

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Academy Arvin

CDS Code: 15101570124040

School Year: 2021-22

LEA contact information:

Hurshel Williams

Principal

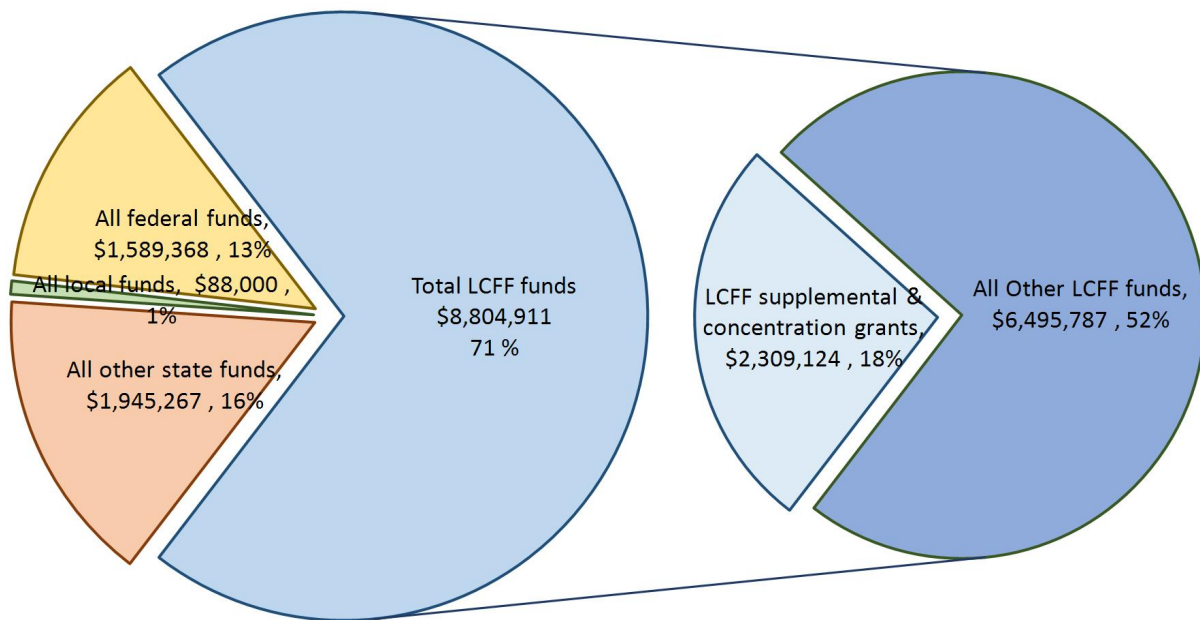
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661-855-8200

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



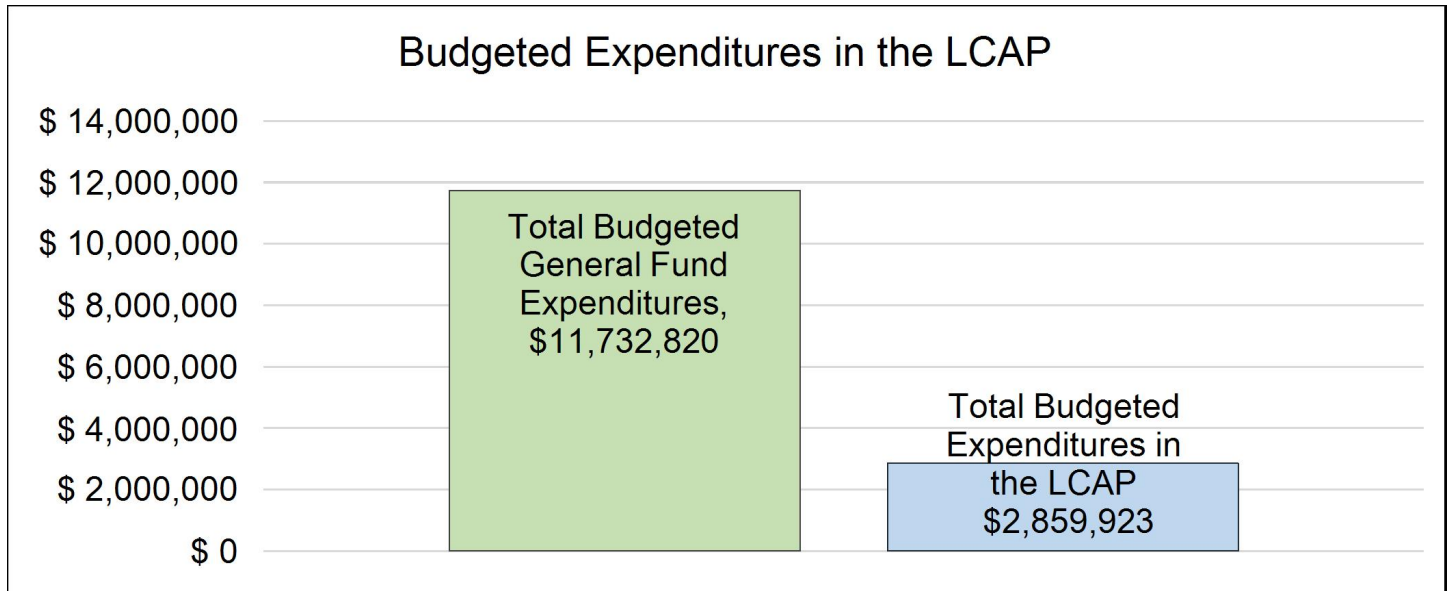
This chart shows the total general purpose revenue Grow Academy Arvin expects to receive in the coming year from all sources.

The total revenue projected for Grow Academy Arvin is \$12,427,546, of which \$8,804,911 is Local Control Funding Formula (LCFF), \$1,945,267 is other state funds, \$88,000 is local funds, and \$1,589,368 is

federal funds. Of the \$8,804,911 in LCFF Funds, \$2,309,124 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Grow Academy Arvin plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Grow Academy Arvin plans to spend \$11,732,820 for the 2021-22 school year. Of that amount, \$2,859,923 is tied to actions/services in the LCAP and \$8,872,897 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

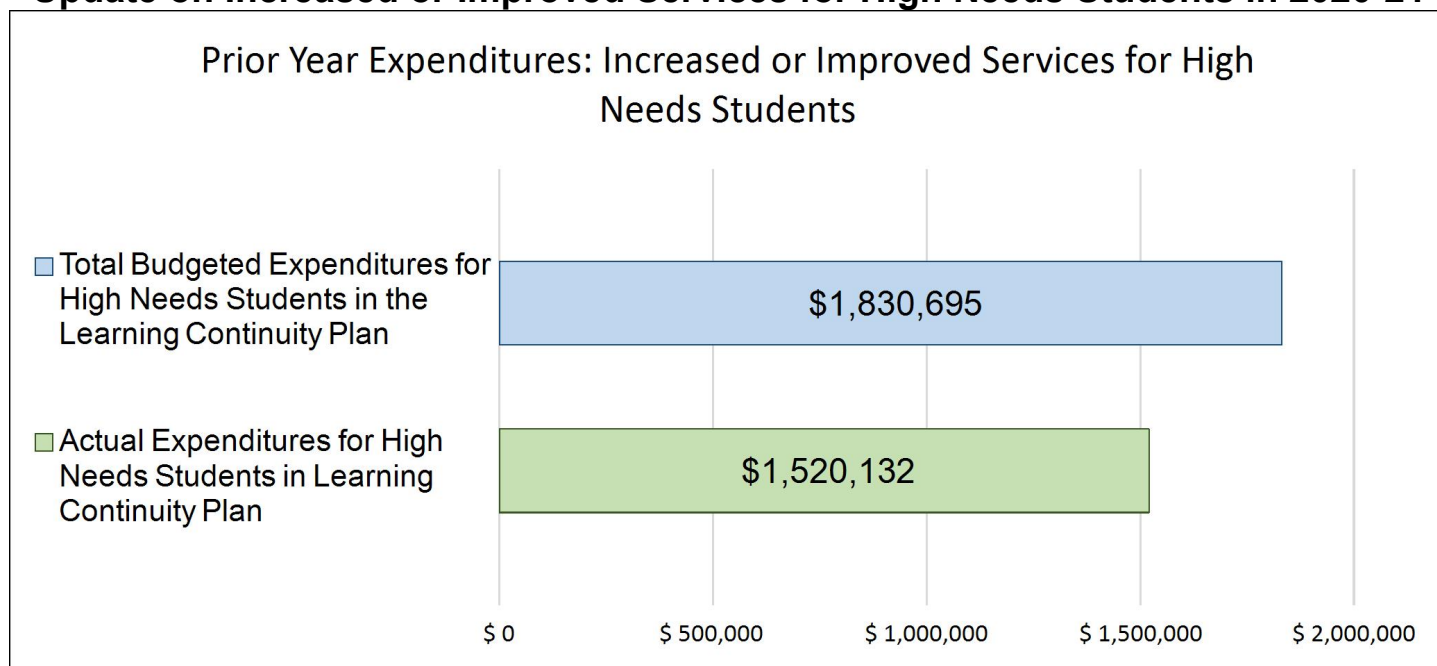
General Fund Expenditures that are not noted in the LCP include, but are not limited to: teacher and staff salaries and benefits, curriculum development, professional development, curricular materials, technology infrastructure, audit fees, school facility overhead expenses, back office support, CMO fees, and other operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Grow Academy Arvin is projecting it will receive \$2,309,124 based on the enrollment of foster youth, English learner, and low-income students. Grow Academy Arvin must describe how it intends to increase or improve services for high needs students in the LCAP. Grow Academy Arvin plans to spend \$2,464,040 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Grow Academy Arvin budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Grow Academy Arvin estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Grow Academy Arvin's Learning Continuity Plan budgeted \$1,830,695 for planned actions to increase or improve services for high needs students. Grow Academy Arvin actually spent \$1,520,132 for actions to increase or improve services for high needs students in 2020-21.

