary arts, and design. Beginning in middle grades, Achievers explore disciplines through project based learning and performance opportunities. In grade 7, Achievers select a VAPA major that allows deeper study, portfolio development, and authentic performance experiences. Instruction emphasizes creativity, critique, cultural relevance, and interdisciplinary STEAM integration.

STEM Pathways

STEM learning is guided by Innovate: A Blueprint for Science, Technology, Engineering, and Mathematics in California Public Education and emphasizes applied problem solving, design thinking, and career exploration. STEM courses provide authentic project based experiences that integrate engineering, coding, design, architecture, and emerging technologies. Instructional resources, including Paxton Patterson or equivalent programs, support hands on learning, industry aligned simulations, and exploration of career pathways. Achievers engage in collaborative challenges, prototype development, and real world problem solving that strengthen analytical thinking and innovation. STEM pathways support college and career readiness while complementing VAPA majors.

Social Emotional Learning

Social Emotional Learning is aligned to frameworks approved by the Collaborative for Academic, Social, and Emotional Learning and embedded across the instructional day. Through Morning Meeting, advisory, restorative practices, and integrated classroom strategies, Achievers develop self awareness, self management, social awareness, relationship skills, and responsible decision making. Instruction supports identity development, goal setting, conflict resolution, and leadership. The Charter School's culture systems, including the House model, Dream Team supports, and restorative practices, reinforce SEL competencies and promote a safe, inclusive learning environment.

Instructional Strategies

Garvey/Allen STEAM Academy implements a research informed instructional framework that combines evidence based teaching strategies, culturally responsive practices, and standards aligned assessment to support rigorous learning for all Achievers. The following strategies guide instructional planning, classroom practice, and professional learning.

Explicit, Direct Instruction

Garvey/Allen STEAM Academy implements explicit, direct instruction as a core approach for building foundational knowledge, accelerating learning, and ensuring equitable access to grade level standards. Achievement Guides clearly model concepts, think aloud to demonstrate cognitive processes, and provide structured guided practice before releasing responsibility to Achievers for independent application. Lessons include frequent checks for understanding, corrective feedback, and opportunities for practice across multiple contexts to strengthen retention and transfer. Explicit instruction is particularly critical for ELs, SWD, and Achievers requiring Tier 2 or Tier 3 supports within Multi Tiered Systems of Support, as it reduces cognitive load and clarifies expectations while maintaining rigor. This approach supports consistent standards mastery, strengthens academic language development, and establishes the strong instructional foundation necessary for inquiry, STEAM integration, and project based learning.³³

³³ Archer, A. & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*.

Professional Learning Communities

Professional Learning Communities serve as the primary structure for instructional coherence, collaborative planning, and continuous improvement at the Charter School. Achievement Guides meet regularly in grade level and vertical teams to analyze student work, review benchmark assessments and formative data, calibrate expectations, design common assessments, and refine instructional strategies. PLC cycles follow an inquiry process that includes identifying essential standards, determining evidence of mastery, planning differentiated instruction, and responding to Achievers who need acceleration or intervention. These collaborative structures strengthen alignment across classrooms, support culturally responsive instructional design, and ensure that curriculum implementation remains rigorous and responsive to student needs. PLC work also supports the development of performance tasks, interdisciplinary STEAM units, and portfolio expectations, reinforcing a culture of shared accountability and professional growth that directly impacts student achievement.³⁴

Project-Based Learning

Project Based Learning is a central instructional approach at Garvey/Allen STEAM Academy and is implemented across grade levels and subject areas to promote deeper learning, interdisciplinary integration, and authentic application of knowledge. Through PBL, Achievers investigate complex questions, analyze real world challenges, and produce meaningful products that demonstrate mastery of academic standards. This model supports deeper conceptual understanding, critical thinking, collaboration, and transfer of learning, outcomes consistently identified in current research on high quality project-based instruction.³⁵

At the Charter School, PBL is intentionally integrated with STEAM learning. Interdisciplinary projects connect STEM, VAPA, and humanities, allowing Achievers to design solutions, build prototypes, conduct research, and communicate ideas through multiple modalities. Projects may include environmental design challenges, community-based research, artistic exhibitions, data driven investigations, and engineering design cycles that mirror authentic professional practice. This STEAM integration strengthens problem solving, creativity, and innovation while reinforcing core academic standards.

Culturally responsive PBL supports the Charter School's focus on Black and Brown Excellence by centering Achievers' identities, histories, communities, and lived experiences within inquiry themes. Projects incorporate culturally relevant texts, community issues, social justice topics, and opportunities for civic engagement, positioning Achievers as knowledge creators and leaders. Research indicates that culturally relevant, student-centered learning environments increase engagement, academic persistence, and sense of belonging, particularly for historically marginalized students.³⁶

³⁴ DuFour, R. et al. (2020). *Professional Learning Communities at Work*.

³⁵ Condliffe, B. et al. (2021). *Project based learning: A literature review*. MDRC.

³⁶ Darling Hammond, L. et al. (2020). *Implications for educational practice of the science of learning and development*. Applied Developmental Science.

PBL is closely connected to exhibitions and portfolio-based learning. Achievers curate digital and physical portfolios that document research, drafts, reflections, and final products across disciplines. Public exhibitions, performances, presentations, and showcases provide opportunities for Achievers to demonstrate learning to families, peers, and community partners. Achievers publicly present their learning through exhibitions and portfolio defenses that demonstrate interdisciplinary mastery and applied problem solving.³⁷ These culminating experiences reinforce communication skills, accountability, and authentic assessment while celebrating growth and achievement.

The Charter School aligns PBL with MTSS and differentiation practices. Achievement Guides scaffold inquiry through structured checkpoints, targeted mini lessons, flexible grouping, and adaptive supports that ensure all Achievers can access complex tasks. Intervention, enrichment, and language supports are embedded within project cycles so that ELs, SWD, and academically high-achieving Achievers engage meaningfully in rigorous work. This approach allows Achievers to demonstrate mastery through multiple pathways while receiving individualized support.

PBL implementation aligns with authorizer expectations for instructional rigor by emphasizing standards-based planning, sustained inquiry, collaboration, revision, and authentic products. Rubrics clearly identify content standards, skills, and performance expectations, ensuring consistency across classrooms and grade levels. Projects require Achievers to analyze information, synthesize knowledge, apply learning, and communicate reasoning, all of which align to college and career readiness competencies.

Performance assessment is embedded within PBL through exhibitions, presentations, design challenges, written products, and portfolio artifacts that demonstrate learning over time. Achievement Guides use formative feedback cycles, peer review, and reflection to support continuous improvement. These assessments provide multiple measures of student learning beyond traditional testing and generate evidence of deeper understanding, problem solving, and skill development.

PBL at Garvey/Allen STEAM Academy includes the following core structures:

- Integration of STEAM disciplines within thematic projects aligned to standards
- Student voice and choice in inquiry questions, design, and product creation
- Collaborative teams with defined roles and accountability
- Strategic direct instruction embedded within inquiry cycles
- Use of culturally relevant community issues and real-world contexts
- Portfolio documentation and public exhibitions of learning
- Performance based assessment using standards aligned rubrics
- Differentiated supports aligned to MTSS

³⁷ Lucas Education Research. (2021). *Gold Standard Project Based Learning research summary*. Lucas Education Research, George Lucas Educational Foundation.

Garvey/Allen STEAM Academy ensures Achievers develop deep academic knowledge, strong identity as learners, and the transferable skills necessary for high school success, postsecondary pathways, and leadership in a global society.

Presentation of Clearly Articulated Learning Targets

Garvey/Allen STEAM Academy uses clearly articulated learning targets as a daily instructional practice that ensures Achievers understand what they are learning, why it matters, and how success is measured. Achievement Guides communicate standards aligned learning targets at the beginning of each lesson, revisit them during instruction, and engage Achievers in reflection on progress toward mastery. Learning targets are written in student friendly language, connected to success criteria, and embedded within performance tasks and formative assessments. This practice strengthens metacognition, supports goal setting, and increases student ownership of learning while allowing teachers to provide targeted feedback and adjust instruction in real time.³⁸

Workshop Model Literacy Instruction

The workshop model serves as the foundation for literacy instruction by balancing explicit teaching with differentiated practice. Achievement Guides deliver focused mini lessons aligned to standards, followed by independent reading and writing, small group instruction, and individualized conferencing. This structure allows Achievers to work at appropriate levels while building stamina, fluency, comprehension, and written expression. Workshop instruction promotes student voice, authentic writing experiences, and ongoing feedback cycles, ensuring that literacy development is personalized while maintaining rigorous expectations across grade levels.³⁹

Culturally Responsive Pedagogy

Culturally responsive pedagogy is embedded across instructional practices to ensure that curriculum, materials, and learning experiences reflect Achievers' identities, histories, and community contexts. Achievement Guides intentionally connect academic content to lived experiences, incorporate diverse texts and perspectives, and create opportunities for Achievers to examine issues of equity, identity, and social impact. This approach increases engagement, strengthens relationships, and supports academic success while reinforcing the Charter School's commitment to Black and Brown Excellence, belonging, and culturally affirming learning environments.⁴⁰

Inquiry Based Science and Social Science

Inquiry based instruction positions Achievers as investigators who develop questions, analyze sources, conduct investigations, and construct evidence based explanations. In science and social science, Achievement Guides design phenomenon driven lessons, document based inquiries, and research projects that require analysis, reasoning, and argumentation. Inquiry approaches build disciplinary literacy, deepen conceptual understanding, and support the development of critical thinking skills necessary for

³⁸ Hattie, J. (2020). *Visible Learning*.

³⁹ Calkins, L. (2020). *Units of Study*.

⁴⁰ Hammond, Z. (2021). *Culturally Responsive Teaching and the Brain*.

college, career, and civic participation.⁴¹

STEAM Integration Across Disciplines

STEAM integration connects science, technology, engineering, the arts, and mathematics with literacy and social science through interdisciplinary design challenges and real world problem solving. Achievement Guides collaborate to develop units that require Achievers to apply academic content creatively while producing authentic products such as prototypes, performances, and research presentations. This integrated approach strengthens innovation, systems thinking, and transfer of knowledge while reinforcing the Charter School's emphasis on creativity, collaboration, and applied learning.⁴²

Cooperative Learning

Cooperative learning structures are intentionally designed to promote collaboration, shared accountability, and deeper conceptual understanding. Achievement Guides use defined roles, structured discussion protocols, and team based problem solving to ensure all Achievers actively participate in learning tasks. Cooperative learning supports language development, strengthens social skills, and allows Achievers to learn from diverse perspectives while producing collective outcomes that demonstrate mastery.⁴³

Performance Based Assessment

Performance based assessment provides opportunities for Achievers to demonstrate learning through authentic application rather than reliance solely on traditional tests. Performance tasks, exhibitions, presentations, and portfolio artifacts require Achievers to synthesize knowledge, communicate reasoning, and apply skills to meaningful contexts. These assessments provide rich evidence of mastery, support differentiation, and align with college and career readiness expectations that emphasize analysis, creation, and communication.⁴⁴

Computer Assisted Blended Learning

Blended learning combines teacher led instruction with digital tools that provide personalized pathways, adaptive practice, and immediate feedback. Achievement Guides use learning platforms, digital assessments, and collaborative technology to extend instruction, support intervention, and offer enrichment opportunities. Blended learning increases flexibility, allows data driven differentiation, and ensures Achievers develop digital literacy skills necessary for modern learning environments.⁴⁵

Universal Design for Learning

Garvey/Allen STEAM Academy implements Universal Design for Learning as a foundational instructional framework that ensures accessibility, rigor, and meaningful participation for all Achievers across the K through 8 program. Instruction is intentionally designed using the CAST Universal Design for Learning Guidelines so that supports are

⁴¹ NGSS Lead States. (2021). *Using Inquiry in NGSS Classrooms*.

⁴² National Academies of Sciences. (2020). *STEM Integration in K–12 Education*.

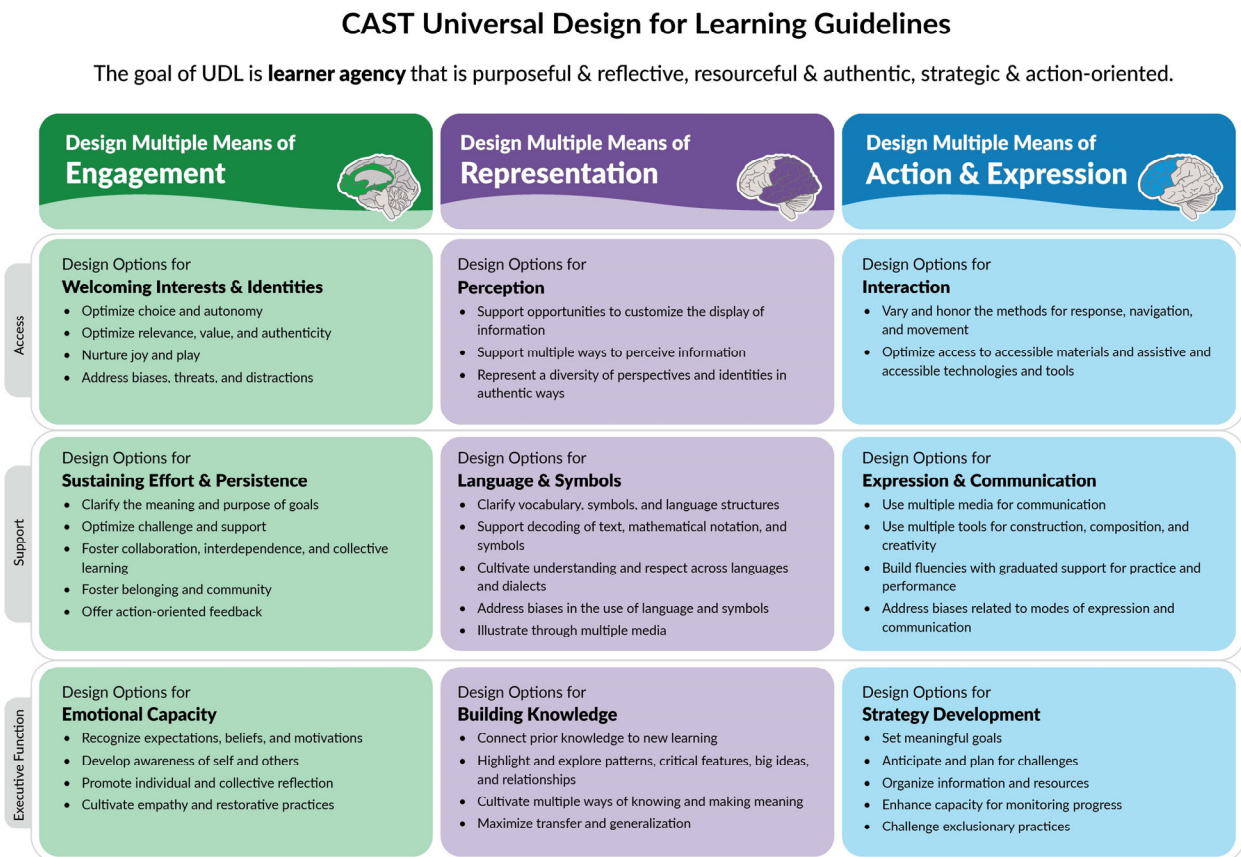
⁴³ Johnson, D. & Johnson, R. (2020). *Cooperative Learning*.

⁴⁴ Darling Hammond, L. (2021). *Performance Assessment*.

⁴⁵ Graham, C. (2020). *Blended Learning Research*.

embedded from the outset rather than added after barriers emerge. The framework recognizes learner variability and promotes flexible pathways that allow Achievers to access content, demonstrate understanding, and engage in learning through multiple modalities. Achievement Guides provide multiple means of representation, engagement, and expression through multimodal texts, visual models, structured academic language routines, assistive technology, performance options, and varied assessment formats aligned to standards based outcomes. Inclusive scaffolds such as modeling, guided practice, collaborative learning, vocabulary development, and culturally responsive examples ensure that grade level learning remains the default experience for ELs, SWD, and Achievers requiring additional challenge. The Charter School integrates Universal Design for Learning within Project Based Learning, formative assessment cycles, and MTSS so instructional adjustments occur proactively and responsively. Leadership supports implementation through professional learning, instructional walkthroughs, and data analysis focused on access, engagement, and mastery across subgroups. Research demonstrates that proactive inclusive design strengthens participation, improves academic outcomes, and supports equitable access in both traditional and blended learning environments.⁴⁶

Figure 1.1: CAST Universal Design for Learning Guidelines



⁴⁶ CAST. (2018, updated guidance 2024). Universal Design for Learning Guidelines. CAST.

Formative Assessment Cycles

Formative assessment cycles drive continuous instructional improvement and student growth. Achievement Guides use checks for understanding, exit tickets, conferencing, observation, and common assessments to monitor progress toward standards. Data is analyzed within Professional Learning Communities to identify trends, adjust instruction, and provide timely intervention or acceleration. Ongoing feedback helps Achievers refine their work, set goals, and develop a growth mindset, ensuring learning remains responsive and standards aligned.⁴⁷

Professional Development

Garvey/Allen STEAM Academy implements a comprehensive, job embedded professional learning system designed to strengthen instructional quality, support educator growth, and improve Achiever outcomes across the K through 8 program. Professional development is grounded in the Charter School's mission of Black and Brown Excellence and reflects research demonstrating that sustained, collaborative professional learning has a direct impact on student achievement, instructional coherence, and equitable outcomes. The Charter School cultivates a professional culture in which Achievement Guides continuously refine their practice, engage in reflective inquiry, and implement research based strategies aligned to standards, curriculum, and the needs of Achievers.

Achievement Guides participate in intensive professional learning prior to the start of each school year through a multi day institute and the Black Hawk Retreat, which integrates team building, culture development, Ron Clark Strategies including the Essential 55, culturally responsive pedagogy, restorative practices, curriculum implementation, and instructional planning. This launch establishes shared expectations, reinforces the Charter School's culture systems including the HOUSE model, and ensures alignment around rigorous instruction, inclusive practices, and Achiever voice.

Professional learning continues throughout the school year through a structured cycle that includes weekly Professional Learning Communities, instructional coaching, classroom walkthrough feedback, and targeted workshops. Achievement Guides receive more than six hours of protected collaboration and preparation time weekly to analyze student work, design interdisciplinary learning experiences, differentiate instruction, and coordinate supports within MTSS. Early release Wednesdays are dedicated to collaborative planning, calibration of assessments, intervention design, and continuous improvement cycles.

Professional Learning Communities serve as the primary driver of instructional improvement. Teams examine formative and summative data including benchmark assessments, iReady, CAASPP, ELPAC, and classroom performance tasks to identify trends, plan reteaching, develop enrichment, and monitor subgroup progress including SWD, ELs, and SED Achievers. This process ensures that instructional decisions remain responsive, data informed, and equity focused.

⁴⁷ Black, P. & William, D. (2020). *Formative Assessment Research*.

Each Achievement Guide establishes annual SMART goals aligned to the Charter School’s LCAP priorities, student outcomes, and professional growth needs. Goals include trimester benchmarks and are reviewed through coaching conferences with leadership to support reflection, accountability, and continuous improvement. Professional learning is differentiated based on experience level, subject area, and identified needs, ensuring both new and veteran educators receive targeted support.

- S – specific, significant and stretching
- M – measurable, meaningful and motivational
- A – agreed upon, attainable, achievable, acceptable and action-oriented
- R – realistic, relevant, reasonable, rewarding and results-oriented
- T – time-based, timely, tangible and trackable

Key professional development strands include curriculum implementation, Universal Design for Learning, Project Based Learning, performance assessment design, literacy and mathematics acceleration, culturally responsive teaching, STEAM integration, technology enhanced instruction, restorative practices, SEL implementation, and inclusive practices for ELs and SWD. Training also addresses assessment literacy, standards based grading, trauma informed practices, family engagement, and college and career readiness.

Instructional coaching provides ongoing modeling, co planning, observation, and feedback to strengthen classroom practice and ensure fidelity to the Charter School’s instructional framework. Leadership monitors implementation through lesson plan review, walkthrough data, student work analysis, and progress toward student achievement goals. Professional learning outcomes are evaluated using changes in instructional practice, student engagement indicators, and academic growth.

The Charter School maintains a dynamic professional development plan that evolves based on data, program expansion, and emerging best practices. Through sustained collaboration, protected planning time, and aligned coaching structures, Garvey/Allen STEAM Academy builds educator capacity, strengthens instructional consistency, and ensures that every Achiever experiences rigorous, culturally affirming, and high quality learning.

Table 1.5: Professional Development Focus Areas (Subject to Refinement)

Category	Examples
Garvey/Allen Culture and Identity	Mission and Vision implementation; Black and Brown Excellence; Excellence on Purpose framework; HOUSE model (Isibindi, Amistad, Altruismo, Rêveur); Ron Clark Strategies and Essential 55; Morning Meeting; Dean of Culture systems; Dream Team collaboration; staff handbook and evaluation processes; Student Information Systems and data platforms

New Achievement Guide Induction	Mission alignment; learning targets and success criteria; instructional framework; culturally responsive classroom routines; curriculum orientation; pacing and planning; assessment literacy; classroom management; restorative practices; technology systems; mentoring and coaching structures
Pedagogical Practice and Instruction	Language acquisition and integrated ELD; culturally responsive pedagogy; explicit and direct instruction; workshop model literacy; Project Based Learning; STEAM integration; inquiry-based learning; cooperative learning structures; differentiation; Universal Design for Learning; performance assessment design; writing across disciplines; effective use of instructional technology; college and career readiness integration
Student Support and Inclusive Practices	Family partnerships and engagement; Restorative Practices; PBIS aligned supports; MTSS implementation; social emotional learning; trauma informed practices; personal learning plans; Achiever engagement and motivation; culturally sustaining practices; academically high-achieving Achievers; English Learner strategies; Special Education compliance and instructional strategies; Achiever Success Team processes; inclusive environments including LGBTQ cultural competency
Standards and Curriculum Implementation	California frameworks and standards including ELA/ELD, mathematics, NGSS, history/social science, VAPA, and health; fidelity to adopted curriculum; interdisciplinary planning; pacing calibration; standards-based grading; vertical articulation across K through 8
Assessment and Performance Measurement	State assessments including CAASPP, CAST, CAA, and ELPAC; benchmark systems; performance tasks and exhibitions; portfolio assessment; rubric calibration; progress monitoring; grading for learning; student self-assessment practices
Data Driven Continuous Improvement	Using data to inform instruction; subgroup analysis; intervention planning; progress monitoring cycles; SMART goal development and review; PLC inquiry cycles; instructional walkthrough data; climate and engagement metrics
Safety, Compliance, and Operations	Mandated trainings; child safety and reporting requirements; school safety planning; crisis response; health and wellness procedures; operational protocols; technology safety and digital citizenship; attendance and documentation compliance

Materials, Including Technology

Garvey/Allen STEAM Academy ensures that instructional materials and technology resources are fully aligned to the academic program, California content standards, and

statewide assessment requirements. The Charter School maintains a one to one device model that provides Achievers and staff with reliable access to digital tools that support instruction, assessment, collaboration, and communication. Core curriculum platforms in ELA, mathematics, science, and history/social science include integrated digital components that mirror the format and rigor of computer based statewide assessments, allowing Achievers to regularly practice online reading, writing, problem solving, and performance tasks. Staff utilize learning management systems, assessment platforms, and data dashboards to monitor progress and adjust instruction in alignment with state expectations.

Achievers have access to a comprehensive set of materials that includes state adopted textbooks, digital curriculum platforms, supplemental intervention programs, library resources, manipulatives, laboratory materials, and arts and STEAM equipment. The student to device ratio is maintained at approximately one to one, ensuring equitable access to digital learning both during the instructional day and, when appropriate, beyond the school setting. Classroom environments include projection technology, instructional software, and collaborative tools that support whole group, small group, and individualized learning.

The Charter School provides adaptive and assistive technology to support SWD and other learners requiring accommodations. These supports may include text to speech, speech to text, closed captioning, screen readers, enlarged text, alternative input devices, audio supported curriculum, and specialized applications aligned to IEPs and Section 504 plans. Achievement Guides collaborate with special education staff to ensure that adaptive technology is implemented with fidelity and that Achievers can access digital assessments and instructional materials equitably.

Technology integration supports Common Core expectations for digital literacy, research, writing, collaboration, and problem solving. Achievers regularly complete digital performance tasks, multimedia presentations, online research projects, and technology enhanced assessments that mirror statewide testing environments. Instruction emphasizes keyboarding, digital organization, responsible technology use, and evaluation of information sources to ensure readiness for computer based assessments and future academic demands.

Professional learning ensures staff effectively integrate materials and technology into instruction. Achievement Guides receive training on digital curriculum platforms, accessibility features, assessment tools, data analysis, and best practices for technology enhanced learning. Ongoing professional learning communities support collaboration around instructional design, digital assessment implementation, and differentiation using technology.

Special Populations

Garvey/Allen STEAM Academy is an inclusive Charter School and offers services for all Achievers in special populations. This includes, but is not limited to, SED Aschievers; Achievers who are identified as ELs; Achievers who are identified as RFEP; Achievers

who are Homeless or Foster Youth; and Achievers who receive Special Education services. Garvey/Allen STEAM Academy serves all Achievers with an Individualized Education Program (“IEP”), regardless of their eligibility. Garvey/Allen STEAM Academy will follow the applicable laws and regulations of the ESEA. The Achievers who are identified as ELs will receive daily instruction in ELD in addition to Achievement Guides will use SDAIE strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education, and checking for understanding.

Achievers are most successful when there is a cooperative effort between parents/guardians and Charter School personnel with a commitment to and clear agreements regarding shared responsibility. Garvey/Allen STEAM Academy’s structures for regular planning and collaboration in PLCs provides Achievement Guides with time to evaluate data and to plan strategically to support all learners. Instruction is differentiated according to learning styles, strengths, abilities, and interests to support all learners. Achievers receive actionable and timely feedback, which empowers them to succeed by building on what they know. All Achievers receive a rigorous, standards-based, VAPA and STEM infused educational experience. Achievers who experience problems with academic achievement or who demonstrate the need for behavior support are referred to interventions or the Achiever Success Team for further discussion on further discussion regarding interventions.

Garvey/Allen STEAM Academy maintains a culture of high expectations for all Achievers and promotes success for all. The Charter School believes that all Achievers can attain high standards, regardless of their strengths, challenges, and life experiences, and therefore, all Achievers should be offered opportunities to engage in a rigorous curriculum.

Multi-Tier System of Supports and Response to Instruction and Intervention

Garvey/Allen STEAM Academy is built on the MTSS which encompasses a RtI² program but goes beyond the student interventions. MTSS addresses academic as well as the social, emotional, and behavioral development of children from early childhood to graduation. It provides multiple levels of support for all learners (struggling through advanced). Garvey/Allen STEAM Academy aligns resources and support for Achievers receiving instruction and for Achievement Guides and other support staff who are delivering the instruction. This model is an educational paradigm shift that ensures that overall school improvement is sustainable. Garvey/Allen STEAM Academy provides continued support for Achievement Guides in delivering instruction, utilizing and developing effective curriculum, administering assessment, and using data to guide instruction. This process requires greater collaboration between general education teachers, special education teachers and paraprofessionals which Garvey/Allen STEAM Academy has built into the daily schedule. The greatest difference is that MTSS at Garvey/Allen STEAM Academy includes a focus on intervention but has a stronger goal of prevention. The key is the professional development that is included for all staff which creates a more collaborative and cohesive culture for the betterment of students (Hurst, 2014).

MTSS is a comprehensive framework designed to ensure the academic, behavioral, and social success of all students. By integrating State Standards with differentiated and student-centered learning, MTSS addresses individualized student needs through an alignment of systems that promote success. California’s long-standing history of support systems includes RtI² processes, Special Education services, Title I and Title III programs, services for ELs, and those in programs for academically high-achieving students. MTSS builds on these foundations by driving systemic change through intentional design and redesign of services, enabling rapid identification and matching of student needs with appropriate interventions.

Graphic 1.2: Multi-Tiered System of Support



While both MTSS and RtI² share similar goals, MTSS encompasses a broader and more comprehensive scope. RtI² focuses primarily on students who are struggling and emphasizes teamwork and data-driven decision-making to improve student outcomes. In contrast, MTSS seeks to align all systems, initiatives, and resources across the Charter School and grade levels. It systematically supports all students, including academically high-achieving students, by integrating services in a way that sets higher expectations for every student. Unlike RtI², which emphasizes specific interventions for struggling students, MTSS promotes universal supports such as UbD strategies to ensure all students benefit from differentiated instruction and opportunities for success.

⁴⁸ California Department of Education. “California SUMS Initiative: Multi-Tiered System of Support.” *California Department of Education*, <https://www.cde.ca.gov/ci/cr/ri/>. Accessed 24 Jan. 2025.

MTSS integrates instructional and intervention supports with a focus on long-term systemic change, ensuring sustainability and alignment with State Standards. It challenges school staff to adopt innovative practices across all school settings, promoting collaboration and high expectations for all students. MTSS does not influence special education placement decisions but instead focuses on supporting all students in educational contexts through intentional and holistic design.

MTSS incorporates many of RtI²'s principles, such as high-quality, research-based instruction that values cultural and linguistic relevance. Both frameworks rely on universal screening, diagnostic assessments, and progress monitoring to inform tiered interventions. They also emphasize positive behavioral supports, collaborative problem-solving, and data-driven practices to improve student outcomes. MTSS expands upon these shared principles by embedding them into a broader system designed to serve the needs of every student, ensuring equity and inclusivity in education.

This comprehensive approach positions MTSS as a powerful framework for fostering academic, social, and behavioral growth while addressing the diverse needs of students.⁴⁹

Achiever Success Team

The Achiever Success Team ("AST") is a positive school-wide early intervention process to support Achievers who are not making satisfactory academic progress or to support Achievers when their behaviors are impeding their own progress or the progress of others. Garvey/Allen STEAM Academy will set up an AST, which will be comprised of parents/guardians, Achievement Guides, Achievement Manager, administrators, and other professionals and the Achiever as appropriate. The AST will meet regularly to highlight an Achiever's strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to student performance, and not indicative of the Achiever or their character. The AST designs a practical support plan that all team members agree to implement. Follow-up meetings may take place to monitor student progress with the interventions in place. The AST may determine to refer an Achiever for special education evaluation after one meeting or may monitor the Achiever through the AST Protocol based on student need.

Achiever Success Team Protocol

Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent/guardian requests a referral to the Achiever Success Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent/guardian is contacted and informed of referral.

Step 2. The team members review and collect information relevant to the student's performance. This information could include: information provided in student's cumulative file, parent/guardian/teacher/administrator observations, grade reports, tests, homework,

⁴⁹ California Department of Education. "California's Multi-Tiered System of Support (MTSS)." *California Department of Education*, 2020, <https://www.cde.ca.gov/ci/cr/ri/>. Accessed 24 Jan. 2025.

attendance, parent/guardian information regarding the student's academic and health history, teacher reports, results of state/district academic assessments and a list of modifications or interventions previously attempted.

Step 3. The team establishes a meeting time when all members can participate and be actively involved in the problem-solving process. A translator is arranged if needed.

Step 4. The AST meeting representatives summarize strengths and concerns, and discuss and develop an action plan with academic or behavioral interventions. Modified interventions are then documented and monitored for success. The team brings: 1) completed evaluation forms, 2) appropriate work samples, 3) list of interventions attempted, 4) and the student's cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting is held within 4-6 weeks to discuss alternatives for accommodations. The AST process may be repeated. If the revised plan remains unsuccessful, the student may qualify for more structured modifications or a Section 504 plan. An unsuccessful AST process could lead to a determination of qualification for Special Education.

All throughout the AST process, clear lines of communication are in place between Garvey/Allen STEAM Academy administration, staff, and special education staff (as appropriate) as the AST process is implemented.

Supporting Academically Low-Achieving Achievers

Assessment

All Garvey/Allen STEAM Academy Achievers will participate in and benefit from an academically rigorous and standards-based curriculum. Academically Low-achieving Achievers are identified by meeting any of the following criteria: performs at least two (2) grades below grade level, does not meet standards on state testing, and answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, receives a score of one (1) which is the lowest score an Achiever may receive. Academically low-achieving Achievers are identified by Achievement Guides, who will notify parents/guardians of their child's academic levels before the end of the first trimester and refer the Achiever for interventions.

Interventions

Garvey/Allen STEAM Academy takes a systematic, equity centered approach to closing opportunity and achievement gaps by intentionally aligning time, resources, and instructional design to the needs of historically underserved Achievers. All Achievers benefit from an extended learning day, access to individual technology, small learning environments, personalized instruction, and integrated VAPA and STEM pathways that expand engagement and rigor. The Charter School prioritizes early identification of learning needs, proactive intervention, and enrichment opportunities so that academically low achieving Achievers receive timely, targeted, and sustained support while remaining fully engaged in grade level learning.

In grades K through 3, intervention occurs during instructional blocks through Universal Access structures that provide differentiated small group instruction, reteaching, targeted skill development, and enrichment without removing Achievers from grade level content. Achievement Guides use formative assessment data, benchmark results, classroom performance, and progress monitoring tools to group Achievers flexibly and adjust instruction to address foundational literacy and numeracy needs. This approach ensures early identification of learning gaps and prevents long term academic delays.

In grades 4 through 8, SOAR Advisory serves as a central intervention structure that integrates academic monitoring, goal setting, executive functioning support, and targeted skill development. During SOAR, Achievement Guides review student data, support assignment completion, provide reteaching, and coordinate individualized intervention plans. Advisory also supports attendance improvement, organization, study strategies, and college and career readiness skills, ensuring that intervention addresses the whole child.

Power Hour provides an additional layer of structured intervention and enrichment for Achievers requiring intensified support. During this dedicated block, Achievers participate in targeted tutoring, small group reteaching, enrichment projects, literacy acceleration, mathematics intervention, or portfolio completion. Power Hour allows flexible grouping across grade levels and supports both remediation and advanced learning opportunities.

After school tutoring and extended care academic support further expand access to intervention. Achievers identified as academically at risk are strongly encouraged to participate in structured tutoring sessions led by Achievement Guides, intervention staff, or trained tutors. These sessions provide additional time for assignment completion, reteaching of key concepts, language development, and mathematics skill building within a quiet, supportive environment. Extended care integrates homework support, structured study time, and enrichment to reduce unsupervised after school time and strengthen academic consistency.

Achievement Guides also provide additional support through scheduled office hours, before school review sessions, and individualized conferences. These sessions allow reteaching, alternative assessment opportunities, and personalized instruction aligned to student needs. Families are engaged as partners in intervention planning through ongoing communication, progress updates, and strategy sharing.

Collaborative staff structures ensure intervention effectiveness and continuous improvement. Through Professional Learning Communities and multidisciplinary Dream Team meetings, staff analyze student data, monitor progress of Achievers receiving support, identify barriers to learning, and adjust intervention strategies. These cycles emphasize early intervention, subgroup equity, and alignment with Multi Tiered Systems of Support.

Progress Monitoring

Garvey/Allen STEAM Academy implements a systematic, data driven progress monitoring framework to ensure that Achievers who are academically low achieving receive timely, responsive, and effective support. As part of the Charter School's MTSS framework, Achievement Guides monitor Achiever growth across academic, behavioral, and social emotional domains using ongoing assessment cycles, collaborative data review, and flexible intervention structures. Progress monitoring occurs within Universal Access, SOAR Advisory, Power Hour, and targeted intervention settings to ensure continuous alignment between instruction and Achiever needs.

Within the MTSS framework, Tier 1, Tier 2, and Tier 3 provide an integrated continuum of support, with progress monitoring embedded across all tiers.

Tier 1 Universal Instruction represents high quality, standards aligned instruction provided to all Achievers. Achievement Guides implement differentiated instruction, culturally responsive pedagogy, positive behavior supports, and frequent formative assessment to ensure the majority of Achievers achieve grade level expectations. Universal screening measures including benchmark assessments, classroom assessments, portfolio evidence, and state assessment data inform instructional planning. During core instruction and Universal Access time, Achievement Guides provide small group instruction, targeted scaffolds, and enrichment while monitoring progress toward standards mastery. Because Achiever needs evolve, instructional adjustments are made continuously based on data analysis.

Tier 2 Strategic Intervention supports Achievers who require additional assistance beyond core instruction. These Achievers participate in targeted small group intervention during Universal Access, SOAR Advisory, or Power Hour where Achievement Guides provide focused instruction aligned to specific skill gaps in literacy, mathematics, language development, or executive functioning. Progress monitoring occurs more frequently through skill-based assessments, work analysis, and observation to determine intervention effectiveness. Tier 2 groupings remain flexible, allowing Achievers to move in and out of support as progress is demonstrated.

Tier 3 Intensive Intervention provides individualized and highly structured support for Achievers experiencing significant academic or social emotional challenges. Intensive intervention may include one-to-one instruction, specialized programs, Dream Team coordination, and AST processes. Progress monitoring at this level is frequent and detailed, enabling Achievement Guides and support staff to refine strategies, adjust goals, and determine next steps including referral for additional evaluation when appropriate. Flexible grouping, including cross grade support when needed, ensures instruction remains responsive to individual learning trajectories.