Grimmway Academy implemented all actions and services listed in the LCAP in a manner that increased or improved services for our unduplicated high needs students to the degree possible once the COVID 19 pandemic forced school to close for in-person learning. Funds were not fully expended in areas that did not adversely impact these services, including:- Lower than expected staffing costs.- Private philanthropic grant funds were used to provide specific services listed in the LCAP.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Grow Academy Arvin	Hurshel Williams Principal	hwilliams@growpublicschools.org 661-855-8200

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.) 19-20 100% of teachers will be appropriately assigned and fully credentialed in subject areas Baseline 82 % of teachers are appropriately assigned and fully credentialed in subject areas	In the 2020-2021 school year, 100% of teachers were appropriately assigned and fully credentialed in subject areas (2019 CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)
Metric/Indicator Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a) 19-20 82% of Math & English teachers will receive professional development in CCSS Baseline 100% of Math & English teachers received professional development in CCSS.	In the 2020-2021 the school year, all teachers participated in 164 professional development hours (GPS Board Approved School Calendar)

Expected	Actual
<p>Metric/Indicator Programs and services enable ELs to access core and ELD standards (Priority 2b)</p> <p>19-20 Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials</p> <p>Baseline 100% of ELL students have access to high quality ELD Instruction and support materials.</p>	<p>In the 2020-2021 school year, 100% of ELL students had access to high quality ELD Instruction and support materials. (2019 CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)</p>
<p>Metric/Indicator School facilities maintained in good repair (Priority #1c)</p> <p>19-20 Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report</p> <p>Baseline All facilities have an overall rating of "exemplary" as indicated on the FIT report</p>	<p>In the 2020-2021 school year, all facilities have an overall rating of "exemplary". (2019 CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)</p>
<p>Metric/Indicator Students have access to standards-aligned instructional materials (Priority #1b)</p> <p>19-20 Maintain 100% of students have access to standards-aligned instructional materials</p> <p>Baseline 100% of students have access to standards-aligned instructional materials</p>	<p>In the 2020-2021 school year, 100% of students had access to standards-aligned instructional materials as indicated in the (2019 CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)</p>
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>19-20 At least 56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments</p>	<p>46.49% of all students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments (2019 CA Dashboard)</p>

Expected	Actual
<p>19-20 Maintain 60% of students at or above 50th percentile in STAR (Priority #4)</p> <p>Maintain 60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)</p> <p>Baseline 44% of students at or above 50th percentile in NWEA Reading. 35% of students at or above 50th percentile in NWEA Math.</p>	<p>students schoolwide (AS) met their Growth projection for Reading, and 63% in Math in 2019. (2019 NWEA Map Growth Assessment)</p> <p>English Learners: There is a slight gap between the percentage of EL students who are meeting Growth targets (60%) and AS (61%). (2019 NWEA Map Growth Assessment)</p>
<p>Metric/Indicator EL progress towards English Proficiency (Priority #4d.)</p> <p>19-20 N/A</p> <p>Baseline 61.1% of ELL students met AMAO target #1 (Priority #4)</p>	<p>34% of students are making progress towards English language proficiency (2019 CA Dashboard)</p>
<p>Metric/Indicator EL progress towards English Proficiency (Priority #4d.)</p> <p>19-20 N/A</p> <p>Baseline 26.1% of ELL students, less than 5 years, met AMAO target #2 (Priority #4)</p> <p>Metric/Indicator EL progress towards English Proficiency (Priority #4d.)</p> <p>19-20 55% of students will score a 4 or 5 on the 18-19 summative ELPAC</p>	<p>34% of students are making progress towards English language proficiency (2019 CA Dashboard)</p> <p>34% of students are making progress towards English language proficiency (2019 CA Dashboard)</p>

Expected	Actual
<p>Baseline 47.4% of ELL students, more than 5 years, met AMAO target #2 (Priority #4)</p> <p>Metric/Indicator EL reclassification rate (Priority #4e)</p> <p>19-20 Maintain reclassification of 20% of ELL students (Priority #4)</p> <p>Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)</p> <p>Maintain 100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)</p> <p>Baseline ELL reclassification rate at 31% (Priority #4)</p>	<p>22.6% total reclassification rate (2019-2020 CALPADS)</p>
<p>Metric/Indicator Access to programs/services by students with exceptional needs (7c)</p> <p>19-20 Maintain 100% of Identified Special Education receiving adequate services as described in their IEP</p> <p>Baseline 100% of Identified Special Education receiving adequate services as described in their IEP</p> <p>Metric/Indicator Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.(Priority# 7b)</p> <p>19-20 100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.</p>	<p>100% of identified special education students received adequate services as described in their IEP and evidence through GA's approach to Inclusion (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).</p> <p>100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab. (Course Offerings-Parent/Student Handbook)</p>

Expected	Actual
Baseline 100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.	
Metric/Indicator Extent to which pupils have access to and are enrolled in a broad course of study (Priority #7a)	Maintained 100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses. (Course Offerings-Parent/Student Handbook)
19-20 100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.	
Baseline 100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Intervention and enrichment time to be provided to targeted students by Small group instructors to supplement instruction	Not Applicable Not Applicable 0 Classified Support Salaries (21 Small group Instructors SGI's) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$547,080 Not Applicable Not Applicable 0 Benefits 21 SGI's 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$147,800 N/A Not Applicable Not Applicable 0 N/A Not Applicable Not Applicable 0	Not Applicable Not Applicable 0 Classified Support Salaries (21 Small group Instructors SGI's) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$403,708 Not Applicable Not Applicable 0 Benefits 21 SGI's 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$83,970 N/A Not Applicable Not Applicable 0 N/A Not Applicable Not Applicable 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Intervention Coordinator to oversee the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high quality program.</p> <p>Grimmway Academy has invested in ensuring that all students have access to relevant, grade level novels and research material in order to increase student academic growth. The Library assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students and families.</p>	<p>N/A Not Applicable Not Applicable \$0</p> <p>Not Applicable Not Applicable 0</p> <p>Not Applicable Not Applicable 0</p> <p>Intervention Coordinator Salary 1000-1999: Certificated Personnel Salaries Title I \$77,250</p> <p>Benefits (Intervention Coordinator) 3000-3999: Employee Benefits Title I \$20,705</p> <p>Intervention Materials 4000-4999: Books And Supplies LCFF Base \$5,000</p> <p>Position Eliminated Not Applicable Not Applicable \$0</p> <p>Library Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$29,000</p> <p>Library Assistant Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,000</p> <p>Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000</p> <p>Library Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,000</p>	<p>N/A Not Applicable Not Applicable 0</p> <p>Not Applicable Not Applicable 0</p> <p>Not Applicable Not Applicable 0</p> <p>Intervention Coordinator Salary 1000-1999: Certificated Personnel Salaries Title I \$82,714</p> <p>Benefits (Intervention Coordinator) 3000-3999: Employee Benefits Title I \$18,242</p> <p>Intervention Materials 4000-4999: Books And Supplies LCFF Base \$100</p> <p>Position Eliminated Not Applicable Not Applicable 0</p> <p>Library Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$26,934</p> <p>Library Assistant Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,813</p> <p>Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,439</p> <p>Library Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,195</p>
<p>Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.</p>	<p>LL Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$93,000</p>	<p>LL Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$83,930</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase access to Common Core State Standards (CCSS) materials to facilitate access to core curriculum	<p>Textbooks- Math 4000-4999: Books And Supplies LCFF Base \$3,361</p> <p>Amplify ELA 4000-4999: Books And Supplies LCFF Base \$9,888</p> <p>Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$36,000</p> <p>N/A Not Applicable Not Applicable 0</p> <p>3 yr purchase Not Applicable Not Applicable 0</p> <p>No new purchase Not Applicable Base \$0</p> <p>Kinder Corner (SFA) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,000</p>	<p>Textbooks- Math 4000-4999: Books And Supplies LCFF Base \$0</p> <p>Amplify ELA 4000-4999: Books And Supplies LCFF Base \$8,696</p> <p>Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$27,937</p> <p>N/A Not Applicable Not Applicable 0</p> <p>3 yr purchase Not Applicable Not Applicable 0</p> <p>No new purchase Not Applicable Not Applicable 0</p> <p>Kinder Corner (SFA) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,978</p>
Provide supplemental Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development to increase and improve services to EL students	<p>GLAD PD 5800: Professional/Consulting Services And Operating Expenditures Title III \$10,000</p> <p>PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Title II \$14,000</p> <p>Travel-Success For All Leaders Conference 5000-5999: Services And Other Operating Expenditures Title II \$25,000</p> <p>Learning Forward Conference 5800: Professional/Consulting</p>	<p>GLAD PD 5800: Professional/Consulting Services And Operating Expenditures Title III 0</p> <p>PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Title II \$10,900</p> <p>Travel-Success For All Leaders Conference 5000-5999: Services And Other Operating Expenditures Title II \$0</p> <p>Learning Forward Conference 5800: Professional/Consulting</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Actively promote college readiness and awareness by:</p> <ul style="list-style-type: none"> • Conducting a “College Fair” • Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college-going rates of EL and Low income students 	<p>Services And Operating Expenditures Title II \$3,800</p> <p>N/A Not Applicable Not Applicable 0</p> <p>Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000</p>	<p>Services And Operating Expenditures Title II \$3,992</p> <p>N/A Not Applicable Not Applicable 0</p> <p>Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p>
<p>Professional Development provided by Center for Math and Science Teaching (CMAST) Focused on Science instruction.</p>	<p>PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Title II \$8,000</p> <p>N/A Not Applicable Not Applicable 0</p>	<p>PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Title II \$0</p> <p>N/A Not Applicable Not Applicable 0</p>
<p>Purchase replacement consumables for K-6 ELA teachers to increase access to grade level reading materials.</p> <p>Provide a Summer Academic program to support the needs of at-risk students. Special emphasis is placed on mitigating the literacy gap with the goal being that students begin Kinder at or near grade-level literacy to increase academic achievement of EL and Low Income students.</p>	<p>SFA consumables 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,768</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable 0</p> <p>Summer School/Kinder Camp 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$14,000</p> <p>Summer School/Kinder Camp 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,000</p>	<p>SFA consumables 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,422</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable 0</p> <p>Summer School/Kinder Camp 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$11,177</p> <p>Summer School/Kinder Camp 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,007</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA	Benefits - Summer School/Kinder Camp 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,000 Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$25,000 No Additional Benefits Not Applicable Not Applicable 0	Benefits - Summer School/Kinder Camp 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,869 Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,696 No Additional Benefits Not Applicable Not Applicable 0
<p>Grimmway Academy is committed to providing enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students.</p> <p>Intervention and enrichment provided to all students in lab classes throughout the day. Intervention instruction principally designed to serve the needs of unduplicated pupils.</p>	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$183,600 Benefits - Art & Music 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46,492 Art/Music Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,100 3 Lab teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$151,000 3 Lab Teacher Benefits 3000-3999: Employee Benefits Title I \$47,500 3 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$162,000 3 Lab Teacher Benefits 3000-3999: Employee Benefits LCFF	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$181,309 Benefits - Art & Music 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46,523 Art/Music Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$765 3 Lab teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$157,131 3 Lab Teacher Benefits 3000-3999: Employee Benefits Title I \$46,511 2 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$112,517 2 Lab Teacher Benefits 3000-3999: Employee Benefits LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$50,000	Supplemental and Concentration \$33,305
Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally response to the unique needs of unduplicated students.	2 instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$152,250 Benefits- 3 instructional Coaches 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$50,000	2 instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$166,218 Benefits- 3 instructional Coaches 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$49,559
Implement ELlevation platform for improving services to English Language Learner students.	No Longer Using Not Applicable Not Applicable 0	No Longer Using Not Applicable Not Applicable 0
Continue the development of digital literacy with a K-6 Project Based Learning (PBL) teacher.	PBL Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$60,000 PBL Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$17,000	PBL Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$65,407 PBL Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$19,360

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds budgeted for actions or services that were not implemented, or implemented at a smaller scale were directly related to the impact of COVID-19 on school operations. These funds were then reallocated to develop and provide a dynamic learning experience that our teachers, students and their families would have within our GAA Distance Learning (DL) model that we initially offered in April of 2020. Actions # 7, 16, 28, 34, and 36 were not implemented as planned.

Funds were utilized to assist students and families receive education and family support services through the pandemic and distance-learning model. Specifically, funds were additionally utilized in the following manner:

Purchasing and providing music equipment at a 1:1 instrument to student ratio.

Purchasing and providing art supplies at a 1:1 supplies to student ratio.

Purchasing and providing all of the ingredients needed for families to participate in our Virtual Cooking Classes. Purchasing and providing all of the materials needed for families to participate in our Virtual Gardening Classes.
Purchasing and providing physical education equipment at a 1:1 equipment to student ratio.
Purchasing and providing mobile hotspots for all families in need.
Purchasing enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- "Mango 100-Day Challenge"

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to the onset of the pandemic in March of 2020, we had tremendous success in creating collaborative partnerships with parents to improve student achievement. Such successes included the following:

Saturday tutorial sessions on site for our students

Workshops for the parents/guardians of our scholars to attend during the tutoring period. Workshops included the following:

Financial Literacy

Funding Options for College

Completing applications attributed to college

Dangers of the internet

SIS tutorial workshops for the Parent Portal

Accessing digital curriculum or based computer/technology literacy classes.

After the onset of the pandemic we encountered challenges in providing programs and services that would ultimately help close the achievement gap for low-income and ELL students. While students had access to technology (i.e., Chromebooks, Wi-Fi Hotspots) internet connectivity was unpredictable causing some students to disengage in daily academic activities. The IT infrastructure and bandwidth was jeopardized with the addition of Zoom and live-streaming, causing sporadic interruptions throughout the day. State Assessments were cancelled hindering our ability to collect student academic outcomes data for several State Priorities, including: SBAC, CAASPP, ELPAC.

For students identified as needing special education services as described in their IEP, in-person IEP meetings were allowed if the CDPH and Kern County Public Health COVID-19 guidelines provided direction on how to safely complete such meetings. Otherwise, all in-person meetings between parents/staff were cancelled and made available via Zoom

After the onset of the pandemic we continued to garner success in creating collaborative partnerships by first increasing our communication with our families through hosting weekly Parent Information Meetings (PIM) and by seeking feedback from our families in the forms of weekly needs assessments. Upon determining the overarching needs of our families we developed and implemented a

plan to meet these varying needs either in house, or through providing our families with the appropriate public resource that could meet their needs. Such needs included the following:

Purchasing and providing mobile wi-fi hotspots for all families in need.

Providing families with additional Chromebooks or wifi hotspots to account for the number of students within the household.

Developing and hosting engaging virtual activities for the whole family.

Participating in the Seamless Summer Option (SSO) Meal Program that afforded us the opportunity to provide meals for all children within a household between the ages of 2 and 18.

Purchasing enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- "Mango 100-Day Challenge"

Despite the challenges presented by the pandemic, GA Arvin was able to offer hybrid (in-person & distance learning instruction) on October 29, 2020 and in-person instruction beginning on April 15, 2021. As of June 17, 2021, only 27% of GA families were still opting for Distance Learning. In the midst of the pandemic, we were able to open schools up safely with zero on-site transmissions of COVID-19.

GA Arvin was able to adapt to an evolving learning landscape for students and staff, and learned a few best practices through the global pandemic. Some examples of the initiatives that we are going to maintain even after the pandemic include providing timely and meaningful communication to parents via ParentSquare which allows parents to support their child's educational outcomes and enables them to become more involved in advocating for their child's needs. We will also continue providing 1:1 Chromebooks for all students as this has proven to be a crucial part of the schools' ability to provide meaningful instruction both in-person and at home. Additionally, we will continue hosting virtual events such as back to school night, Edible School Yard (ESY) cooking classes, as well as virtual APTT (Academic Parent-Teacher Teams) for families who are not able to make it to the school site.

Utilizing Google Classroom or Class Dojo platforms, supplemented with Zoom, GoGuardian Chat and the Google Classroom Stream, we ensured that both synchronous and asynchronous instruction occurred daily. Both students and staff follow a Daily Routine Schedule. Homeroom or Advisory instructors host a minimum of two daily live Zoom meetings. These meetings provide teachers with the opportunity to facilitate certain SEL Activities with their students. Additional elective course offerings such as Art, Music, Physical Education as well as Virtual Cooking and Gardening Classes assist us in our efforts to aid our students and families in maintaining a positive outlook. These elective offerings played a vital role in motivating our students to put forth their best effort toward mastering the core content standards that were being taught daily during this Distance Learning period.

Although our stakeholders expressed their appreciation toward the effort that we put into ensuring that live instruction versus packets would endure, our ability to track learning loss during this period was hampered by the suspension of the state dashboard and all statewide assessments.

The successes and challenges experienced during the pandemic along with feedback received from our parents helped us to inform the actions in the LCAP for the 21-22 school year.

Goal 2

Create collaborative partnerships with parents to improve student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator • Efforts to promote parent participation (Priority #3c.)</p> <p>19-20 Maintain 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)</p> <p>Baseline • 71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.</p>	<p>71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service. (Zoom Meeting/Attendance Logs)</p>
<p>Metric/Indicator Efforts to promote parent participation (Priority #3a.)</p> <p>19-20 Maintain monthly parent communications used to communicate volunteer opportunities.</p> <p>Baseline Monthly parent communications used to communicate volunteer opportunities.</p>	<p>1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall parent engagement rate is 95%. 28% of parents use the provided Spanish translation for two-way communication (ParentSquare Dashboard)</p>
<p>Metric/Indicator Efforts to seek parent input and decisions making (Priority #3a.)</p>	<p>Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, was 90%</p>

Expected	Actual
<p>19-20 Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.</p> <p>Baseline Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc. currently at 90%</p>	<p>(Zoom Meeting Logs)</p>
<p>Metric/Indicator Efforts to promote parent participation (Priority #3b.)</p> <p>19-20 Increase parent involvement of all parents, including those of unduplicated students by providing translation services, child care, PTC's 4 times a year and morning, as well as evening sessions.</p> <p>This will increase parent participation by 5% from the 18-19 school year.</p> <p>Baseline Provided translation services 100% of the time for parents/guardians</p>	<p>Provided translation services 100% of the time through Zoom, ParentSquare, and other methods of communication for parents/guardians</p>
<p>Metric/Indicator Percent of students who are chronically absent (Priority #5b)</p> <p>19-20 Maintain Chronic Absenteeism rate to be less than 7% (Priority #5)</p> <p>Baseline Chronic Absenteeism Rate is 3.5%</p> <p>Metric/Indicator Other local measures: Percent of Average Daily Attendance (Priority #5a)</p> <p>19-20</p>	<p>Chronic Absenteeism rate was 10.9% (CA Dashboard)</p> <p>Average Daily Attendance Rate was 91.6% (CALPADS)</p>