Across all tiers, progress monitoring relies on multiple measures including teacher observation, formative assessments, benchmark growth data, intervention assessments, and portfolio artifacts. Achievement Guides communicate progress regularly with families and collaborate through Professional Learning Communities and Dream Team meetings

to ensure alignment of supports. When interventions do not produce sufficient growth, strategies are revised within established review cycles and may lead to AST referral for additional planning. Progress monitoring ensures that Garvey/Allen STEAM Academy maintains an early intervention posture, prevents long term learning gaps, and sustains the Charter School's commitment to equitable outcomes and Black and Brown Excellence.

Supporting Academically High-Achieving Achievers

Garvey/Allen STEAM Academy recognizes that some Achievers enter the Charter School demonstrating advanced readiness, accelerated learning pace, or exceptional performance across academic domains. Consistent with the Charter School's commitment to rigorous, equitable learning for all Achievers, Achievement Guides design instruction and assessment systems that extend learning for academically high achieving Achievers through differentiation, enrichment, acceleration, and authentic performance opportunities.

Achievement Guides use pre-assessment, formative assessment cycles, and benchmark growth data to identify Achievers who have already mastered grade level standards or who demonstrate readiness for advanced work. These Achievers engage in deeper learning experiences that include independent inquiry, interdisciplinary project based learning, research tasks, leadership roles, and collaborative work with peers who share similar interests. Performance based assessment structures allow academically high-achieving Achievers to demonstrate sophisticated application of knowledge through portfolios, exhibitions, design challenges, and presentations aligned to real world contexts.

Within the instructional program, academically high achieving Achievers benefit from flexible grouping, tiered assignments, compacted curriculum, and opportunities to pursue advanced problem solving and extended research. Project based learning serves as a primary strategy for extending rigor, enabling Achievers to deepen analysis, refine products, and explore complex questions beyond core expectations. In mathematics, Achievers demonstrating readiness may access accelerated pathways, including advanced middle school coursework such as Algebra I in grade 8 when appropriate.

Identification of academically high achieving Achievers occurs through a comprehensive review of multiple measures including benchmark performance, classroom assessments, portfolio evidence, teacher observation, family input, and student interest indicators. Achievement Guides and leadership review this information collaboratively through Professional Learning Communities and Dream Team structures to ensure equitable identification across linguistic, cultural, and socioeconomic backgrounds.

Programming for academically high achieving Achievers emphasizes sustained intellectual challenge, creativity, leadership development, and authentic production. Achievers participate in enrichment experiences embedded within the school day, extended learning opportunities, STEAM pathway work, and interdisciplinary exhibitions. Portfolios serve as a central assessment tool, documenting growth, advanced thinking,

and application across disciplines while supporting student reflection and goal setting.

Family engagement remains an important component of advanced learning supports. The Charter School provides regular communication regarding enrichment opportunities, pathway exploration, competitions, and specialized programs. Families are invited to participate in exhibitions, showcases, and portfolio presentations that highlight advanced achievement and celebrate Black and Brown Excellence.

The Charter School reviews programming for academically high achieving Achievers annually using assessment data, staff feedback, student reflection, and family input. This continuous improvement process ensures that advanced learning remains responsive, culturally relevant, and aligned to the Charter School's mission of preparing Achievers to perform at the highest academic levels while developing creativity, leadership, and global competence.

Enrichment

Garvey/Allen STEAM Academy provides comprehensive enrichment opportunities that extend learning for Achievers who demonstrate readiness to perform beyond grade level expectations. The Charter School maintains a commitment to ensuring that academically high achieving Achievers experience rigorous, intellectually challenging instruction that deepens conceptual understanding, promotes higher order thinking, and cultivates creativity, leadership, and innovation. Achievement Guides design differentiated learning experiences that include curriculum compacting, advanced problem solving, interdisciplinary inquiry, and authentic performance tasks that allow Achievers to explore content with increased depth and complexity.

Enrichment is embedded within daily instruction and supported through project based learning, flexible grouping, STEAM pathway experiences, and performance based assessment. Achievement Guides use formative assessment and pre assessment to identify mastered standards and provide extended tasks that emphasize analysis, synthesis, evaluation, and production. Academically high achieving Achievers engage in advanced research, design challenges, portfolio development, and collaborative inquiry that aligns with real world applications and future pathway exploration.

Leadership development is a central component of enrichment at Garvey/Allen STEAM Academy. Academically high achieving Achievers are encouraged to serve as mentors, peer tutors, Ambassadors for campus tours, student government leaders, event facilitators, and representatives of the Charter School in community events and showcases. These opportunities strengthen communication skills, responsibility, and civic engagement while reinforcing the Charter School's focus on student agency and excellence.

Enrichment also extends beyond the classroom through clubs, competitions, conservatory experiences, and interdisciplinary activities that provide additional avenues for exploration. Flexible academic groupings allow Achievers to collaborate with peers across classrooms or grade levels when appropriate, ensuring that enrichment remains

responsive to individual strengths and interests. Activities such as academic competitions, STEAM challenges, arts showcases, and student led initiatives promote a culture where advanced learning is visible, celebrated, and accessible.

Digital inquiry and research projects further support enrichment by allowing Achievers to investigate topics connected to classroom learning through curated digital resources, multimedia production, and structured rubrics. Small group research experiences enable Achievers to assume specialized roles, collaborate on complex questions, and present findings to authentic audiences. Independent inquiry projects provide additional opportunities for Achievers to pursue personal interests, produce original work, and demonstrate mastery through varied formats including presentations, prototypes, performances, and written analysis.

Portfolios and exhibitions serve as primary assessment tools for enrichment, documenting advanced thinking, creative production, and interdisciplinary connections over time. These structures ensure that enrichment is not isolated but integrated within the Charter School's broader instructional model, supporting continuous growth, student voice, and preparation for high school, college, and career pathways. Through these intentional enrichment systems, Garvey/Allen STEAM Academy sustains a culture of Excellence on Purpose and advances equitable access to advanced learning experiences for all Achievers.

Supporting Socioeconomically Disadvantaged Achievers

Garvey/Allen STEAM Academy intentionally designs its educational program to meet the needs of Achievers, the majority of whom are SED, by removing barriers to learning, expanding access to opportunity, and providing integrated academic and wraparound supports. The Charter School recognizes that socioeconomic challenges may limit access to instructional resources, enrichment, health services, technology, and stable learning environments. In response, Garvey/Allen STEAM Academy implements a comprehensive support model that combines rigorous instruction, extended learning time, family centered services, and community partnerships to ensure equitable outcomes and close opportunity gaps.

The Charter School provides an extended school day that increases access to high quality instruction, intervention, enrichment, and STEAM experiences. Daily meals are available to all Achievers, including breakfast and lunch on early release and minimum days, ensuring that nutrition does not become a barrier to participation or learning. Targeted academic supports are embedded within the school schedule through Universal Access in the early grades and SOAR Advisory and Power Hour in upper grades, allowing Achievers to receive tutoring, reteaching, enrichment, and assignment completion support during the instructional day. Structured study time and extended learning opportunities ensure that Achievers who need additional support receive timely assistance while maintaining access to rigorous grade level content.

Technology access is prioritized to close the digital divide. Each Achiever is provided an individual device, and technical support is available to ensure consistent access to digital

curriculum, assessment platforms, and project based learning experiences. Access to VAPA and STEM pathways during the school day further expands opportunity for Achievers who may not otherwise be able to participate in extracurricular learning due to cost, transportation, or scheduling barriers. Field trips, exhibitions, clubs, and leadership opportunities are intentionally designed to be accessible to all Achievers, with funds allocated to ensure participation regardless of family income.

Garvey/Allen STEAM Academy also implements basic needs and family resource supports that strengthen attendance and engagement. Uniform assistance, school supplies, counseling services, and Parental Summits help create a stable learning environment and reinforce partnership between home and school. Community partnerships extend available supports by connecting families with food resources, healthcare access, housing assistance, tutoring, and other social services when needed. The Village Wash House initiative provides families access to laundry resources, addressing a practical barrier that can impact attendance and student confidence.

Health access remains an important component of the Charter School's approach to supporting SED Achievers. Through partnerships with healthcare providers and community organizations, the Charter School anticipates offering preventative health services such as vision screenings, access to low cost or no cost corrective lenses, wellness checks, dental visits, and related supports that improve readiness to learn. These services reinforce the Charter School's role as a trusted community hub and align with research demonstrating that wraparound supports improve attendance, engagement, and academic outcomes.

Extended learning programs, including before and after school opportunities and enrichment during school breaks, provide safe, structured environments that support academic growth, supervision, and social emotional development. Family engagement remains central to this work, with workshops, communication systems, and collaborative planning ensuring families have the information and resources needed to support Achiever success.

Supporting Homeless and Foster Youth

Garvey/Allen STEAM Academy is committed to ensuring that students experiencing homelessness and those in foster care receive stability, continuity of education, and access to comprehensive academic and wraparound supports across grades K–8. The Charter School follows all requirements of the McKinney Vento Act and California foster youth education laws by implementing immediate enrollment procedures, maintaining school stability when feasible, and removing barriers related to documentation, transportation, and participation in school programs. A designated Homeless and Foster Youth Liaison coordinates identification through enrollment records and CALPADS, collaborates with county child welfare agencies and community partners, and ensures students receive priority access to services including counseling, academic interventions, and enrichment opportunities.

Garvey/Allen STEAM Academy provides individualized support plans that may include

transportation assistance, devices and internet access to address the digital divide, school supplies, uniforms, hygiene resources, food support, tutoring, and mentoring. Students are ensured full participation in STEAM pathways, VAPA programming, extracurricular activities, field trips, and exhibitions without financial barriers. The Charter School also connects families to external resources such as housing assistance, healthcare, mental health services, and legal or social services through community partnerships. Through coordinated MTSS monitoring, relationship centered practices, and a trauma informed school culture supported by the Dean of Culture and Achiever Support Team, Garvey/Allen STEAM Academy promotes academic stability, belonging, and long-term success for homeless and foster youth.

Supporting Chronically Absent Achievers

Garvey/Allen STEAM Academy recognizes that basic needs barriers significantly impact attendance, engagement, and academic performance for chronically absent Achievers. Current research on chronic absenteeism consistently identifies housing instability, transportation, health access, and unmet basic needs including clothing as contributors to missed instructional time. Community school and wraparound service models emphasize that addressing these barriers directly improves attendance, belonging, and academic outcomes, particularly for students from historically marginalized communities.⁵⁰

To proactively remove these barriers, the Charter School implements family centered support structures designed to ensure Achievers can attend school consistently and participate fully in learning. One component of this approach is the Village Wash House, a family resource that provides access to free laundry services for Garvey/Allen STEAM Academy families. Access to clean clothing supports dignity, reduces stigma, and removes a practical barrier that can prevent Achievers from attending school. The Village Wash House also strengthens relationships between families and the Charter School by positioning the campus as a trusted community hub aligned with the Charter School's village model of support.

In addition to basic needs supports, Garvey/Allen STEAM Academy prioritizes access to preventative health services that directly influence attendance and readiness to learn. Through partnerships with local healthcare providers and community organizations, the Charter School anticipates providing mobile or on site health services including vision screenings, low cost or no cost corrective lenses, wellness checks, dental services, and preventative care. These services are offered to Achievers and families and may extend to the broader Moreno Valley community as capacity allows, reinforcing the Charter School's commitment to community partnership and public benefit.

By integrating basic needs resources, health access, and family engagement, Garvey/Allen STEAM Academy addresses root causes of absenteeism rather than symptoms alone. These strategies support the Charter School's attendance goals, strengthen family trust, and ensure Achievers remain present, engaged, and positioned

⁵⁰ Attendance Works. (2023). *Addressing chronic absenteeism through whole child and community school strategies*.

for academic success as part of a comprehensive approach to Black and Brown Excellence.

Supporting Social Emotional Needs of Achievers

Garvey/Allen STEAM Academy prioritizes the social and emotional development of Achievers as a central component of academic success. The Dean of Culture leads the implementation of schoolwide culture systems, restorative practices, PBIS, and climate monitoring while collaborating with Achievement Guides and the Dream Team to ensure coordinated academic, behavioral, and wellness supports. Daily structures such as Family Breakfast, Morning Meeting, and SOAR Advisory build relationships, teach goal setting, and create consistent opportunities for reflection and problem solving. The Charter School integrates Ron Clark strategies to promote high expectations, student engagement, leadership, and a strong culture of accountability, while the House System fosters belonging, mentorship, positive competition, and school pride across grade levels. Achievers are recognized regularly for demonstrating core values and making positive choices, reinforcing character development alongside academic growth. Partnerships with universities and community providers expand access to mental health services, wellness supports, and family resources. Through restorative approaches, leadership structures, and intentional culture building, Garvey/Allen STEAM Academy ensures Achievers develop the social, emotional, and behavioral competencies necessary to thrive in rigorous learning environments and prepare for college, career, and community leadership.

Supporting English Learners

Overview

The Charter School will meet all applicable legal requirements for ELs, including long-term ELs (“LTELs”) or ELs at risk of becoming LTELs, as they pertain to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, Reclassified Fluent English Proficient (“RFEP”) status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents/guardians. The Dean will be responsible for monitoring the growth of ELs.

Identification of English Learners

In order to identify students who are ELs in a timely fashion and to provide appropriate instructional support and services, all parents/guardians will be required to complete a *Home Language Survey* upon enrollment at the Charter School. (Education Code Section 52164.1. Students who indicate that their home language is other than English will be assessed using the English Language Proficiency Assessments for California (“ELPAC”) assessment aligned to the California ELD Standards if they have not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The Charter School also verifies every student new to the Charter School on CALPADS to access relevant EL data to ensure proper

placement in designated ELD.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans— K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents/guardians of its responsibility for ELPAC testing

and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

The English language proficiency of all currently enrolled ELs, including newcomers and LTELs, will be assessed in accordance with the test contractor's directions and Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. For EL students who have IEPs, the Charter School will ensure that linguistically appropriate IEPs are developed, including the components required by Education Code Section 56345(b).

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental/guardian opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' or guardians' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. This could include SBAC scores, iReady assessment data, grade in Language Arts and other empirical data.
- The Charter School will monitor RFEP students for four years and will follow the Reclassification Criteria: Overall English Proficiency Level of 3 or higher on ELPAC, with oral and written language a Level 3 or higher, Met or Exceeded on SBAC in ELA, teacher evaluation and parent or guardian notification.

Strategies for English Learner Instruction and Intervention

Every Achievement Guide at Garvey/Allen STEAM Academy will be accountable for teaching the ELs in their classroom. The strategies used will include:

Six Key Strategies for Teachers of English Learners⁵¹

⁵¹ Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

1. Vocabulary and Language Development
 - Teachers will introduce new concepts by discussing vocabulary words key to that concept.
 - Teachers will build on a student's background knowledge and cultural background.
 - Classrooms will reflect a language-rich environment (i.e., language charts, shared reading and writing experiences, and other writing displayed throughout the room and used daily by students).
2. Guided Interaction (collaborative learning)
 - Teachers will structure lessons so that students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
 - Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
 - Teachers will group students flexibly, at times working in heterogeneous groups and at times not.
3. Metacognition and Authentic Assessment
 - Rather than having students simply memorize information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
 - Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
 - Teachers will “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
4. Explicit Instruction
 - Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
5. Meaning-Based Context and Universal Themes
 - Teachers will incorporate meaningful references from the students' everyday lives and use them as springboards to interest them in academic concepts.
 - Teachers will create classroom environments that provide authentic opportunities for the use of academic language.
 - Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
6. Modeling, Graphic Organizers, and Visuals
 - Teachers will regularly utilize a variety of visual aids, graphic organizers (such

as Thinking Maps), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

ELD/ELA Framework

The Circle of Implementation graphic below illustrates the general picture of ELA/Literacy and ELD instruction. The outer ring shows the overarching goals of California education. According to the CDE, upon graduation from a California public school, students should have:

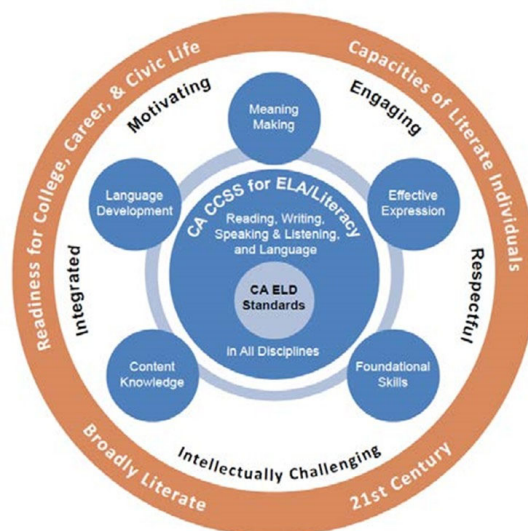
- Developed the readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired 21st Century skills for living and learning.

The inside white area describes the context in which instruction occurs. According to the ELA/ELD Framework, effective instruction should be integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels.

The blue circles surrounding the standards are key cross cutting themes of State Standards' ELA/literacy and ELD. The standards include the strands of Reading, Writing, Speaking and Listening, and Language. They focus on Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes connect ELA with ELD standards and expectations. ELD standards exist within the ELA standards.

California ELD standards focus on they why, or the purpose; the how, or the process; and the what, or the resources. The purpose of ELD instruction is to teach and ensure students use English purposefully, interact in meaningful ways with others, and to learn how English works.

Graphic 1.3: ELA/ELD Circle of Implementation



California ELD standards focus on the “why,” or the purpose; the “how,” or the process; and the “what,” or the resources. The purpose of ELD instruction is to teach and ensure students use English purposefully, interact in meaningful ways with others, and to learn the structures of the English language.

Integrated ELD

Garvey/Allen STEAM Academy implements a comprehensive Integrated ELD approach in which Achievement Guides embed language objectives across all content areas while teaching grade level academic standards. Guided by the California ELA/ELD Framework, instruction explicitly develops academic vocabulary, discourse, reading, and writing within meaningful content learning so ELs access rigorous curriculum alongside peers. Achievement Guides plan lessons that emphasize language forms, functions, and structured interaction including collaborative dialogue, sentence frames, modeling, and multimodal supports.

Designated ELD

In addition to Integrated ELD across content areas, English Learners at Garvey/Allen STEAM Academy participate in daily Designated ELD during Advisory or Universal Access using *Wonders for English Learners* in grades K–2 and the *Additional Language and Literacy (ALL)* block in grades 3–5, with structured language development supports continuing in grades 6–8. Instruction is aligned to ELPAC proficiency levels and focuses on academic vocabulary, oral language, complex text engagement, and analytical writing. Emerging English Learners receive explicit modeling, guided practice, and structured language routines to build foundational communication skills, while advancing learners engage in independent reading, evidence based discussion, and disciplinary writing across STEAM content. LTELs receive targeted supports including close reading of nonfiction, structured academic discourse, and writing with citation to support reclassification. Progress is monitored through formative assessment, ELPAC data, and MTSS cycles to ensure language growth, meaningful participation in rigorous coursework, and readiness for reclassification.

Wonders for English Learners (Kindergarten–Grade 2)

Garvey/Allen STEAM Academy utilizes *Wonders for English Learners* in Kindergarten through grade two to provide explicit, systematic language development alongside foundational literacy instruction. The program is tightly aligned to the core *Wonders* ELA/ELD curriculum and supports students in developing listening, speaking, reading, and writing skills through scaffolded access to grade level texts. Instruction emphasizes academic vocabulary, oral language routines, structured peer interaction, and early writing development to strengthen both social and academic language. Achievement Guides implement differentiated small group instruction, visual supports, sentence frames, and multimodal materials to ensure ELs participate fully in core instruction while accelerating language proficiency. Progress is monitored through formative assessment and MTSS data cycles so instruction remains responsive and targeted to individual language growth.

Additional Language and Literacy Block (Grades 2–5)

In grades two through five, ELs receive targeted language instruction through an *Additional Language and Literacy Block* integrated with *EL Education* and supplemental digital tools housed through Kiddom. This block emphasizes complex text discussion, academic writing, vocabulary development, and disciplinary language aligned to grade level modules. Instruction includes structured collaborative protocols, writing scaffolds, and language routines that strengthen comprehension and productive language across content areas. Flexible grouping, formative assessment cycles, and progress monitoring ensure instruction responds to students' proficiency levels while accelerating movement toward reclassification.

English Learner Support in CommonLit 360 (Grades 6–8)

In middle school, *CommonLit 360* provides embedded *English Learner* scaffolds that support language development within rigorous grade level literacy instruction. Achievement Guides leverage multilingual supports, annotation tools, guided discussion prompts, and writing scaffolds to strengthen academic discourse and text analysis. Supplemental language development tools and targeted small group instruction focus on vocabulary, complex sentence construction, and argumentative writing aligned to secondary literacy demands. Data from embedded assessments inform differentiation within SOAR Advisory and intervention blocks, ensuring English Learners receive personalized support while engaging in high level reading, writing, speaking, and listening tasks that prepare them for secondary coursework and reclassification success.

Monitoring and Evaluation of EL Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications.
- Monitoring the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parent or guardian program choice options.
- Monitoring availability of adequate resources.

Monitoring English Learner Progress

The Achievement Guides will utilize the EL folders, described below, and collect work samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation and grammar usage three times a year. Achievement Guides will provide trimesterly progress reports to parents or guardians on the growth of their English Proficiency. Staff will monitor RFEP Achievers for a minimum of four years. The Dean will maintain a list of Achievers who are identified as ELs with ELPAC, SBAC, enrollment in public schools in the United States, and Reclassification data. Garvey/Allen STEAM Academy also maintains grade progression, benchmark scores, and promotion to next grade with standard mastery.

Each EL has an ELD Folder to track academic progress. Garvey/Allen STEAM Academy

will maintain ELD information including: Home Language Survey, ELPAC results, Reclassification Forms, and Reclassification Years 1-4 monitoring forms. Garvey/Allen STEAM Academy will provide intervention to students who score Standard Not Met or Standard Nearly Met in ELA and Mathematics on the SBAC.

Monitoring Reclassified Fluent English Proficient Students

Students who have been reclassified as RFEP receive follow-up monitoring for a minimum of four years after reclassification by the Dean. The Dean will maintain a list of students who are identified as RFEPs with CAASPP, benchmark scores, and RFEP monitoring tracker that teachers provide feedback about each RFEP student's completion of assignments, participation in class discussions, ability to work independently, and attendance and engagement.

Reclassified students having difficulty in the core curriculum will have access to the support services offered at the site to all students who are not meeting standards. Those support services will be reviewed and determined by the Dean and communicated with parents/guardians at the time of the parent conference. The Dean will use the tiered academic support plan for academically low achieving RFEP students, to determine appropriate intervention measures, which may include but are not limited to any of the following:

- Achiever/Achievement Guides/Parent/Guardian conference;
- Specialized academic assessment;
- Specialized reading, writing or math instruction;
- Placement in reading, writing or math support class;
- Before, during or after school academic support programs; and/or
- Summer School attendance.

Supporting Students with Disabilities

Garvey/Allen STEAM Academy will support all SWD, regardless of their district of residence. Garvey/Allen STEAM Academy will provide designated services to Achievers with disabilities based on their IEP through an on-site staff member who holds the appropriate credential or by an outsourced educational service provider. Achievers are offered a continuum of services in the least restrictive environment based on their progress toward meeting their IEP goals.

As an Achiever enters Garvey/Allen STEAM Academy, a 30-day IEP will be held to define the present levels of functioning and services to be provided. Garvey/Allen STEAM Academy will notify the student's District of Residence when a SWD enrolls in, becomes eligible or ineligible for services at, or leaves Garvey/Allen STEAM Academy. Every effort will be made to obtain the full students special education records and requests for the cumulative file will have been made in the enrollment process. Special attention will be paid to transition plans as part of a student's IEP. As Achievers transition to middle student school or high school, the staff will work directly with the Achiever and their family to develop transition plans and goals. Achievers with disabilities and who are ELs will be appraised by the IEP team to determine if reclassification is appropriate for them in review of reclassification criteria and progress toward IEP goals. SWD will receive instruction or

monitoring based on their IEP goals. Garvey/Allen STEAM Academy is committed to providing a full-continuum of services in the least restrictive environment.

Overview

The Charter School shall comply with all applicable state and federal laws in serving SWD, including, but not limited to, Section 504, ADA, and IDEA.

The Charter School shall be its own local educational agency (“LEA”) and is a member of the El Dorado Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A Section 504 team will be assembled by the Superintendent or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The Section 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for Section 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the Section 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any

behaviors that interfere with regular participation in the educational program and/or activities. The Section 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the Section 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the Section 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the Section 504 team.

If the student is found by the Section 504 team to have a disability under Section 504, the Section 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the Section 504 Plan, the Section 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The Section 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All Section 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's Section 504 Plan. The Superintendent or designee will ensure that teachers include Section 504 Plans with lesson plans for short-term substitutes and that they review the Section 504 Plan with a long-term substitute. A copy of the Section 504 Plan shall be maintained in the student's file. Each student's Section 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition and is not binding on the County. The specific manner in which special education and related

services shall be provided and funded shall be set forth an agreement, delineating the respective responsibilities of the Charter School and the SELPA.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent/guardian complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA or County inquiries, to comply with reasonable directives from the SELPA or the County, and to allow the SELPA or the County to access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating the Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special

education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess the Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Site Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental/guardian rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents/guardians with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent/guardian, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination Statement

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parent/guardian concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Elements 2 and 3 of this Charter for a reasonably comprehensive description of the Charter School's annual goals to be achieved in the State Priorities, schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Elements 2 and 3: Measurable Student Outcomes and Student Progress Measurement

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B)

And

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C)

Introduction

The Charter School is committed to ensure all students meet State Standards by maintaining high expectations and providing support especially for Black or African American students, Hispanic or Latino students, SED students, ELs, and SWD. The Charter School supports academically low achieving students and academically high achieving students. The measurable student outcomes are clearly delineated in the LCAP updated annually. The Charter School has developed its LCAP, which is aligned to the state priorities.

Annual Goals, Actions, and Outcomes Aligned with State Priorities

Garvey/Allen STEAM Academy will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code Section 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in California Education Code Section 52060(d).

Local Control and Accountability Plan

In accordance with, and using the procedures prescribed by, Education Code Section 47606.5, the Charter School shall comply with all applicable requirements of the LCAP pursuant to any applicable regulations promulgated, and the template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall present a report on the annual update to the

LCAP and the local control funding formula budget overview for parents (and guardians) on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP, including goals and actions, shall not be considered a material revision to the charter, and shall be maintained by Garvey/Allen STEAM Academy at the school site. The goals, our specific, measurable student outcomes are as follows:

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.

The progress of this broad goal will be monitored through Appropriately Assigned and Fully Credentialed Teachers, Access to Standards Aligned Instructional Materials, Implementation of Standards for All Students and Enable ELs access to CCSS and ELD Standards, SBAC ELA, SBAC MATH, CAST Science, ELA Local Assessment, Math Local Assessment, English Learner Progress Indicators (“ELPI”), and EL Reclassification Rate. (State Priorities: 1, 2, 4)

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.

The progress of this broad goal will be monitored through Facilities in Good Repair, Attendance Rate, Chronic Absenteeism Rate, Middle School Dropout Rate, Suspension Rate, Expulsion Rate, Broad Course of Study, and Student Surveys on the sense of safety and school connectedness. (State Priorities: 1, 5, 6, 7, 8)

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.

The progress of this broad goal will be monitored through Seeking Parent Input and Promote Parental Participation in Programs for Unduplicated Students and Students with Exceptional Needs, School Site Council, Parent Satisfaction with the School Program, Teacher/Staff Survey on student safety and school connectedness, and Parent Education Workshops. (State Priorities: 3, 6)

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “sub priorities.” The table below provides a reasonably comprehensive description of goals, actions, and outcomes in the State Priorities, consistent with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B).

Table 2/3.1: Eight State Priorities Table

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES	
STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education Code Section 17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	50% of Teachers will be clear credential holders. 50% will be preliminary, PIP, STP, or Intern Status through the County. 100% of teachers will be appropriately placed according to credential and expertise.
ACTIONS TO ACHIEVE GOAL	Annual review of all credentials will be conducted.
MEASURABLE OUTCOME	100% (with PIP, STP, or Intern Status through the County) of teachers will be appropriately credentialed and assigned.
METHODS OF MEASUREMENT	Review of credentials on the CTC website. Monitor PIP, STP, and Intern Credentials through RCOE.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have equal access to standards-aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	Core content curriculum will be standards-aligned and provided to all students.
MEASURABLE OUTCOME	100% of all students will have standards aligned instructional materials in all core classes.
METHODS OF MEASUREMENT	Inventory of curricular and instructional materials Verification standards aligned instructional materials for grade and content.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well-kept and well-maintained.

ACTIONS TO ACHIEVE GOAL	School facilities are maintained and repaired with immediate response for maintenance concerns.
MEASURABLE OUTCOME	Maintenance requests will be addressed within 24 hours of receipt. Classrooms will be cleaned at least three (3) days a week. Bathrooms will be cleaned five (5) days a week.
METHODS OF MEASUREMENT	Maintenance request logs Visual observation of classrooms Cleaning schedules Facility Inspection Tool (“FIT”)

STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS

Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – STATE STANDARD IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	100% of students will be taught by appropriately credentialed teachers and with State Standards aligned curriculum.
ACTIONS TO ACHIEVE GOAL	Instructional materials will be reviewed to ensure State Standard alignment. Teachers’ credentials will be verified.
MEASURABLE OUTCOME	100% of students will have State Standards aligned materials and will be taught by appropriately credentialed teachers.
METHODS OF MEASUREMENT	Staff rosters Instructional Materials Inventory Pacing and Lesson Plans Review of credentials on the CTC website Monitor PIP, STP, and Intern Credentials through RCOE

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas to assist in language acquisition and access to academic content knowledge, taught by an appropriately credentialed teacher.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Students identified by Home Language Survey will be given the ELPAC Initial Assessment within the first 30 days of school.</p> <p>EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream.</p> <p>EL students will read authentic texts, not simplified or contrived text.</p> <p>EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, creative poetry, science experiments.</p> <p>EL students will learn technical and academic vocabulary.</p> <p>EL students will be given the ELPAC Summative Assessment annually.</p> <p>Classroom teacher will assign the core/essential concepts related to the specific content.</p>
<p>MEASURABLE OUTCOME</p>	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily.</p> <p>ELPI – Percentage of ELs making progress toward English language proficiency will be equal to or higher than the State.</p> <p>English Learner Reclassification Rate - Percentage of ELs being reclassified to Fluent English Proficient will be 4% or higher.</p> <p>At-Risk for LTEL – Reduce the percentage rate of EL students who have been identified as an EL for 4-5 Years to 20% or less.</p> <p>LTEL - Reduce the percentage rate of LTEL students who have been identified as an EL for 6 Years or More to 20% or less.</p>

	100% of students will return the Home Language Survey.
METHODS OF MEASUREMENT	Lesson Plans ELD Folders Classroom Observation EL Level Roster ELPAC Scores DataQuest and Dashboard Results Roster of returned Home Language Surveys
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Support will be provided to all EL students to gain proficiency in the English language.
ACTIONS TO ACHIEVE GOAL	Students identified by Home Language Survey will be given the ELPAC Initial Assessment within the first 30 days of school. Instructional strategies such as use of academic language and SDAIE will be used during all core instruction daily. EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas to assist in language acquisition and access to academic content knowledge, taught by an appropriately credentialed teacher. Teachers of EL students will have a language objective for each lesson posted. EL progress will be monitored. EL students will be given the ELPAC Summative Assessment annually. Provide Professional Development on ELD instructional Strategies.

<p>MEASURABLE OUTCOME</p>	<p>100% of teachers will be trained on ELD best practices.</p> <p>Students identified by Home Language Survey will be given the ELPAC Initial Assessment within the first 30 days of school.</p> <p>100% of teachers will use academic language and/or SDAIE during daily Universal Access.</p> <p>EL students will be given the ELPAC Summative Assessment annually.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Professional Development sign in sheets</p> <p>ELPAC Testing Roster/Score Reports</p> <p>Classroom/Teacher Observation</p> <p>EL Level Roster</p> <p>ELD Folders</p> <p>Review of credentials on the CTC website</p> <p>Roster of returned Home Language Surveys</p>

STATE PRIORITY #3— PARENTAL INVOLVEMENT

Parental involvement and family engagement, including efforts the Charter School makes to seek parent input for making decisions for the Charter School, and including how the Charter School will promote parent participation in programs for unduplicated pupils and pupils with exceptional needs.