Expected	Actual
<p>Maintain school attendance rate to be at 97% or above (Priority #5)</p> <p>Baseline Average Daily Attendance rate is 96.6%</p>	
<p>Metric/Indicator Middle school drop out rate (Priority #5c.)</p> <p>19-20 Maintain Middle School Drop Out rate to be less than .50%</p> <p>Baseline Middle School Drop Out rate 0%</p>	<p>0 % of middle school students dropped out. (CA Dashboard)</p>
<p>Metric/Indicator Other local measures: Discipline citation rare (Priority #6c.)</p> <p>19-20 Maintain the rate of discipline citations/referrals by 15%</p> <p>Baseline Discipline citation rate 6%</p>	<p>Metric no longer being tracked and replaced with “Schoolwide and classroom culture metrics”</p> <p>At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)</p>
<p>Metric/Indicator Suspension rate (Priority #6a.)</p> <p>19-20 Maintain Suspension rate to be less than 2% (Priority #6)</p> <p>Baseline Suspension rate is 1.9%</p> <p>Metric/Indicator Expulsion rate (Priority #6b.)</p> <p>19-20 Maintain Expulsion rate to be less than 1%(Priority #6)</p> <p>Baseline Expulsion rate is 0%</p>	<p>Suspension Rate was 0% (CA Dashboard)</p> <p>Expulsion rate was 0% (CA Dashboard)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Assistant Principal of Student Services to work with students and parents/guardians to enhance form and frequency of communication in order to identify the most effective strategies to improve academic outcomes. AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent education nights, school culture initiatives to support the success of all students and establishing community partnerships to provide counseling and social services to struggling families.	Salary for VP 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85,000 Benefits for VP 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,00	Salary for VP 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$92,323 Benefits for VP 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$27,348
Continue Professional Development for teachers and paraprofessionals on classroom management techniques to support the needs of Foster, SED and EL students.	Continuing SEL training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,000	Continuing SEL training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$0
Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc) Increase access and use of phone dialer system by expanding this system to include teachers. Implement Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.	N/A Not Applicable Not Applicable N/A Supplies; Parent Communications 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,500 Kickboard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,500	N/A Not Applicable Not Applicable N/A Supplies; Parent Communications 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,284 Kickboard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,000
Parent classes on school curriculum, positive behavior, and use of technology.	Classes; Other Supplies 4000- 4999: Books And Supplies LCFF Supplemental and Concentration \$1,500	Classes; Other Supplies 4000- 4999: Books And Supplies LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide additional parent classes around math and literacy in order to empower parents to support students academically.	Classes; Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500	Classes; Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Provide a translator(s) for SPGA, Governance, SSC and other school site activities.	Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,122	Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,913
Add Spanish only meetings, e.g.; ELAC/DELAC.	Translation Device maintenance/replacement 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,000	Translation Device maintenance/replacement 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0
Purchase translation device to be used in Parent meetings	PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Not Applicable \$0	PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Not Applicable 0
Teacher training around structuring home visits.	Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,400	Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,506
Mileage for home visits.	Student Store & Student Recognition Materials Unduplicated Students 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,500	Student Store & Student Recognition Materials Unduplicated Students 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,325
Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together".	Student Store & Student Recognition Materials all Students 4000-4999: Books And Supplies LCFF Base \$1,500	Student Store & Student Recognition Materials all Students 4000-4999: Books And Supplies LCFF Base \$2,326
Allocating an equivalent portion of our budget for student incentives to match the unduplicated pupil percentage. Student incentives are in place to encourage and reward positive academic and social behavior Remaining funds will come from Base funding to support all students.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.	In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,564	In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$35,047
School Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services. Grimmway Academy has an 87.5% unduplicated pupil count and the School Counselors duties will be principally directed to these students.	Salary for School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$63,860 Benefits for School Counselor 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,294	Salary for School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$72,004 Benefits for School Counselor 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,313
N/A	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
Offer Math, Literacy and Science nights to provide information to parents on how to support their child academically.	Math, Science and Literacy Night 4000-4999: Books And Supplies LCFF Base \$2,000	Math, Science and Literacy Night 4000-4999: Books And Supplies LCFF Base \$909
Parent Teacher Conferences 3X a year to increase parents awareness and connection of grade level curriculum and student expectations to increase parents or guardians efficacy in supporting their children at home.	Parent Conference Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000	Parent Conference Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,416
N/A	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
Continue to celebrate and encourage parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night	Parent Appreciation Night 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,500	Parent Appreciation Night 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Behavioral Specialist to work with at-risk students and coordinate other student social services as required.	Position Eliminated Not Applicable Not Applicable 0 Position Eliminated Not Applicable Not Applicable 0	Position Eliminated Not Applicable Not Applicable 0 Position Eliminated Not Applicable Not Applicable 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds budgeted for actions or services that were not implemented, or implemented at a smaller scale were directly related to the impact of COVID-19 on school operations. These funds were then reallocated to develop and provide a dynamic learning experience that our teachers, students and their families would have within our GAA Distance Learning (DL) model that we initially offered in April of 2020. Actions # 7,16, 28, 34, and 36 were not implemented as planned.

Funds were utilized to assist students and families receive education and family support services through the pandemic and distance-learning model. Specifically, funds were additionally utilized in the following manner:

Purchased and provided music equipment at a 1:1 instrument to student ratio.

Purchased and provided art supplies at a 1:1 supplies to student ratio.

Purchased and provided all of the ingredients needed for families to participate in our Virtual Cooking Classes. Purchased and provided all of the materials needed for families to participate in our Virtual Gardening Classes.

Purchased and provided physical education equipment at a 1:1 equipment to student ratio.

Purchased and provided mobile hotspots for all families in need.

Purchased and provided enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- "Mango 100-Day Challenge"

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to the onset of the pandemic in March of 2020, we had tremendous success in creating collaborative partnerships with parents to improve student achievement. Such successes included the following:

Saturday tutorial sessions on site for our students

Workshops for the parents/guardians of our scholars to attend during the tutoring period. Workshops included the following:

Financial Literacy

Funding Options for College

Completing applications attributed to college

Dangers of the internet

SIS tutorial workshops for the Parent Portal

Accessing digital curriculum or based computer/technology literacy classes.

After the onset of the pandemic we encountered challenges in providing programs and services that would ultimately help close the achievement gap for low-income and ELL students. While students had access to technology (i.e., Chromebooks, Wi-Fi Hotspots) internet connectivity was unpredictable causing some students to disengage in daily academic activities. The IT infrastructure and bandwidth was jeopardized with the addition of Zoom and live-streaming, causing sporadic interruptions throughout the day. State Assessments were cancelled hindering our ability to collect student academic outcomes data for several State Priorities, including: SBAC, CAASPP, ELPAC.

For students identified as needing special education services as described in their IEP, in-person IEP meetings were allowed if the CDPH and Kern County Public Health COVID-19 guidelines provided direction on how to safely complete such meetings. Otherwise, all in-person meetings between parents/staff were cancelled and made available via Zoom

After the onset of the pandemic we continued to garner success in creating collaborative partnerships by first increasing our communication with our families through hosting weekly Parent Information Meetings (PIM) and by seeking feedback from our families in the forms of weekly needs assessments. Upon determining the overarching needs of our families we developed and implemented a plan to meet these varying needs either in house, or through providing our families with the appropriate public resource that could meet their needs. Such needs included the following:

- Purchasing and providing mobile wi-fi hotspots for all families in need.

- Providing families with additional Chromebooks or wifi hotspots to account for the number of students within the household.

- Developing and hosting engaging virtual activities for the whole family.

- Participating in the Seamless Summer Option (SSO) Meal Program that afforded us the opportunity to provide meals for all children within a household between the ages of 2 and 18.

Purchasing enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- "Mango 100-Day Challenge"

Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement "Grimmway Academy treated me like a partner in my child's education" was 8.5 (on a 10 point Likert scale). In addition, in response to the open ended question on Grimmway Academy's strengths, the majority of open ended responses (18%) were related to our relationship with families. That being said, there is still room for us to improve, as in the same survey, the majority of open-ended responses to the question on areas in which can can grow, the majority of responses (28%) also were related to our relationship with families.

The successes and challenges experienced in achieving Goal 2, along with feedback received from our parents and stakeholders helped us to inform the actions in the LCAP for the 21-22 school year. The actions carried over work together to provide a dynamic and engaged experience for parents.

Goal 3

Provide an environment that encourages healthy lifestyles.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Health and Wellness

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students meeting state targets in Physical Fitness (Priority #8a)	630 elementary students (K-6) received physical education for at least 80-110 minutes per week throughout the school year (CALPADS Attendance Report)
19-20 Maintain 55% of students to meet state targets in physical fitness	180 middle school students in each grade received physical education for at least 150-225 minutes per week throughout the school year. (CALPADS Attendance Report)
Baseline 54.4% of 5th grade students met state targets in Physical Fitness	64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity
50% of 7th grade students met state targets in Physical Fitness	20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition
	37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength
	1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength
	49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength

Expected	Actual
	<p>16.1% of 5th graders; 58.9 % of 7th grade students need improvement on flexibility 32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity</p> <p>52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition</p> <p>62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength</p> <p>98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength</p> <p>50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength</p> <p>83.9% of 5th grade students; 41.1% of 7th met Healthy Fitness Zone for Flexibility</p> <p>(2018-2019 California Physical Fitness Report)</p>
<p>Metric/Indicator Percent of students who participate in the Edible School Yard program K-6 (Priority #8a)</p> <p>19-20 Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year</p> <p>Baseline 100% of students in K-6 participate in 9 ESY lessons per year</p>	<p>A total of 308 ESY lessons were provided in the 2020-2021 school year benefiting all K-6 students (CALPADS Attendance Report)</p>
<p>Metric/Indicator Number of parents participating in Family Cooking classes (Priority #8a)</p>	<p>20 combined voluntary garden and kitchen family classes were offered to families. Students were not required to attend (Zoom Participation Logs)</p>

Expected	Actual
19-20 Maintain 50 families participating in a family cooking class Baseline 30 families participate in a family cooking class	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PE teachers will provide additional opportunities for physical education and activities.</p> <p>An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.</p> <p>PE & playground materials.</p>	<p>Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$105,000</p> <p>Salaries for PE Aide 2000-2999: Classified Personnel Salaries LCFF Base \$24,000</p> <p>Benefits for PE teachers and aide 3000-3999: Employee Benefits LCFF Base \$39,000</p> <p>PE & Playground Equipment/Materials 4000-4999: Books And Supplies LCFF Base \$2,000</p>	<p>Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$117,883</p> <p>Salaries for PE Aide 2000-2999: Classified Personnel Salaries LCFF Base \$27,412</p> <p>Benefits for PE teachers and aide 3000-3999: Employee Benefits LCFF Base \$33,447</p> <p>PE & Playground Equipment/Materials 4000-4999: Books And Supplies LCFF Base \$2,725</p>
<p>Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement.</p> <p>Offer cooking classes to students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen.</p> <p>Offer family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes.</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>ESY Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,400</p> <p>Family Cooking Classes - Cooking Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,200</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>ESY Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>Family Cooking Classes - Cooking Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$219</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program will also offer nutrition education.	Salaries; Kitchen & Garden Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$270,000 Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46,000 Other Materials; ESY 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$27,000	Salaries; Kitchen & Garden Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$264,506 Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$70,726 Other Materials; ESY 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,326
Eliminated	No longer continuing Not Applicable Not Applicable 0	No longer continuing Not Applicable Not Applicable 0
Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve. Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy. Grimmway Academy will hold two Farmers Markets on campus for families and community members.	Other Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,487 Wellness Fair and Farmers Markets 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000	Other Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,856 Wellness Fair and Farmers Markets 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
N/A	N/A Not Applicable Not Applicable N/A N/A Not Applicable Not Applicable 0	N/A Not Applicable Not Applicable N/A N/A Not Applicable Not Applicable N/A
Establish an extra-curricular athletics program.	Equipment and Supplies 4000- 4999: Books And Supplies LCFF Base \$10,000	Equipment and Supplies 4000- 4999: Books And Supplies LCFF Base \$13,923

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds budgeted for actions or services that were not implemented, were not implemented as a direct result of Covid 19. Such funds were therefore utilized to provide an environment that encourages healthy lifestyles virtually through our GAA Distance Learning program that we initially premiered in April of 2020. This included making certain that funds would be utilized in the following manner:

Purchasing and providing all of the ingredients needed for families to participate in our Virtual Cooking Classes.