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT

<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>The Charter School will create an inclusive environment by including parents/guardians in activities and communications.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>The Charter School will provide opportunities for regular meetings that will allow parents/guardians to be partners in their child’s education.</p> <p>The Charter School will provide constant and consistent communication with families through ongoing newsletters, emails, texts, and phone calls.</p> <p>The Charter School will provide accommodations to parents/guardians with disabilities, as necessary.</p> <p>The Charter School will hold meetings with parents/guardians of students with exceptional needs prior</p>

	<p>to starting school, during IEP meetings, and as necessary to provide support.</p> <p>Translators are available to make phone calls and attend conferences and meetings with parents/guardians.</p> <p>The Charter School will host family meetings outside of the workday, after 6 PM, on Saturdays, and on Zoom.</p> <p>The Charter School will provide Parental Summits focusing on helping students achieve academic success.</p> <p>The Charter School will provide opportunities for parents/guardians to serve on committees like SSC, ELAC, and FLC to inform decisions made by the Board.</p> <p>Parents/guardians will be encouraged to volunteer at the Charter School, by attending school events and activities, or by supporting students at home.</p> <p>The Charter School will seek input for the development of the LCAP through local climate survey and school meetings.</p>
<p>MEASURABLE OUTCOME</p>	<p>The goal for parent/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings, use the Village Wash House, take their family to community events and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.</p> <p>90% of parents/guardians who respond to the Climate Survey will indicate that their child feels safe at school.</p> <p>90% of parents/guardians who respond to the Climate Survey will indicate that their child feels connected to the school.</p>

<p>METHODS OF MEASUREMENT</p>	<p>Sent phone call/email report</p> <p>Copy of weekly classroom newsletter</p> <p>Copy of monthly school newsletter</p> <p>Family workshop sign-in sheets</p> <p>Parent/Guardian/Teacher Conference sign-in sheets</p> <p>IEP Signature Page</p> <p>Translator Paystubs</p> <p>Parent/Guardian use of Village Wash House</p> <p>Pictures and ticket stubs of Community Events</p> <p>Flyers for family events</p> <p>Verification of Non-Mandatory Volunteer Hours</p> <p>Calendar of Events</p> <p>Climate Survey Results</p>
<p>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>At least 70% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>The Charter School will provide opportunities for regular meetings that will allow parents/guardians to be partners in their child’s education.</p> <p>The Charter School will provide constant and consistent communication with families through ongoing newsletters, emails, texts, and phone calls.</p> <p>The Charter School will provide accommodations to parents/guardians with disabilities, as necessary.</p> <p>The Charter School will hold meetings with parents/guardians of students with exceptional needs prior to starting school, during IEP meetings, and as necessary to provide support.</p> <p>Translators are available to make phone calls and attend conferences and meetings with parents/guardians.</p> <p>The Charter School will host family meetings outside of the</p>

	<p>workday, after 6 PM, on Saturdays, and on Zoom.</p> <p>The Charter School will provide Parental Summits focusing on helping students achieve academic success.</p> <p>The Charter School will provide opportunities for parents/guardians to serve on committees like SSC, ELAC, and FLC to inform decisions made by the Board.</p> <p>Parents/guardians will be encouraged to volunteer at the Charter School, by attending school events and activities, or by supporting students at home.</p> <p>The Charter School will seek input for the development of the LCAP through local climate survey and school meetings.</p>
<p>MEASURABLE OUTCOME</p>	<p>The goal for parent/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings, use the Village Wash House, take their family to community events and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.</p> <p>90% of parents/guardians who respond to the Climate Survey will indicate that their child feels safe at school.</p> <p>90% of parents/guardians who respond to the Climate Survey will indicate that their child feels connected to the school.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Sent phone call/email report</p> <p>Copy of weekly classroom newsletter</p> <p>Copy of monthly school newsletter</p> <p>Family workshop sign-in sheets</p> <p>Parent/Guardian/Teacher Conference sign-in sheets</p> <p>IEP Signature Page</p> <p>Translator Paystubs</p> <p>Parent/Guardian use of Village Wash House</p>

	<p>Pictures and ticket stubs of Community Events</p> <p>Flyers for family events</p> <p>Verification of Non-Mandatory Volunteer Hours</p> <p>Calendar of Events</p> <p>Climate Survey Results</p>
<p>SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>At least 70% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>The Charter School will provide opportunities for regular meetings that will allow parents/guardians to be partners in their child’s education.</p> <p>The Charter School will provide constant and consistent communication with families through ongoing newsletters, emails, texts, and phone calls.</p> <p>The Charter School will provide accommodations to parents/guardians with disabilities, as necessary.</p> <p>The Charter School will hold meetings with parents/guardians of students with exceptional needs prior to starting school, during IEP meetings, and as necessary to provide support.</p> <p>Translators are available to make phone calls and attend conferences and meetings with parents/guardians.</p> <p>The Charter School will host family meetings outside of the workday, after 6 PM, on Saturdays, and on Zoom.</p> <p>The Charter School will provide Parental Summits focusing on helping students achieve academic success.</p> <p>The Charter School will provide opportunities for parents/guardians to serve on committees like SSC, ELAC, and FLC to inform decisions made by the Board.</p> <p>Parents/guardians will be encouraged to volunteer at the Charter School, by attending school events and activities, or by supporting students at home.</p>

	<p>The Charter School will seek input for the development of the LCAP through local climate survey and school meetings.</p>
<p>MEASURABLE OUTCOME</p>	<p>The goal for parent/guardian involvement is at least 60% and includes the percentage of parents/guardians who volunteer, attend scheduled meetings, use the Village Wash House, take their family to community events and school sponsored family events, and/or workshops. Parent/guardian involvement will increase by 2% each year of the charter until a total of 70% of parent/guardian involvement is reached.</p> <p>90% of parents/guardians who respond to the Climate Survey will indicate that their child feels safe at school.</p> <p>90% of parents/guardians who respond to the Climate Survey will indicate that their child feels connected to the school.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Sent phone call/email report</p> <p>Copy of weekly classroom newsletter</p> <p>Copy of monthly school newsletter</p> <p>Family workshop sign-in sheets</p> <p>Parent/Guardian/Teacher Conference sign-in sheets</p> <p>IEP Signature Page</p> <p>Translator Paystubs</p> <p>Parent/Guardian use of Village Wash House</p> <p>Pictures and ticket stubs of Community Events</p> <p>Flyers for family events</p> <p>Verification of Non-Mandatory Volunteer Hours</p> <p>Calendar of Events</p> <p>Climate Survey Results</p>

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- a. California Assessment of Student Performance and Progress statewide assessment*
- b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- c. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)*
- d. EL reclassification rate*
- e. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (Education Code Section 99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CAASPP: ELA AND MATH

GOAL TO ACHIEVE SUBPRIORITY	The students will score at Met Standard or Exceeded Standard Mastery on the CAASPP ELA and Math will be at or above the State for all students and significant subgroups (Black or African American students, Hispanic or Latino students, SED students, and SWD).
ACTIONS TO ACHIEVE GOAL	<p>Classroom instruction will be conducive to student learning. Strategies are developed for all students to ensure individual student success.</p> <p>Appropriate State Standards-aligned instructional materials will be provided to all students.</p> <p>Formative Benchmark Assessment results and aggregated and analyzed to inform instruction and intervention.</p> <p>Implement a tiered intervention program.</p>
MEASURABLE OUTCOME	The students will score at Met Standard or Exceeded Standard Mastery on the CAASPP ELA will be at or above the State for all students and significant subgroups.
METHODS OF MEASUREMENT	CAASPP reports

SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE): NOT APPLICABLE

SUBPRIORITY C – EL PROFICIENCY RATES

<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily.</p> <p>ELPI – Percentage of ELs making progress toward English language proficiency will be equal to or higher than the State.</p> <p>English Learner Reclassification Rate - Percentage of ELs being reclassified to Fluent English Proficient will be 4% or higher.</p> <p>At-Risk for LTEL – Reduce the percentage rate of EL students who have been identified as an EL for 4-5 Years to 20% or less.</p> <p>LTEL - Reduce the percentage rate of LTEL students who have been identified as an EL for 6 Years or More to 20% or less.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Students identified by Home Language Survey will be given the ELPAC Initial Assessment within the first 30 days of school.</p> <p>Instructional strategies such as use of academic language and SDAIE will be used during all core instruction daily.</p> <p>EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas to assist in language acquisition and access to academic content knowledge, taught by an appropriately credentialed teacher.</p> <p>Teachers of EL students will have a language objective for each lesson posted.</p> <p>EL progress will be monitored.</p> <p>EL students will be given the ELPAC Summative Assessment annually.</p> <p>Provide Professional Development on ELD instructional Strategies.</p> <p>ELD reports will be given to parents/guardians with regular report cards.</p>
<p>MEASURABLE OUTCOME</p>	<p>ELPI – Percentage of ELs making progress toward English language proficiency will be equal to or higher than the State for all ELs (At-Risk for LTEL and LTELs).</p>

METHODS OF MEASUREMENT	<p>ELPAC/SBAC Testing Roster/Score Reports</p> <p>LTEL report RFEP report EL level roster</p> <p>Student ELA Grades</p> <p>Copies of ELD report cards to be put in students' cumulative files</p>
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	60% of EL students will be reclassified as Fluent English Proficient after four years of full-time enrollment at the Charter School.
ACTIONS TO ACHIEVE GOAL	<p>EL students will receive in-class instructional support during daily scheduled Universal Access sessions which include teacher support; small group instruction; usage of SDAIE and ELD instructional strategies and curriculum.</p> <p>Parents/guardians will be informed of student progress through ELPAC scores and assessment scores.</p>
MEASURABLE OUTCOME	60% of EL students will be reclassified as Fluent English Proficient after four years of full-time enrollment at the Charter School.
METHODS OF MEASUREMENT	<p>ELPAC/SBAC Testing Roster/Score Reports</p> <p>Teacher Recommendation</p> <p>Parent/Guardian Consultation</p> <p>RFEP report</p> <p>Student ELA Grades</p>
SUBPRIORITY E – AP EXAM ACCESS: NOT APPLICABLE	
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP: NOT APPLICABLE	
GOAL TO ACHIEVE SUBPRIORITY	Create a culture of college prepared students by ensuring that all students are given the tools and resources to be transformed into Achievers through high expectations and increased achievement.
ACTIONS TO ACHIEVE GOAL	Mandatory intervention to students struggling academically. College Named Rooms to create a college going culture.

MEASURABLE OUTCOME	Create a culture of college prepared students by ensuring that all students are given the tools and resources to be transformed into Achievers through high expectations and increased achievement.
METHODS OF MEASUREMENT	Benchmark Scores Classroom/Teacher Observation
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> a. <i>School attendance rates</i> b. <i>Chronic absenteeism rates</i> c. <i>Middle school dropout rates (Education Code Section 52052.1(a)(3))</i> d. <i>High school dropout rates</i> e. <i>High school graduation rates</i> 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a minimum of 89% attendance rate.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families, including those of the various subgroups enrolled.</p> <p>Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</p> <p>The Charter School will recognize students with perfect or improved attendance.</p> <p>The Charter School will utilize Independent Study as per Board policy to limit the number of unexcused absences.</p>
MEASURABLE OUTCOME	Attendance rate will be 89% or greater at P-2.
METHODS OF MEASUREMENT	Daily/monthly attendance reports P1/P2 reports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will attend school regularly. The school will reduce

	the percentage of those who are chronically absent to 20% or less.
ACTIONS TO ACHIEVE GOAL	<p>Students with improved or perfect attendance will be recognized during awards ceremonies each trimester.</p> <p>Students with more than 5 unexcused absences per trimester will meet with Charter School administration and their parent/guardian.</p> <p>The Village Wash House will be used to allow families to wash clothes for free, thus eliminating students from missing school due to dirty clothes.</p> <p>The Charter School will utilize Independent Study as per Board policy to limit the number of unexcused absences.</p>
MEASURABLE OUTCOME	20% or less of students will be non-certificated as chronically absent meaning they miss 15 or more school days per year.
METHODS OF MEASUREMENT	<p>Daily/monthly attendance reports</p> <p>P1/P2 reports</p>
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a middle school dropout rate of <1%.
ACTIONS TO ACHIEVE GOAL	<p>Academic support to at-risk students</p> <p>Social/emotional support for at-risk students</p> <p>Parent/guardians meetings</p>
MEASURABLE OUTCOME	The Charter School will maintain a middle school dropout rate of <1%.
METHODS OF MEASUREMENT	DataQuest Dropout Report
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES: NOT APPLICABLE	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES: NOT APPLICABLE	

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- a. *Pupil suspension rates*
- b. *Pupil expulsion rates*
- c. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUBPRIORITY A – PUPIL SUSPENSION RATES

GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain a suspension rate of less than <1%.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement a Positive Behavior Intervention and Supports. The Charter School will implement Ron Clark Strategies. The Charter School will incorporate alternative to suspension.
MEASURABLE OUTCOME	The Charter School will maintain a suspension rate of less than <1%.
METHODS OF MEASUREMENT	Suspension Reports Office referral reports Classroom/Teacher Observations Professional Development sign in sheets

SUBPRIORITY B – PUPIL EXPULSION RATES

GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain an expulsion rate of less than <1%.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement a Positive Behavior Intervention and Supports. The Charter School will implement Ron Clark Strategies. The Charter School will incorporate alternative to suspension.
MEASURABLE OUTCOME	The Charter School will maintain an expulsion rate of less than <1%.

<p>METHODS OF MEASUREMENT</p>	<p>Expulsion report Classroom/Teacher Observations Online Behavior Report Professional Development sign in sheets</p>
<p>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Students, parents/guardians, and staff will feel safe and connected to the Charter School. 70% of Achievers (grades 5-8) indicate that they feel safe and connected to the Charter School. 85% of teachers and staff indicate that the students feel safe and connected to the Charter School. 90% of parents/guardians who respond to the Climate Survey will indicate that their child feels safe and connected to the Charter School.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Annual school surveys will be sent to parents/guardians, students, staff, and community members. Parents/guardians and community members will be encouraged to participate in Charter School events and activities.</p>
<p>MEASURABLE OUTCOME</p>	<p>Students, parents/guardians, and staff will feel safe and connected to the Charter School. 70% of Achievers (grades 5-8) indicate that they feel safe and connected to the Charter School. 85% of teachers and staff indicate that the students feel safe and connected to the Charter School. 90% of parents/guardians who respond to the Climate Survey will indicate that their child feels safe and connected to the Charter School.</p>
<p>METHODS OF MEASUREMENT</p>	<p>Survey results</p>

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (non-certificated as EL, Free and Reduced-Price Meal-eligible, or foster youth; Education Code Section 42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English (including cursive), mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (Education Code Section 51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (Education Code Section 51220(a)-(i))

GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups, unduplicated students and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the Charter School’s charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	100% of students will have access to a broad course of study.
METHODS OF MEASUREMENT	Course catalog Student schedules

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A – ENGLISH

GOAL TO ACHIEVE SUBPRIORITY	100% of students will make Annual Typical Growth (80% or higher) on the Reading Benchmarks for all students and significant subgroups (Black or African American students, Hispanic or Latino students, SED students, and SWD).
ACTIONS TO ACHIEVE GOAL	The Charter School will utilize instructional strategies that include small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, and leveled reading groups for small group

	instruction.
MEASURABLE OUTCOME	100% of students will make Annual Typical Growth (80% or higher) on the Reading Benchmarks for all students and significant subgroups (Black or African American students, Hispanic or Latino students, SED students, and SWD).
METHODS OF MEASUREMENT	Benchmark scores
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students will make Annual Typical Growth (80% or higher) on the Math Benchmarks for all students and significant subgroups (Black or African American students, Hispanic or Latino students, SED students, and SWD).
ACTIONS TO ACHIEVE GOAL	The Charter School will utilize instructional strategies that include small group work, math interventions, online tools and resources, peer-to-peer coaching, and collaboration with colleagues to support learning goals.
MEASURABLE OUTCOME	100% of students will make Annual Typical Growth (80% or higher) on the Math Benchmarks for all students and significant subgroups (Black or African American students, Hispanic or Latino students, SED students, and SWD).
METHODS OF MEASUREMENT	Benchmark Scores
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence, and point of view.
ACTIONS TO ACHIEVE GOAL	Through an integrated approach, students will study the area of social sciences congruent with Social Science Framework. Strategies included in an integrated approach are non-fiction and historical fiction texts; mini research projects and presentations, computer-based information (articles, videos); field trip experiences, debates, and hands on projects.

MEASURABLE OUTCOME	80% or more of students will pass social science courses.
METHODS OF MEASUREMENT	Rubrics Curriculum-Based Measurements Grades/Report cards
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing inquiry-based approach and experiential activities and projects, students will develop an understanding of science disciplinary core ideas and practices congruent with Next Generation of Science Standards. Strategies include hands on learning, gathering, and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	80% or more of students will pass assigned science courses.
METHODS OF MEASUREMENT	Rubrics Curriculum-Based Measurements Grades/report cards
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will recognize the viability of visual and performing arts as career options through daily exposure and education in a culturally relevant environment.
ACTIONS TO ACHIEVE GOAL	Students will participate in a variety of courses that will expose them to visual and performing arts. Students will attend professional performances in a variety of venues to develop an appreciation for the arts. Courses will integrate core content material with visual and performing arts content.
MEASURABLE OUTCOME	100% of students will actively participate in visual and performing arts classes. 80% or more of students will pass assigned visual and

	performing arts classes.
METHODS OF MEASUREMENT	Student observations Report cards
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate that they value lifelong, positive health- related attitudes and behaviors toward their own well-being through healthy physical, social, and mental habits.
ACTIONS TO ACHIEVE GOAL	The Charter School will meet the physical education minutes required.
MEASURABLE OUTCOME	All students will receive physical education minutes. All students will have access to physical education through courses offering dance and movement.
METHODS OF MEASUREMENT	Class schedules Student schedules
SUBPRIORITY G – HEALTH (GRADES K-8)	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate that they value lifelong, positive health- related attitudes and behaviors toward their own well-being through healthy physical, social, and mental habits.
ACTIONS TO ACHIEVE GOAL	The Charter School will use the elements outlined by the California standards for health education to instill a positive self-image to the students with an internal motivation for fitness and a healthy lifestyle.
MEASURABLE OUTCOME	All students will have access to age-appropriate health education.
METHODS OF MEASUREMENT	Class schedules Student schedules
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will not provide world language instruction to students in grades 7 and 8 as it is not required by the State.

	The Charter School will continue to focus on achievement in ELA, Math, Science, Social Science, and STEAM.
ACTIONS TO ACHIEVE GOAL	The Charter School will continue to focus on achievement in ELA, Math, Science, Social Science, and STEAM.
MEASURABLE OUTCOME	The Charter School will continue to focus on achievement in ELA, Math, Science, Social Science, and STEAM.
METHODS OF MEASUREMENT	Course rosters Course Description
SUBPRIORITY I – APPLIED ARTS (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will offer Culinary Arts as an elective course.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer Culinary Arts as an elective course.
MEASURABLE OUTCOME	100% of students will actively participate in an applied arts course. 80% or more of students will pass an applied arts course.
METHODS OF MEASUREMENT	Course catalog Student schedules Report Card
SUBPRIORITY J – CTE (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will offer Music Production as an elective course.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer Music Production as an elective course.
MEASURABLE OUTCOME	100% of students will actively participate in a CTE course. 80% or more of students will pass a CTE course.
METHODS OF MEASUREMENT	Course catalog Student schedules Report Cards

Garvey/Allen STEAM Academy will incorporate a variety of assessments to measure student progress. Measurable outcomes and assessment tools provide key data about the efficacy of the program, which in turns helps the administration and Board make key decisions about program development and modifications, while also monitoring individual, subgroup, and schoolwide student achievement.

Mandated State Assessments

As is required by state law, the Charter School meets all statewide standards and conducts the state pupil assessments required pursuant to Education Code Section 60605, including the CAASPP tests and other state-mandated assessments such as the ELPAC and Physical Fitness Test (“PFT”). The Charter School academic program fully prepares students for success in these statewide assessment programs. Additional support structures (*i.e.*, after-school tutoring, summer school, supplemental instructional platforms, and interventions) are in place to ensure that students are meeting or making progress toward the State Standards that are measured by the state-mandated assessments. Proficiency for our ELs, 3.8% of our students, is measured in accordance with the ELPAC, CAASPP test data, teacher observations and other school-based measures.

Growth Measures: Diagnostic, Formative and Summative Assessments

In order to effectively assess students’ academic growth over time, the Charter School utilizes several growth measures, including curriculum-based diagnostic, formative, and summative assessments. The Charter School uses benchmark assessments in Reading and Math, and IABs (Math and English interim block assessments aligned with the SBAC). Teachers are actively conducting informal assessments through checking for understanding, exit tickets, quizzes, classwork, and homework.

Other Assessments

Students are given the annual state-mandated standardized assessments. The Matrix below includes the currently required State assessments for students and internal assessments used at the Charter School. Such assessments, as further described in the LCAP, are aligned with the Eight State Priorities. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2/3 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card (“SARC”) as required by Education Code Section 47605(b)(5)(C).

Assessment Matrix

The following provides additional information to describe the Charter School’s plans for student assessments:

Table 2/3.2: Assessment Schedule

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC Initial Assessment (IA)	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	K-8 As prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.
ELPAC Summative Assessment (SA)	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	K-8 Every year until Reclassified as Fluent English Proficient	Once a year	The results are used as one of four Criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.
CAASPP SBAC	State criterion-based assessment in ELA and Math	3-8	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year’s LCAP.

CAST	State criterion-based assessment in Science	5, 8	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
CAA	State alternative assessment in ELA, Math, and Science for eligible students	3-8 for eligible students	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	K-8	Daily/ Weekly	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	K-8	End of unit/end of trimester/end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward	K-8	Trimesterly	Students demonstrate

	Standard Mastery in grade level core curriculum			progress toward Standards Mastery
Benchmark Assessments	Determine progress toward Standard Mastery grade level core curriculum	K-8	Trimesterly	Students demonstrate progress toward Standards Mastery
PSAT	Preparation for AP Courses	8	As prescribed	Students demonstrate aptitude for HS AP Courses.
CPFT	State criterion-based assessment in Physical Fitness	5 and 7	Spring/Once a year	Students demonstrate levels of health-related fitness
SBAC Practice Test	Practice the SBAC Assessment to familiarize the students with the structure of the SBAC Test	3-8	Once per year	Students will become familiar with the test format.
SBAC Interim Comprehensive Assessment (ICAs)	Provide students with the same item types and formats of the SBAC to include performance tasks Provide teachers with overall scale score and performance level	3-8	Twice per year	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.

	of each student			
SBAC Balanced Interim Assessment Blocks (IABs)	Provide student s an opportunity to show standar d mastery on smaller targets for instruction	3-8	Monthly at minimum or additionally, as assigned by teacher	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP.

Data Analysis and Reporting

Garvey/Allen STEAM Academy uses a proactive approach to data analysis. The Board of Directors and the Charter School leadership establish strong goals for student achievement and the supports needed for Charter School teachers to analyze student data easily and continuously. The most common type of data are internally created assessments and curriculum-based assessments. These data allow teachers to receive summative data quickly so they can immediately adjust instruction to assure student mastery of standards. The use of benchmark allows teachers to receive formative data quickly so they can determine the strength of the lesson pacing and student mastery of standards.

After each round of benchmark assessments, results are compiled and analyzed by administration and teachers, looking for areas of growth and new or continuing areas of opportunity. Data are disaggregated by subgroup to determine achievement gaps, if any. The Superintendent and Dean of Curriculum and Instruction perform intensive analysis. Professional Development takes place after collection of results to address the trends identified in results analysis, and adjusting instruction as necessary to meet the new and continuing needs of Garvey/Allen STEAM Academy's Achievers. Results are then shared with Achievers and parents/guardians and summary data is provided to the Board, to discuss growth, review and adjust goals discussed previously (reporting of student achievement data includes the annual SARC and reflection and analysis as part of the annual LCAP goal setting process). Personally identifiable and de-identified data will only be shared pursuant to the same FERPA and state law guidelines. Achievers' benchmark results trigger another review of an Achiever's current Charter School performance for

either an intervention and/or enrichment.

Through the use of curriculum, benchmark assessments are administered three times a year: beginning, middle, and end of the school year. Benchmark assessments are used to assess Achievers' progress toward standards mastery. The data from benchmark assessments is used to direct instruction through the reteaching of missed concepts, the grouping of Achievers based on skill set, and pace in which to address additional standards. The curriculum-based measurements identify standards that Achievers need additional support with and offer automatically generated remediation via the online components of the program.

Use of Data

Garvey/Allen STEAM Academy understands the power of data collection, analysis, reporting and use of data. The process begins with the development of the LCAP which includes input from parents, guardians, Achievers, Achievement Guides, staff and community, and it is approved by the Board of Directors no later than June 30th for the following school year. In the LCAP are the school goals and actions to address the Eight State Priorities as identified by the educational partners and a review of data. In the Professional Development calendar, it is noted that at the end of the school year, the Achievement Guides participating in Professional Learning Communities, will spend three of the weekly sessions reviewing the progress of Achievers including significant subgroups, grade levels, core content areas and the Charter School as a whole, and will set goals for the following school year. The LCAP is published on the Charter School's website.

Before the school year begins, the Achievement Guides and administrators review the goals, but further, they examine the results of the SBAC and ELPAC scores for the students, significant subgroups, grade levels, core content areas and the Charter School as a whole. The Achievers by name are identified for interventions, course placement, or enrichment. The Achievement Guides work collaboratively with their colleagues to develop the strategies that showed the most positive impact on student achievement. Further, by September of each year, the Achievement Guides develop personal and professional SMART goals which are aligned to the LCAP goals and tied to the teacher evaluations. These SMART goals incorporate trimesterly benchmarks and trimesterly conferences between the Achievement Guides and the administrator. It is through this process that Achievement Guides are held accountable for using the formative and summative data in their courses to develop data responsive long-range plans and weekly lesson plans. Achievement Guides communicate with parents/guardians through emails, phone calls and emails. It is the responsibility of the Achievement Guides to contact parents/guardians if an Achiever is academically low achieving, not meeting standards, or receiving a 0, 1, or 2 (K-4) or C- (5-8) in any content area or course.

Throughout the year, the Achievers take multiple assessments as prescribed in the Assessment Schedule. The Achievement Guides meet during their preparation time during the week and/or at the weekly professional development session as noted in the Professional Development Calendar. The Achievement Guides meet to discuss topics,

data and goals for the school year include curriculum, assessment, SMART goals, MTSS and RtI², rubrics, data, LCAP, and more goal setting.

The Superintendent presents results of assessments trimesterly to the Board of Directors at regularly scheduled Board meetings so that the Board understands the Achievers progress toward meeting goals. The Superintendent presents the data to the Board aggregated in Professional Learning Communities schoolwide, by grade level, by significant subgroups (e.g. ethnicity, ELs, SWD, SED) and by core content areas. The Board meetings are open to all educational partners. The Superintendent also develops the SARC for approval of the Board in January. In addition, Garvey/Allen STEAM Academy holds monthly, bilingual Parental Summits presented by the Superintendent, Achievement Manager, Achievement Guides, Paraprofessionals or other Parents/Guardians.

Garvey/Allen STEAM Academy use a student information system, Infinite Campus, which includes a comprehensive platform designed to support a range of assessments, to store assessment results and to communicate to parents/guardians about their Achiever’s progress. Reports can be generated from the student information system to provide information to educational partners, CDE, Dashboard, CBEDS, CALPADS, and to respond to chartering authority’s requests.

Grading System

Achievers are graded in the following subject areas ELA, Math, Science, Social Science Humanities, Physical Education, and Conservatory. Achiever performance on specific academic standards will be assessed through multiple measures, included by not limited to criterion-referenced tests, projects, quizzes, homework, etc. Garvey/Allen STEAM Academy does not award the letter grade “D” for any reason, this is non-negotiable. Grades are a reflection of Achievers progress toward mastering grade level, content standards. Work completion is not an indicator of progress toward content mastery.

Table 2/3.3: Grading System

Performance Level	Assessment Average	Grade (Grade Points)
Advanced	90% - 100% (passing)	A (4) – Includes A+, A, A-
Proficient	80% - 89% (passing)	B (3) – Includes B+, B, B-
Approaching Mastery/Basic	70% - 79% (passing)	C (2) – Includes C+, C, C-
Below Mastery/Far Below Basic	0% - 69% (not passing)	F (0)

These grades are determined on the following:

- Quality of Work (Purposeful Excellence)
- Interpretation and application of facts, concepts, and principles of the subject
- Originality, initiative, and reasoning
- Quantity of completed class and homework (effort is important here)
- Meeting the standards of the course/subject

Sample Category Weighting Grades 5-8 (subject to change)

- 10% - Homework
- 30% -Participation/Classwork
- 40% - Projects
- 20% - Test/Quiz/Essay

Responsibility, Work Habits, Cooperation Skills

Work Habits Grade This mark is based on effort, responsibility, attendance, completion of assignments, and evaluations. This grade is determined by a mark of E for Excellent, S for Satisfactory, N for Needs Improvement, or U for Unsatisfactory.

Cooperation Grade This mark is based on courtesy, conduct, improvement, and class relations. This grade is determined by a mark of E for Excellent, S for Satisfactory, N for Needs Improvement, or U for Unsatisfactory.

Grades are based solely on an Achiever’s progress toward meeting content area standards. It does not include an Achiever’s academic responsibility, work habits, or interpersonal skills. These career preparation skills are evaluated separately for each content area but still indicated on the report card. Garvey/Allen STEAM Academy has also incorporated the following practices to support this goals:

- Participate in a Portfolio Reflection/Exhibition in order to reflect on their learning and set SMART goals for the next grading period. Portfolio Reflections and Exhibitions include:
 - Reflection cover sheet
 - Selected work samples/projects
 - Focus Area: VAPA or STEM Focus
 - Circulate a School Activity Progress Report before any activity
 - Academic Planner
 - Binder Checks

4 Point Rubric:

- E Excellent**, consistently demonstrates skills
- S Satisfactory**, usually demonstrates skills
- N Needs to Improve**, occasionally demonstrates skills
- U Unsatisfactory**, rarely demonstrates skills

Table 2/3.4: Responsibility, Work Habits, Cooperation Skills

Responsibility	Work Habits	Interpersonal Skills
Achiever comes prepared to class, completes and submits homework and class work in a timely manner.	Achiever demonstrates good effort; uses class time wisely, listens to and follows directions and behavior expectations.	Achiever demonstrates courtesy, respect, cooperation, and teamwork. Achiever works well with peers and adults.

Late/Missing Work Policy

Achievement Guides accept late or missing work (not including when an Achiever is absent) that is thoughtful and original for credit up to two (2) school days, Achievers will have 10% taken off of the overall assignment if it is turned in late. If the assignment is not turned in within these two (2) school days, the grade will be recorded as a "0."

Revision opportunities

Achievers may revise homework, classwork, quizzes, tests, mid-terms, essays, and projects within one week from the day the assignment is returned, or grade is posted. Achievement Guides accept revisions and determine the amount of credit earned based on the quality of the work submitted. The grade will be replaced with the revision unless the revision grade is lower than the original grade.

Grading Schedule

Achievement Guides will grade and input grades for homework, classwork, quizzes and tests no later than one week from the due date. Achievement Guides will grade and input grades for essays and projects no later than two weeks from the due date. Achievement Guides will input a minimum of two grades per week. Achievers and/or parents/guardians should communicate to the Achievement Guide regarding issues hindering timely submission prior to the due date.

Report Cards

Achievers and parents/guardians will receive progress reports once each trimester and report cards at the end of each trimester. The six (6) week progress report is an opportunity for the Charter School to communicate with parents/guardians about their Achiever's progress. A parent/guardian whose child is failing at the six (6) week progress report is required to meet with the Achievement Guide of that course within one week of receiving the six (6) week progress report. Achievement Guides and parent/guardians may also request conferences with each other at any time via Class Dojo.

Final Grades

At the end of each trimester (12 weeks), Achievers and parents/guardians will receive a report card mailed home. The final year end grade for a course is the numerical average of all grading periods. Grades are rounded to the nearest whole number. If a student receives a yearly grade lower than 70%/2, the Achiever fails that course for the year.

Conferences

A variety of conferences will be conducted throughout the school year and include:

- 1. Parent-Guardian/Achievement Guide Conferences:*** These will be scheduled two times per year in person, via video chat (Facetime, etc.), or teleconference. During these conferences, parents/guardians have the opportunity to share their expectations, ask questions, and share any concerns they have about their child.
- 2. Parent-Guardian/Achievement Guide/"Achiever Led" Conferences:*** These will be scheduled two times per year in person, via video chat (Facetime, etc.), or teleconference. During these conferences, Achievers have an opportunity to reflect and

discuss their progress toward grade level standard mastery. They will develop and report on the Big Five Independent Learning Plan Areas: attendance, academic (grades, assessment results, online lessons), cultural awareness and social emotional growth, behavior (including House points), VAPA and STEM progress. Achievement Guides will clearly state the grading policies for their class and/or subject area at the beginning of the year. Parents/guardians can keep track of Achiever grades via Infinite Campus. Report cards are accessible during these conferences.

3. Achiever/Achievement Guide Conferences: Achievement Guides will regularly confer with their Achievers individually during small group instruction to discuss progress toward goals and provide actionable feedback. The Achievement Guide will begin with sharing a positive statement about the Achiever's academic strengths and share one specific strategy or information (actionable feedback) that the Achiever can use to continue to grow and achieve.

4. Other Conferences: Regular communication with parents/guardians about Achiever achievement is important at Garvey/Allen STEAM Academy. Conferences may be arranged and initiated by the Achievement Guide, parent/guardian, or administration throughout the school year to ensure that the academic program is meeting the Achiever's needs.

Promotion and Retention

The purpose of promotion or retention is to meet Achiever needs at the appropriate level in the best way possible and to ensure that Achievers are fully prepared for success in the next grade.

Multiple data points are considered in determining promotion and retention including attendance, academic level, mastery of skills, progress made to date, social factors, and standardized test scores. If data indicates that promotion is in doubt, a parent/guardian conference will be scheduled and a final decision will be made and communicated before the end of the school year.

Garvey/Allen STEAM Academy reserves the right to retain Achievers in all grades. For Achiever's with IEPs, successful completion of IEP goals will also be considered along with the above criteria.

Promotion Ceremonies

Kindergarten, Fifth, and Eighth Grade Achievers will experience a "Rites of Passage" Ceremony. This will be similar to the traditional "promotion ceremony." However, at Garvey/Allen STEAM Academy, our Achievers will understand the importance of high school and college graduation, therefore the Charter School will refrain from using the term graduation. At the end of Kindergarten, students will participate in a "Kindergarten Celebration." At the end of elementary school, students will participate in a "Culmination." At the end of middle school, students will participate in a "Promotion."

Element 4: Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D)

Nonprofit Public Benefit Corporation

The Charter School is a directly funded independent charter school and is operated as a California non-profit public benefit corporation, pursuant to California law and in accordance with this charter.

The Charter School will operate autonomously from the chartering authority, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the chartering authority and the Charter School. Pursuant to Education Code Section 47604(d), the chartering authority shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the chartering authority has complied with all oversight responsibilities required by law.

Board of Directors

The Charter School is governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than three (3) and no more than five (5) directors. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the chartering authority, shall be designated by the existing Board of Directors. All Directors are to be designated at the corporation’s annual meeting of the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

To achieve effective school governance, the Board of Directors shall have experience in one or more of the following areas: Project Management, Strategic Planning; Business and Financial Management; Facilities, Real Estate; Fundraising, Grant Writing, Donor Relations; Governance, Law, Compliance; and/or, Community Outreach, Communications. The Board is a self-perpetuating Board, and prospective Board members shall apply to the Board of Directors. The Board interviews and selects a candidate with a vote taken as an agenda item at a Board meeting. The names, titles, and relevant qualifications of the current Board of Directors are as follows.

Table 4.1: Garvey/Allen STEAM Academy Board of Directors (at the time of submission)

	Project Management, Strategic Planning	Business & Financial Management	Facilities & Real Estate	Fundraising, Grant Writing, Donor Relations	Governance, Law, Compliance	Community Outreach, Communications
La Donna Nolley- President/ Chair of the Board	X					X
Sharon Catlett – Vice President/ Chair/Secretary of the Board				X	X	X
Felecia Yarbrough – Board Member	X	X	X			
Tolanda McKinney – Board Member	X					X

In accordance with the bylaws, no persons serving on the Board may be “interested persons.” No Charter School employees shall serve on the Board. No director shall receive compensation for membership on the Board, in accordance with the bylaws. All directors will serve as volunteers. The Charter School and its Board agree to comply with the conflict of interest rules under Section 1090 *et seq.* and 81000, *et seq.* of the California Government Code as set forth in Education Code Section 47604.1, and other applicable laws. In addition, the Board of Directors has adopted a Conflict of Interest Code that complies with the requirements of the Political Reform Act, including submittal of Fair Political Practices Commission Form 700 Statement of Economic Interest, and Corporations Code conflicts of interest rules, which shall be updated with any charter school-specific conflicts of interest laws or regulations applicable in the future. As required, the Conflict of Interest Code has been submitted for approval to the County Board of Supervisors.

Board Meetings and Duties

The Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c).

Notwithstanding the foregoing, the Board may modify or suspend practices required under the Brown Act to the extent allowed by an executive order issued by a public official, or any other law, where warranted in the interests of health and safety, e.g., in response to a public health crisis or other disaster event. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Superintendent/Chief Executive Director of the Charter School;
- Delegate to the Superintendent/Chief Executive Officer full authority over routine personnel matters, including hiring, assignment, supervision, performance management, corrective action, suspension, and termination of employees, except where Board action is required by law, employment agreement, or adopted Board policy;
- Approve all loans or borrowing on behalf of the Charter School;
- Approve all contractual agreements exceeding two hundred fifty thousand dollars (\$250,000);
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies supporting staff development, performance, and compensation;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly monitor measurable progress of both student achievement and staff performance;
- Involve parents/guardians and the community in school related programs and engagement opportunities;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning and sustainability planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out-of-state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to the Superintendent/Chief Executive Officer of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Board Training

Board members attend training seminars, conferences and/or retreats to ensure that they have the proper tools and knowledge to govern a charter school. Areas of training include understanding the responsibilities of being a board member, the Brown Act, conflict of interest laws that apply to charter schools, including the Political Reform Act and anti-self-dealing provisions described in the California Corporations Code, and ethics. The Board may select experts and consultants to provide this training. Garvey/Allen STEAM Academy intends to support the Board's continuous growth by offering board members and staff to trainings offered by the California Charter Schools Association, Charter Schools Development Center, and RCOE.

Each member will act in accordance with both the Duty of Care: to act in good faith and with care of an ordinary prudent person; and the Duty of Loyalty: to refrain from doing anything that would cause injury to the organization.

Superintendent and Chief Executive Officer

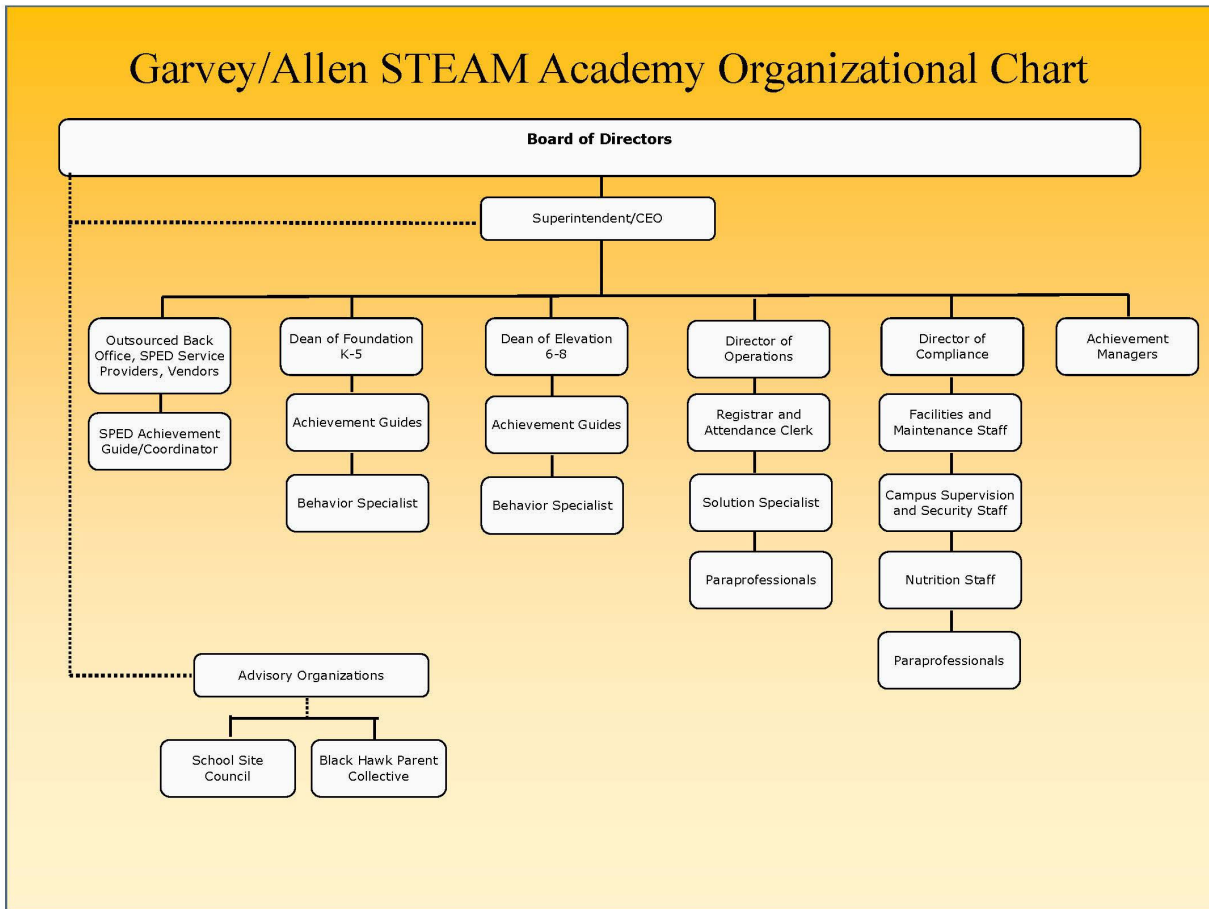
The Superintendent/Chief Executive Officer shall perform assigned tasks as directed by the Charter School's Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School implements the mission and vision;
- Oversee hiring, promotion, discipline, and dismissal of employees consistent with Board-approved policies;
- Communicate and report to the Charter School Board of Directors;
- Ensure sound fiscal management of the Charter School within a balanced budget through collaboration of the back-office service provider and the Board;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Ensure compliance with all applicable state and federal laws;
- Oversee grant applications and implementation, fundraising, and donor development;
- Communicate with parents, guardians, recruit new families and students, and partner with families to support academic growth;
- Take responsible steps to secure full and regular attendance of the students enrolled in accordance with policies established by the Board of Directors;

- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the chartering authority;
- Identify the staffing needs of the Charter School and offer professional development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Ensure the safety and security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Attend chartering authority administrative meetings as requested by the chartering authority and stay in direct contact with the chartering authority regarding changes, progress, etc.;
- Attend meetings with the chartering authority on oversight, fiscal, operational, and/or other staff issues as requested by the chartering authority;
- Submit all financial reports as required for proper attendance reporting;
- Develop the Charter School's annual performance report, the SARC, and the LCAP;
- After review and approval of the independent fiscal audit of the Charter School to the Board of Directors, and submit the audit to the chartering authority, the County Superintendent of Schools, the State Controller, and the CDE;
- Sustain a positive school culture, character development, and manage implementation of student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings, as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an administrator of the Charter School, other appropriate employee, or third-party provider.

Chart 4.1: Garvey/Allen STEAM Academy Organizational Chart (at the time of submission)



Family Involvement

Family involvement is critical, and parents/guardians are a key part of the process of supporting and guiding the Charter School. Families are welcome at Garvey/Allen STEAM Academy and are a key part of the learning process at the Charter School. Families receive a monthly newsletter of Charter School happenings and important dates including Board meeting dates, be apprised of test scores across the Charter School and for their individual child, are key in the LCAP development process and their input will be received through surveys and parent/guardian forums. Garvey/Allen STEAM Academy strive to enhance relationships with families through family education nights, family nights, student showcases, open houses and back to school nights.

To also educate our families, we will hold Parental Summits to answer any questions they have and instruct them on topics of interest like state standards, supporting their children academically and social emotionally. Achievement Guides will provide parents/guardians guidance on how they can help their child succeed at home in their studies as well. Achievement Guides will send home progress reports, hold conferences, and provide families information on the website.

The Garvey/Allen STEAM Academy culture involves a community of staff, parents, guardians and professionals dedicated to empowering students to achieve their goals. Learning outcomes improve when parents or guardians actively participate in their child’s education. Parents and guardians are viewed as valued partners at Garvey/Allen STEAM Academy and are invited to volunteer in the classroom, participate in Charter School committees and events, and attend Board meetings.

Garvey/Allen STEAM Academy engages parents, guardians, teachers and community leaders to meet on a periodic basis to advise on the operations of Garvey/Allen STEAM Academy, with the purpose of increasing student achievement, sense of belonging to a greater learning community, and pride in how Achievers are demonstrating their learning.

Garvey/Allen STEAM Academy shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child’s admission, continued enrollment, attendance, or participation in the Charter School’s educational activities, or otherwise discriminate against an Achiever in any manner because their parent or legal guardians cannot, has not, or will not provide volunteer service to Garvey/Allen STEAM Academy.

Families bring a wealth of experiences to the school community. Families are encouraged to participate in school programs and activities designed to strengthen the partnership between home and school. Garvey/Allen STEAM Academy will hold monthly, bilingual Parental Summits presented by the Superintendent, Dean, Achievement Manager, Achievement Guide, Paraprofessional, or other Parents/Guardians. Below is a table of projected annual topics.

Table 4.2: Parental Summits (subject to change)

Month	Topic
August	Orientation to Garvey/Allen STEAM Academy Family and Dream Team Picnic 5 th /6 th Grade Parents – How to Transition to Middle School?
September	Back to School Night How to Support my Achiever’s Success? How to Understand my Achiever’s Assessments (SBAC, ELPAC and Benchmarks)?
October	How to Prepare for Conferences? How to Prepare my Achiever for College? Academically High Achievers Family Advisory Achiever Showcase

November	How to Support my Achiever with Homework, Preparing for Assessments and Projects? How to Hold my Achiever Accountable at Home and at School?
December	Family Math Night Achiever Showcase
January	What type of Learner is my Achiever? How to Motivate my Achiever? How to Identify and Treat Disorders: Eating Disorders, Body Image Issues? Why is Attendance Important?
February	How to Manage my Achiever’s Social Media and Practice Internet Safety? How to Identify Self-Harming Behavior and Suicidal Tendencies? How to Prepare my Achiever for the PSAT’s?
March	How to Help my Achiever Deal with Bullying? What Role do Parents Play in School? LCAP Goals and Workshop 8 th Grade Parents – Preparing for High School
April	Achiever Showcase How to Prepare my Achiever for the SBAC?
May	How to Support my Achiever’s Social and Emotional Needs? How Can I Help Improve my Achiever’s Achievement Over the Summer?
June	Achiever Showcase

Black Hawk Parent Collective

Garvey/Allen STEAM Academy shall maintain the Black Hawk Parent Collective (“BHPC”) as the primary parent engagement and family partnership organization of the Charter School. The BHPC functions similarly to a Parent-Teacher Organization, Parent-Teacher Association, and Booster Club model and serves as an important structure for promoting family leadership and participation in school life.

The purpose of the BHPC includes:

- Promoting family engagement and involvement
- Supporting student achievement
- Strengthening school-community partnerships
- Supporting cultural programming and school traditions
- Assisting with fundraising efforts
- Supporting enrichment and extracurricular programs
- Providing opportunities for parent leadership and advocacy

The BHPC shall meet regularly throughout the school year to:

- Share information with families
- Provide feedback to school leadership

- Support school programs and initiatives
- Assist with planning school-wide events
- Support enrichment activities

Participation in the BHPC shall be voluntary and open to all families of enrolled Achievers. The Superintendent/Chief Executive Officer or designee shall support coordination of the BHPC to ensure alignment with school priorities and family engagement goals. Representatives of the BHPC may provide updates to the Board of Directors during regularly scheduled Board meetings under designated agenda items.

School Site Council (“SSC”)

SSC completes its legally required responsibilities annually. The SSC meetings shall be held in accordance with the Greene Act. The SSC is comprised of a Dean, Achievement Guides, Classified Staff members, and parent/guardian representatives. The SSC at Garvey/Allen STEAM Academy is the vehicle through which the school community comes together to chart the Charter School’s plan for improvement. The goal of the SSC is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the SSC are as follows:

1. Annually develop, evaluate, and approve the Local Control Accountability Plan which can stand in for the Single Plan for Student Achievement (“SPSA”) for Charter School
2. Review and revise School Safety Plans
3. Support development and review of parent and family involvement policies and School Compact (Title I)

English Learner Advisory Committee (“ELAC”)

To the extent that Garvey/Allen STEAM Academy has more than 21 identified ELs, regardless of the types of programs offered at the Charter School, Garvey/Allen STEAM Academy will voluntarily maintain an ELAC. The ELAC meetings shall be in accordance with the Greene Act. ELAC will be composed of a Dean and parents/guardians of ELs. Translation is provided by parents/guardians and staff. The purpose of ELAC is to provide parents/guardians of ELs the opportunity to:

1. Participate in the Charter School’s needs assessment on any issue, not limited to those pertaining to ELs
2. Advise the Charter School staff on the Charter School’s program and services for ELs
3. Provide input on the most effective ways to ensure regular Charter School attendance
4. Advise the Charter School on the annual language census
5. Advise the School Site Council on the development of School Improvement Plans like the LCAP

Ongoing School-Home Links

In accordance with the Garvey/Allen STEAM Academy ideals, we recognize that strong relationships between Charter School and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents/guardians understand and support the fundamental mission and

vision of the Garvey/Allen STEAM Academy, and to help Charter School staff understand the needs, wishes, values, and culture of parents/guardians and students. Every staff member will serve as a facilitator of this process. School-home bridge-building activities may include:

- Orientation for new families to clarify the mission and vision of Garvey/Allen STEAM Academy, the educational approach, and a description of volunteer opportunities;
- Family meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Invitation of parents/guardians to committee meetings and Charter School functions;
- Training in how the Garvey/Allen STEAM Academy's assessment process works;
- Inclusion of parents/guardians in instruction, as appropriate;
- Regular communication between parents/guardians and teachers;
- Workshops to help parents/guardians support their children's education; and
- Charter School celebrations.

Achievement Guides Involvement

Garvey/Allen STEAM Academy views Achievement Guides as the experts in curriculum and instruction. As the primary executors of Garvey/Allen STEAM Academy's educational program, they are the day-to-day stewards of Garvey/Allen STEAM Academy's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and teachers will have weight in all areas of Charter School decision-making. Achievement Guides will confer among themselves and with administration to discuss concerns, Achiever progress, Achiever needs, professional development plans, long-range Charter School plans, and other governance issues.

Achievement Manager Involvement

Garvey/Allen STEAM Academy promotes civic responsibility, leadership, and community engagement as essential components of student development. Achievers shall be provided opportunities to participate in structured community service and service-learning activities designed to:

- Build leadership skills
- Promote civic engagement
- Strengthen community partnerships
- Encourage responsibility and accountability
- Develop service-minded citizenship

Community service opportunities may be incorporated into:

- Leadership programs
- Advisory or character development programming
- School-wide service initiatives
- Cultural events
- Community-based projects
- School beautification activities
- Peer mentoring opportunities

Student leadership opportunities may include:

- Participation in student leadership programs
- Involvement in student advisory groups
- Participation in clubs and organizations
- Leadership roles during school events
- Opportunities to provide feedback on school climate and culture

Participation in student leadership and service-learning activities supports the Charter School's mission of preparing Achievers to become responsible, engaged members of their communities.

Element 5: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E)

Overview

Garvey/Allen STEAM Academy is committed to attracting, training, and retaining staff who are committed to empowering the community through education. Garvey/Allen STEAM Academy maintains high expectations for all staff and expects that staff will commit to the mission and vision of the Charter School. Garvey/Allen STEAM Academy who understand the urgency to ensure Black and Brown excellence by doing the “heart work” necessary to address the social, emotional, and academic needs of students and who demonstrate a genuine caring for children, a fundamental belief that all students can successfully master rigorous curriculum given sufficient time and support, a willingness to employ best practices, commitment to collaborate with colleagues, and a willingness to accept responsibility for the success of each student and the school community as a whole.

Equal Employment Opportunity

The Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against applicants or employees on the basis of the characteristic listed in Education Code Section 220 or protected under other California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

The Charter School shall adhere to all requirements of ESSA that are applicable to teachers and paraprofessional employees. Garvey/Allen STEAM Academy shall ensure that all teachers shall hold the CTC certificate, permit, or other document required for the teacher’s certificated assignment, pursuant to Education Code Sections 47605(l)(1) and 47605.4(a). The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection by the chartering authority. Upon the hiring of any teacher, if requested by the County, the Charter School shall provide a copy of that teacher’s credentials documentation to the County.

Employee Qualifications

The staffing needs for Garvey/Allen STEAM Academy are identified by the Superintendent and will be consistent with the Charter School budget. Before any employee can begin service at Garvey/Allen STEAM Academy they must provide evidence of fingerprinting/background screening and tuberculosis (“TB”) risk assessment or examination. These documents must be checked and verified by administrative staff.

The Charter School will maintain a current copy of all employee records, which will be available for audit along with a record of their teaching credentials, fingerprinting/background screening, professional development hours, and a current TB risk assessment or examination. The Charter School will comply with all state and federal laws concerning the maintenance and disclosure of employee records. See Element 6 of this charter for additional information.

Within the provisions of applicable law, Garvey/Allen STEAM Academy reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies so long as the credentialing requirements are met. Additionally, Garvey/Allen STEAM Academy will ensure the Charter School is a School of Choice and no employee will be required to work at the Charter School.

The following table is a list of all Charter School employee positions, including administrators, certificated staff, and classified staff.

Table 5.1: Employee Titles and Classifications (Subject to Change based on Student Need)

Title	Classification
Superintendent/Chief Executive Officer	Administration
Dean of Foundation (K-5)	Administration
Dean of Elevation (6-8)	Administration
Director of Operations	Administration
Director of Compliance	Administration
Achievement Guide	Certificated
Intervention Teacher	Certificated
Special Education Achievement Guide/Coordinator	Certificated or Contracted
Achievement Manager (Counselor/Social Worker)	Certificated or Contracted
Substitute Teacher	Certificated
Computer Science Achievement Guide	Certificated
VAPA Specialist	Certificated
Solutions Specialist	Classified
Special Education Aide – Special Education	Classified
Paraprofessional Aide - Instructional	Classified
Paraprofessional Aide – Afterschool	Classified
Campus Supervisor	Classified

Security Personnel	Classified or Contracted
Facilities Manager/Maintenance I-III	Classified
Nutrition Manager	Classified
Nutrition Staff	Classified
Office/Clerical Staff	Classified
Registrar and Attendance Clerk	Classified
Service and Support Providers	Contracted

Job Descriptions and Qualifications

Job descriptions and qualifications for the following key staff are as:

Superintendent and Chief Executive Officer

The Superintendent/Chief Executive Officer will serve as the executive leader of the Charter School and will be responsible for the overall leadership, management, and operation of the Charter School. The Superintendent/Chief Executive Officer provides strategic direction and ensures that the Charter School fulfills its mission, vision, and educational goals while maintaining compliance with applicable federal, state, and local laws.

The Superintendent/Chief Executive Officer operates under the authority of the Board of Directors and is responsible for implementing Board policies, managing daily operations, overseeing instructional programs, supervising personnel, and ensuring effective fiscal and organizational management. The Superintendent/Chief Executive Officer shall serve as the primary liaison between the Charter School and the Board of Directors, authorizer, community partners, families, and external agencies.

The Superintendent/Chief Executive Officer holds responsibility for leadership across all academic, operational, financial, and personnel functions of the Charter School and ensures that all departments operate in alignment with school goals and regulatory requirements.

Primary Responsibilities

- Provide executive leadership and strategic direction for the Charter School
- Implement policies adopted by the Board of Directors
- Supervise and evaluate administrative staff including Directors and Deans
- Oversee hiring, promotion, discipline, and dismissal of employees consistent with Board-approved policies
- Develop staffing structures aligned to student needs and organizational growth
- Oversee academic programs, curriculum implementation, and student achievement outcomes
- Ensure implementation of intervention systems and student support programs
- Collaborate with fiscal service providers to develop annual budgets
- Present financial reports and operational updates to the Board of Directors
- Oversee vendor selection and contract implementation consistent with Board

- policy
- Ensure regulatory compliance with Education Code, federal programs, and charter requirements
- Maintain communication with the charter authorizer and regulatory agencies
- Prepare reports and recommendations for Board consideration
- Support community engagement and communication with families and stakeholders
- Ensure safe and effective school operations

Qualifications

- Bachelor's degree required
- Master's degree in Education, Educational Leadership, Public Administration, or related field preferred
- Valid California Teaching Credential required
- Administrative Services Credential preferred but not required unless required by assignment
- Experience in school leadership, educational administration, or organizational leadership
- Experience supervising personnel and managing organizational systems preferred
- Demonstrated knowledge of Charter School governance and operations preferred
- Strong leadership, communication, and decision-making skills
- Ability to manage complex organizational responsibilities
- Demonstrated commitment to student success and organizational excellence

Dean of Foundation (Lower School, Grades K-5)

The Dean of Foundation serves as the instructional and operational leader for the upper school grades (K-5) and supports the academic, behavioral, and operational success of Achievers. The Dean of Foundation provides leadership to Achievement Guides, monitors instructional practices, supports classroom management systems, and helps ensure the consistent implementation of curriculum, intervention supports, and schoolwide expectations. This role supports Achievement Guides through instructional coaching, monitors student achievement data, supports discipline and intervention systems, and ensures alignment of classroom instruction with schoolwide expectations and academic goals.

The Dean of Foundation collaborates with the Superintendent/Chief Executive Officer and leadership team to support instructional improvement, student success initiatives, academic interventions, staff development, and the implementation of schoolwide systems that promote strong school culture, academic rigor, and high expectations.

Qualifications

- Bachelor's degree required
- Master's degree in Education, Educational Leadership, Public Administration, or related field preferred

- Valid California Teaching Credential required
- Administrative Services Credential preferred but not required unless required by assignment
- Minimum three years of successful teaching experience
- Experience supporting classroom instruction and teacher development
- Knowledge of MTSS, PBIS, and behavior support systems
- Ability to analyze student achievement and behavior data to inform decisions
- Strong leadership, communication, and organizational skills
- Demonstrated commitment to culturally responsive practices and equity-centered education

Dean of Elevation (Upper School, Grades 6-8)

The Dean of Elevation serves as the instructional and operational leader for the upper school grades (6-8) and supports the academic, behavioral, and operational success of Achievers. The Dean of Elevation provides leadership to Achievement Guides, monitors instructional practices, supports classroom management systems, and helps ensure the consistent implementation of curriculum, intervention supports, and schoolwide expectations. This role supports Achievement Guides through instructional coaching, monitors student achievement data, supports discipline and intervention systems, and ensures alignment of classroom instruction with schoolwide expectations and academic goals.

The Dean of Elevation collaborates with the Superintendent/Chief Executive Officer and leadership team to support instructional improvement, student success initiatives, academic interventions, staff development, and the implementation of schoolwide systems that promote strong school culture, academic rigor, and high expectations.

Qualifications

- Bachelor's degree required
- Master's degree in Education, Educational Leadership, Public Administration, or related field preferred
- Valid California Teaching Credential required
- Administrative Services Credential preferred but not required unless required by assignment
- Minimum three years of successful teaching experience
- Experience supporting classroom instruction and teacher development
- Knowledge of MTSS, PBIS, and behavior support systems
- Ability to analyze student achievement and behavior data to inform decisions
- Strong leadership, communication, and organizational skills
- Demonstrated commitment to culturally responsive practices and equity-centered education

Director of Operations

The Director of Operations serves as the organizational leader responsible for ensuring the efficient, compliant, and strategic management of Garvey/Allen STEAM Academy's daily business and administrative functions. This role oversees enrollment, attendance,

budgeting, purchasing, facilities coordination, human resources processes, scheduling, communications, and operational systems that support teaching and learning. Acting as a key partner to the Superintendent/Chief Executive Officer and leadership team, the Director of Operations develops and monitors procedures that ensure smooth school operations, fiscal responsibility, regulatory compliance, and a positive school climate. The position also manages some classified staff and volunteers, coordinates schoolwide events and logistics, supports hiring processes, maintains records and reporting systems, and serves as a liaison with families, community partners, agencies, and vendors. Through strong systems management and problem solving, the Director of Operations enables instructional leaders to focus on student achievement while ensuring the Charter School operates effectively and sustainably.

Qualifications

- Bachelor's degree in business administration, organizational management, education administration, or related field preferred; equivalent experience considered
- Minimum three years increasingly responsible experience in school operations, registrar services, office management, or similar role
- Experience with budgeting, purchasing, inventory, attendance reporting, and student information systems
- Demonstrated ability to manage multiple operational systems and timelines in a fast paced environment
- Supervisory experience with classified staff, volunteers, and operational teams preferred
- Knowledge of Charter School compliance, records management, safety procedures, and facility coordination
- Strong communication, organization, customer service, and problem solving skills
- Proficiency with technology, data systems, and office management platforms
- Experience coordinating events, calendars, hiring logistics, and staff onboarding
- Charter School experience highly desirable

Director of Compliance

The Director of Compliance supports Garvey/Allen STEAM Academy in maintaining alignment with applicable laws, regulations, and Charter School requirements while helping to ensure systems are organized, accurate, and consistently implemented. This role focuses on coordinating compliance related processes, maintaining required documentation, and supporting school leaders in meeting reporting and program expectations across areas such as student services, special education, English Learner programs, and health and safety.

Working in partnership with the Superintendent/Chief Executive Officer, Director of Operations, and leadership team, the Director of Compliance helps monitor timelines, organize required submissions, and prepare for audits or oversight visits. The role assists in maintaining student records, compliance documentation, and reporting systems to ensure accuracy, confidentiality, and accessibility. This position also helps track follow up actions and supports the implementation of any required corrective steps.

The Director of Compliance provides guidance and reminders to staff regarding key compliance requirements, including mandated reporting, student privacy, and program implementation expectations. The position may support training efforts, coordinate communication with external agencies when needed, and assist the Board of Directors in maintaining required documentation. Through strong organization and attention to detail, the Director of Compliance helps ensure the Charter School remains in good standing while allowing instructional and operational leaders to focus on their primary responsibilities.

Qualifications

- Bachelor's degree in education, public administration, or related field preferred; equivalent experience considered
- Minimum three years experience in school administration, compliance support, student services, or related field
- Working knowledge of key education requirements such as IDEA, Section 504, FERPA, and California Education Code preferred
- Experience supporting reporting, documentation, or audit preparation
- Strong organizational skills with the ability to manage timelines and multiple priorities
- Attention to detail and ability to maintain accurate records and documentation
- Effective communication and collaboration skills
- Comfort with data systems, student information systems, and basic reporting tools
- Ability to follow established procedures and support implementation across teams
- Experience supporting staff training or communication efforts preferred
- Strong communication, organization, customer service, and problem solving skills
- Charter School experience desirable

Special Education Achievement Guide (Teacher) and Coordinator

The Special Education Achievement Guide and Coordinator serves as both an instructional specialist and compliance leader responsible for ensuring that SWD receive high quality, inclusive, and legally compliant services aligned to Garvey/Allen STEAM Academy's equity driven mission. This role provides direct specialized instruction, collaborates with general education teachers to ensure access to grade level curriculum, and oversees the coordination of IEP processes, service delivery, and documentation across the Charter School. The position manages special education records, monitors service minutes, prepares required reports, supports IEP and multidisciplinary assessment meetings, and provides professional learning to staff on accommodations, inclusion practices, and MTSS alignment. By integrating instructional expertise with program oversight, the Special Education Achievement Guide and Coordinator ensures SWD experience rigorous STEAM learning, meaningful progress toward goals, and strong family partnership.

Qualifications

- Bachelor's degree required
- Valid Special Education teaching credential or appropriate state certification

required

- Minimum three years teaching experience with demonstrated expertise in special education instruction and IEP implementation highly desirable
- Experience coordinating special education programs, compliance systems, or case management preferred
- Knowledge of federal and state special education law, SELPA processes, and service delivery models
- Demonstrated ability to collaborate effectively with general education teachers, service providers, and families
- Experience monitoring data, service minutes, and student progress within MTSS frameworks
- Strong organizational skills related to documentation, reporting, and regulatory timelines
- Commitment to inclusive practices, social justice, and equitable access to rigorous curriculum

Achievement Manager (Counselor or Social Worker)

Achievement Managers provide comprehensive social emotional, behavioral, and academic guidance that supports Achievers in developing the skills necessary for strong academic achievement and successful transition to high school. This role focuses on building self-awareness, executive functioning, resilience, goal setting, and positive peer relationships through individual counseling, small group supports, and schoolwide Social Emotional Learning initiatives. Achievement Managers collaborate with Achievement Guides and leadership to monitor student progress, address attendance and behavioral needs, and support early academic planning aligned to middle school readiness and high school pathways. The position coordinates Section 504 plans, contributes to IEP teams, participates in ASTs and MTSS interventions, and partners with families to address barriers to learning. Achievement Managers interpret assessment and climate data, lead wellness and prevention programming, connect families to community resources, and support testing coordination. Through relationship centered practices and proactive intervention, Achievement Managers ensure Achievers are supported socially, emotionally, and academically within a rigorous STEAM learning environment that prepares them for high school success.

Qualifications

- Bachelor's degree required; Master's degree in counseling, psychology, education, or related field preferred
- Pupil Personnel Services credential or equivalent preferred
- Experience working with children or adolescents preferred
- Experience supporting student mental health, behavior, or social-emotional needs preferred
- Experience coordinating Section 504 plans, participating in IEP teams, and supporting MTSS processes
- Ability to interpret assessment and attendance data to inform interventions
- Strong collaboration skills with students, families, teachers, and community partners

- Commitment to equity, confidentiality, and student-centered decision making
- Knowledge of MTSS, behavior intervention systems, or restorative practices preferred
- Strong communication and relationship building skills

Achievement Guides (Teachers)

Achievement Guides at Garvey/Allen STEAM Academy serve as instructional leaders who design and deliver rigorous, culturally responsive learning experiences that support the academic, social, and emotional growth of every Achiever. Working collaboratively within interdisciplinary teams, Achievement Guides implement standards aligned curriculum through PBL, blended instruction, and STEAM integration while differentiating instruction to meet diverse learner needs. This role emphasizes continuous reflection on practice, data driven instruction, strong communication with families, and the use of restorative practices to foster inclusive classroom communities. Achievement Guides provide individual and small group support, monitor student progress, contribute to MTSS and intervention planning, and participate in schoolwide initiatives that promote college, career, and civic readiness. Through collaboration, innovation, and commitment to equity, Achievement Guides ensure that all Achievers engage in meaningful, interdisciplinary learning experiences. Some Achievement Guides may provide targeted academic support to Achievers who require additional assistance to meet grade-level expectations. This role focuses on small-group instruction, progress monitoring, and implementation of intervention strategies aligned to academic standards and intervention frameworks.

Qualifications

- Bachelor's degree required; Master's degree preferred
- Valid CTC certificate, permit, or appropriate authorization for assignment required
- Demonstrated commitment to Garvey/Allen STEAM Academy's mission, vision, and equity-centered instructional approach
- Experience designing standards aligned curriculum and using assessment data to inform instruction
- Ability to differentiate instruction for diverse learners and support inclusive classroom practices
- Strong communication and collaboration skills with students, families, and colleagues
- Commitment to restorative practices, culturally responsive teaching, and student centered learning
- Experience with STEAM education, interdisciplinary learning, and project based learning highly desirable
- Knowledge of blended learning models and technology integration highly desirable
- Experience working with and maintaining high expectations for Black and Brown students in an urban setting

Other Classified Staff

Other Classified Staff at Garvey/Allen STEAM Academy play an essential role in supporting daily school operations, student supervision, family engagement, and community partnership development. Positions such as Paraprofessionals, Campus

Supervisors, Security Personnel, Facilities and Maintenance Staff, Behavior Specialists, Solutions Specialist, Nutrition Staff, Registrar and Attendance Clerk, and Office Staff contribute to a safe, welcoming, and efficient learning environment aligned to the Charter School's mission and vision. Classified staff collaborate closely with administrators, Achievement Guides, students, families, and community organizations to support instructional programs, student services, outreach, and school events. These team members help strengthen communication, increase school visibility, maintain positive public relations, and foster meaningful partnerships throughout the Moreno Valley community. Through dependable service, strong relationships, and commitment to equity and inclusion, classified staff support the overall success and well-being of Achievers and families.

Qualifications

- High School Diploma or equivalent, **and**
- Two years of college (48 units), **or**
- Associate's Degree (or higher), **or**
- Pass a local assessment of knowledge and skills in assisting in instruction in reading, writing, and mathematics. (Required)
- Minimum of one (1) year of work or volunteer experience. (Required)
- Demonstrated ability to collaborate with administrators, teachers, students, families, and community partners
- Strong communication skills in both oral and written formats
- Evidence of reliability, professionalism, and strong organizational skills
- Basic technology, record keeping, and office support skills as appropriate to the position
- Ability to foster positive interactions with children and contribute to a safe school environment
- Experience supporting family engagement, community outreach, or student supervision preferred
- Commitment to Garvey/Allen STEAM Academy's mission, culture, and equity centered practices

Staff Evaluations

Garvey/Allen STEAM Academy utilizes *Charlotte Danielson's Framework for Teaching* as the evaluation model and process for evaluating Achievement Guides which will enhance professional practice to raise student achievement.

The Danielson Collection incorporates the four domains of the Framework for Teaching into a streamlined and efficient way to implement, monitor and support teacher growth and development to raise student achievement. *Charlotte Danielson's Framework for Teaching* is respectful of teacher diversity and the complexity of the teaching-learning process. The Framework establishes standards for teaching while remaining compatible with various styles of instruction. Garvey/Allen STEAM Academy utilizes the Danielson Collection for Achievement Managers and Special Education Achievement Guide/Coordinator. The Danielson Collection provides the tools and resources to move from theory to systematic implementation in order to measurably enhance teaching

practices.

Certificated staff evaluations may include:

- Formal classroom observations
- Informal observations and walkthroughs
- Review of lesson planning and instructional materials
- Student data analysis and progress monitoring
- Professional collaboration and participation
- Classroom management and culture implementation
- Implementation of interventions and differentiated instruction

Garvey/Allen STEAM Academy will utilize the *California Professional Standard for Education Leaders* for Administrative staff, including Deans and Directors, shall be evaluated using leadership-aligned standards or comparable leadership evaluation frameworks.

Leadership evaluations may include:

- Organizational leadership and program implementation
- Staff supervision and support
- Student achievement outcomes
- Operational effectiveness
- Compliance and regulatory oversight
- Communication and stakeholder engagement
- Professional conduct and leadership effectiveness

Garvey/Allen STEAM Academy utilizes the Marzano *Focused Non-Classroom Instructional Support Personnel Evaluation Model* or comparable evaluation framework which is best suited for staff members who support instruction at Garvey/Allen STEAM Academy, but who do not have day-to-day teaching schedules with specific groups of Achievers. Classified staff, including paraprofessionals, campus supervisors, clerical staff, facilities personnel, and nutrition staff, shall be evaluated using performance standards aligned to job responsibilities.

Classified evaluations may include:

- Job performance and reliability
- Compliance with assigned duties
- Student supervision and safety
- Communication and collaboration
- Professional conduct
- Timeliness and task completion
- Contribution to school operations

Evaluations and Observations are conducted by the Superintendent and/or Deans. The Superintendent is evaluated by the Board of Directors.

Evaluation and Observation Timeline (subject to change)

All Achievement Guides will be observed formally two times a school year and informally throughout the school year. The Achievement Manager will be observed formally one time a school year and informally throughout the school year. All Other staff will be observed formally one time a school year and informally throughout the school year.

Recruitment Process

Garvey/Allen STEAM Academy believes that all of its employees play an important role in creating a positive, successful learning environment. Garvey/Allen STEAM Academy recruits professionals to fill administrative, instructional and non-instructional roles based on a demonstrated commitment to excellence and a shared belief in Garvey/Allen STEAM Academy's vision and mission. Garvey/Allen STEAM Academy is dedicated to excellence, a key to which is the selection of well-trained individuals who can exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions, which attract persons worthy of trust to careers in education.

The recruitment process consists of a variety of announcements to attract a diverse teaching staff, such as sharing at teacher recruitment fairs, email networks, graduate schools of education, and website postings (Ed-Join, Indeed, the school's website, California Charter Schools Association, Charter Schools Development Center). Garvey/Allen STEAM Academy may also advertise in community and regional newspapers. Garvey/Allen STEAM Academy is open to partnerships with other university credential or graduate programs. The Superintendent/Chief Executive Officer shall oversee all recruitment, selection, and hiring processes based on the needs of the Charter School consistent with Board-approved policies and applicable laws.

Selection Process

Applicants shall be screened based on qualifications, experience, and alignment with position requirements. Final hiring decisions shall be based on the needs of the Charter School and made in accordance with Charter School policies and applicable laws.

Selection procedures shall include:

- Application review and screening
- Structured interviews
- Reference verification
- Credential and employment history verification
- Background clearance verification
- Demonstration lessons or performance tasks when applicable

Element 6: Health and Safety Procedures

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- i. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- ii. For all school, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

Education Code Section 47605(c)(5)(F)

In order to provide safety for all students and staff, the Charter School shall maintain and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Superintendent and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

As required by Education Code Sections 44237 and 45125.1, the Charter School shall require all employees of the Charter School, all volunteers who will be performing services whereby they will be in regular contact with students, and any independent contractors or vendors having contact with students, to submit to criminal background checks and fingerprinting. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall maintain on file and available for inspection evidence that the Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. The Superintendent shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board president will monitor the fingerprinting and background clearance of the Superintendent.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters (“mandated reporter”) and will follow all applicable reporting laws, the same policies and procedures used by the chartering authority. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

The Charter School shall also require any vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis within the period of 60 days prior to employment/service and every four years, in accordance with Education Code Section 49406. Charter School shall maintain tuberculosis clearance records and certifications on file.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student’s admission or advancement to 6th grade, the Charter School shall submit to the student and their parent/guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students shall be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served

by the Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent/guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Student Illness and Health Response

The Charter School shall implement procedures for responding to student illness or injury during the school day. When a student becomes ill or injured:

- Staff shall notify the designated health office personnel
- Parents/guardians shall be contacted as appropriate
- Emergency medical services shall be contacted when necessary
- Incident documentation shall be completed and maintained

The Charter School shall follow public health guidance related to communicable diseases and implement protocols necessary to protect student and staff health.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School shall also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the CDE's model policy, as revised.

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites,

portals, and learning platforms at the beginning of each school year.

Prevention of Human Trafficking

In accordance with Education Code Section 49381, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products available and accessible, free of cost, pursuant to this section. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

In accordance with Education Code Section 35292.5, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use on or before July 1, 2026.. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

School Meals

In accordance with Education Code Section 49501.5, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student with adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once in middle school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- A. Child abuse reporting procedures
- B. Routine and emergency disaster procedures
- C. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- D. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- E. A discrimination and harassment policy consistent with Education Code Section 200
- F. Provisions of any school-wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- G. Procedures for safe ingress and egress of pupils, parents/guardians, and employees to and from the Charter School
- H. A safe and orderly environment conducive to learning
- I. The rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6.
- J. Procedures for conducting tactical responses to criminal incidents
- K. If the comprehensive school safety plan includes procedures to prepare for active shooters or other armed assailants by conducting a drill, procedures that comply with Section 32282(a)(2)(K)(i)-(iv)
- L. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- M. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- N. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

Disaster procedures included in the School Safety Plan shall address and include adaptations for SWD. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Superintendent and, if there is merit to the concern, the Superintendent shall direct the School Safety Plan to

be modified accordingly.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive annual training in emergency response procedures, including evacuation protocols, appropriate “first responder” training or its equivalent, lockdown procedures, first aid response, and the use of emergency equipment such as fire extinguishers, epinephrine auto-injectors, and automated external defibrillators.

Emergency Drills

The Charter School shall conduct emergency preparedness drills in accordance with California Education Code requirements. Emergency drills shall include:

- Fire drills conducted at least once per month
- Earthquake drills conducted periodically throughout the school year
- Lockdown or active assailant drills conducted at least once per year
- Shelter-in-place and evacuation procedures as appropriate

All drills shall be documented and reviewed to ensure effectiveness and compliance with safety standards.

Visitor Access and Campus Safety

The Charter School shall maintain secure campus access procedures to ensure student safety. All visitors entering campus during school hours shall:

- Sign in through the designated office location
- Provide identification when requested
- Receive authorization before accessing student areas
- Wear visitor identification while on campus

Unauthorized individuals shall not be permitted on campus. Staff shall report any suspicious activity immediately to administration or designated safety personnel. The Charter School shall maintain procedures to ensure that student release occurs only to authorized individuals listed on student records.

Student Supervision

The Charter School shall ensure that students are appropriately supervised at all times during the school day, including arrival, dismissal, lunch periods, recess, transitions, and extracurricular activities. Supervision responsibilities shall be assigned to qualified staff members to maintain student safety and campus security. Staff shall actively monitor student behavior and movement and shall intervene promptly when safety concerns arise. Supervision schedules shall be developed and monitored by school administration to ensure adequate coverage during all student activities.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Drug, Alcohol, and Smoke Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Indicators

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Facilities Safety and Maintenance

The Charter School shall maintain all facilities in safe operating condition in accordance with applicable state and local safety standards.