Purchasing and providing all of the materials needed for families to participate in our Virtual Gardening Classes.

Purchasing and providing physical education equipment at a 1:1 equipment to student ratio.

Purchasing and providing mobile hotspots for all families in need.

etc.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to the onset of the pandemic in March of 2020, we had tremendous success in providing an environment that encourages healthy lifestyles by planning and hosting such events as the following:

Winter Fair- during which healthy lifestyles would be the overarching theme and include:

Adult and Student athletic competitions.

Bicycle obstacle course.

Free health screenings provided by Adventist Health Mobile Free Clinic.

Healthy Cooking Classes and Tastings.

Fresh Produce Giveaways.

Health and Wellness Fair

Family Cooking Night

Farmer's Market

etc.

Some of the challenges Grow Academy experienced in the implementation of actions related to Goal 3 were a result of COVID and the impacts to in-person instruction. While students were not able to participate in physical education activities at school, they had the opportunity to participate virtually through the Distance Learning Program. Physical education equipment was students at a 1:1 ratio. ESY gardening and cooking classes were not implemented in-person as well. Another challenge was directly related to technology (i.e., slow internet connectivity when simulcasting, wi-fi outages, etc.) With the purchase of key ingredients to be provided to all families allowed for virtual gardening classes. Specific virtual activity examples are below:

Weekend Virtual Family Cooking Classes- with all ingredients provided to all participating students and their families.
Weekend Virtual Family Gardening Classes- with all materials provided to all participating students and their families.
School wide Family Virtual Dance Competitions.
Hosting Family Yoga Competitions.
etc.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1) Using formative assessment data (NWEA MAP, weekly standard-aligned assessments, IABs) intervention and enrichment time is to be provided to targeted groups of students most at risk of learning loss, with an emphasis on ensuring that we serve our unduplicated students, by Small Group Instructors (SGIs).	\$646,400	\$396,753	Yes
2) Intervention Coordinator to oversee the implementation of the intervention and extension program by providing professional development and support to intervention/extension teachers in lab classes that are identifying those most at risk of learning loss and addressing individual learning needs accordingly.	\$77,250	\$112,414	Yes
3) Using formative assessment data (NWEA MAP, weekly standard-aligned assessments, IABs) to guide instruction, intervention and enrichment provided by lab teachers to all students in lab classes addressing the individual learning needs of students in light of learning loss from distance learning.	\$344,449	\$398,123	Yes
4) Based on student feedback through surveys concerning feelings of isolation and loneliness, Grimmway Academy is committed to providing enrichment programs in the arts that foster positive emotions by providing music and art enrichment courses for all students.	\$183,600	\$223,516	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
5) Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally responsive to the unique needs of unduplicated students using the Optimum Learning Environment (OLE) framework devised by NTC in conjunction with CASEL. Lesson planning and feedback are intended to ensure that the needs of all learners are met – which a particular emphasis on students most at risk for learning loss.	\$220,526	\$197,378	Yes
6) Given stakeholder input concerning effective distance learning instruction, Professional development will be provided for Instructional Coaches to work with teachers in developing effective distance and in-person lesson plans and assessments that are relevant and culturally responsive.	\$20,000	\$13,850	Yes
7) Based on stakeholder input indicating concerns about effective distance learning instruction (including serving the needs of EL students, SEL, and STEM and ELA Instruction), GA will invest in the following professional development activities:			
7a)GLAD ELD Strategies Training to ensure that our EL students' individual learning needs are met.	\$10,000	\$0	Yes
7b)Provide Professional Development for teachers, and paraprofessionals, focusing on SEL professional development ("Getting Along Together").	\$9,000	\$2,891	Yes
7c) Anita Kreide Consultant (STEM Instruction)	\$10,000	\$10,004	No
7d)Distance Learning ELA Professional Development	\$10,000	\$10,350	No
8) Given stakeholder concerns over the availability of nutritious meals for students in the community who are most vulnerable, GA will repurpose the ESY Educators to begin producing surplus food in the ESY Garden in order to make available for those members of our community most in need.	\$133,188	\$168,923	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>9) Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement.</p> <p>Offer online cooking classes to families to reinforce healthy eating during school closure.</p>	\$2,000	\$1,912	Yes
<p>Given stakeholder concerns about the safety and sanitation of the campus when students return, GA has invested in the following:</p>			
10) Classroom cleaning and sanitation supplies to mitigate the risk of contracting COVID.	\$20,000	\$23,191	No
11) Personal protective equipment (masks, gloves) for students and staff.	\$20,000	\$17,370	No
12) Plexiglass screens for students and staff at workspaces	\$10,000	\$13,008	No
13) Health and safety screening equipment (thermometers, etc.)	\$1,000	\$22,026	No
14) Water bottle refill stations when students return to campus	\$4,000	\$5,900	No
15) Air filtration and purifier upgrades (including HVAC upgrades, and portable room air filtration systems)	\$50,000	\$62,103	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The following actions had material differences between budgeted and actual expenditures:

Action 1: Small Group Instructor salaries were less than budgeted (\$249,647) due to the implementation of the Distance Learning Model. Many of the Small Groups Instructors who normally provide instructional assistance in the classroom and help to implement the Afterschool program (ASES), assumed other job duties critical to this LCP.

Action 2: Intervention Coordinator (IC) salary & benefits, & professional development costs were overall lower than anticipated (\$35,164). Although the IC salary was enhanced as a result of a subsequent budgetary adjustment, the benefits were over budgeted. Compensation and benefits were over budgeted for the IC and Library Assistant. Intervention materials and library technology were over budgeted as a result of students not being physically present on campus until late October.

Books and supplies were under budgeted as a result of ensuring that all early grades had access to materials at home. At the time the LCP was written we did not have a precise account of the type or volume of supplies needed for our scholars on distance learning.

Action 4: Enrichment programs were higher than anticipated due to the need to purchase additional art supplies for families who participated in virtual art classes. (\$39,916)

Action 5: Only one (1) Instructional Coach was hired in October 2020 while three were budgeted to respond to the overall needs of the Distance Learning Program (\$23,148)

Action 6: Professional Development costs for effective distance learning instruction was less than anticipated (\$13,850). As the year progressed, we relied more on internal capacity to provide distance learning PD.

Action 7: GLAD Strategies Training was not implemented due to the pandemic. Professional development an oversight of all ELD approaches in distance learning was provided internally. SEL curriculum was less than anticipated (\$10,000)

Action 8: ESY garden staff salaries were less due to distance learning versus in-person learning. At the time of drafting this Annual Update, it was estimated that we would overspend in this area. (\$35,735)

Action 13. PPE costs were less due to in-kind donations of masks received by several community partners. (\$2,630)

Action 15. Health and screening costs were higher due to the purchase of two mobile thermal scanners (\$21,026)

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Many of the successes that we had in implementing in-person instruction during the 2020-2021 school year include the following:

- Once we were allowed to host one on-site cohort we were serving over 80% of our total student population.
- We maintained a 0% industrial infection rate throughout the course of the school year.
- We completed the state CAASPP assessment exam at an approximately 97% completion rate.
- We were able to maintain a 0% suspension/expulsion rate throughout the duration of our in-person instruction period.
- Our Special Education Team provided services and closed the school-year with no overdue nor incomplete IEP's.

Although our successes in implementing in-person instruction far outweigh the challenges, certain challenges that we faced when implementing in-person instruction included the following:

- Covid fatigue as it relates to adhering to our covid protocols.
- Uncharacteristic behavior patterns of our middle school students.
- Staffing challenges due to excessive absences
- etc.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
16) Provide Distance Learning Professional Development for teachers and paraprofessionals, focusing on literacy.	\$20,000	0	Yes
17) Utilize weekly, standards based CCSS aligned assessments through Illuminate test item banks to track proficiency levels in order to provide targeted supports for our unduplicated students.	\$7,000	\$2,499	No
18) Purchasing/upgrading technology (Chromebooks) necessary for students to be successful in a distance learning context	\$70,000	\$82,101	No
19) Kajeet 3G Wireless Hotspots for families indicating that they did not have internet access at home.	\$13,000	\$20,395	Yes
20) Zoom Education License to use for synchronous lessons to ensure that students have access to live sessions with their teacher.	\$5,000	\$4,250	No
21) Technology stipends for distance learning teachers to purchase necessary hardware for teaching remotely	\$40,000	\$29,375	No
22) Signa Terra IT Network Consultants to provide technical support for families and teachers in addition to providing maintenance of technology and monitoring of the network to ensure that students can access the online curriculum to avoid further learning loss.	\$23,000	\$46,563	No
23) Go Guardian Premium Upgrade to ensure that teachers can monitor student learning during live sessions to prevent distractions and further learning loss.	\$7,500	\$9,927	No
24) Web cameras for teachers engaged in distance teaching to ensure that all students can view the live online lessons clearly,	\$5,000	\$2,381	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
particularly EL students for whom hearing the teacher and classmates speak clearly is important for their ELD.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following actions had material differences between budgeted and actual expenditures:

Action 16: Duplicate of Action 12 in section "In-Person Instructional Offerings"

Action 22: Signa Terra IT support was higher than anticipated due to maintenance of technology and monitoring of network to ensure students can access online curriculum. We also didn't account for the maintenance and repair for damaged Chromebooks after they were deployed to the families in need. (\$23,563)

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

During the global pandemic, GA Arvin experienced both successes and challenges in implementing each of the following elements in the 2020-2021 school year.

Continuity of Instruction

GA Arvin began the school year (August 3rd) with a full distance learning model. Our Distance Learning Program supplied all students with a Chromebook – all students had access to a Chromebook daily before the COVID-19 pandemic. Additionally, GA Arvin teachers and instructional staff used Google Classroom as their Learning Management System for grades 3-8.

GA Arvin also ensured continuity of instruction by:

Ensuring that all lessons, distance or online, are CCSS standards-aligned and rigorous (using Depth of Knowledge scales as a guide), and are focused particularly on essential standards.

All teachers maintained GA's dedication to inquiry-based instruction – during distance learning as well as when we return to in person, ensuring that students engage in grade-level appropriate cognitive “lifting.”