The Charter School shall:

- Conduct routine facility inspections
- Maintain fire safety equipment in working condition
- Ensure compliance with building and safety codes
- Address maintenance needs in a timely manner
- Maintain records of inspections and repairs

Facilities personnel and administrative staff shall coordinate with local fire and safety authorities to ensure ongoing compliance with facility safety requirements.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or

mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each trimester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first trimester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one (1) hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's/guardian's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Section 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first trimester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

Transportation Services

The Charter School shall comply with the requirements of AB 88 (2023-24), if applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Family Educational Rights and Privacy Act

The Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act at all times.

Extreme Weather Policy

In accordance with Education Code Section 33355, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporates the standardized guidelines developed by CDE on or before July 1, 2026.

Element 7: Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local education agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G)

Garvey/Allen STEAM Academy attracts students from across the community who seek a rigorous, student centered educational program that provides individualized supports and inclusive instructional design. The Charter School is committed to building a school community that reflects the diversity of the broader population served by the authorizing district and intentionally recruits students from a wide range of racial, ethnic, linguistic, ability, and socioeconomic backgrounds. Families are drawn to the Charter School's STEAM focused model, culturally responsive practices, and emphasis on belonging, which together create a validating and encouraging learning environment for diverse and multicultural communities.

To ensure equitable access, Garvey/Allen STEAM Academy implements measurable recruitment and outreach strategies designed to enroll a diverse student body, including English Learners, Long Term English Learners, Redesignated Fluent English Proficient students, Students with Disabilities, and socioeconomically disadvantaged Achievers. The Charter School maintains ongoing analysis of enrollment demographics to identify gaps and guide targeted outreach efforts. Recruitment materials clearly describe the admissions process and are provided in English and Spanish, with additional languages developed as community needs emerge. Outreach efforts prioritize partnerships with community organizations, family events, and neighborhood gatherings to reach historically underserved populations. Through these intentional strategies, Garvey/Allen STEAM Academy advances its commitment to racial, ethnic, linguistic, ability, and socioeconomic diversity while expanding access to high quality educational opportunities.

The Charter School will engage in the following outreach activities:

1. **Marketing Materials:** Design flyers and distribute informational materials to appeal to various racial, ethnic, ability, and linguistic groups within the District. Flyers are distributed to community centers and local businesses, local markets, coffee shops, libraries, churches, preschools, and businesses. Materials are developed in English and Spanish. Other languages will be added as the need arises.

2. **Host Community Events:** The Charter School hosts three to five community events each school year to allow prospective Achievers, parents, and guardians to tour the Charter School and meet the staff. The Dream Team will answer questions from prospective Achievers, parents, and guardians. The Charter School organizes community events at the Charter School to strengthen ties with the local families and foster a sense of community.
3. **Advertising:** The Charter School maintains its website (<https://garveyallenacademy.com/>). The Charter School will continue to issue press releases, advertise in newspaper publications and radio stations as funding allows. The Charter School advertises through The DOPE Educator. The Charter School will continue regular posts on digital platforms like Facebook, Instagram, and Twitter highlighting school events, student achievements, and educational resources.
4. **Attend and Establish Presence at Community Events:** The Charter School makes significant efforts to establish visibility in the community. The Charter School attends community events and parks. The Charter School may set up information tables/booths in high traffic and high visibility areas during well-attended local and regional community events.
5. **Establish Partnerships with Community Organizations:** The Charter School is open to potential partnerships within the local and regional community organizations.
6. **Continuous Improvement:** The Charter School reviews marketing efforts and makes necessary adjustments of strategies to improve outcomes. This process of continuous improvement focuses on data collection by gathering analytics from various platforms, social media insights, website traffic, social media engagement, Open House attendance, enrollment numbers, and survey feedback. Performance analysis evaluates the campaign performance of each marketing campaign. Adjustments to strategy take place to identify strengths and weaknesses of the campaign which may lead to adjusting criteria and messaging, introducing new strategies, experimenting with new platforms, or trying different content formats.

A growing body of research indicates that SED students attending charter schools, particularly in urban settings, often experience stronger academic growth than comparable students in traditional public schools. Large scale analyses by Stanford's CREDO and federal evaluations have found that low income charter students demonstrate additional learning gains equivalent to several weeks of instruction each year, suggesting that high quality charter models can help narrow achievement gaps⁵².

⁵² Center for Research on Education Outcomes (CREDO). (2023). *National Charter School Study III*. Stanford University.

Element 8: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Charter School shall admit all students who wish to attend the Charter School. There will not be a test or assessment administered to students prior to acceptance and enrollment into the Charter School. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of a pupil or the pupil's parent or legal guardian within the State, except as otherwise required by law. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School will notify parents and guardians that parental volunteer hours are encouraged but not a requirement for admission, enrollment or continued enrollment on the Enrollment Form and in the Student Handbook.

The Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admission or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School's website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians. The Charter

School affirms that it shall comply with all requirements of Education Code Section 47605(e)(4).

The Charter School shall require students who wish to attend the Charter School to complete an application form.

McKinney-Vento Homeless Assistance Act

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child experiencing homelessness has equal access to the same public education as provided to other children. The Charter School will include specific information in its outreach materials and websites, and at community meetings, open forums, and regional center meetings, notifying parents/guardians that the Charter School is open to enroll and provide services for all students. This information shall include contact information to access additional information regarding enrollment.

Admission Process

The Charter School actively recruits a diverse student population from the County and surrounding areas. Admission to the Charter School is open to any resident of the State of California. Prospective students and their parents or guardians are briefed regarding the Charter School's instructional and operational philosophy and are informed of the Charter School's student-related policies. The Charter School has established an annual recruiting and admission cycle, which includes the following: (1) outreach and marketing, (2) orientation sessions for parents/guardians and students, (3) an admission application period, (4) an admission lottery if necessary, and (5) enrollment.

Admission criteria are developed on a non-discriminatory basis. The Charter School is open to all students currently in grades TK-7 who are scheduled to enter grades K-8 in the fall.

Public Random Drawing

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Notification of the timelines and process is included in announcements on the website, in written information distributed, and on the application itself. No application submitted after the deadline will be considered in a public random drawing (or "lottery"), if a lottery is required. In the event that the number of students seeking admission to any grade or class exceeds capacity, attendance, except for existing students of the school, admission shall be determined by a lottery. A lottery will take place one week after the close of open enrollment on the Charter School campus in a room large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties. The lottery will take place on a weekday evening or any other time when the most interested parties who wish to attend may do so. All interested parties will know, prior to the holding of the lottery, how many openings are available at the Charter School and for each grade served by the Charter School. Neither parents/guardians nor students need to be present to participate fully in the lottery.

Admission Preferences

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Sibling(s)⁵³ of students admitted to or attending the Charter School
2. Students who are children⁵⁴ of employee not to exceed 10% of total
3. Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school where the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program)
4. Residents of the County
5. All other eligible applicants

The Charter School and the chartering authority agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

At the lottery, names shall be drawn from weighted lottery differentiated by grade level. Beginning with the lowest grade, the names shall be drawn by an adult citizen of good standing, not otherwise employed by the Charter School, confirming the results of the lottery. The drawing shall continue until all names for that grade level are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

An adult citizen of good standing, not otherwise employed by the Charter School, will testify in writing, under penalty of perjury, that they personally witnessed each lottery pursuant to the above, and that each was random, public, and conducted as described.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

⁵³ For purposes of this preference, "siblings" include all children with whom a current student lives with who are a biological sibling by any degree (e.g., full, half), a sibling by marriage (step sibling), or a foster sibling (children who reside in their household because their parent/guardian is a foster parent of that child).

⁵⁴ For purposes of this preference, "children" include all children of whom the employee is the parent or legal guardian, whether biologically, by adoption, or by court decree, as well as foster children who reside with the employee due to their status as a foster parent.

After the lottery, families receive their official enrollment forms and are informed of the enrollment process detailed below. If the number of applications does not exceed the number of spaces in the school there will be no lottery, and all students who submitted complete applications and completed the admission process described above will be enrolled.

Enrollment Process

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of minimum age requirements
3. Proof of Immunization
4. Oral Health Assessment Form
5. Report of Health Exam for School Entry
6. Home Language Survey
7. Parent/Guardian Photo ID (e.g., Current CA Driver's License, Current CA State ID Card, Military ID/Orders)
8. Residency Document (e.g., Utility Bill, Lease Agreement)
9. Completion of Emergency Medical Information Form
10. Release of records⁵⁵
11. Copy of IEP or Section 504 Plan (if applicable)
12. Parent/Guardian and Achiever signatures on the Handbook Acknowledgement and School Compact

The Charter School will maintain records of the above activities. Placement assessments may take place for Achievers after an Achiever has accepted enrollment in the Charter School and prior to the start of the school year.

⁵⁵ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9: Annual Independent Financial Audits

Governing Law: The manner in which annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a Certified Public Accountant and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Superintendent, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Student Suspension and Expulsion Procedures

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code Section 47605(c)(5)(J)**General Principles**

The Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension, expulsion, and involuntary removal recommendations and decisions and their due process rights regarding suspensions, expulsions, and involuntary removals.

Garvey/Allen STEAM Academy is committed to maintaining safe and orderly learning spaces for all Achievers, in which Achievers know that they are safe, valued, and that their voice matters. The Charter School partners with parents/guardians to use a variety of approaches to avoid suspension of any type. We commit to communicating directly with parents/guardians whenever there are concerns. Our Dream Team is trained in developing a trauma-conscious lens, promoting resilience in our Achievers, and being a protective factor for them. We use restorative practices to build relationships and foster a sense of belonging in our Achievers.

Suspension and Expulsion Policy and Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the offenses for which students at noncharter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removal, and, as necessary, may modify the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, so long as such modification is not materially different from this charter petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. The Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be distributed as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians⁵⁶ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the Charter School's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian of the basis for which the pupil is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a parent/guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

⁵⁶ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or,
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. **Discretionary Suspension Offenses.** Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of their own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

- s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the

effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. An act of cyber sexual bullying.
 - a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
2. **Non-Discretionary Suspension Offenses.** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section

11053, et seq.

- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. **Discretionary Expellable Offenses.** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of their own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

- s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
4. **Non-Discretionary Expellable Offenses.** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

- b) Brandished a knife at another person.
- c) Unlawfully sold selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United StatesCode, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required inthis policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, Emine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent’s designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Superintendent’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents/guardians, unless the pupil and the pupil’s parents/guardians fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

As required by Education Code section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a

written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim with a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to their educational program.

Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

(a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the pupil and parent/guardian or

representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding their determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Notice to Achievement Guides

The Charter School shall notify Achievement Guides of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team shall review all relevant information in the student's file, including the child's IEP/Section 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/Section 504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/Section 504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/Section 504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the Section 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
or
- c) Has inflicted serious bodily injury, as defined by 20 USC Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/Section 504 Team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the

parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b) The parent/guardian has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of the School District of Residence

Upon expelling any student, the Charter School shall notify the student's school district of residence immediately or as soon as practicable. Such notice shall include:

1. Completed expulsion documentation as required from the school district
2. Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed
3. Copy of parental/guardian notice of expulsion hearing
4. Copy of expulsion notice provided to parent/guardian stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
5. If the student is eligible for special education, documentation related to expulsion in compliance with IDEA
6. If the student is eligible for Section 504 accommodations, documentation that the Charter School conducted a manifestation determination meeting to address two questions:

- Was the misconduct caused by, or directly and substantially related to the student's disability?
- Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

This notice will be sent to the student's district of residence. If the student is a resident of a school district other than MVUSD, the Charter School must notify the Superintendent of the student's district of residence within thirty (30) days of the expulsion. Additionally, upon request of the receiving school district, the Charter School shall forward student records no later than ten (10) school days from the date of the request as stated in Education Code Section 49068(b).

Outcome Data

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the County upon request.

Element 11: Employee Retirement Systems

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K)

The Charter School's certificated employees, as eligible, shall participate in the State Teachers' Retirement System ("STRS"). The Charter School's non-certificated employees shall participate in federal social security. The Superintendent shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

The Garvey/Allen STEAM Academy Board of Directors may decide to establish additional retirement plans for all employees that include, but are not limited to, the establishment of a section 403(b) and will coordinate such participation, as appropriate, with the other reciprocal system.

The teachers and staff members at Garvey/Allen STEAM Academy value the opportunities for growth, collaboration, and respect as professionals. Teachers will be provided with preparation time and staff members will receive great satisfaction from working in a positive and caring environment where they are free to create innovative lessons and engaging relationships.

In addition to the rewards of working at Garvey/Allen STEAM Academy, the Board of Directors reserves the right to implement a salary schedule that endeavors to be similar to or competitive with the area.

Element 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L)

Garvey/Allen STEAM Academy is a school of choice. No student is required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Return Rights of Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of the County Office of Education who choose to leave the employment of RCOE to work at the Charter School will have no automatic rights of return to RCOE after employment by the Charter School unless specifically granted by RCOE through a leave of absence or other agreement. Charter School employees shall have any right upon leaving RCOE to work in the Charter School that RCOE may specify, any rights of return to employment in a school district after employment in the Charter School that RCOE may specify, and any other rights upon leaving employment to work in the Charter School that RCOE determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at RCOE or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)

Intent

The Charter School recognizes that it cannot bind the RCBOE to a dispute resolution procedure to which the RCBOE does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the RCBOE.

The Charter School and the RCBOE will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

Disputes Between the Charter School and the County

In the event of a dispute between the Charter School and the RCBOE, Charter School staff, employees and Board members of the Charter School and the RCBOE agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and the Superintendent of the Charter School, or their respective designees. In the event that the RCBOE Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the RCBOE’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The County Superintendent and the Charter School Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the County Superintendent and the Charter School Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and the Charter School Superintendent, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and the Charter School Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the RCBOE and the Charter School. The County and the Charter School shall incorporate

informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the boards of the County and the Charter School jointly agree to bind themselves. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the RCBOE and the Charter School.

Disputes Arising from Within the Charter School

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures ("UCP") as required by state law. Parents, guardians, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O)

Closure Action and Notifications

Closure of the Charter School shall be documented by official action of the Board of Directors. The action will identify the reason for closure. The Charter School, through its Board of Directors, will be the entity responsible for closure-related activities and the Superintendent shall be the primary individual responsible for closure-related activities, unless the Board selects another individual.

The Charter School will promptly notify parents, guardians, and students of the Charter School, the District, the Riverside County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System and federal social security), and the CDE of the closure within ten (10) days of the official closure action, as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents, guardians, and students of the Charter School of the closure provides information to assist parents, guardians, and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

Student and School Records Retention and Transfer

As applicable, the Charter School will provide parents, guardians, students and the districts of residence with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be

transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

Financial Close-Out

As soon as reasonably practical, the Charter School shall prepare final financial records. The Charter School shall also have an independent audit completed within six (6) months after closure. Expenses associated with final audit and closure procedures are accounted for in the proposed budget and shall be covered by the Charter School. The audit shall be prepared by a qualified Certified Public Accountant selected by the Charter School and shall be provided to the County and the CDE promptly upon completion. The final audit shall include an accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Dissolution of Assets

Upon completion of the closeout audit, the Charter School shall make payment of all remaining liabilities, if any. Any unrestricted assets of the Charter School shall be liquidated to pay off any outstanding liabilities.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed in accordance with the laws and regulations in force that govern the dissolution of nonprofit public benefit corporations. The Charter School will comply with all portions of Education Code Section 47605(c)(5)(O), including the requirement that there shall be “a final audit of the school to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District, as appropriate. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County, as appropriate. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Budgets and Financial Reporting

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h)*

Please find the attached proposed 2026-27 multi-year budget with cash flow, financial projections, and narrative description of the planning assumptions that were used in development the budget and financial projects for the first five years of the proposed charter renewal term.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the chartering authority:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, and LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, CDE, and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the chartering authority shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the chartering authority as required by law and as requested by the chartering authority including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the chartering authority to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the chartering authority. The Charter School shall comply with Education Code Section 476304.4 related to the County Superintendent's authority to monitor and investigate charter schools.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts shall be determined by recommendations provided by the chartering authority, the Charter School's insurer, and shall be consistent with that typically carried by schools of similar size, location, and student population. The Riverside County Board of Education, the County, its officers and employees shall be named as an additional insured on all policies of the Charter School. The Charter School will provide evidence of the above insurance coverage to the chartering authority. The chartering authority shall be notified by the Charter School in writing ten (10) days prior to cancellation of insurance.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h)

The Superintendent will assume the lead role and responsibility for administering the Charter School under the policies adopted by the Board and securing any administrative services that the Charter School finds advantageous to outsource to third parties.

The Charter School will outsource its own administrative services through an appropriately, qualified third-party contractor. The Charter School shall contract with a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Accounts Payable/Receivable
- General Accounting
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll/Benefits Services and Reporting
- Employee Benefits
- Financial Reporting
- Attendance Reporting
- Annual Budget Development and Monitoring
- Monthly Financials, Cash Flow Projections and Analyses

At any time, the Charter School may discuss the possibility of purchasing administrative services from the chartering authority. If the chartering authority is interested, the specific

terms and cost for these services will be the subject of a Memorandum of Understanding between the Charter School and the chartering authority and subject to the chartering authority’s availability and willingness to provide such services.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h)

Garvey/Allen STEAM Academy shall be located within the District boundaries. Garvey/Allen STEAM Academy is leasing a 33,000 square foot site at 23750 Alessandro Blvd., Suite G & H, Moreno Valley, CA, 92553 in the Creekside Elementary attendance area in the 92553 zip code. The needs for the Charter School have been identified and are consistent with the facility at build out. The proposed facility may include:

Number of Classrooms	25
Number of Offices	10
Parent Center/Village Wash House	1
Multipurpose Room/Performance Venue w/stage	1
Lunch Area/Outdoor Space	2
Outdoor Space – PE area, basketball, etc.	3
Dance Studio	1
Music Production & Recording Studio	1
AfroTech Lab (Library, Computer Lab, STEAM Lab)	1
Nurse Office	1
Wellness Center	1
Village Pantry	1
Cafeteria (Grotto)	1
Staff Lounge	2

Any school facilities leased or constructed by the Charter School shall comply with federal, state, and local building and zoning regulations as applicable to charter schools, including compliance with the Americans with Disabilities Act and a certificate of

occupancy as required.

Nothing in this Section shall be interpreted to be a waiver of the Charter School's right to request facilities pursuant to Education Code Section 47614 ("Prop. 39").

Oversight

Pursuant to California law, the chartering authority will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the chartering authority may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h)

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the chartering authority in meeting any and all oversight obligations under the law, including any meetings, reporting, or other chartering authority-requested protocol to ensure the RCBOE shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the chartering authority, wherein the Charter School shall indemnify the RCBOE for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School shall maintain general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

The Garvey/Allen STEAM Academy's charter renewal petition merits renewal under the applicable legal standards under the Charter Schools Act, and as a middle tier school under the standards articulated in Education Code Section 47607.2, **the chartering authority should approve the renewal of Garvey/Allen STEAM Academy's charter for a period of five years.**

By approving this charter, the chartering authority will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create continued professional opportunities for teachers; and provide parents, guardians, and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. By approving this charter renewal petition, the chartering authority will be considering Garvey/Allen STEAM Academy's schoolwide and student subgroup performance on the state and local indicators on the Dashboard including academic achievement in ELA and academic achievement in Math. In regard to the community impact, Garvey/Allen STEAM Academy is a successful Charter School that has been serving students in Moreno Valley since 2019 and will not substantially undermine existing District services, academic, or program offerings. The Petitioners are eager to work independently, yet cooperatively with the chartering authority to establish the highest bar for what a charter school can and should be. To this end, the Petitioner pledges to work cooperatively with the chartering authority to address any concerns regarding this document, or any aspect of the Charter School's program, in furtherance of its petition to renewal of Garvey/Allen STEAM Academy's charter for another five-year term, from July 1, 2026 through and including June 30, 2031.

Attachment 1: Resolution Approving Charter Renewal Petition and Certification of Completeness

RESOLUTION OF THE
BOARD OF DIRECTORS OF
Garvey/Allen Visual & Performing Arts Academy
for Science, Technology, Engineering & Mathematics
A California Nonprofit Public Benefit Corporation

**Charter Renewal Petition for
Garvey/Allen Visual & Performing Arts Academy
for Science, Technology, Engineering & Mathematics**

We, the Board of Directors of Garvey/Allen Visual & Performing Arts Academy for Science, Technology, Engineering & Mathematics (“Garvey/Allen STEAM Academy”), a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

RESOLVED, the following individual is authorized to take all step necessary pursuant to their role to seek the approval of the charter renewal petition for Garvey/Allen STEAM Academy to Riverside County Board of Education;

RESOLVED, that **Tiffany Gilmore** is the “Lead Petitioner” for the Garvey/Allen STEAM Academy charter renewal petition, and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of the same;

NOW, THEREFORE, BE IT RESOLVED, that the Garvey/Allen STEAM Academy Board of Directors hereby submits a charter renewal petition to the Riverside County Board of Education to operate Garvey/Allen STEAM Academy.

I, **Jea Reese**, certify that the Board of Directors of Garvey/Allen STEAM Academy on **March 12, 2026** adopted the foregoing resolution, at **Moreno Valley, CA**.

By: 

Jea Reese, Board Secretary

By: 

Sharon Catlett, Board Vice President

Ayes: 3
Nays: 0
Abstentions: 1

CERTIFICATION OF COMPLETE CHARTER PETITION

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of a county office of education on the day the petitioner submits a petition to the county office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the county office of education shall hold a public hearing on the provisions of the charter, at which time the governing board of the county shall consider the level of support for the petition by teachers employed by the school district, other employees of the school county, and parents. Following review of the petition and the public hearing, the governing board of the county shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

- Date of submission: April 1, 2026
- Deadline for public hearing: May 31, 2026
- Deadline for granting or denying the charter petition: June 30, 2026

Certification

By signing below, I certify as follows:

1. That I am the authorized representative, and that I am competent and qualified to certify to the facts herein;
2. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

Name: Tiffany Gilmore, CEO/Superintendent

School Name: Garvey/Allen Visual & Performing Arts Academy for STEM



Tiffany Gilmore, Lead Petitioner

Date: 4/1/2026

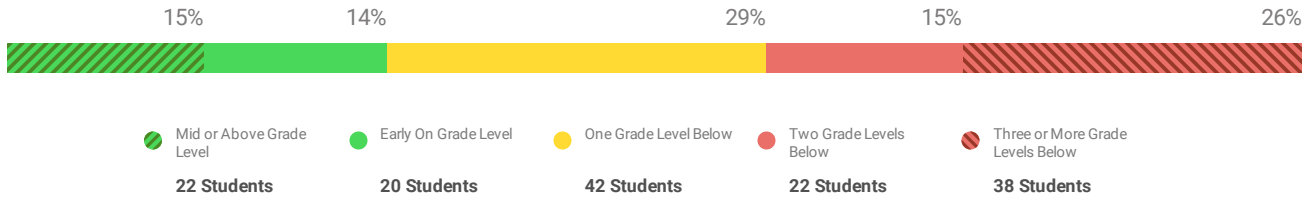
Attachment 2: iReady Raw Data

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2022 - 2023
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None

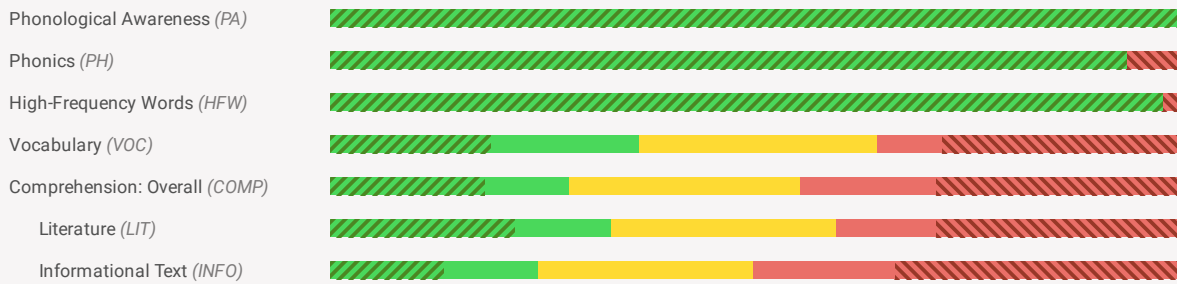
Criterion Referenced

Overall Placement

Students Assessed/Total: 144/144



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

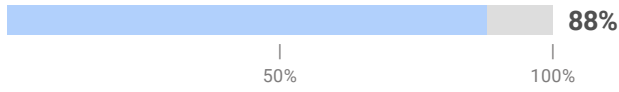
Showing 4 of 4

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 5		16%	5%	21%	42%	16%	19/19
Grade 6		23%	14%	34%	20%	9%	44/44
Grade 7		14%	19%	36%	3%	28%	36/36
Grade 8		9%	13%	22%	9%	47%	45/45

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2022 - 2023
 Grade: 5
 Comparison Diagnostic: Final Diagnostic

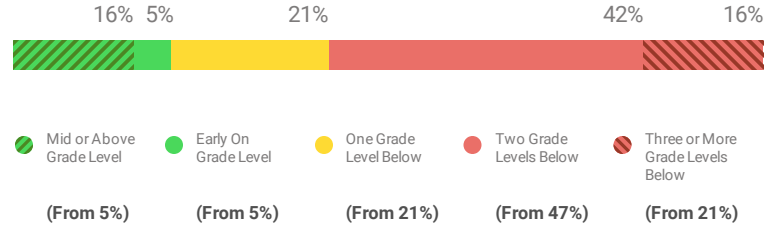
Students Assessed/Total: 19/19

Progress to Annual Typical Growth (Median)

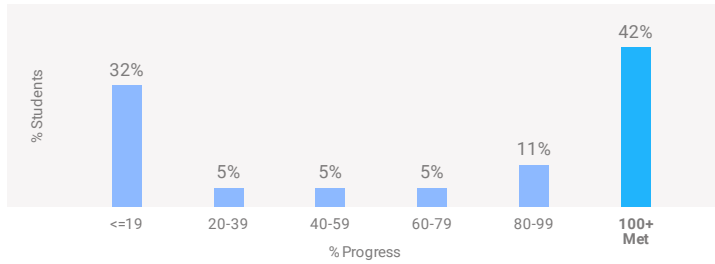


The median percent progress towards Typical Growth for this school is 88%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

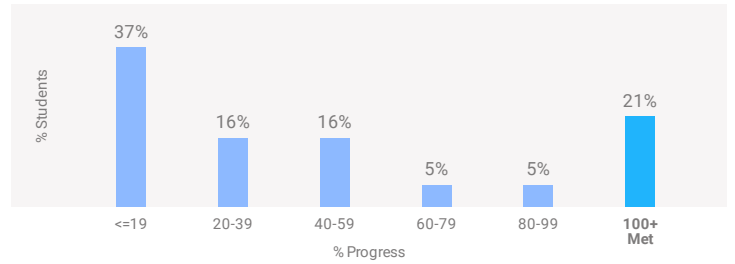
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

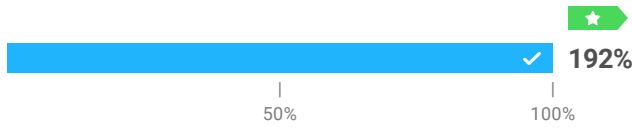
Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	371%	100%	144%	100%	100%	1/1
Early On Grade Level	415%	100%	216%	100%	100%	1/1
One Grade Level Below	160%	50%	85%	50%	50%	4/4
Two Grade Levels Below	35%	33%	15%	0%	22%	9/9
Three or More Grade Levels Below	75%	25%	32%	0%	25%	4/4

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2022 - 2023
 Grade: 6
 Comparison Diagnostic: Final Diagnostic

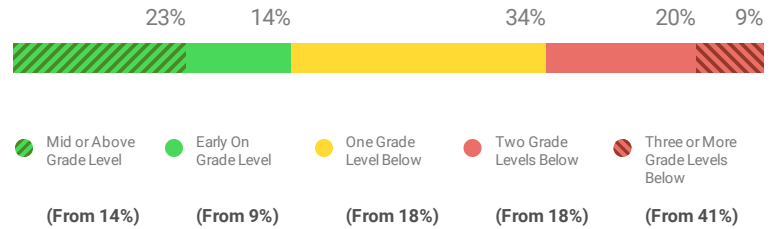
Students Assessed/Total: **44/44**

Progress to Annual Typical Growth (Median)

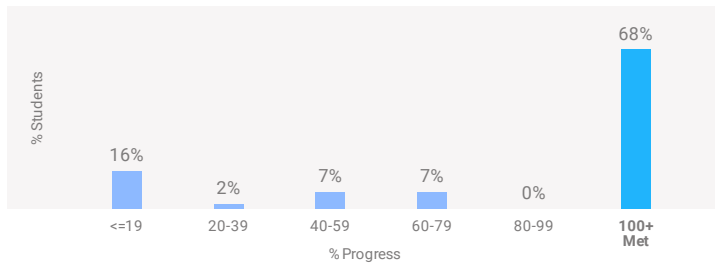


The median percent progress towards Typical Growth for this school is 192%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

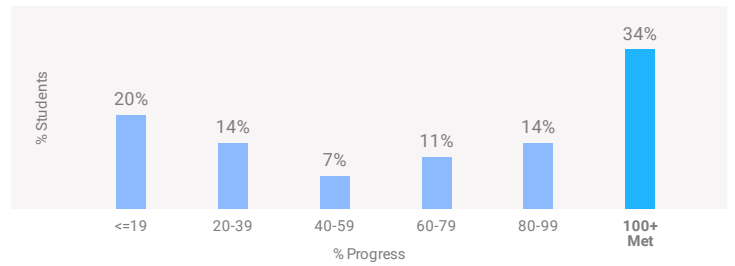
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

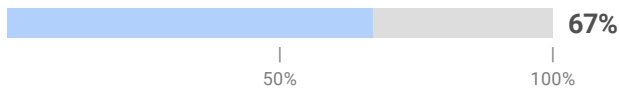
Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	100%	50%	27%	33%	50%	6/6
Early On Grade Level	145%	50%	52%	25%	75%	4/4
One Grade Level Below	96%	50%	45%	25%	50%	8/8
Two Grade Levels Below	75%	38%	28%	25%	50%	8/8
Three or More Grade Levels Below	256%	100%	95%	44%	100%	18/18

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2022 - 2023
 Grade: 8
 Comparison Diagnostic: Final Diagnostic

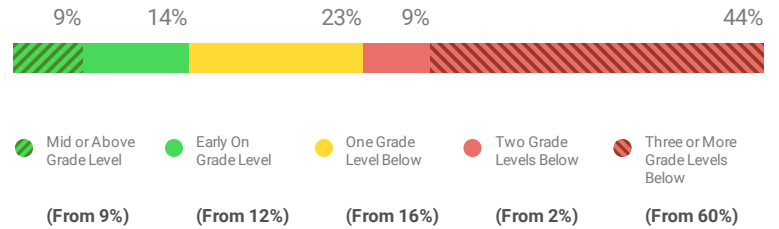
Students Assessed/Total: 43/45

Progress to Annual Typical Growth (Median)

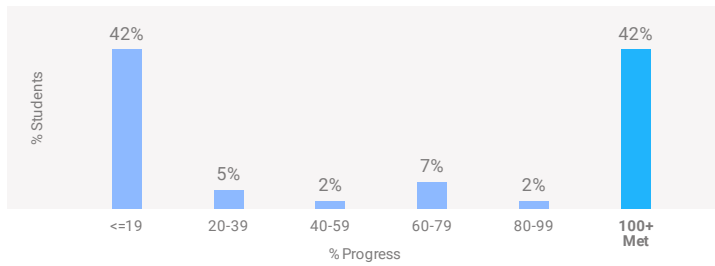


The median percent progress towards Typical Growth for this school is 67%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

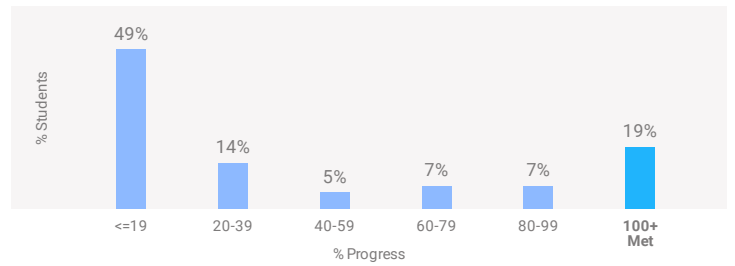
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

Showing 5 of 5

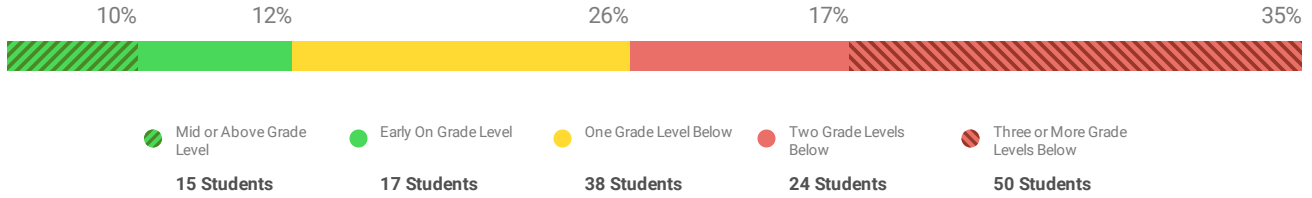
Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	38%	25%	12%	25%	0%	4/4
Early On Grade Level	0%	20%	0%	0%	0%	5/5
One Grade Level Below	44%	29%	16%	14%	14%	7/7
Two Grade Levels Below	0%	0%	0%	0%	0%	1/1
Three or More Grade Levels Below	106%	54%	38%	23%	62%	26/28

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2022 - 2023
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None

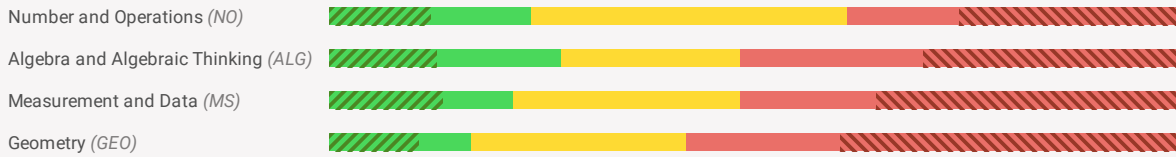
Criterion Referenced

Overall Placement

Students Assessed/Total: 144/144



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

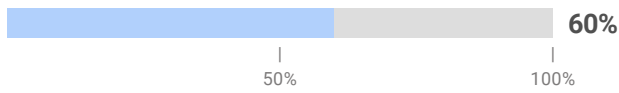
Showing 4 of 4

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 5		21%	0%	5%	37%	37%	19/19
Grade 6		9%	20%	30%	11%	30%	44/44
Grade 7		11%	14%	33%	6%	36%	36/36
Grade 8		7%	7%	27%	22%	38%	45/45

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2022 - 2023
 Grade: 5
 Comparison Diagnostic: Final Diagnostic

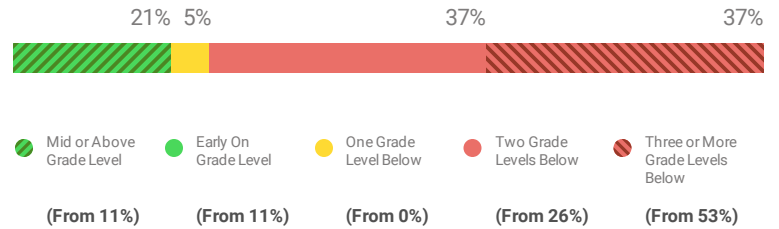
Students Assessed/Total: 19/19

Progress to Annual Typical Growth (Median)

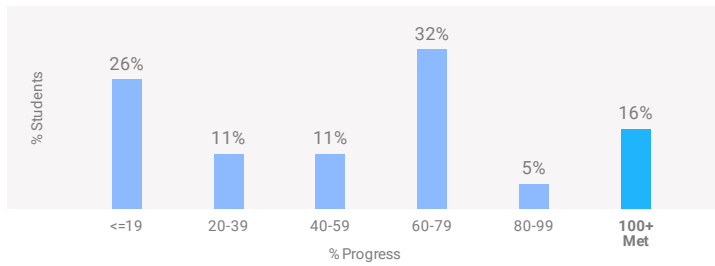


The median percent progress towards Typical Growth for this school is 60%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

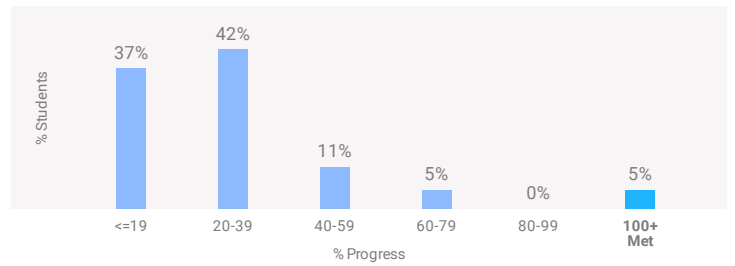
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

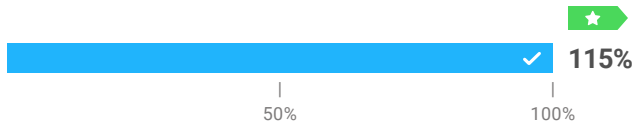
Showing 4 of 4

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	72%	50%	50%	50%	0%	2/2
Early On Grade Level	81%	50%	50%	0%	100%	2/2
Two Grade Levels Below	0%	0%	0%	0%	20%	5/5
Three or More Grade Levels Below	60%	10%	29%	0%	60%	10/10

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2022 - 2023
 Grade: 6
 Comparison Diagnostic: Final Diagnostic

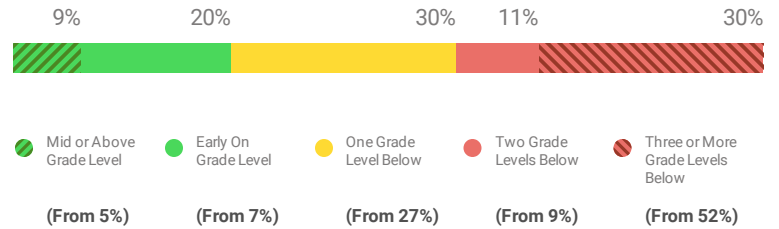
Students Assessed/Total: **44/44**

Progress to Annual Typical Growth (Median)

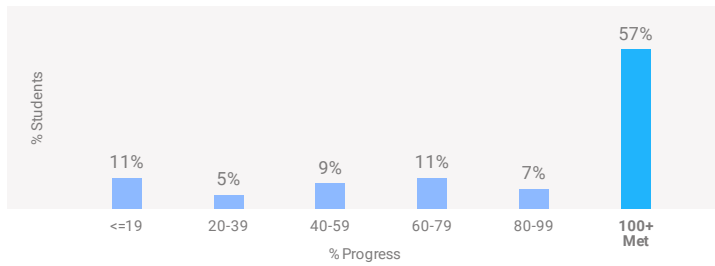


The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

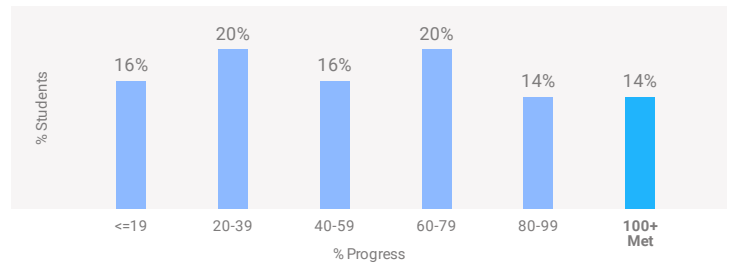
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

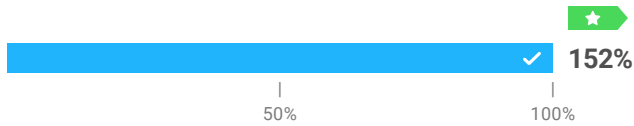
Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	89%	0%	58%	0%	50%	2/2
Early On Grade Level	115%	67%	60%	33%	67%	3/3
One Grade Level Below	129%	58%	70%	8%	67%	12/12
Two Grade Levels Below	125%	50%	58%	25%	75%	4/4
Three or More Grade Levels Below	127%	61%	54%	13%	74%	23/23

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2022 - 2023
 Grade: 7
 Comparison Diagnostic: Final Diagnostic

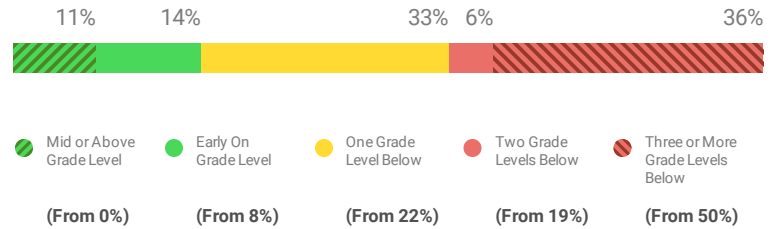
Students Assessed/Total: 36/36

Progress to Annual Typical Growth (Median)

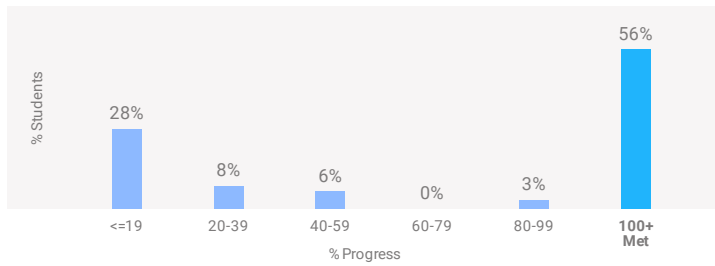


The median percent progress towards Typical Growth for this school is 152%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

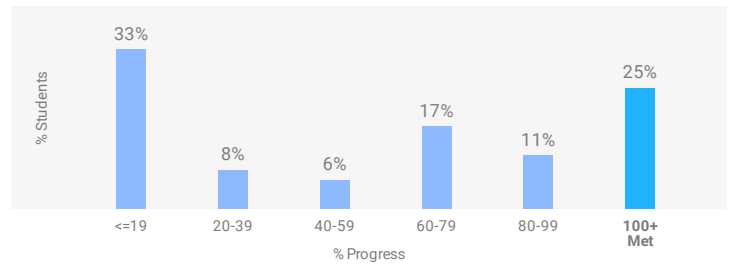
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

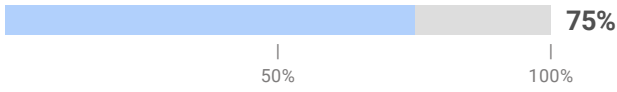
Showing 4 of 4

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Early On Grade Level	50%	33%	27%	33%	67%	3/3
One Grade Level Below	171%	63%	90%	38%	63%	8/8
Two Grade Levels Below	138%	57%	72%	43%	57%	7/7
Three or More Grade Levels Below	166%	56%	66%	11%	56%	18/18

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2022 - 2023
 Grade: 8
 Comparison Diagnostic: Final Diagnostic

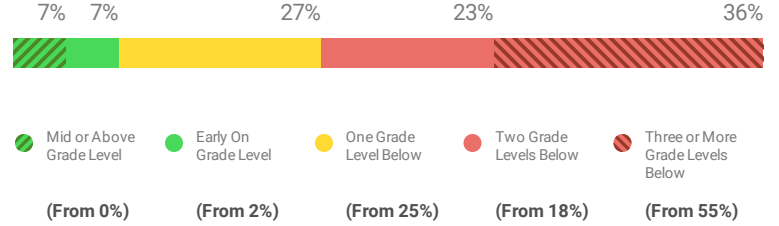
Students Assessed/Total: **44/45**

Progress to Annual Typical Growth (Median)

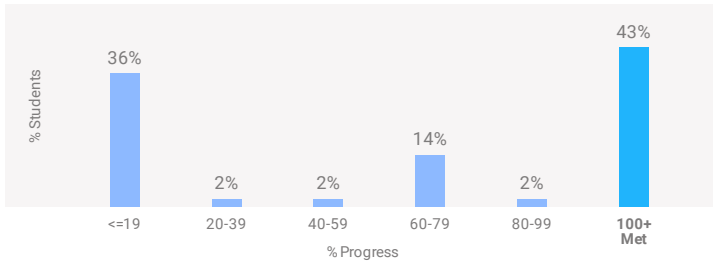


The median percent progress towards Typical Growth for this school is 75%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

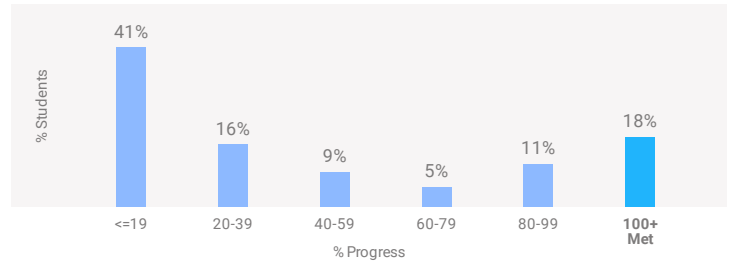
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

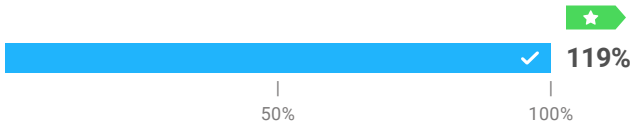
Showing 4 of 4

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Early On Grade Level	0%	0%	0%	0%	0%	1/1
One Grade Level Below	78%	45%	32%	36%	55%	11/11
Two Grade Levels Below	35%	38%	15%	13%	38%	8/8
Three or More Grade Levels Below	84%	46%	32%	13%	54%	24/25

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2022 - 2023
 Comparison Diagnostic: Final Diagnostic

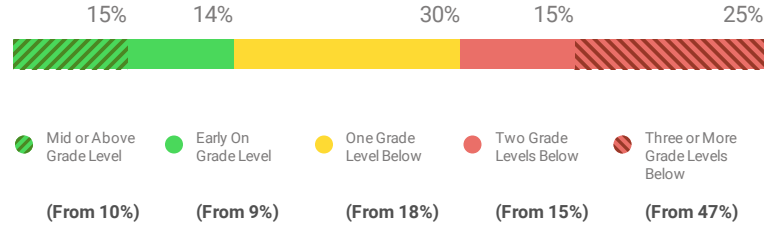
Students Assessed/Total: **142/144**

Progress to Annual Typical Growth (Median)

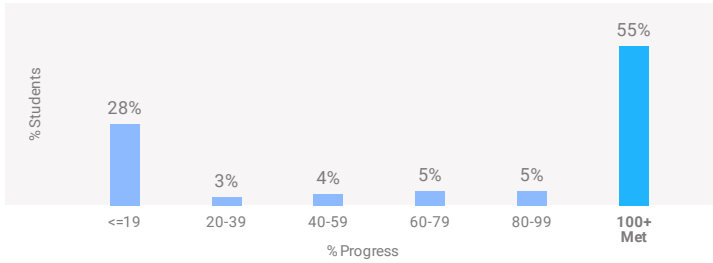


The median percent progress towards Typical Growth for this school is 119%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

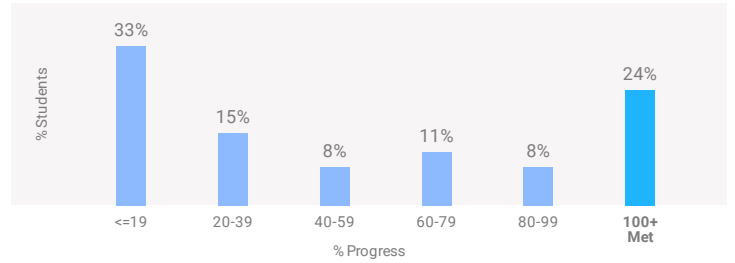
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

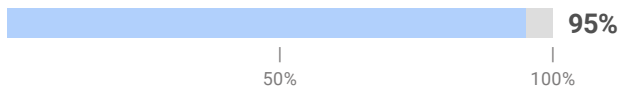
Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 5	88%	42%	38%	21%	37%	19/19
Grade 6	192%	68%	72%	34%	73%	44/44
Grade 7	157%	61%	52%	19%	56%	36/36
Grade 8	67%	42%	23%	19%	40%	43/45

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2023 - 2024
 Grade: 6
 Comparison Diagnostic: Final Diagnostic

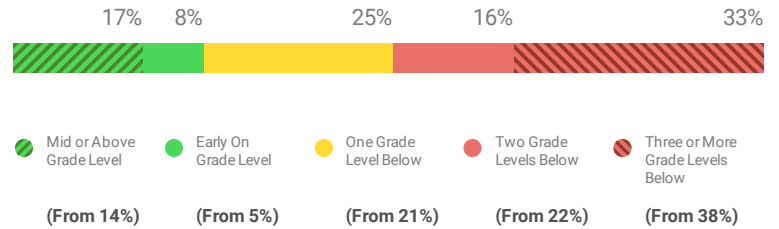
Students Assessed/Total: 63/63

Progress to Annual Typical Growth (Median)



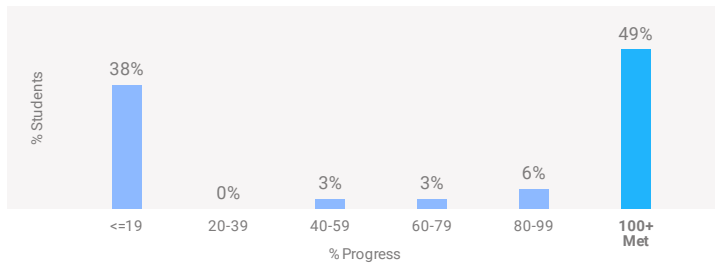
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

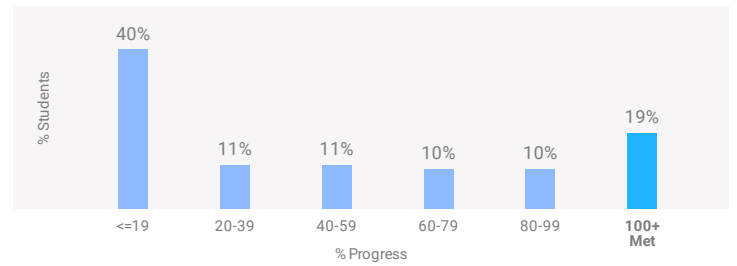


● Mid or Above Grade Level (From 14%)
● Early On Grade Level (From 5%)
● One Grade Level Below (From 21%)
● Two Grade Levels Below (From 22%)
● Three or More Grade Levels Below (From 38%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

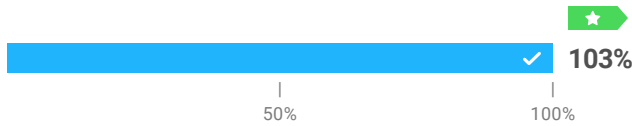
Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	0%	44%	0%	44%	33%	9/9
Early On Grade Level	0%	33%	0%	0%	0%	3/3
One Grade Level Below	100%	54%	46%	31%	31%	13/13
Two Grade Levels Below	76%	36%	30%	14%	50%	14/14
Three or More Grade Levels Below	150%	58%	56%	8%	54%	24/24

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2023 - 2024
 Grade: 7
 Comparison Diagnostic: Final Diagnostic

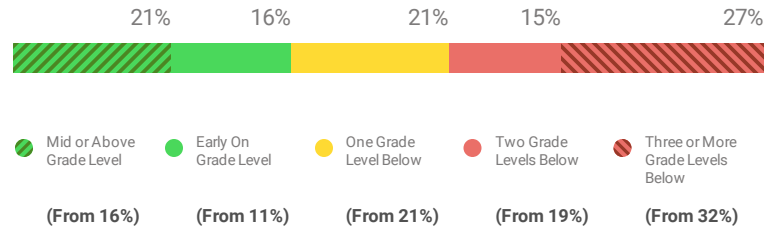
Students Assessed/Total: 62/62

Progress to Annual Typical Growth (Median)

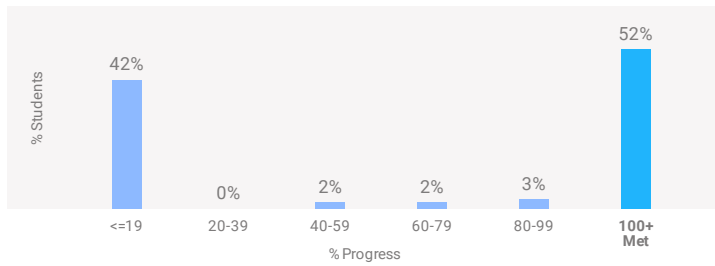


The median percent progress towards Typical Growth for this school is 103%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

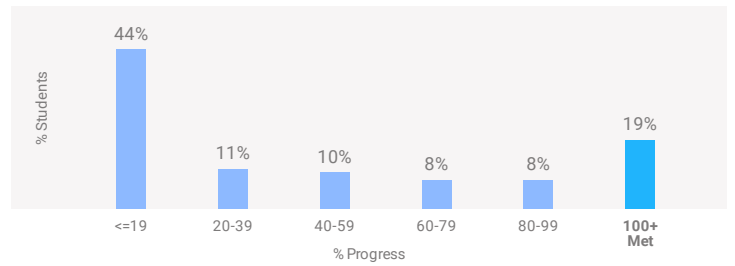
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

Showing 5 of 5

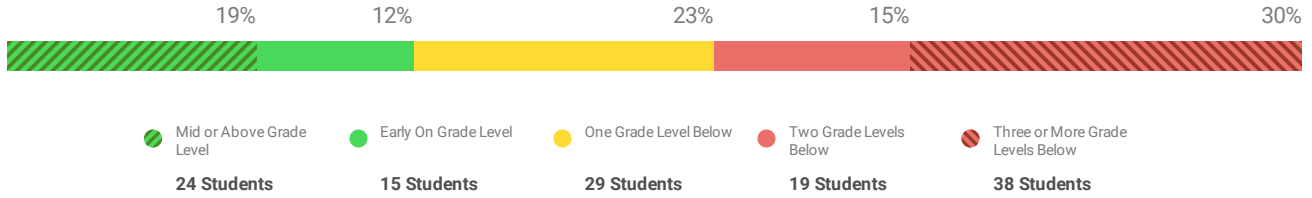
Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	75%	50%	22%	30%	30%	10/10
Early On Grade Level	183%	71%	48%	0%	43%	7/7
One Grade Level Below	0%	23%	0%	23%	31%	13/13
Two Grade Levels Below	79%	50%	26%	25%	50%	12/12
Three or More Grade Levels Below	148%	65%	50%	15%	50%	20/20

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2023 - 2024
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None

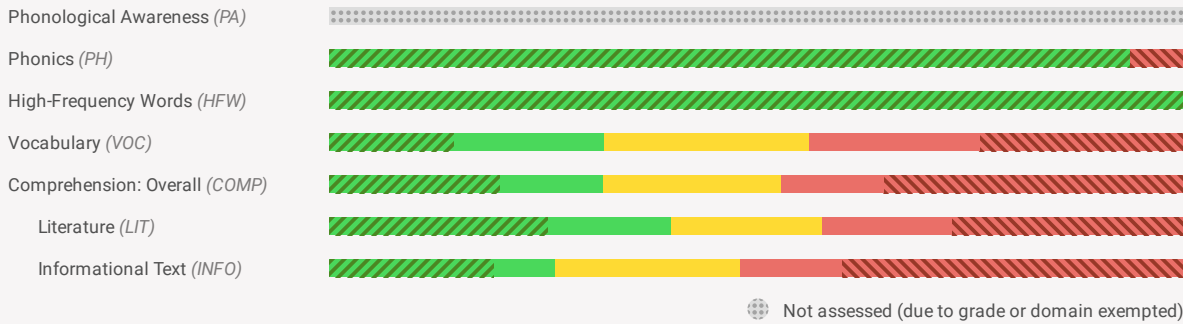
Criterion Referenced

Overall Placement

Students Assessed/Total: 125/125



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

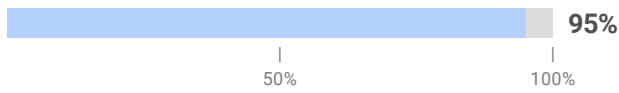
Showing 2 of 2

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 6		17%	8%	25%	16%	33%	63/63
Grade 7		21%	16%	21%	15%	27%	62/62

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2023 - 2024
 Grade: 6
 Comparison Diagnostic: Final Diagnostic

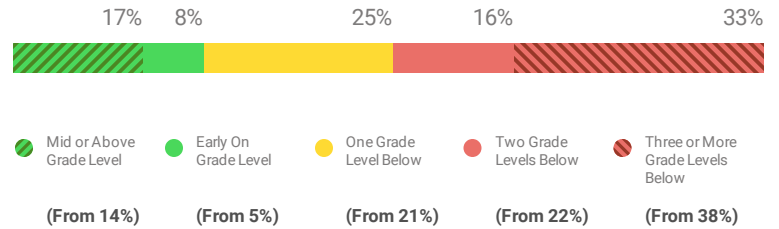
Students Assessed/Total: 63/63

Progress to Annual Typical Growth (Median)



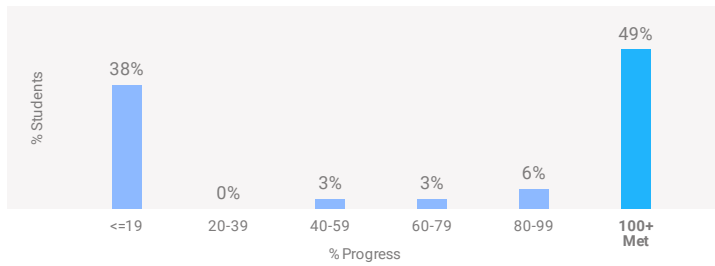
The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

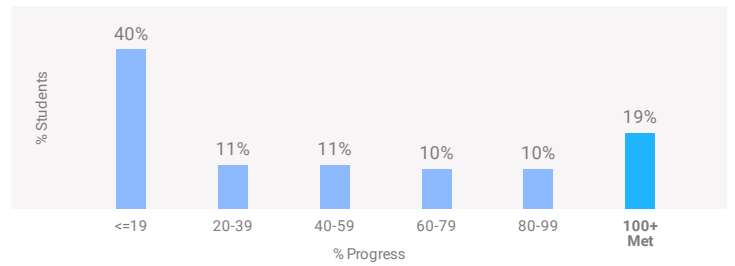


● Mid or Above Grade Level (From 14%)
● Early On Grade Level (From 5%)
● One Grade Level Below (From 21%)
● Two Grade Levels Below (From 22%)
● Three or More Grade Levels Below (From 38%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

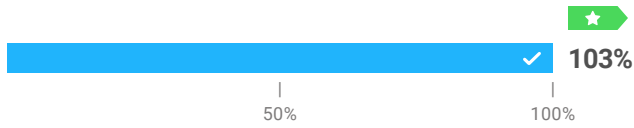
Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	0%	44%	0%	44%	33%	9/9
Early On Grade Level	0%	33%	0%	0%	0%	3/3
One Grade Level Below	100%	54%	46%	31%	31%	13/13
Two Grade Levels Below	76%	36%	30%	14%	50%	14/14
Three or More Grade Levels Below	150%	58%	56%	8%	54%	24/24

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2023 - 2024
 Grade: 7
 Comparison Diagnostic: Final Diagnostic

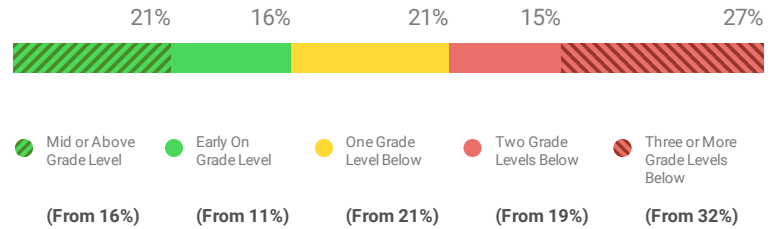
Students Assessed/Total: 62/62

Progress to Annual Typical Growth (Median)

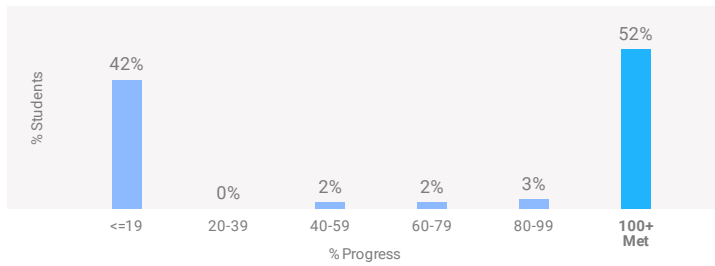


The median percent progress towards Typical Growth for this school is 103%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

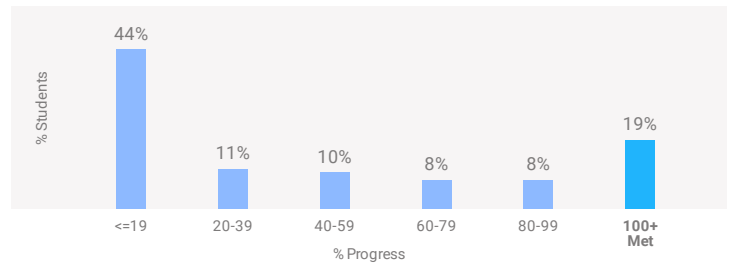
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

Showing 5 of 5

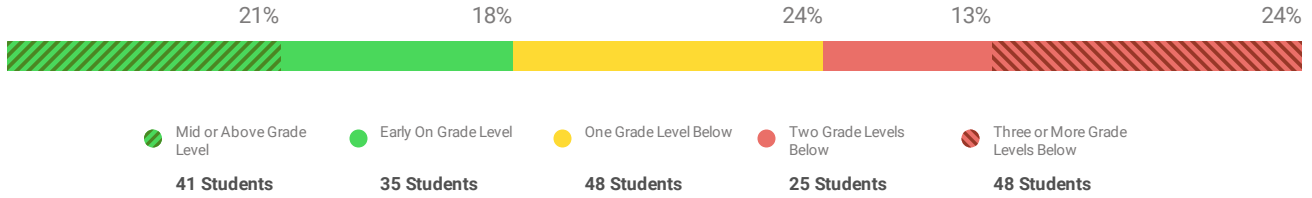
Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	75%	50%	22%	30%	30%	10/10
Early On Grade Level	183%	71%	48%	0%	43%	7/7
One Grade Level Below	0%	23%	0%	23%	31%	13/13
Two Grade Levels Below	79%	50%	26%	25%	50%	12/12
Three or More Grade Levels Below	148%	65%	50%	15%	50%	20/20

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2024 - 2025
 Diagnostic: Final Diagnostic
 Prior Diagnostic: None

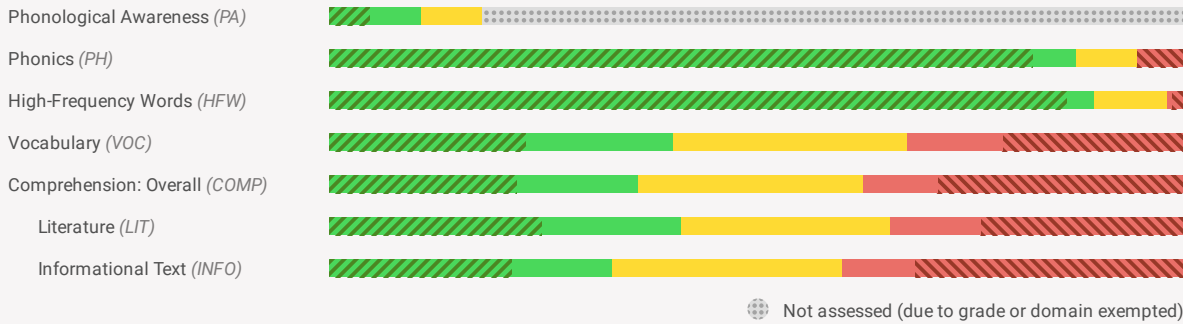
Criterion Referenced

Overall Placement

Students Assessed/Total: 197/212



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		27%	36%	36%	0%	0%	22/36
Grade 1		23%	15%	62%	0%	0%	13/13
Grade 5		20%	24%	28%	20%	8%	25/25
Grade 6		23%	9%	23%	23%	23%	35/36

Diagnostic Results



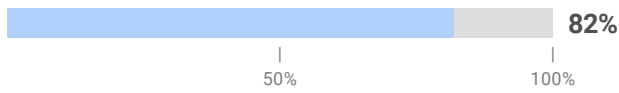
School Garvey/Allen VPA Academy
Subject Reading
Academic Year 2024 - 2025
Diagnostic Final Diagnostic
Prior Diagnostic None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 7		20%	12%	16%	20%	32%	50/50
Grade 8		17%	19%	17%	4%	42%	52/52

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2024 - 2025
 Grade: K
 Comparison Diagnostic: Final Diagnostic

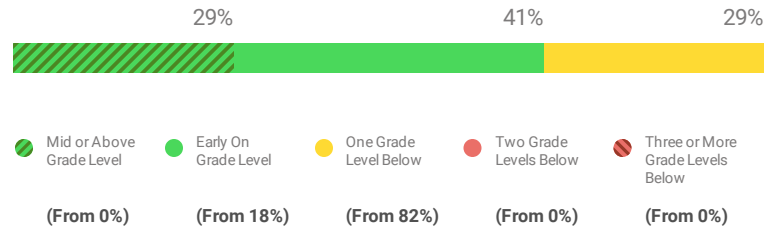
Students Assessed/Total: 17/36

Progress to Annual Typical Growth (Median)

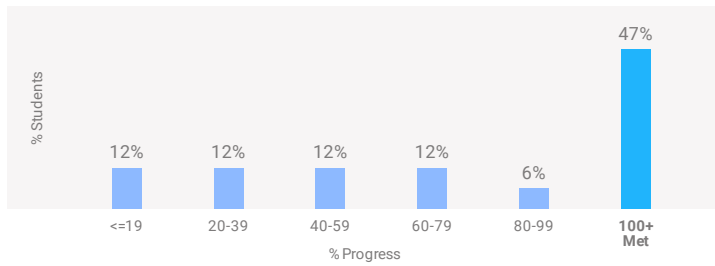


The median percent progress towards Typical Growth for this school is 82%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

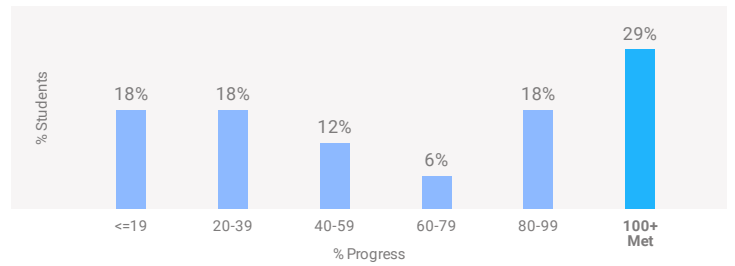
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

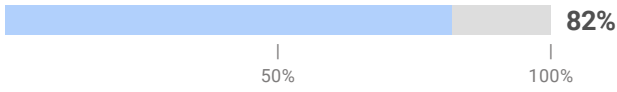
Showing 3 of 3

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	–	–	–	–	–	0/1
Early On Grade Level	50%	0%	34%	0%	33%	3/4
One Grade Level Below	131%	57%	96%	36%	64%	14/17

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2024 - 2025
 Grade: 1
 Comparison Diagnostic: Final Diagnostic

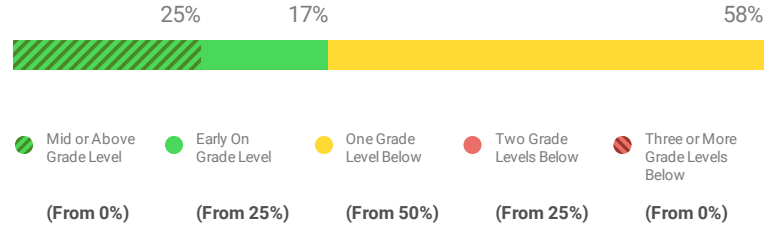
Students Assessed/Total: 12/13

Progress to Annual Typical Growth (Median)



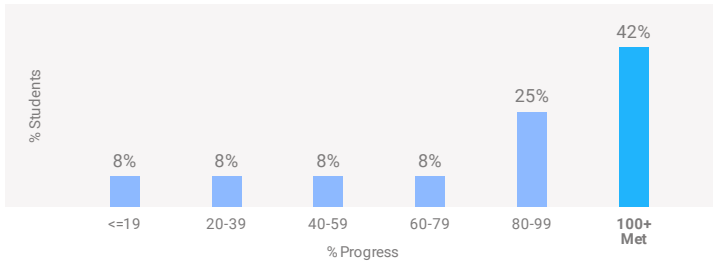
The median percent progress towards Typical Growth for this school is 82%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

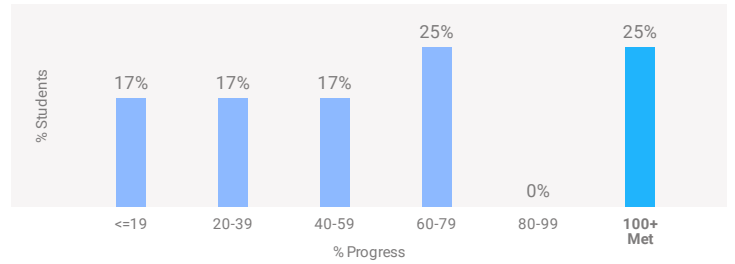


● Mid or Above Grade Level (From 0%)
● Early On Grade Level (From 25%)
● One Grade Level Below (From 50%)
● Two Grade Levels Below (From 25%)
● Three or More Grade Levels Below (From 0%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

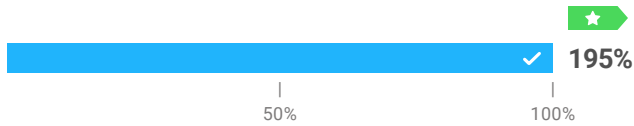
Showing 3 of 3

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Early On Grade Level	27%	33%	18%	33%	33%	3/3
One Grade Level Below	82%	33%	60%	33%	50%	6/7
Two Grade Levels Below	124%	67%	70%	0%	100%	3/3

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2024 - 2025
 Grade: 5
 Comparison Diagnostic: Final Diagnostic

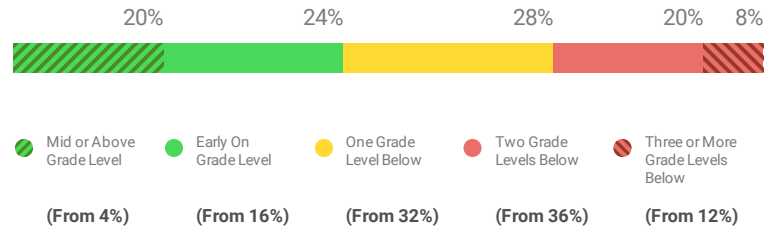
Students Assessed/Total: 25/25

Progress to Annual Typical Growth (Median)

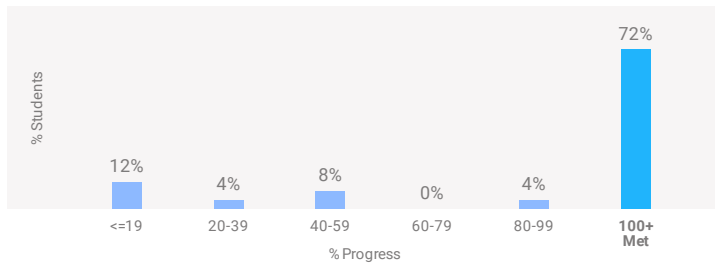


The median percent progress towards Typical Growth for this school is 195%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

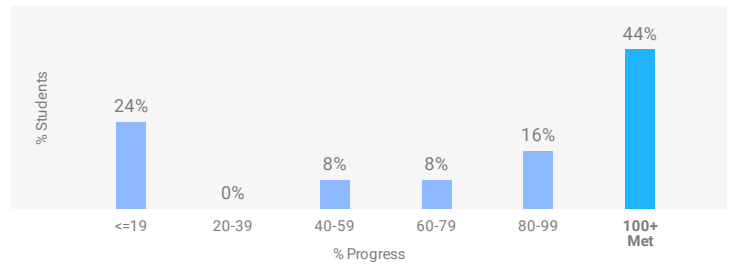
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

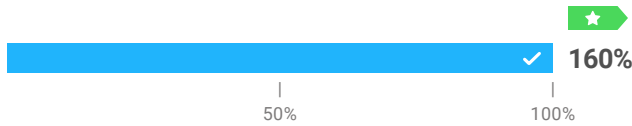
Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	857%	100%	333%	100%	100%	1/1
Early On Grade Level	281%	75%	146%	75%	75%	4/4
One Grade Level Below	150%	88%	80%	38%	63%	8/8
Two Grade Levels Below	195%	56%	83%	33%	56%	9/9
Three or More Grade Levels Below	165%	67%	70%	33%	100%	3/3

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2024 - 2025
 Grade: 6
 Comparison Diagnostic: Final Diagnostic

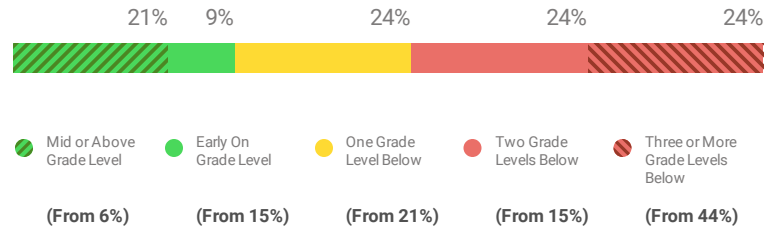
Students Assessed/Total: 34/36

Progress to Annual Typical Growth (Median)