Placed an emphasis on Math and ELA through the STEM and Humanities block. Weekly standards- aligned assessments are given to students in Math and ELA.

Teachers ensured that all students are included in the learning process, whether engaged in distance learning or in-person. This process begins with lesson planning and a strategic approach to identifying students who may have specific learning challenges. GA Arvin used data from formative assessments (daily exit tickets, weekly standards-aligned assessments, quarterly interim assessments) to guide instruction and inform re-teaching

Access to Devices and Connectivity

While all students had access to Chromebooks in order to participate in the Distance Learning Program, there were unforeseen challenges as well. Some Chromebooks were damaged inadvertently, requiring repair and maintenance. This resulted in several Chromebooks being taken off of circulation for a short period of time. In addition to the Chromebooks issued to families, mobile 4G smartspots (Kajeet) were assigned if needed to help with internet connectivity. Local cable providers offered free Wi-Fi services for families in need through the end of the 2019-2020 school year. Our IT Managed Service provider Signa Terra helped to monitor the effectiveness of our IT infrastructure as well and ensured a functioning network with minimal downtime for teachers or students. For technical support, GA Arvin established a tech support help line (phone and email) for parents and students that was operated by Signa Terra. Teachers and staff had access to Signa Terra through a ticketing system. Additionally operational support was provided to staff as needed.

Grow Academy Arvin (GAA) distance learning model was designed to be accessible as well as sustainable and could be seamlessly implemented in order to ensure continuity of instruction. In our attempt to maintain continuity, our GAA Distance Learning Program continues the use of our digital-based curriculum. This curriculum includes:

- Core Knowledge Language Arts (CKLA)
- Core Knowledge History and Geography (CKHG)
- Amplify ELA
- Amplify Science
- Illustrative Mathematics
- Engage New York

This utilization aids us in our implementation of standards-based lessons and allows us to maintain our various CCSS and NGSS pacing guides. Through the utilization of Google Classroom or Class Dojo as platforms, supplemented with Zoom, Go Guardian Chat and the Google Classroom Stream, authentic instruction and learning has been able to continue throughout this Distance Learning period.

To ensure equity and accessibility, we provided Chromebooks to all those who expressed a need. To date, we have distributed over 700 Chromebooks to our GAA scholars. This was accompanied with making certain that our stakeholders had access to the Internet by providing Kajeet hotspots upon request.

Pupil Participation and Progress

Grow Schools has adopted a pupil participation and progress model consistent with California Department of Education attendance and participation guidelines. Each teacher keeps a daily running record of synchronous and asynchronous activities in Google Sheets, and uses the data from the daily records to complete the weekly attendance record that is certified by each teacher. Every grade level

begins each day with a synchronous “launch” (K-2: Class Dojo; 3-8: Google Classroom) in which teachers connect with their students, provide outcomes for the day, roadmap lessons, and engage in SEL activities. From there the online activities varied depending on grade level, including synchronous core-subject lessons and support time (office hours), asynchronous practice that may involve collaboration with classmates, daily “exit ticket” checks for understanding, and a synchronous “landing” final block used for targeted student supports.

Measuring student participation and the time value of work varies by grade level, but begins with totaling the time spent in all daily synchronous sessions, time spent on each individual practice assignment, including professional estimates on time allotted for assignment directions, student questions, peer collaboration, individual completion of the assignment, review of the assignment, and necessary corrections. Instructional time is also tabulated for Art and Music courses, as well as the ESY kitchen and garden classes. Launch and landing classes are where teachers engage in most of the explicit SEL instruction, using Success for All’s “Getting Along Together” curriculum in grades K-5, and SEL competency aligned community building curricula in grades 6-8. Teachers utilize a wide array of formative assessments to measure student progress, including weekly standards-aligned assessments constructed from test banks in the Illuminate assessment platform, standards-aligned independent assignments submitted daily/weekly, Quarterly interim assessments (IAB), NWEA Map Growth Assessments, and visual and verbal checks for understanding during synchronous sessions.

Staff Roles and Responsibilities

Beginning in the Spring of 2020, all staff were given professional development on how to deliver instruction via Zoom and Google Classroom or Class Dojo. When staff reported back to work in July 2020, they were given training in how to use Universal Design for Learning Supports in a distance learning environment. Staff receive weekly training for support with distance learning, including such topics as student accommodations and formative assessment strategies for distance learning. The LEA has an Instructional Task Force composed of staff and admin from both school sites, including assistant principals, instructional coaches and the Chief Academic Officer, who analyze survey data from each training session to identify further areas for teacher support. In between training sessions, the instructional coaches work individually with teachers to support them with distance learning.

Grow Schools staff is committed to supporting student well-being and fostering student learning remotely. In the cases noted below, some of our staff roles and responsibilities have evolved due to distance learning. In many cases, however, support staff will continue to perform their duties to assist students and families and/or address students’ academic and social-emotional needs through approved online platforms including Zoom, Google Hangout/Meet, and GoGuardian or by telephone.

Support for Pupils with Unique Needs

Mirroring our on-site Full Inclusion model, our Grow Academy Arvin Distance Learning model incorporates a “push-in” or “pull out” system to support our students with special needs and provide services outlined within the IEP’s of these students. This is accomplished during synchronous live instruction by creating breakout rooms within the Zoom meeting that may be hosted and utilized by our RSP instructors and their designated students. GoGuardian Chat is also incorporated and affords the RSP instructor the opportunity to view the screen of the device being utilized by the student. Through this GoGuardian Chat feature, RSP teachers are then able to provide additional academic support in real time. To further support our students with special needs, RSP instructors

schedule and host Zoom meetings designed to provide personalized or individualized instruction in a small group or one-on-one setting.

The GA SPED Coordinator and her team have been in contact with parents and guardians of students having IEPs in order to schedule one-on-one instructional services where directed by an IEP.

English Learners receive 60 minutes of ELD Designated (Synchronous) Instruction 4 days each week. ELD Grade Level Google Classrooms were created for grades 1- 8. Each ELD Distance Learning Google Class is composed of 2 groups.

Although the successes within our GAA Distance Learning Program far outweigh the challenges, through ongoing surveys and town hall meetings some of the challenges within our DL program were identified by specific stakeholder groups as follows:

The challenges of distance learning at home (lack of academic supports, the difficulty in keeping their children engaged, and the absence of contact with teachers and their friends),

Concerns about safety when students are able to return to school

The desire for additional synchronous sessions to maintain their child's focus

The effectiveness of teachers in communicating with their child.

The challenges of keeping students focused during synchronous lessons

The amount of time that the shift to distance learning has taken on a daily basis

The desire for upgraded technology

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
25) Grimmway will purchase the following Educational Software to be used to identify student proficiency levels and provide learning experiences tailored to individual student needs (intervention – or acceleration).			
25a) Next Gen Math (to support developing Math skill proficiency). Nextgenmath.com provides limitless Common Core resources designed to prepare students for mastery and real-world application of the mathematical standards. These resources are organized by grade level, claim, target, standard, and topic	\$10,000	\$10,140	Yes
25b) Zearn (to support developing Math skill proficiency). During independent distance learning and in small groups with their teacher, Zearn Math provides students safe, in-the-moment feedback that precisely addresses areas of misconception.	\$26,000	\$2,500	Yes
25 c) ALEKS (to support ELA and literacy skill proficiency). A Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to determine exactly quickly and accurately what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.	\$9,200	\$9,135	Yes
25d) Achieve 3000 (to support literacy development). Achieve 3000 provides embedded assessment and “just-right, just-on-time” content-matching enables students to move their Lexile measures up steadily, level by level. Students of all profiles who use Achieve3000 Literacy with recommended frequency and quality can attain up to 3.5X their expected Lexile gain.	\$23,000	\$25,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
25e) Mango ELD (to support ELD). Mango delivers content-structured specifically to track skill levels and achievements recognized by local and international standards of proficiency	\$5,000	\$4,624	Yes
26) NWEA MAP Assessments: Provides diagnostic skills data and goal setting. MAP provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.	\$10,500	\$10,530	Yes
27) Renaissance Learning (Accelerated Reader): AR provides students with personalized goals; teachers monitor their progress and provide feedback to keep learners on track. As students' progress, AR provides reading recommendations and reading levels.	\$6,400	\$3,600	Yes
28) MobyMax: Identifies learning skill gaps based on an adaptive approach. Teachers monitor and use the data to inform individualized learning in the learning lab, and to adjust classroom lessons as needed.	\$5,000	0	Yes
29) Illuminate Item Banks (for use in weekly and quarterly CCSS aligned standards-based assessments). This resource allows teacher to develop and administer weekly standards-aligned assessments to determine proficiency levels. Data from these assessments are used by classroom and lab teachers to identify learning gaps.	\$3,500	\$2,875	No
30) Amplify CKLA: Amplify Core Knowledge Language Arts (CKLA) sequences deep content knowledge with research-based foundational skills, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction.	\$24,000	\$16,471	Yes
31) Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial	\$40,000	\$21,493	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
constraints, including foster, homeless, and English Language Learners.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following actions had material differences between budgeted and actual expenditures:

Action 25 -Zearn cost was less than anticipated as this expenditure was incurred the previous fiscal year (\$23,500)

Action 28: MobyMax curriculum was not implemented (\$5,000)

Action 31: Additional distance learning school supplies were less than anticipated (\$18,507)

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To better understand the direct impacts of pupil learning loss, academic performance data was gathered from a few sources. This data helped to inform us of the existing gaps for ELA and Math amongst English Learners, socioeconomically disadvantaged, and students with disabilities.

The 2019 Dashboard data indicates that our greatest area of needs continues to be continuing to improve our Math and English Language Arts (ELA) results for All Students (AS), with particular attention given to narrowing the gap between AS, English Learners (ELs), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).

English Language Arts: Although the 2019 CAASPP results for AS in ELA increased by 29.9 points (DFS), Grow Academy Arvin is overall still 11.4 points below standard vs. the overall State average of 2.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The ELA gaps are as follows:

English Learners (ELs): Despite an increase of 34.6 points - which is a greater improvement than that of AS (29.9), EL performance remains at 41.6 points below standard when compared to AS (11.4). This is an area in which we must continue to improve upon.

Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (46.4 points), SWD still remain 65.9 points below standard.