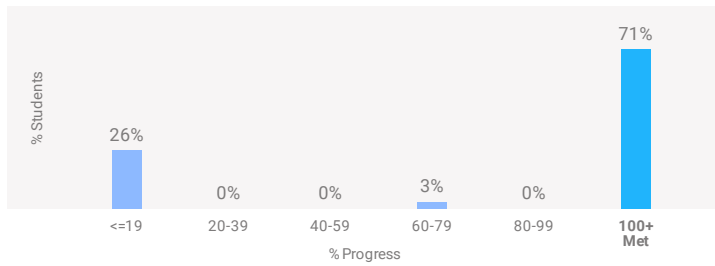


The median percent progress towards Typical Growth for this school is 160%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

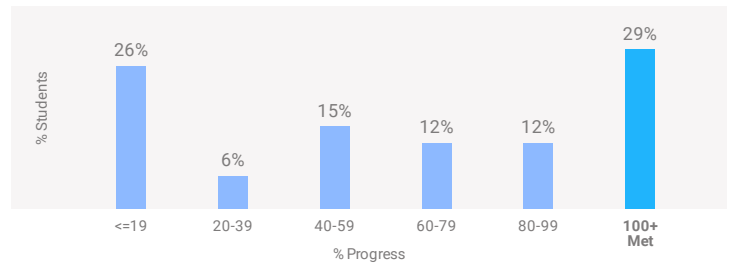
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

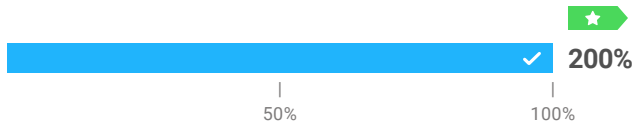
Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	163%	50%	44%	0%	50%	2/3
Early On Grade Level	133%	60%	48%	40%	60%	5/5
One Grade Level Below	133%	71%	62%	29%	57%	7/7
Two Grade Levels Below	200%	60%	74%	0%	60%	5/5
Three or More Grade Levels Below	195%	80%	73%	40%	67%	15/15

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2024 - 2025
 Grade: 7
 Comparison Diagnostic: Final Diagnostic

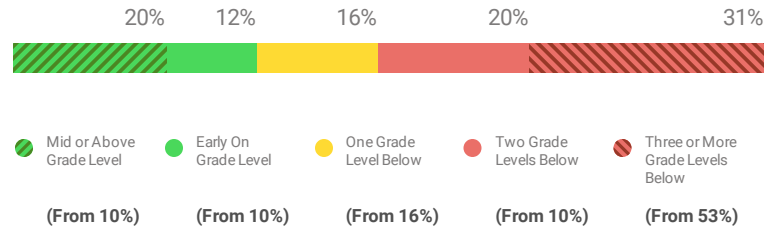
Students Assessed/Total: 49/50

Progress to Annual Typical Growth (Median)

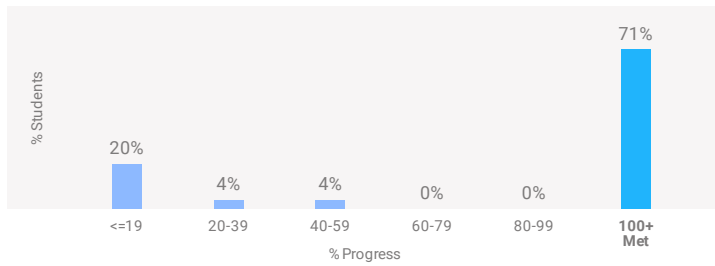


The median percent progress towards Typical Growth for this school is 200%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

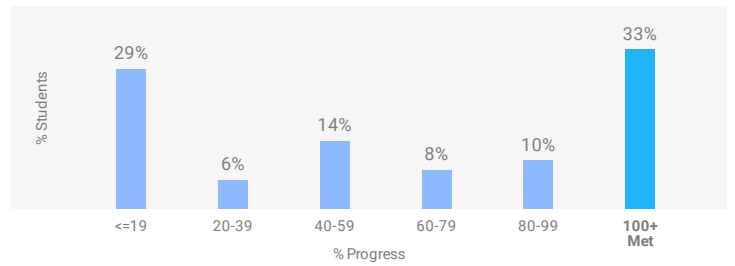
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

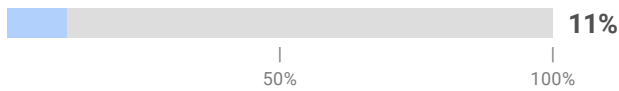
Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	150%	80%	43%	20%	60%	5/5
Early On Grade Level	217%	80%	57%	40%	60%	5/5
One Grade Level Below	55%	50%	22%	38%	38%	8/8
Two Grade Levels Below	275%	100%	89%	40%	100%	5/5
Three or More Grade Levels Below	200%	69%	68%	31%	62%	26/27

School: Garvey/Allen VPA Academy
 Subject: Reading
 Academic Year: 2024 - 2025
 Grade: 8
 Comparison Diagnostic: Final Diagnostic

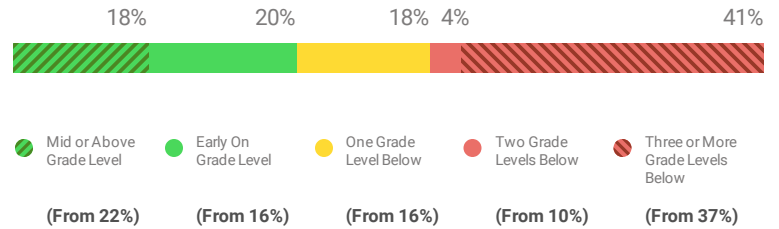
Students Assessed/Total: 51/52

Progress to Annual Typical Growth (Median)



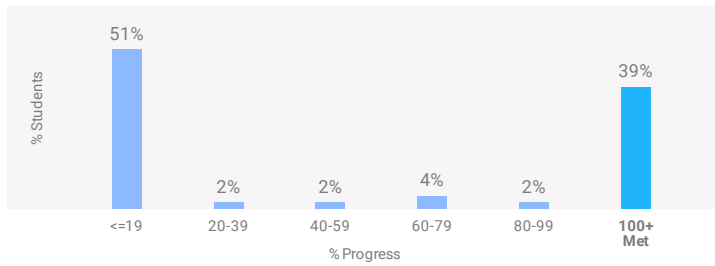
The median percent progress towards Typical Growth for this school is 11%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

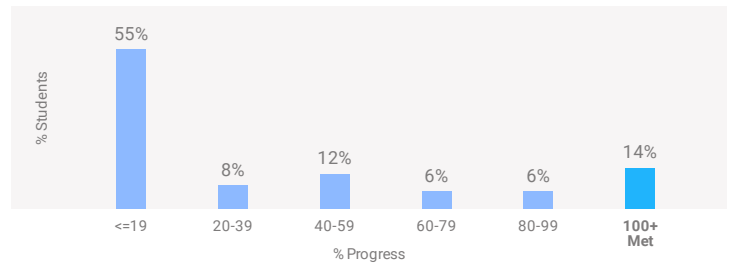


● Mid or Above Grade Level (From 22%)
● Early On Grade Level (From 16%)
● One Grade Level Below (From 16%)
● Two Grade Levels Below (From 10%)
● Three or More Grade Levels Below (From 37%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

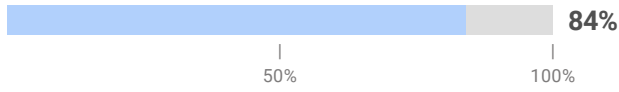
Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	0%	27%	0%	18%	18%	11/11
Early On Grade Level	113%	50%	21%	13%	13%	8/8
One Grade Level Below	94%	50%	34%	13%	25%	8/8
Two Grade Levels Below	0%	20%	0%	0%	20%	5/5
Three or More Grade Levels Below	61%	42%	22%	16%	32%	19/20

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2024 - 2025
 Grade: K
 Comparison Diagnostic: Final Diagnostic

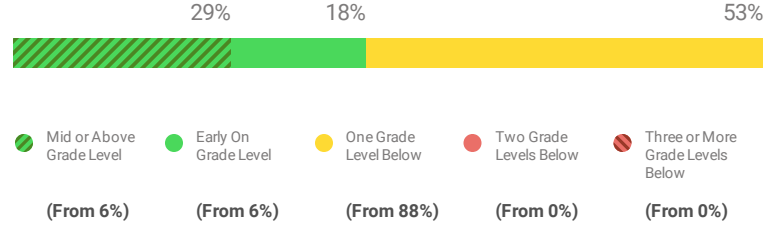
Students Assessed/Total: 17/36

Progress to Annual Typical Growth (Median)

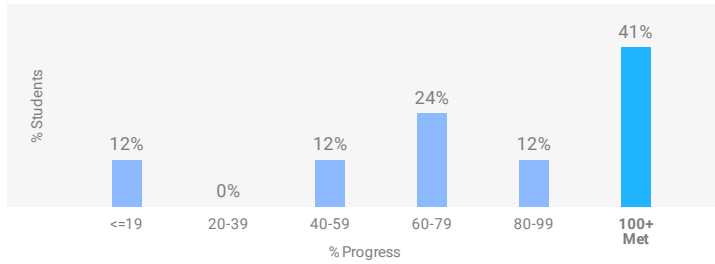


The median percent progress towards Typical Growth for this school is 84%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

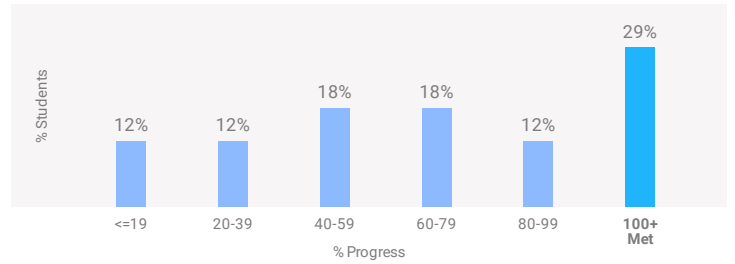
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

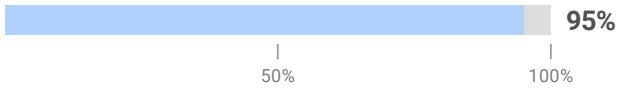
Showing 3 of 3

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	52%	0%	31%	0%	0%	1/1
Early On Grade Level	42%	0%	26%	0%	100%	1/1
One Grade Level Below	91%	47%	74%	33%	40%	15/16

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2024 - 2025
 Grade: 1
 Comparison Diagnostic: Final Diagnostic

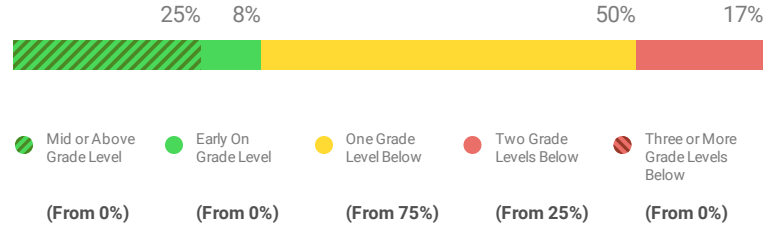
Students Assessed/Total: 12/13

Progress to Annual Typical Growth (Median)

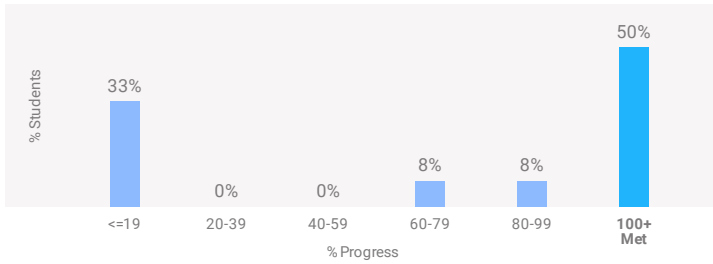


The median percent progress towards Typical Growth for this school is 95%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

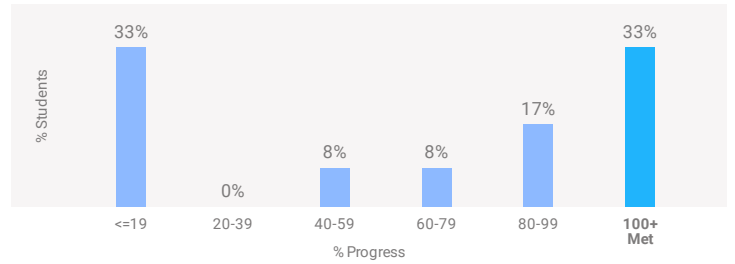
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

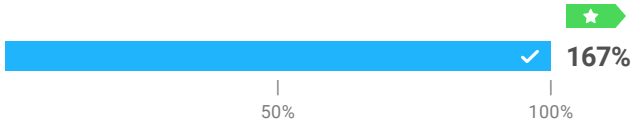
Showing 2 of 2

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
One Grade Level Below	107%	56%	84%	33%	44%	9/9
Two Grade Levels Below	69%	33%	44%	33%	33%	3/3

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2024 - 2025
 Grade: 5
 Comparison Diagnostic: Final Diagnostic

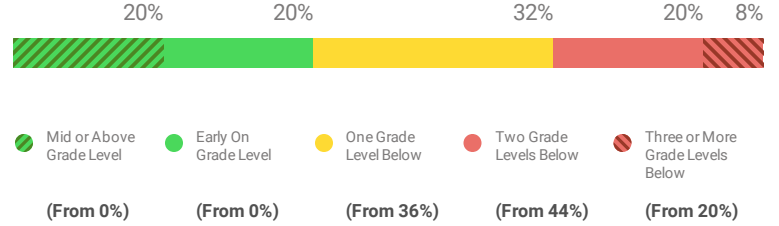
Students Assessed/Total: 25/25

Progress to Annual Typical Growth (Median)

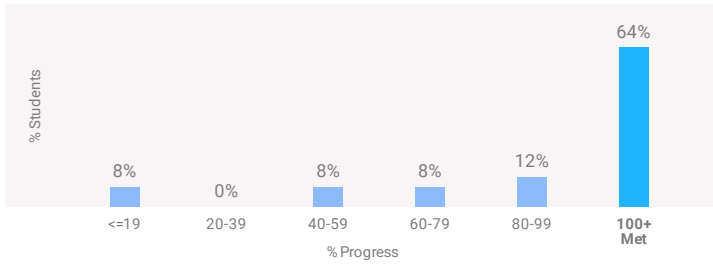


The median percent progress towards Typical Growth for this school is 167%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

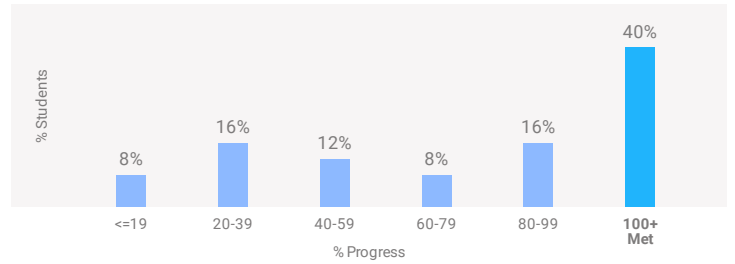
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

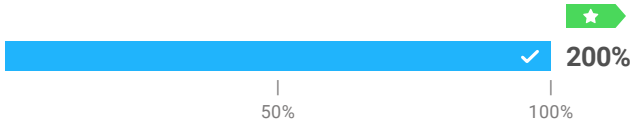
Showing 3 of 3

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
One Grade Level Below	150%	56%	87%	44%	67%	9/9
Two Grade Levels Below	178%	64%	91%	45%	64%	11/11
Three or More Grade Levels Below	135%	80%	66%	20%	100%	5/5

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2024 - 2025
 Grade: 6
 Comparison Diagnostic: Final Diagnostic

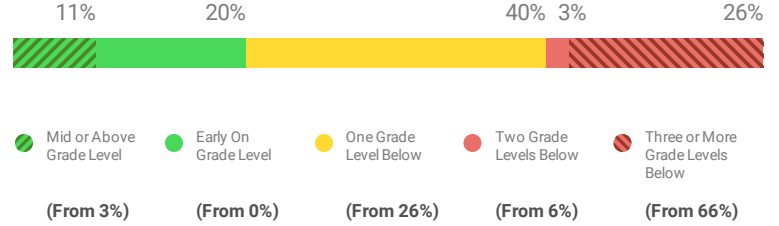
Students Assessed/Total: 35/37

Progress to Annual Typical Growth (Median)

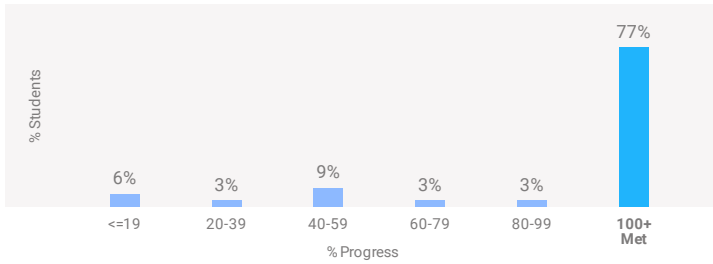


The median percent progress towards Typical Growth for this school is 200%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

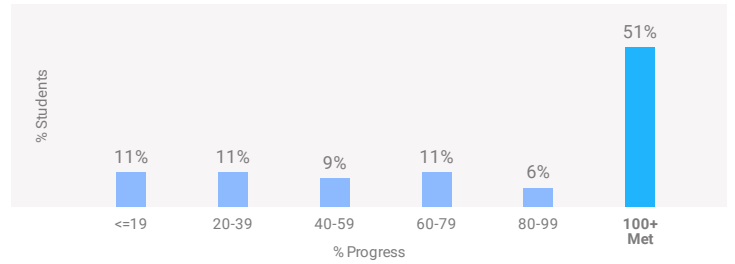
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

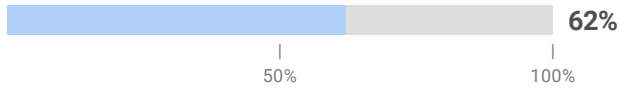
Showing 4 of 4

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	231%	100%	150%	100%	100%	1/1
One Grade Level Below	221%	100%	119%	78%	89%	9/9
Two Grade Levels Below	200%	100%	94%	50%	100%	2/3
Three or More Grade Levels Below	180%	65%	77%	39%	83%	23/23

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2024 - 2025
 Grade: 7
 Comparison Diagnostic: Final Diagnostic

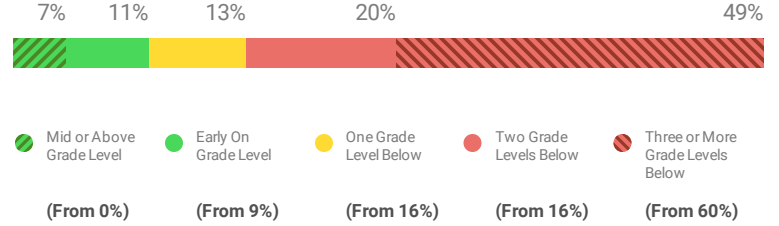
Students Assessed/Total: 45/81

Progress to Annual Typical Growth (Median)

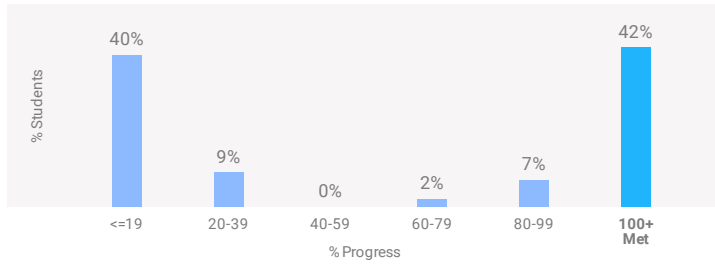


The median percent progress towards Typical Growth for this school is 62%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

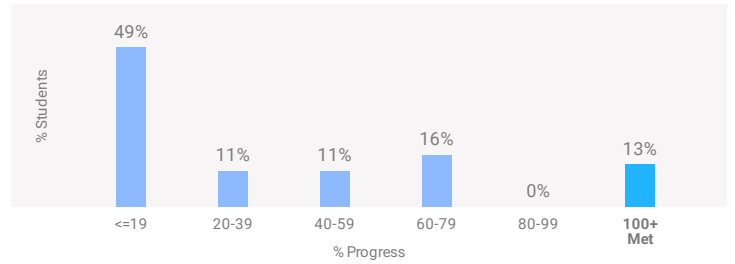
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

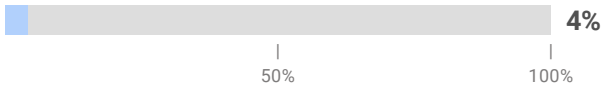
Showing 4 of 4

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Early On Grade Level	79%	50%	44%	25%	50%	4/4
One Grade Level Below	100%	57%	52%	0%	43%	7/9
Two Grade Levels Below	62%	43%	32%	29%	43%	7/10
Three or More Grade Levels Below	31%	37%	12%	11%	52%	27/33

School: Garvey/Allen VPA Academy
 Subject: Math
 Academic Year: 2024 - 2025
 Grade: 8
 Comparison Diagnostic: Final Diagnostic

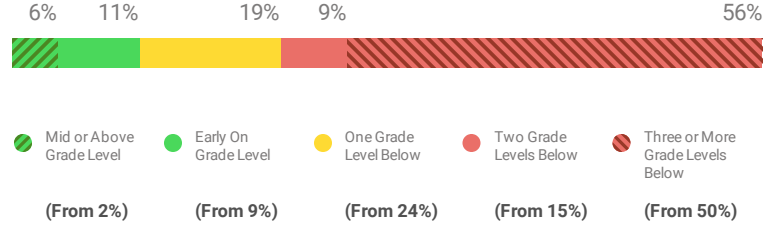
Students Assessed/Total: **54/54**

Progress to Annual Typical Growth (Median)



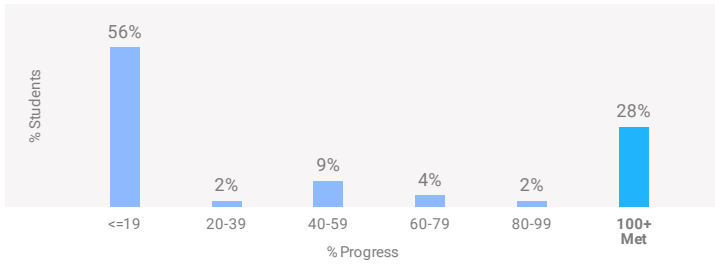
The median percent progress towards Typical Growth for this school is 4%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

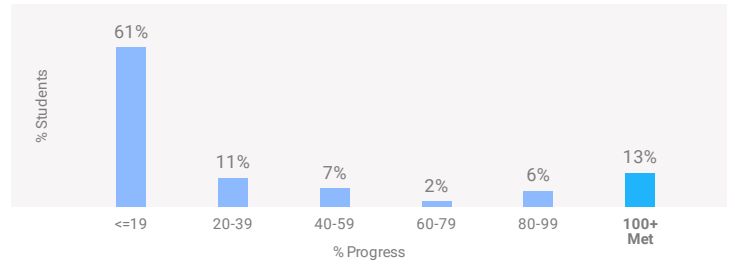


● Mid or Above Grade Level (From 2%)
● Early On Grade Level (From 9%)
● One Grade Level Below (From 24%)
● Two Grade Levels Below (From 15%)
● Three or More Grade Levels Below (From 50%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Baseline Placement

Showing 5 of 5

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Mid or Above Grade Level	211%	100%	100%	100%	100%	1/1
Early On Grade Level	67%	40%	29%	40%	40%	5/5
One Grade Level Below	56%	38%	23%	23%	31%	13/13
Two Grade Levels Below	0%	13%	0%	13%	13%	8/8
Three or More Grade Levels Below	0%	22%	0%	0%	30%	27/27

Attachment 3: Articles of Incorporation, Bylaws, and Conflict of Interest Code

4116181
FILED
SECRETARY OF STATE
STATE OF CALIFORNIA

FEB 21 2018

**ARTICLES OF INCORPORATION
OF
GARVEY/ALLEN VISUAL AND PERFORMING ARTS ACADEMY FOR SCIENCE,
TECHNOLOGY, ENGINEERING & MATHEMATICS**

I.

The name of the Corporation shall be Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering & Mathematics.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Tiffany Gilmore
14865 Cadiz Court
Rancho Belago, CA 92555

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.


Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

14865 Cadiz Court
Rancho Belago, CA 92555

Dated: 2/16/18



Kimberly Rodriguez, Incorporator



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office:

FEB 22 2018

A handwritten mark, possibly initials or a signature, located to the right of the date.

Date: _____

A handwritten signature in cursive script that reads "Alex Padilla".

ALEX PADILLA, Secretary of State

GARVEY/ALLEN STEAM ACADEMY
BOARD OF DIRECTORS RESOLUTION

Resolution No. 2026-03-26-01

Adoption of Revised Bylaws

****A RESOLUTION OF THE BOARD OF DIRECTORS**

OF GARVEY/ALLEN VISUAL & PERFORMING ARTS ACADEMY
FOR SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS
DOING BUSINESS AS
GARVEY/ALLEN STEAM ACADEMY**

Adopting Revised Bylaws and Superseding Prior Bylaws

WHEREAS, Garvey/Allen Visual & Performing Arts Academy for Science, Technology, Engineering & Mathematics, doing business as Garvey/Allen STEAM Academy (the “Corporation”), is a California nonprofit public benefit corporation operating a public charter school pursuant to the California Education Code; and

WHEREAS, the Board of Directors previously adopted Bylaws governing the management and operation of the Corporation; and

WHEREAS, the Board of Directors has determined that revisions to the Bylaws are necessary to:

- Reflect the current operational structure of the Corporation
- Clarify governance responsibilities
- Strengthen Board accountability
- Define executive leadership authority
- Improve compliance with California nonprofit law
- Ensure alignment with the California Ralph M. Brown Act
- Support long-term governance stability
- Prepare for charter renewal and continued organizational growth; and

WHEREAS, the revised Bylaws maintain the structural integrity of the original Bylaws while incorporating modern governance provisions necessary for lawful and effective administration of the Corporation; and

WHEREAS, the revised Bylaws include updated provisions related to:

- Board composition and term limits
- Director eligibility requirements
- Founder Director protections

- Superintendent/Chief Executive Officer authority
- Contract execution authority
- Fiscal governance procedures
- Brown Act compliance requirements
- Closed session procedures
- Public participation standards
- Conflict of Interest compliance and Form 700 filing requirements; and

WHEREAS, the Board of Directors has reviewed the revised Bylaws in full and determined that adoption of the revised Bylaws is in the best interests of the Corporation and its educational mission.

NOW, THEREFORE, BE IT RESOLVED THAT:

Section 1 — Adoption of Revised Bylaws

The Board of Directors hereby adopts the revised Bylaws of Garvey/Allen STEAM Academy as presented to the Board on **March 26, 2026**.

Section 2 — Superseding Prior Bylaws

Upon adoption of this Resolution, the revised Bylaws shall:

- Supersede all previously adopted Bylaws
 - Become the official governing Bylaws of the Corporation
 - Remain in full force and effect until amended in accordance with the amendment provisions contained therein.
-

Section 3 — Effective Date

The revised Bylaws shall become effective immediately upon adoption by the Board of Directors on:

March 26, 2026

Section 4 — Maintenance of Official Records

The Secretary of the Board is hereby directed to:

- Maintain a signed copy of the adopted Bylaws
 - Ensure the Bylaws are included in the official corporate records
 - Provide copies to authorized parties as required
 - Ensure availability of the Bylaws for governance reference and compliance purposes.
-

PASSED AND ADOPTED

by the Board of Directors of Garvey/Allen STEAM Academy at a duly noticed Regular Board Meeting held on:

March 26, 2026

at Moreno Valley, California.

BOARD CERTIFICATION

AYES: 3

NAYS: 0

ABSTAIN: 0

ABSENT: 1

CERTIFIED BY

Sharon Catlett

Vice President of the Board

Presiding Officer

Signature: Sharon A. Catlett Date: 3/26/2026

Jea Reese

Secretary of the Board

Signature: Jea Reese Date: 3/26/2026

GARVEY/ALLEN STEAM ACADEMY

BOARD RESOLUTION NO. 2026-03-26-A

ADOPTION OF CONFLICT OF INTEREST CODE

**GARVEY/ALLEN VISUAL AND PERFORMING ARTS ACADEMY
FOR SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS**

Doing Business As

Garvey/Allen STEAM Academy

Resolution No.: 2026-03-26-A

Date: March 26, 2026

**RESOLUTION OF THE BOARD OF DIRECTORS
ADOPTION OF CONFLICT OF INTEREST CODE**

WHEREAS,

Garvey/Allen Visual and Performing Arts Academy for Science, Technology, Engineering & Mathematics (“Garvey/Allen STEAM Academy” or the “Academy”) operates as a California public charter school and public entity subject to applicable laws governing public agencies; and

WHEREAS,

The California Political Reform Act (Government Code Section 81000 et seq.) requires public agencies to adopt and maintain a Conflict of Interest Code identifying designated positions required to disclose financial interests to prevent conflicts in public decision-making; and

WHEREAS,

The Board of Directors recognizes the importance of transparency, accountability, and ethical governance practices, while protecting the privacy of Board members and employees to the fullest extent permitted by law; and

WHEREAS,

The Board of Directors has reviewed the proposed Conflict of Interest Code presented to the Board and finds that adoption of the Code supports the Academy’s commitment to sound governance and legal compliance.

NOW, THEREFORE, BE IT RESOLVED THAT:

The Board of Directors of Garvey/Allen STEAM Academy hereby:

Adoption of Conflict of Interest Code

Approves and adopts the **Garvey/Allen STEAM Academy Conflict of Interest Code** as presented to the Board on **March 26, 2026**.

Implementation of Filing Procedures

Authorizes and directs the Superintendent/Chief Executive Officer to:

- Implement the Conflict of Interest Code
 - Identify designated filers
 - Establish procedures necessary to ensure compliance with applicable laws
 - Provide appropriate guidance and instructions to designated individuals regarding filing responsibilities
-

Authorization for Future Amendments

Authorizes the Superintendent/Chief Executive Officer to recommend amendments to the Conflict of Interest Code as necessary to reflect:

- Changes in law
 - Changes in organizational structure
 - Changes in designated positions
-

Effective Date

This Resolution shall take effect immediately upon adoption.

BOARD CERTIFICATION

AYES: 3

NOES: 0

ABSTAIN: 0

ABSENT: 1

CERTIFIED BY

Sharon Catlett

Vice President of the Board

Presiding Officer

Signature: Sharon A. Catlett Date: 3/26/2026

Jea Reese

Secretary of the Board

Signature: Jea Reese Date: 3/26/2026

Attachment 4: Multi-Year Budget, Cashflow, and LCFF Calculator

SCHOOL NAME - Garvey Allen Visual and Performing Arts for STEM
 Budget Assumptions - Five Year Charter Renewal Budget
 Fiscal Year: 2027

CDS Code
 Charter #
 District/Authorizer
 County

19-73437-0132845
 2058
 Riverside County Office of Education
 Riverside County Office of Education

	FY	Budget FY 2027	Budget FY 2728	Budget FY 2829	Budget FY 2930	Budget FY 3031
ENROLLMENT/ADA						
Enrollment/ADA						
ADA by Grade Group: 90.00%						
ADA TK-3 90.00%						
ADA 4-6 90.00%						
ADA 7-8 90.00%						
ADA K-8 90.00%						
Grade						
TK/K		25	40	45	50	50
1		30	40	45	50	50
2		38	40	45	50	50
3		28	40	45	50	50
4		30	40	45	50	50
5		50	50	50	50	50
6		60	60	60	60	60
7		60	60	60	60	60
8		75	75	75	75	75
TOTAL		388	445	470.00	495	495
Summary by Grade Grouping:						
TK-3		113.00	160.00	180.00	200.00	200.00
4-6		140.00	150.00	155.00	160.00	160.00
7-8		135.00	135.00	135.00	135.00	135.00
Total		388.00	445.00	470.00	495.00	495.00

Revenue Item	Object Code	Basis (Source)	2027	2728	2829	2930	3031
In-Lieu of Property Taxes	8097-00	Per ADA (District)	1,376.42	1,376.42	1,376.42	1,376.42	1,376.42
Federal Special Education (IDEA)	6181-65	Per ADA (Selpa)	145.00	145.00	145.00	145.00	145.00
Title 1	8291-01	Fixed Total (CDE)	119,334.00	119,334.00	119,334.00	119,334.00	119,334.00
Title 2	8292-02	Fixed Total (CDE)	13,826.00	13,826.00	13,826.00	13,826.00	13,826.00
Title 3 Part A - EL	8293-03	Fixed Total (CDE)	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Title 4	8294-04	Fixed Total (CDE)	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Mandate Block Grant K-8	8500-00	Per ADA (CDE)	40.27	41.65	43.03	43.03	43.03
State Lottery Restricted Prop 20	8500-12	Per ADA (CDE)	82.00	82.00	82.00	82.00	82.00
State Lottery Unrestricted	8500-22	Per ADA (CDE)	191.00	191.00	191.00	191.00	191.00
State Mental Health	8590-00	Per ADA (CDE)	83.31	83.31	83.31	83.31	83.31
SB740	8590-00	Special Calc Below	492,671	507,451	522,675	538,355	554,506
ASES	8590-61	Fixed Total	-	-	-	-	-
State Special Education (AB602)	8791-65	Per ADA (Selpa)	917.53	917.53	917.53	917.53	917.53
Extended Learning	8590-2600	Per PY ADA	2,750.00	2,750.00	2,750.00	2,750.00	2,750.00

- Revenue Assumptions Narrative**
- 26/21 ILPT Rate based on 24/25 Actual. No COLA applied to five year forecast.
 - 26/21 Federal Sped forecast based on El Dorado SELPA 25/26 estimates. Calculation assumes prior year enrollment. No COLA applied to five year forecast
 - 26/21 Federal Funds based on 25/26 Low Income Pupil Count - No COLA applied to forecast. GAVPAA will apply for Federal Funds through the annual submission of the Consolidated Application
 - 26/21 Federal Funds based on 25/26 Low Income Pupil Count - No COLA applied to forecast. GAVPAA will apply for Federal Funds through the annual submission of the Consolidated Application
 - GAVPAA does not apply for Title III funds
 - 26/21 Federal Funds based on 25/26 Low Income Pupil Count - No COLA applied to forecast. GAVPAA will apply for Federal Funds through the annual submission of the Consolidated Application
 - 26-29 Rates based on published 2025-26 SSC Financial Projection Dashboard (See Attachment B) 30-31 remain static. No COLA applied to the forecast.
 - Rates based on published 2025-26 SSC Financial Projection Dashboard (See Attachment B). No COLA applied to forecast.
 - Rates based on published 2025-26 SSC Financial Projection Dashboard (See Attachment B). No COLA applied to forecast.
 - 26/21 Rate based on 24-25 Actual per pupil rate. No COLA applied.
 - 26/21 Forecast based on 24-25 Actual Per Pupil Rate (See the calculation below)
 - GAVPAA does not receive ASES funds
 - 26/27 State Sped forecast based on El Dorado SELPA 25/26 estimates. Calculation assumes prior year enrollment. No COLA applied to five year forecast
 - Prior Year ADA*UPP; NO COLA Applied

Calendar Month	Start Month	End Month	COLA %	EPA %
F Start Month	August	Enter July or August	3.70%	28.56%
A Start Month	September	Enter September or October	3.20%	28.56%
J Start Month	July	Enter July or August	2.80%	28.56%
N Start Month	October	Enter October or November	2.80%	28.56%
30-day Month	December	Enter December or January	5.07%	28.56%

Revenue Item	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total
LCCF	13,226.89	4,618,831	13,521.82	5,415,491	14,142.97	5,982,478	14,670.14	6,535,547	14,670.14	6,535,547
EPA	200.00	69,840	200.00	80,100	200.00	84,600	200.00	89,100	200.00	89,100
ILPT	1,340.30	468,033	1,340.30	536,799	1,340.30	569,947	1,340.30	597,194	1,340.30	597,194
Rev Limit	14,767.19	5,156,704	15,062.12	6,032,391	15,683.27	6,634,025	16,210.44	7,221,751	16,210.44	7,221,751

Category	2027	2728	2829	2930	3031
Eligible Rent I Total	656,895.00	676,601.85	696,899.91	717,806.90	739,341.11
@75%	492,671.25	507,451.39	522,674.93	538,355.18	554,505.83
Eligible ADA	349.20	400.50	423.00	445.50	445.50
x \$1,421	496,213.20	569,110.50	601,083.00	633,055.50	633,055.50
Revenues Lower of 65% of rent or \$750/ADA	492,671	507,451	522,675	538,355	554,506

Category	2027	2728	2829	2930	3031
Oversight Fee 1.00% of total LCCF revenue	51,567.04	60,233.81	66,340.25	72,217.51	72,217.51
Total	51,567	60,234	66,340	72,218	72,218

SCHOOL NAME - GARVEY ALLEN VISUAL AND PERFORMING ARTS FOR STEM			2627		2728		2829		2930		3031		
FY2026 - FY2031			Enrollment	388	445	470	495	495					
MYP Summary			ADA %	90.00%	89.00%	90.00%	90.00%	90.00%					
			ADA	349.20	% of Rev	400.50	% of Rev	423.00	% of Rev	445.50	% of Rev	445.50	% of Rev
Account Code	Rst	Description	MYP		MYP		MYP		MYP		MYP		
8011	0000	LCFF Revenue	4,618,831	61.57%	5,415,491	72.19%	5,982,478	79.75%	6,535,547	87.12%	6,535,547	87.12%	
8012	1400	Education Protection Account Revenue	69,840	0.93%	80,100	1.07%	84,600	1.13%	88,830	1.18%	88,830	1.18%	
8019	0000	Prior Year Income/Adjustments	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%	
8590	2600	Extended Learning Program	721,472	9.62%	762,574	10.17%	884,955	11.80%	936,067	12.48%	985,858	13.14%	
8096	0000	Charter Schools Funding In-Lieu of Property Taxes	468,033	6.24%	536,790	7.16%	566,947	7.56%	597,104	7.96%	597,104	7.96%	
Revenue Limit			5,878,176	78.36%	6,794,955	90.58%	7,518,980	100.23%	8,157,548	108.74%	8,207,339	109.40%	
8181	3310	Special Education - IDEA	50,634	0.67%	58,073	0.77%	61,335	0.82%	64,598	0.86%	64,598	0.86%	
8220	5310	Federal Child Nutrition Programs - NSLP	461,677	6.15%	499,807	6.66%	533,818	7.12%	562,212	7.49%	562,212	7.49%	
8290	3010	Title I Federal Revenue	119,334	1.59%	119,334	1.59%	119,334	1.59%	119,334	1.59%	119,334	1.59%	
8290	4035	Title II Federal Revenue	13,826	0.18%	13,826	0.18%	13,826	0.18%	13,826	0.18%	13,826	0.18%	
8290	4203	Title III Federal Revenue English Learner	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%	
8290	4127	Title IV Federal Revenue	10,000	0.13%	10,000	0.13%	10,500	0.14%	11,025	0.15%	11,576	0.15%	
Total Federal Revenue			655,471	8.74%	701,040	9.34%	738,813	9.85%	770,995	10.28%	771,546	10.28%	
8520	5310	State Child Nutrition Program	16,748	0.22%	19,208	0.26%	20,287	0.27%	21,366	0.28%	21,366	0.28%	
8550	0000	Mandated Block Grant	14,062	0.19%	16,681	0.22%	18,202	0.24%	19,170	0.26%	19,170	0.26%	
8560	6300	State Lottery Revenue Prop 20	28,634	0.38%	32,841	0.44%	34,686	0.46%	36,531	0.49%	36,531	0.49%	
8560	1100	State Lottery Revenue Unrestricted	66,697	0.89%	76,496	1.02%	80,793	1.08%	85,091	1.13%	85,091	1.13%	
8590	6010	All Other State Revenues - ASES	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%	
8590	6030	All Other State Revenues - SB 740	492,671	6.57%	507,451	6.76%	522,675	6.97%	522,675	6.97%	522,675	6.97%	
8590	6536	Mental Health	29,092	0.39%	33,366	0.44%	35,240	0.47%	37,115	0.49%	37,115	0.49%	
Other State Revenue			647,905	8.64%	686,842	9.14%	711,883	9.49%	721,947	9.62%	770,507	10.27%	
8699	00	All Other Local Revenue	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%	
8791	6500	Special Education - AB602	320,401	4.27%	367,471	4.90%	388,115	5.17%	408,760	5.45%	408,760	5.45%	
Local Revenue			320,401	4.27%	367,471	4.90%	388,115	5.17%	408,760	5.45%	408,760	5.45%	
Total Revenue			7,501,953	100.00%	8,549,508	113.96%	9,357,790	124.74%	10,059,250	134.09%	10,158,151	135.41%	
1100	00	Teachers' Salaries	1,495,000	19.93%	1,896,107	25.27%	1,947,112	25.95%	2,075,350	27.66%	2,131,177	28.41%	
1200	00	Certificated Pupil Support Salaries	90,000	1.20%	92,493	1.23%	94,981	1.27%	97,536	1.30%	100,160	1.34%	
1300	00	Certificated Supervisor and Administrator Salaries	226,682	3.02%	232,962	3.11%	239,228	3.19%	245,663	3.27%	252,272	3.36%	
Certificated Salaries			1,811,682	24.15%	2,021,561	29.61%	2,081,321	30.41%	2,418,550	32.24%	2,483,609	33.11%	
2100	00	Instructional Aide Salaries	633,000	8.44%	712,196	9.49%	849,553	11.32%	872,406	11.63%	895,874	11.94%	
2200	00	Classified Support Salaries	364,000	4.85%	374,083	4.99%	384,146	5.12%	394,479	5.26%	405,091	5.40%	
2300	00	Classified Supervisor and Administrator Salaries	576,000	7.68%	591,955	7.89%	607,879	8.10%	624,231	8.32%	641,023	8.54%	
2400	00	Clerical, Technical, and Office Staff Salaries	56,000	0.75%	57,551	0.77%	59,099	0.79%	60,689	0.81%	62,322	0.83%	
2900	00	Other Classified Salaries (Noon and Yard Sup, etc.)	155,000	2.07%	220,956	2.95%	226,899	3.02%	233,003	3.11%	239,271	3.19%	
Classified Salaries			1,784,000	23.78%	1,956,741	26.08%	2,127,576	28.36%	2,184,808	29.12%	2,243,579	29.91%	
3301	00	OASDI/Medicare	257,729	3.44%	319,640	4.26%	337,281	4.50%	352,157	4.69%	361,630	4.82%	
3401	00	Health & Welfare Benefits - Unrestricted	460,000	6.13%	565,235	7.53%	601,547	8.02%	628,566	8.38%	645,483	8.60%	
3501	00	State Unemployment Insurance/SDI	207,025	2.76%	256,757	3.42%	270,927	3.61%	282,876	3.77%	290,486	3.87%	
3601	00	Worker Compensation Insurance	101,070	1.35%	125,349	1.67%	132,267	1.76%	152,110	2.03%	141,586	1.89%	
Employee Benefits			1,025,824	13.67%	1,266,981	16.89%	1,342,021	17.89%	1,415,709	18.87%	1,439,184	19.18%	
Total Personnel Expenses			4,621,506	61.60%	5,445,283	72.58%	5,750,918	76.66%	6,019,067	80.23%	6,166,372	82.20%	
4100	00	Approved Textbooks and Core Curricula Materials	116,400	1.55%	133,500	1.78%	141,000	1.88%	148,500	1.98%	148,500	1.98%	
4200	00	Books and Other Reference Materials	52,380	0.70%	60,075	0.80%	63,450	0.85%	66,825	0.89%	66,825	0.89%	
4310	00	Student Instructional Materials	174,600	2.33%	200,250	2.67%	211,500	2.82%	222,750	2.97%	222,750	2.97%	
4320	00	Office Supplies	29,100	0.39%	33,375	0.44%	35,250	0.47%	37,125	0.49%	37,125	0.49%	
4400	3220	Noncapitalized Student Equipment	116,400	1.55%	133,500	1.78%	141,000	1.88%	148,500	1.98%	148,500	1.98%	
4700	5320	Food and Food Supplies - NSLP	478,425	6.38%	542,826	7.24%	579,535	7.73%	610,362	8.14%	610,362	8.14%	
Books and Supplies			967,305	12.89%	1,103,526	14.71%	1,171,735	15.62%	1,234,062	16.45%	1,234,062	16.45%	
5100	00	Subagreements for Services	-	0.00%	-	0.00%	-	0.00%	-	0.00%	-	0.00%	
5200	00	Travel and Conferences	33,000	0.44%	33,000	0.44%	33,000	0.44%	33,000	0.44%	33,000	0.44%	
5300	00	Dues and Memberships	7,760	0.10%	8,900	0.12%	9,400	0.13%	9,900	0.13%	9,900	0.13%	
5400	00	Liability Insurance	35,000	0.47%	42,000	0.56%	47,000	0.63%	57,000	0.76%	67,000	0.89%	
5500	00	Operation and Housekeeping Services	123,000	1.64%	126,690	1.69%	130,491	1.74%	134,405	1.79%	138,438	1.85%	
5610	00	Facility Rental/Leases Expense	656,895	8.76%	676,802	9.02%	696,900	9.29%	717,807	9.57%	739,341	9.86%	
5630	00	Maintenance and Repair	75,000	1.00%	77,250	1.03%	79,568	1.06%	81,955	1.09%	84,413	1.13%	
5800	00	Professional/Consulting Services and Operating Expenditures	242,000	3.23%	249,260	3.32%	256,738	3.42%	264,440	3.52%	272,373	3.63%	
5810	00	Legal Services	30,000	0.40%	30,000	0.40%	30,000	0.40%	30,000	0.40%	30,000	0.40%	
5820	00	Audit Services	20,000	0.27%	20,000	0.27%	20,000	0.27%	20,000	0.27%	20,000	0.27%	
5800	00	Student Activities	20,000	0.27%	21,000	0.28%	22,050	0.29%	23,153	0.31%	24,310	0.32%	
5840	00	Advertising/Recruiting	5,000	0.07%	5,150	0.07%	5,305	0.07%	5,464	0.07%	5,628	0.08%	
5850	00	Authorizer Oversight Fee	51,567	0.69%	60,324	0.80%	66,340	0.88%	72,218	0.96%	72,218	0.96%	
5880	00	Instructional Consultants	220,000	2.93%	226,600	3.02%	233,398	3.11%	240,400	3.20%	247,612	3.30%	
5900	00	Communications (Telephone, Copies, Messenger)	10,000	0.13%	10,300	0.14%	10,609	0.14%	10,927	0.15%	11,255	0.15%	
5930	00	Postage	2,500	0.03%	3,000	0.04%	3,500	0.05%	4,000	0.05%	4,500	0.06%	
5940	00	Technology	3,600	0.05%	3,599	0.05%	3,707	0.05%	3,818	0.05%	3,933	0.05%	
Services & Other Operating Expenses			1,535,322	20.47%	1,593,675	21.24%	1,648,005	21.97%	1,708,486	22.77%	1,763,920	23.51%	
6900	00	Depreciation Expense	46,258	0.62%	46,258	0.62%	46,258	0.62%	46,258	0.62%	46,258	0.62%	
Capital Outlay			46,258	0.62%	46,258	0.62%	46,258	0.62%	46,258	0.62%	46,258	0.62%	
7438	00	Interest	120,000	1.60%	120,000	1.60%	120,000	1.60%	120,000	1.60%	120,000	1.60%	
Other Outgo			120,000	1.60%	120,000	1.60%	120,000	1.60%	120,000	1.60%	120,000	1.60%	
Total Operational Expenses			2,668,885	35.58%	2,863,459	38.17%	3,002,665	40.03%	3,125,473	41.66%	3,180,907	42.40%	

Assumptions Notes

See NSLP Calculations

See Financial Assumptions

See Financial Assumptions

See Financial Assumptions

See NSLP Calculations

See Financial Assumptions

See Financial Assumptions

See Financial Assumptions

See Financial Assumptions

See Financial Assumptions

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Total Expenses		7,290,391	97.18%	8,308,741	110.75%	8,753,583	116.68%	9,144,539	121.90%	9,347,278	124.60%
Net Income		211,562	2.82%	240,767	3.21%	604,208	8.05%	914,710	12.19%	810,873	10.81%

Beginning Net Assets	613,704.00	825,265.69	1,066,032.46	1,066,032.46	1,980,742.81
Change in Net Assets +/-	211,561.69	240,766.76	604,207.65	914,710.35	810,872.75
Ending Net Assets	825,265.69	1,066,032.46	1,670,240.11	1,980,742.81	2,791,615.56

5% Reserve	364,519.56	415,437.06	437,679.14	457,226.96	467,363.92
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**Garvey Allen Visual and Performing Arts for STEM Enrollment Forecast
Five Year Enrollment and ADA Forecast**

		ADA 90%		ADA 90%		ADA 90%		ADA 90%		ADA 90%
Grade	26/27 Enrollment	26/27 ADA	27/28 Enrollment	27/28 ADA	28/29 Enrollment	28/29 ADA	29/30 Enrollment	29/30 ADA	30/31 Enrollment	30/31 ADA
TK/K	25	22.5	40	36	45	40.5	50	45	50	45
1	30	27	40	36	45	40.5	50	45	50	45
2	30	27	40	36	45	40.5	50	45	50	45
3	28	25.2	40	36	45	40.5	50	45	50	45
4	30	27	40	36	45	40.5	50	45	50	45
5	50	45	50	45	50	45	50	45	50	45
6	60	54	60	54	60	54	60	54	60	54
7	60	54	60	54	60	54	60	54	60	54
8	75	67.5	75	67.5	75	67.5	75	67.5	75	67.5
	388	349.2	445	400.5	470	423	495	445.5	495	445.5

Staffing Ratios:		FTE
10-1	TK-K	1
24-1	K	1
24-1	K	1
24-1	1	1
24-1	2	1
24-1	3	1
24-1	4	1
24-1	5	1
24-1	Math/Science	1
24-1	Social Studies	1

24-1	ELA	1
24-1	PE	1

ADA Summary

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
K-3	101.7 K-3	144.0 K-3	162.0 K-3	180.0 K-3	180.0
4-6	126.0 4-6	135.0 4-6	139.5 4-6	144.0 4-6	144.0
5-8	121.5 5-8	121.5 5-8	121.5 5-8	121.5 5-8	121.5
	<u>349.2</u>	<u>400.5</u>	<u>423.0</u>	<u>445.5</u>	<u>445.5</u>

PER-ADA FUNDING LEVELS																
Base, Supplemental and Concentration Rate per ADA																
Grades TK-3	\$	12,696.87	\$	13,888.11	\$	14,703.49	\$	14,964.08	\$	15,504.89	\$	15,743.95	\$	16,368.29	\$	16,895.57
Grades 4-6	\$	11,674.24	\$	12,741.97	\$	13,675.00	\$	13,758.81	\$	14,257.28	\$	14,476.53	\$	15,050.77	\$	15,555.91
Grades 7-8	\$	12,020.55	\$	13,119.08	\$	13,976.50	\$	14,165.86	\$	14,678.50	\$	14,904.71	\$	15,498.13	\$	15,984.68
Grades 9-12	\$	14,292.91	\$	15,599.39	\$	16,620.27	\$	16,844.67	\$	17,454.54	\$	17,722.81	\$	18,425.43	\$	19,017.96
Base Grants																
Grades TK-3	\$	9,166	\$	9,919	\$	10,025	\$	10,256	\$	10,503	\$	10,824	\$	11,186	\$	11,537
Grades 4-6	\$	9,304	\$	10,069	\$	10,177	\$	10,411	\$	10,662	\$	10,988	\$	11,355	\$	11,712
Grades 7-8	\$	9,580	\$	10,367	\$	10,478	\$	10,719	\$	10,977	\$	11,313	\$	11,691	\$	12,058
Grades 9-12	\$	11,102	\$	12,015	\$	12,144	\$	12,423	\$	12,722	\$	13,111	\$	13,549	\$	13,974
Grade Span Adjustment																
Grades TK-3	\$	953	\$	1,032	\$	1,043	\$	1,067	\$	1,092	\$	1,126	\$	1,163	\$	1,200
Grades 9-12	\$	289	\$	312	\$	316	\$	323	\$	331	\$	341	\$	352	\$	363
Prorated Base, Supplemental and Concentration Rate per ADA																
Grades TK-3	\$	10,119	\$	10,951	\$	11,068	\$	11,323	\$	11,595	\$	11,950	\$	12,349	\$	12,737
Grades 4-6	\$	9,304	\$	10,069	\$	10,177	\$	10,411	\$	10,662	\$	10,988	\$	11,355	\$	11,712
Grades 7-8	\$	9,580	\$	10,367	\$	10,478	\$	10,719	\$	10,977	\$	11,313	\$	11,691	\$	12,058
Grades 9-12	\$	11,391	\$	12,327	\$	12,460	\$	12,746	\$	13,053	\$	13,452	\$	13,901	\$	14,337
Prorated Base Grants																
Grades TK-3	\$	9,166	\$	9,919	\$	10,025	\$	10,256	\$	10,503	\$	10,824	\$	11,186	\$	11,537
Grades 4-6	\$	9,304	\$	10,069	\$	10,177	\$	10,411	\$	10,662	\$	10,988	\$	11,355	\$	11,712
Grades 7-8	\$	9,580	\$	10,367	\$	10,478	\$	10,719	\$	10,977	\$	11,313	\$	11,691	\$	12,058
Grades 9-12	\$	11,102	\$	12,015	\$	12,144	\$	12,423	\$	12,722	\$	13,111	\$	13,549	\$	13,974
Prorated Grade Span Adjustment																
Grades TK-3	\$	953	\$	1,032	\$	1,043	\$	1,067	\$	1,092	\$	1,126	\$	1,163	\$	1,200
Grades 9-12	\$	289	\$	312	\$	316	\$	323	\$	331	\$	341	\$	352	\$	363
Supplemental Grant																
Maximum - 1.00 ADA, 100% UPP																
Grades TK-3	\$	2,024	\$	2,190	\$	2,214	\$	2,265	\$	2,319	\$	2,390	\$	2,470	\$	2,547
Grades 4-6	\$	1,861	\$	2,014	\$	2,035	\$	2,082	\$	2,132	\$	2,198	\$	2,271	\$	2,342
Grades 7-8	\$	1,916	\$	2,073	\$	2,096	\$	2,144	\$	2,195	\$	2,263	\$	2,338	\$	2,412
Grades 9-12	\$	2,278	\$	2,465	\$	2,492	\$	2,549	\$	2,611	\$	2,690	\$	2,780	\$	2,867
Actual - 1.00 ADA, Local UPP as follows:																
Grades TK-3	\$	1,458	\$	1,605	\$	1,601	\$	1,809	\$	1,895	\$	1,898	\$	1,984	\$	2,050
Grades 4-6	\$	1,340	\$	1,476	\$	1,656	\$	1,663	\$	1,743	\$	1,745	\$	1,825	\$	1,885
Grades 7-8	\$	1,380	\$	1,520	\$	1,705	\$	1,713	\$	1,794	\$	1,797	\$	1,879	\$	1,941
Grades 9-12	\$	1,641	\$	1,807	\$	2,027	\$	2,037	\$	2,134	\$	2,136	\$	2,234	\$	2,307
Concentration Grant (>55% population)																
Maximum - 1.00 ADA, 100% UPP																
Grades TK-3	\$	6,577	\$	7,118	\$	7,194	\$	7,360	\$	7,537	\$	7,768	\$	8,027	\$	8,279
Grades 4-6	\$	6,048	\$	6,545	\$	6,615	\$	6,767	\$	6,930	\$	7,142	\$	7,381	\$	7,613
Grades 7-8	\$	6,227	\$	6,739	\$	6,811	\$	6,967	\$	7,135	\$	7,353	\$	7,599	\$	7,838
Grades 9-12	\$	7,404	\$	8,013	\$	8,099	\$	8,285	\$	8,484	\$	8,744	\$	9,036	\$	9,319
Actual - 1.00 ADA, Local UPP >55% as follows:																
Grades TK-3	\$	1,120	\$	1,197	\$	1,232	\$	1,294	\$	1,334	\$	1,397	\$	1,456	\$	1,496
Grades 4-6	\$	1,030	\$	1,197	\$	1,742	\$	1,684	\$	1,852	\$	1,743	\$	1,871	\$	1,939
Grades 7-8	\$	1,060	\$	1,232	\$	1,794	\$	1,734	\$	1,907	\$	1,795	\$	1,926	\$	1,996
Grades 9-12	\$	1,261	\$	1,465	\$	2,133	\$	2,062	\$	2,268	\$	2,134	\$	2,291	\$	2,374

GAVPAA		2627	2728	2829	2930	3031	
FY2627-FY3031	Enrollment	388	445	470	495	495	
MYP Summary	ADA %	90%	89%	90%	90%	90%	
	ADA	349.20	400.5	423	446	446	Notes/Assumptions

National School Lunch Program (NSLP) Input Variable							
Number of School Days		180	180	180	180	180	
State SNP Breakfast/Lunch Reimbursement Rate		0.2398	0.2398	0.2398	0.2398	0.2398	2025- 2026 Child Nutrition Program (CNP) Reimbursement Rates published by CDE: https://www.cde.ca.gov/ls/nu/rs/rates2425.asp No COLA applied.
State SMP Milk Reimbursement Rate		0.205	0.205	0.205	0.205	0.205	2025- 2026 Child Nutrition Program (CNP) Reimbursement Rates published by CDE: https://www.cde.ca.gov/ls/nu/rs/rates2425.asp No COLA applied.
Breakfast Participation Rate		90%	89%	90%	90%	90%	Based on forecasted FR&P data
Lunch Participation Rate		90%	89%	90%	90%	90%	Based on forecasted FR&P data

NSLP Free Rates							
Federal NSLP SFA Bonus Rate		1.21	1.21	1.21	1.21	1.21	2025- 2026 Child Nutrition Program (CNP) Reimbursement Rates published by CDE: https://www.cde.ca.gov/ls/nu/rs/rates2425.asp No COLA applied.
Federal NSLP Free Reimbursement Rate - Breakfast		2.84	2.84	2.84	2.84	2.84	2025- 2026 Child Nutrition Program (CNP) Reimbursement Rates published by CDE: https://www.cde.ca.gov/ls/nu/rs/rates2425.asp No COLA applied.
Federal NSLP Free Reimbursement Rate - Lunch		4.54	4.54	4.54	4.54	4.54	2025- 2026 Child Nutrition Program (CNP) Reimbursement Rates published by CDE: https://www.cde.ca.gov/ls/nu/rs/rates2425.asp No COLA applied.
Federal NSLP Free Reimbursement Rate - Snack		1.21	1.21	1.21	1.21	1.21	2025- 2026 Child Nutrition Program (CNP) Reimbursement Rates published by CDE: https://www.cde.ca.gov/ls/nu/rs/rates2425.asp No COLA applied.

NSLP Reduced Rates							
Federal NSLP Reduced Reimbursement Rate - Breakfast		2.54	2.54	2.54	2.54	2.54	2025- 2026 Child Nutrition Program (CNP) Reimbursement Rates published by CDE: https://www.cde.ca.gov/ls/nu/rs/rates2425.asp No COLA applied.
Federal NSLP Reduced Reimbursement Rate - Lunch		4.14	4.14	4.14	4.14	4.14	2025- 2026 Child Nutrition Program (CNP) Reimbursement Rates published by CDE: https://www.cde.ca.gov/ls/nu/rs/rates2425.asp No COLA applied.
Federal NSLP Reduced Reimbursement Rate - Snack		0.6	0.6	0.6	0.6	0.6	https://www.cde.ca.gov/ls/nu/rs/rates2425.asp No COLA applied.

Federal Revenue Calculator - Free Participants							
Free Meal Eligibility %		95%	95%	95%	95%	95%	Based on forecasted FR&P data
Free Meal Eligibility Count (FR&P/Enrollment)		369	423	447	470	470	Based on forecasted FR&P data
Student Participation Count - Lunch		332	376	402	423	423	Calculation based on number of participants x lunch participation rate
Student Participation Count - Breakfast		332	376	402	423	423	Calculation based on number of participants x breakfast participation rate
NSLP Free Revenue - Lunch		\$ 271,098	\$ 307,469	\$ 328,392	\$ 345,859	\$ 345,859	Calculation based on number of participants x number of school days x rate
NSLP Free Revenue - Breakfast		\$ 169,585	\$ 192,338	\$ 205,426	\$ 216,353	\$ 216,353	Calculation based on number of participants x number of school days x rate

Federal Revenue Calculator - Reduced Participants							
Reduced Meal Eligibility %		5%	5%	5%	5%	5%	Based on forecasted FR&P data
Reduced Meal Eligibility Count (FR&P/Enrollment)		19	22	24	25	25	Based on forecasted FR&P data
Student Participation Count - Lunch		17	20	21	22	22	Calculation based on number of participants x lunch participation rate
Student Participation Count - Breakfast		17	20	21	22	22	Calculation based on number of participants x breakfast participation rate
NSLP Reduced Revenue - Lunch		\$ 13,011	\$ 14,757	\$ 15,761	\$ 16,599	\$ 16,599	Calculation based on number of participants x number of school days x rate
NSLP Reduced Revenue - Breakfast		\$ 7,983	\$ 9,054	\$ 9,670	\$ 10,184	\$ 10,184	Calculation based on number of participants x number of school days x rate

State Revenue Calculation							
NSLP Revenue - State		\$ 16,748	\$ 19,208	\$ 20,287	\$ 21,366	\$ 21,366	Calculation based on number of participants x rate x number of school days

		<u>2026-2027</u>	<u>2027-2028</u>	<u>2028-2029</u>	<u>2029-2030</u>	<u>2030-2031</u>
Certificated Salaries						
1100	Teachers' Salaries	1,495,000.00	1,896,106.50	1,947,111.76	2,075,350.45	2,131,177.37
1200	Certificated Pupil Support Salaries	90,000.00	92,493.00	94,981.06	97,536.05	100,159.77
1300	Certificated Supervisor and Administrator Salaries	226,682.40	232,961.50	239,228.17	245,663.40	252,271.75
	Total Certificated Salaries	1,811,682.40	2,221,561.00	2,281,320.99	2,418,549.90	2,483,608.89
Classified Salaries						
2100	Instructional Aide Salaries	633,000.00	712,196.10	849,552.84	872,405.81	895,873.52
2200	Classified Support Salaries (Maintenance, Food)	364,000.00	374,082.80	384,145.63	394,479.14	405,090.63
2300	Classified Supervisor and Administrator Salaries	576,000.00	591,955.20	607,878.79	624,230.73	641,022.54
2400	Clerical, Technical, and Office Staff Salaries	56,000.00	57,551.20	59,099.33	60,689.10	62,321.64
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	155,000.00	220,955.50	226,899.20	233,002.79	239,270.57
	Total Classified Salaries	1,784,000.00	1,956,740.80	2,127,575.79	2,184,807.58	2,243,578.90
	Total Salaries	3,595,682.40	4,178,301.80	4,408,896.78	4,603,357.48	4,727,187.79
Benefits						
3313	OASDI	208,878.00	259,054.71	273,351.60	285,408.16	293,085.64
3323	Medicare	48,850.50	60,585.38	63,929.00	66,748.68	68,544.22
3403	Health & Welfare Benefits	460,000.00	565,235.00	601,546.72	628,565.67	645,482.76
3503	State Unemployment Insurance/SDI	207,025.05	256,756.65	270,926.71	282,876.32	290,485.69
3603	Worker Compensation Insurance	101,070.00	125,349.05	132,266.90	152,110.36	141,585.63
	Total Benefits	1,025,823.55	1,266,980.79	1,342,020.94	1,415,709.20	1,439,183.94
	Total Salaries & Benefits	4,621,505.95	5,445,282.59	5,750,917.72	6,019,066.67	6,166,371.74
Salary xcheck		4,621,505.95	5,445,282.59	5,750,917.72	6,019,066.67	6,166,371.74
Variance		-	-	-	-	-

**5000 Series Breakdown
Services and Other Operating Expense**

Line Item	2627	2728	2829	2930	3031
Travel and Conferences					
Teacher Conference Fees	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Teacher Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Administration Conference Fees	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Adminstration Travel	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
TOTAL 5200	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000	\$ 33,000
Dues and Membership					
California Charter Schools Assoc Membership	\$ 7,760	\$ 8,900	\$ 9,400	\$ 9,900	\$ 9,900
Other Membership Dues	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5300	\$ 7,760	\$ 8,900	\$ 9,400	\$ 9,900	\$ 9,900
Insurance					
General Liability Insurance (Including D & O)	\$ 33,000	\$ 40,000	\$ 45,000	\$ 55,000	\$ 65,000
Other Insurance	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
TOTAL 5400	\$ 35,000	\$ 42,000	\$ 47,000	\$ 57,000	\$ 67,000
Utilites and Housekeeping					
Power/Electricity	\$ 23,000	\$ 23,690	\$ 24,401	\$ 25,133	\$ 25,887
Water	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Trash/Recycling	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Custodial Service	\$ 80,000	\$ 82,400	\$ 84,872	\$ 87,418	\$ 90,041
TOTAL 5500	\$ 123,000	\$ 126,690	\$ 130,491	\$ 134,405	\$ 138,438
Rentals, Leases, Repairs					
Facility Lease	\$ 656,895	\$ 676,602	\$ 696,900	\$ 717,807	\$ 739,341
Maintenance/Repair	\$ 75,000	\$ 77,250	\$ 79,568	\$ 81,955	\$ 84,413
TOTAL 5600	\$ 731,895	\$ 753,852	\$ 776,467	\$ 799,761	\$ 823,754
Professional/Consulting Services					
Advertising	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Legal Expenses	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Business Services	\$ 162,000	\$ 166,860	\$ 171,866	\$ 177,022	\$ 182,332
Student Information System	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
IT/Website Development/AV	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Student Field Trips	\$ 20,000	\$ 21,000	\$ 22,050	\$ 23,153	\$ 24,310
Oversight Fees	\$ 51,567	\$ 60,324	\$ 66,340	\$ 72,218	\$ 72,218
Educational Consultants	\$ 100,000	\$ 103,000	\$ 106,090	\$ 109,273	\$ 112,551
Special Education/Education consultants	\$ 120,000	\$ 123,600	\$ 127,308	\$ 131,127	\$ 135,061

Audit	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
TOTAL 5800	\$ 588,567	\$ 612,334	\$ 633,831	\$ 655,674	\$ 672,140
Communications					
Postage & Postage Meter Rental	\$ 2,500	\$ 3,000	\$ 3,500	\$ 4,000	\$ 4,500
Landline Phone Service and Long Distance	\$ 10,000	\$ 10,300	\$ 10,609	\$ 10,927	\$ 11,255
Internet Service Provider	\$ 3,600	\$ 3,599	\$ 3,707	\$ 3,818	\$ 3,933
TOTAL 5900	\$ 16,100	\$ 16,899	\$ 17,816	\$ 18,745	\$ 19,688
Totals 5000s	\$ 1,535,322	\$ 1,593,675	\$ 1,648,005	\$ 1,708,486	\$ 1,763,920

Attachment 5: Summary of Modifications

Summary of Modifications

The Charter Renewal Petition for Garvey/Allen STEAM Academy reflects a comprehensive and intentional evolution of the Charter School's program, operations, and accountability systems based on implementation experience, student outcome data, and updated statutory requirements. While the core mission, vision, and foundational design of the school remain consistent, the renewal petition introduces significant refinements that enhance clarity, strengthen alignment to state priorities, and demonstrate the effectiveness of the program in practice.

1. Strengthened Academic Program and Instructional Model

The renewal petition provides a more clearly defined and fully developed academic program grounded in implementation evidence. While the original charter described a strong vision for a STEAM focused, student-centered program, the renewal expands this vision into a more detailed and operationalized instructional model.

Key enhancements include:

- Clear articulation of instructional delivery aligned to California State Standards, including Common Core State Standards, Next Generation Science Standards, and English Language Development Standards
- Expanded description of project-based learning, interdisciplinary instruction, and integration of visual and performing arts within core academic content
- Defined instructional practices that reflect consistent implementation across grade levels
- Greater emphasis on academic rigor, grade level expectations, and college and career readiness

The renewal also reflects a shift from conceptual design to demonstrated practice, showing how the instructional model has been implemented consistently over time to support student achievement.

2. Expanded Data Systems and Academic Accountability

A major modification in the renewal petition is the significant expansion of measurable student outcomes, data systems, and accountability structures. The original charter included general outcome measures, while the renewal provides:

- Detailed analysis of CAASPP performance, including ELA, Math, and Science outcomes
- Cohort growth analysis demonstrating longitudinal student progress over time
- Subgroup performance data, including outcomes for socioeconomically disadvantaged students, students with disabilities, and English Learners
- Use of Assessment Explorer tools to provide valid comparison school data aligned with AB 1505 expectations
- Clear alignment to the California School Dashboard indicators and state priorities

The renewal emphasizes not only proficiency but also student growth and acceleration, demonstrating that students at Garvey/Allen STEAM Academy are making measurable academic gains over time. This represents a significant strengthening of the school's accountability framework.

3. Alignment with AB 1505 and Renewal Criteria

The renewal petition reflects full alignment with AB 1505 requirements, which prioritize student academic performance and require comparison to schools that students would otherwise attend.

Enhancements include:

- Inclusion of appropriate comparison school groups that reflect the Charter School's grade span and geographic context
- Clear demonstration of academic performance relative to comparison schools
- Evidence of meeting or exceeding statewide mean scale scores
- Emphasis on subgroup performance and closing achievement gaps

The renewal moves beyond descriptive narratives to provide evidence-based justification for renewal, directly addressing the statutory criteria required by the authorizer.

4. Refined Multi-Tiered System of Supports and Student Services

The renewal petition significantly expands and clarifies the Charter School's Multi-Tiered System of Supports. While the original charter described general supports, the renewal provides a more comprehensive and structured system.

Enhancements include:

- Clear identification of Tier 1, Tier 2, and Tier 3 supports
- Defined intervention processes, including progress monitoring and data driven decision making
- Expanded academic interventions for both struggling and advanced students
- Strengthened social emotional learning supports, including counseling, mentoring, and advisory structures
- Integration of attendance interventions and behavior supports

The role of Achievement Managers and Achievement Guides has been further clarified to ensure coordinated support for the whole child.

5. Enhanced Support for Special Populations

The renewal petition provides a more detailed and compliant description of services for special populations, including:

- English Learners with expanded descriptions of designated and integrated ELD, monitoring systems, and reclassification processes
- Students with disabilities, including clearer alignment to IDEA requirements, IEP implementation, and service delivery
- Socioeconomically disadvantaged students through targeted academic and social emotional supports

The renewal reflects a more mature and fully implemented system that ensures equitable access and support for all students.

6. Updated Organizational Structure and Staffing Model

The Charter Renewal Petition includes significant refinements to the organizational structure and staffing roles to reflect actual operations and increased capacity.

Key updates include:

- Clarified leadership roles, including the Superintendent Chief Executive Officer and administrative team
- Updated job descriptions for Achievement Guides, Achievement Managers, and operational staff
- Alignment of staffing structures to support MTSS, data analysis, and student achievement
- Increased emphasis on professional development, collaboration, and staff accountability

The updated structure demonstrates a more cohesive and functional organization that supports both instructional excellence and operational effectiveness.

7. Governance and Oversight Enhancements

The renewal petition strengthens governance practices and board capacity, including:

- Clear delineation of roles and responsibilities of the Board of Directors
- Expanded training expectations for board members
- Improved transparency and compliance with Brown Act and governance requirements
- Enhanced systems for oversight, monitoring, and decision making

These updates reflect a more experienced and effective governing body that is aligned with best practices.

8. Refined Discipline, Climate, and Student Engagement Systems

The renewal petition updates discipline policies and student support systems to reflect current best practices and legal requirements.

Enhancements include:

- Greater emphasis on restorative practices and positive behavior supports
- Alignment with MTSS for behavior and attendance
- Clear procedures for suspension and expulsion as a last resort
- Expanded focus on school climate, student voice, and community building

These updates demonstrate a shift toward proactive and supportive approaches to student behavior.

9. Expanded Family and Community Engagement

The Charter School has strengthened its approach to family and community engagement, including:

- More defined structures for parent involvement such as School Site Council, ELAC, and African American Parent Advisory Council
- Increased communication systems between school and families
- Opportunities for parent leadership and participation in decision making

The renewal reflects a deeper integration of families as partners in student success.

10. Updated Enrollment, Outreach, and Community Context

The renewal petition provides updated enrollment data and a more detailed description of the community served.

Enhancements include:

- Demonstrated enrollment growth and stability over the charter term
- Detailed demographic analysis, including race, socioeconomic status, and program participation
- Targeted outreach strategies to ensure diverse and equitable enrollment

The renewal highlights the Charter School's commitment to serving historically underserved students, particularly a predominantly Black or African American student population.

11. Operational and Compliance Updates

The renewal petition incorporates updated operational systems and compliance requirements, including:

- Alignment with current state and federal laws
- Updated policies for attendance, reporting, and record keeping
- Refined financial oversight and budgeting processes

- Updated facilities and safety procedures

These updates ensure that the Charter School operates in full compliance with all applicable regulations.

Conclusion

Overall, the Charter Renewal Petition represents a significant advancement from the originally approved charter and material revision. The school has transitioned from a strong conceptual design to a fully implemented, data driven, and high functioning program. The renewal reflects increased specificity, improved systems of accountability, and clear evidence of academic success. These modifications demonstrate that Garvey/Allen STEAM Academy has not only remained faithful to its original mission but has strengthened its program in meaningful ways to better serve its students and meet the expectations of its authorizer.