Mathematics: Although the 2019 CAASPP results for AS in Math increased by 11.7 points (DFS), Grimmway Academy is overall still 37.1 points DFS vs. the overall State average of 33.5 points DFS. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The Mathematics gaps are as follows:

English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1). This is an area in which we must continue to improve upon, and have invested in academic software programs aimed at closing the gaps through differentiated learning (i.e., BrainPop, MobyMax, IXL, NextGen).

Socioeconomically Disadvantaged (SED): Despite an increase of 11.8 points - which is also a greater increase than that of AS (11.7), SED performance remains at 44 points below standard when compared to AS (37.1).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (30.6 points), SWD still remains 103.4 points below the standard.

NWEA MAP Growth

The latest full year of NWEA MAP Growth assessment data before the pandemic indicates gaps in achievement percentiles for both Math and Reading between AS, and our ELs, and SWD subgroups. All students in grades K - 8 take the NWEA MAP Assessment three times each year. Achievement and Growth is calculated after the final assessment in the Spring. Overall, only 61% of our students schoolwide (AS) met their Growth projection for Reading, and 63% in Math in 2019.

Reading:

English Learners: There is a slight gap between the percentage of EL students who are meeting Growth targets (60%) and AS (61%).

Some challenges experienced in addressing the learning loss included the following:

Inconsistent Attendance

Unreliable Data/Results (particularly of students participating within our DL program.)

Parent/guardian buy-in

Student Buy In

COVID protocols that prevented intermingling of cohorts, including quarantine

Unreliable internet connectivity.

Overall, based on the above data gathered to measure learning loss, GA Arvin believes the strategies were effective. GA successfully utilized a robust menu of formative and summative data to inform our instructional approaches and enable precision in identifying the most effective levers available to identify and address student learning loss that occurred as a result of the COVID-19 pandemic's impact on in-person learning.

The hybrid approach allowed in-person instruction two times a week, and distance learning three times a week. For the A/B schedule students were able to attend GA on alternate days (using alphabetical order to determine groups).

Finally, each student at GA created an Individualized Learning Plan (ILP) in conjunction with their homeroom teacher and their parents using formative and summative assessment data. A student's ILP set specific goals and actions to help the child meet academic benchmarks.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Many of the successes that GAA had in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year include the following:

Implementation of an SEL curriculum titled Second Step (6-8). The primary goal of Second Step Middle School is to equip students with the skills, knowledge, and mindsets that will help them successfully navigate adolescence.

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives. This unit's content helps create classrooms that are connected and encouraging by helping students set and achieve collective and personal goals, learn from challenges, recognize their personal strengths, and explore the unique aspects of their identities.

Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment. This unit's content helps students develop empathy, understand the impact of bullying and harassment on individuals and their communities, and examine social and environmental factors that contribute to negative behaviors as well as identify solutions for preventing those behaviors.

Thoughts, Emotions & Decisions

6 lessons per grade

Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress. This unit's content helps students understand that all emotions are valuable because they provide us with information about our environment. Students learn to respond to their emotions in ways that help meet their wants and needs.

Managing Relationships & Social Conflict

7 lessons per grade

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict. This unit's content helps students learn to honor and understand differences based on varied personal, familial, and cultural backgrounds.

Best-in-Class Social-Emotional Learning

Second Step Middle School is a first-of-its-kind social-emotional learning (SEL) curriculum that's modern, web-based, and responsive to the needs of today's students and educators. It's underpinned by the latest research in adolescent brain development and social psychology. The result is a program that doesn't just help kids do better in school—it helps them do better in life.

We also invested in additional training and professional learning in the use of our existing SEL curriculum for K-5, titled Getting Along Together. Getting Along Together has a three-pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills. Collectively, these skills and strategies create a peaceful school environment where students are empowered to manage their own behavior, decrease conflict, and increase receptivity to learning. Getting Along Together helps students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems.

Bi-weekly social and emotional surveys were provided to all students through their Google Classroom platform. These surveys sought feedback from students on a wide array of SEL factors, including the following:

Established a weekly 2hr SEL Block. This SEL block incorporated all GAA students.

Increased opportunities for students to learn coping and engagement skills.

Increased opportunities for staff to identify social-emotional needs of students.

Reduced behavior referrals

Increased Kickboard Bonuses LCA

Reduced Kickboard (Schoolwide PBIS system) Deductions

Increased Classroom rewards.\

Increased our daily attendance within both our in-person and DL program

etc.

Bi-weekly social and emotional surveys were provided to all students through their Google Classroom platform. These surveys sought feedback from students on a wide array of SEL factors, including the following: self-awareness, self-management, social awareness, relationship skills, responsible decision making

While we intended to provide bi-weekly social and emotional surveys through the Google Classroom platform, it was sometimes challenging to solicit feedback as some of the questions can appear slightly invasive to students and parents.

Feedback collected through the bi-weekly check-in surveys administered with Google Forms has informed GA Arvin staff of several areas, and student responses. In this survey, students reflected on the following:

How their weekend was, and explained why the student felt their weekend was (i.e., "Great", "Good", "Ok", "Could have been better", "Bad")

If the student has returned on campus, and how happy they are to return

Something the student has done this school year and is proud of

Whether or not the student participated in the Distance Learning Program, and if they liked it or not

The results of the survey for the month of August, revealed the following:

Over 92% of the students reported to have had an "Ok", "Good", or "Great" weekend, while only 7.3% of students reported "it could have been better" or "it was bad"

Of the students who returned back to campus, reported the following: Over 38% were excited or happy to some degree, 15.2% of students felt neutral, and 5.5% of students were not excited or happy to return.

For the students who participated in the Distance Learning Program ("Cohort D"), reported the following: 14.6% of students "liked it a lot", 17% of students "liked most of it", 14.1% "liked some of it", 32.3% of students thought it was "ok", and 22% of students "did not like it at all."

Based on the above feedback, there appears to be an opportunity to address SEL/culture and climate. To improve overall SEL/culture and climate for students and staff, and parents, Grow Academy Arvin will be implementing a new SEL survey platform, Kelvin.

Research confirms that SEL can:

Increase prosocial behaviors

Improve students attitudes toward school
Reduce depression and stress among students
Improve academic achievement, test scores, grades, and engagement
Increase parent engagement and improve school favorability rates.

Kelvin offers an “all in one” solution to collecting information on social-emotional wellbeing through interactive pulse surveys (English and Spanish) made available in the Clever console. Kelvin offers real-time pulse surveys through a chat feature embedded in the Google Chrome console (“pop up surveys”) with a simplified user experience and the available to customize the tools based on the needs of students. The first survey will be administered in October of 2021.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

While there were challenges in engaging with students and their families in-person, GA Arvin was able to successfully track attendance daily. In the 2020-2021 school year, the Average Daily Attendance Rate was 91.6%.

In April 2021 about 75% of students returned to full time in-person instruction. As of the start of the new school year, August 2, 2021, over 95% of students have returned to full-time-in person instruction. Families who opted not to return, indicated the reason as not being related to the unavailability of the Distance Learning Program, rather a change in personal circumstances.

GAA administered a basic level of attendance and participation tracking daily. This daily attendance and participation tracking process includes the following:

Credentialed Instructors take daily attendance through the Student Information Systems (Illuminate and Infinite Campus). The SIS was maintained and monitored by our GAA Attendance Clerk. Both Credentialed Instructors and Attendance Clerk made confirmation phone calls throughout the instructional day to confirm the student attendance/absence.

Attendance Clerk sought documentation from the parent/guardian in order to document the student's absence as excused or unexcused. For stakeholders who exhibited chronic tardiness or attendance behaviors we further employed the following tiered reengagement strategies:

First Tier

Phone called home (for non-participation), detailing the importance of daily participation along with the effects of chronic absenteeism

Weekly Parent Information meetings, translated in real time

Parent Education meetings (1st will be online safety training)

Virtual Activity Calendar

E.S.Y. cooking classes

Second Tier

School counselor checked in with students.

Instructors support students by encouraging them to attend office hours to assist with assignments.

Excessive Absence Notification- Mailed Home.

Home Visit by School Representative

Third Tier

Refer to community resources/services as needed.

Refer for “Wellness Check” by the appropriate authorities.

Refer to the GAA Student Attendance Review Team.

Although this tiered system of support had a positive impact on the majority of our stakeholders, what became clear is that all too often, the negative impacts of covid superseded our GAA attendance requirements.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our Grow Academy Arvin Meals Program provided meals for our scholars as well as to our Arvin community members at large. In an attempt to achieve this goal, members of our Grow Schools COVID Task Force as well as our on-site Grow Academy Arvin Chef, met regularly with local community members and adjoining school districts in order to coordinate our ongoing meal distribution efforts. These collaborations helped us in making certain that all families in need may take advantage of the meal service that we were providing.

Through such waivers as, “Seamless Summer Option”(SSO), “Meal Service Time Flexibility”, “Non-Congregate Feeding”, and “Allow Parents and Guardians to Pick Up Meals for Children”, Grow Academy Arvin was able to serve nutritious scratch meals to all children ages 18 years old and younger. Safety protocols were established and implemented for both “drive-up” and “walk-up” locations, to ensure contact-free distribution of all meals. Upon pick-up of their meal at either of our locations, families received a hot lunch and a cold breakfast for the following day. Although it is rewarding to be a resource for the Arvin community, our Hybrid model has required our school nutrition program to remain flexible as well as creative. Producing meals for onsite students and staff, DL students and Arvin community students, has at times proved challenging. Our COVID protocols require all meals to be eaten outdoors in addition to social distancing, the result is that the Cafe Team must deliver meals throughout campus. Averaging over 700 “grab and go” nutritious breakfast and lunch for all of our school community members, has only been accomplished through meticulous planning and teamwork.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	32) Purchase of ParentSquare License to ensure that messages can reach a higher proportion of families, including instant translation from English to Spanish.	\$8,000	\$4,000	Yes
School Nutrition	33) GA will continue to provide meals to all students, including low income students, to protect the most vulnerable children against hunger. Additional support and supplies will be required to support this action.	\$10,000	\$10,000	Yes
Mental Health and Social and Emotional Well-Being	34) Development and implementation of SEL curriculum aligned with SEL Competencies ("Getting Along Together"), and continuous professional training for implementation and monitoring students, families, and staff.	\$20,000	\$0	Yes
Mental Health and Social and Emotional Well-Being	35) Increase social/emotional services to all students with the primary focus on unduplicated students through small group and 1:1 counseling provided by the school counselor.	\$85,782	\$85,120	Yes
Pupil Engagement and Outreach	36) Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints,	\$40,000	\$0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	including foster, homeless, and English Language Learners.			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Action 34: Duplicate of action 7 in "In-Person Instructional Offerings" section.
Action 35: Duplicate of action 31 in "Pupil Learning Loss" section.
Action 36: Action 36 is a duplicate of 31.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Stakeholder input and feedback is key in formulating and sustaining a successful in-person or distance learning program. The time and energy given toward seeking input from parents, students, staff and community members ultimately became time and energy saved.

In considering our 2021-2024 LCAP we recognize that stakeholder input will once again be key in developing a program that is accessible, equitable as well as sustainable.

Parent engagement in our DL ELD Designated Block facilitated and enhanced student participation and growth. Parents were able to view the CCSS based academic lessons and instruction as students participated in the DL classes. This afforded families the opportunity to determine the value of the ELD Designated Block as well as the overall importance of the English Learner Program. This has resulted in less criticism and more support for the program that may have previously been deemed as unnecessary or a stigma on their children. In order to continue the gains made with our EL students and their families, within our 2021-2024 LCAP we have embedded the need to continue to ensure access to the ELD curriculum to our families at home once we are no longer hosting a DL program. This may take the form of providing technology for families to check out or come to campus to use within our Learning Lab that we remain open during evening hours.

Students who may have struggled within our DL program showed immediate academic growth and overall improvement once returning to on site in-person instruction. Scholars within our primary grades had a greater necessity to participate within our in-person program, particularly if the student was supervised within any type of organized day care versus being at home with a parent or guardian. The additional adult assistance required for a student in grades Kindergarten-2nd to be successful within our Distance Learning program was generally lacking for these students.

In considering our 2021-2024 LCAP we wanted to ensure that we adhered to our SGI (Small Group Instructor explanation) model with fidelity. The Intervention Coordinator will work closely with the Small Group Instructors (SGIs) to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs customize learning to student needs, in order to provide individually targeted student instruction. SGIs use software and supplemental curricular materials to deliver instruction to students who are grouped according to their current needs. This collaborative approach to providing services will help to achieve positive academic, social and emotional learning outcomes. Additionally we have adjusted our schedule to ensure that students will be afforded significant quality time within our Learning Labs.

We further want to ensure that we have developed the appropriate expanded learning opportunities for all students identified as having significant learning loss. Such opportunities must target students within these primary grades in order to ensure that they have the foundational skills necessary to have a successful educational career. Providing services to our students with special needs within our DL program initially posed a challenge, as we were adamant that our educational model of full inclusion would be adhered to with fidelity. Although in some instances certain students within this subgroup excelled within our DL model, the overwhelming majority of our students receiving Special Education services benefitted mightily once returning to in-person instruction.

Consequently in considering our 2021-2024 LCAP we have recognized that an increase in our instructors holding Special Education Teaching Credentials will be paramount in our effort to reduce the student with special needs to Special Education instructor ratio. Such a reduction will afford these instructors with the additional time that we anticipate will be needed in order to effectively mitigate the effects of learning loss.

Additionally we will be moving to a Co-Teaching model (need richer explanation, include UDL and research). In all 1st-5th grade Humanities classrooms, there is a fully credentialed SPED co-teacher in addition to a multiple subject credentialed teacher in order to address the individual learning needs of all students - including ELL students and SWD - by utilizing the Universal Design for Learning approach (UDL). UDL is based upon the most widely replicated finding in educational research: learners are highly variable in their response to instruction. In virtually every report of research on instruction or intervention, individual differences are not only evident in the results; they are prominent. However, these individual differences are usually treated as sources of annoying error variance as distractions from the more important "main effects." UDL, on the other hand, treats these individual differences as an equally important focus of attention.

By utilizing the UDL approach to instruction, Grow Academy Arvin is able to offer a full-inclusion program for SWD.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The ELA gaps are as follows:

English Learners (ELs): Despite an increase of 34.6 points - which is a greater improvement than that of AS (29.9), EL performance remains at 41.6 points below standard when compared to AS (11.4). This is an area in which we must continue to improve upon.

Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (46.4 points), SWD still remain 65.9 points below standard.

The Mathematics gaps are as follows:

English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1). This is an area in which we must continue to improve upon, and have invested in academic software programs aimed at closing the gaps through differentiated learning (i.e., BrainPop, MobyMax, IXL, NextGen).

Socioeconomically Disadvantaged (SED): Despite an increase of 11.8 points - which is also a greater increase than that of AS (11.7), SED performance remains at 44 points below standard when compared to AS (37.1).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (30.6 points), SWD still remains 103.4 points below the standard.

Through comparative analysis of both formative and summative data, our instructional team, consisting of classroom instructors, intervention specialists, academic counselors and administrators will be able to identify the specific learning needs due to the learning loss of individual students. Once identified, a comprehensive review of the student's attendance and participation records will take place in order to further determine the extent to which their academic deficiencies may be attributed to such factors. Upon conclusion of this in-depth academic analysis the team will host a culminating diagnostic team meeting which will expand to include the student, their family members, the school nurse, etc. to determine whether any additional considerations or services may be needed. Such services may include supplemental social-emotional support, counseling, or specific dietary needs. An Individualized Learning Plan (ILP) will then be generated for the individual student. A student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP will further incorporate any additional supports that were identified within the diagnostic team meeting. The facilitation of the ILP will occur daily within our GA Arvin Learning Lab. Through small group instruction facilitated by our Small Group Instructors (SGIs) as well as through the utilization of digital learning platforms, our Learning Lab affords all identified scholars the opportunity to receive ongoing targeted supplemental support in their identified areas of need. Our Learning Lab or the digital platforms utilized within our Learning Lab will be made available to identified students during regular school hours, before or after

school, as well as during our various summer and other seasonal intersessions. Regular cycles of weekly and interim assessment results will be analyzed to identify students who are failing to make adequate progress. ILP's will be updated regularly to reflect areas of strength, space for continued growth, and tangible steps taken by the student to improve learning. Regularly scheduled diagnostic team meetings will occur throughout the quarter or semester in order to monitor progress and if necessary modify the ILP.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Any funds budgeted for actions or services that were not implemented, were not implemented as a direct or indirect result of Covid 19. Such funds were therefore utilized to provide an environment that encourages Mental Wellness and Social Emotional Learning. We further recognize the necessity to provide additional services to our unduplicated students in order to continue to foster and promote healthy lifestyles, cultivate partnerships with their families as well as provide dynamic learning experiences that inspire these students to reach for higher academic achievement. Below summarizes the substantive differences between the description of the actions or services or services identified as contributing towards meeting the increased or improved services requirement

Action 1: Small Group Instructor salaries were less than budgeted (\$249,647) due to the implementation of the Distance Learning Model. Many of the Small Groups Instructors who normally provide instructional assistance in the classroom and help to implement the Afterschool program (ASES), assumed other job duties critical to this LCP.

Action 2: Intervention Coordinator (IC) salary & benefits, & professional development costs were overall lower than anticipated (\$35,164). Although the IC salary was enhanced as a result of a subsequent budgetary adjustment, the benefits were over budgeted. Compensation and benefits were over budgeted for the IC and Library Assistant. Intervention materials and library technology were over budgeted as a result of students not being physically present on campus until late October.

Books and supplies were under budgeted as a result of ensuring that all early grades had access to materials at home. At the time the LCP was written we did not have a precise account of the type or volume of supplies needed for our scholars on distance learning.

Action 4: Enrichment programs were higher than anticipated due to the need to purchase additional art supplies for families who participated in virtual art classes. (\$39,916)

Action 5: Only one (1) Instructional Coach was hired in October 2020 while three were budgeted to respond to the overall needs of the Distance Learning Program (\$23,148)

Action 6: Professional Development costs for effective distance learning instruction was less than anticipated (\$13,850). As the year progressed, we relied more on internal capacity to provide distance learning PD.

Action 7: GLAD Strategies Training was not implemented due to the pandemic. Professional development an oversight of all ELD approaches in distance learning was provided internally. SEL curriculum was less than anticipated (\$10,000)

Action 8: ESY garden staff salaries were less due to distance learning versus in-person learning. (\$35,735)

Action 13. PPE costs were less due to in-kind donations of masks received by several community partners. (\$2,630)

Action 15. Health and screening costs were higher due to the purchase of two mobile thermal scanners (\$21,026)

Action 16: Duplicate of Action 12 in section "In-Person Instructional Offerings"

Action 22: Signa Terra IT support was higher than anticipated due to maintenance of technology and monitoring of network to ensure students can access online curriculum. (\$23,563)

Action 25 -Zearn cost was less than anticipated as this expenditure was incurred the previous fiscal year (\$23,500)

Action 28: MobyMax curriculum was not implemented (\$5,000)

Action 31: Additional distance learning school supplies were less than anticipated.(\$18,507)

Action 34- Duplicate of action 7 in "In-Person Instructional Offerings" section.

Action 36-Duplicate of action 31

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on the review of the student outcomes yielded from the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan there is still progress that needs to be made in order to help achieve our goals. The goals for the 21-22 LCAP remain unchanged from the last LCAP (19-20). All three goals were developed through stakeholder input as part of the original Charter Petition submitted to the Kern County Superintendent of Schools (our Authorizer). While some of the actions may have been changed to adapt to the evolving needs of the students and families over the 2017-2020 LCAP cycle, the priorities remain the same. These goals are as follows.

Goal 1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement. Based on the data available in the California Dashboard, the following student outcomes were observed:

46.49% of all students met or exceeded the Common Core

Standards in ELA on Smarter Balanced Assessments

9.42% of ELs met or exceeded the ELA standard

43.44% of low-income students met or exceeded the ELA standard

33.40% of all students met or exceeded the Math standard

7.24% of ELL students met or exceeded the math standard

31.33% of low-income students met or exceeded the Math standard

Based on the continued need to close the achievement gap, and through ongoing stakeholder input to be received, the following actions for Goal 1 will be implemented in the 21-22 LCAP:

Action 1-Intervention and Enrichment-will carry forward

Action 2-Intervention Coordinator-will carry forward

Action 3-Library Program-will carry forward

Action 4-Education Software-will carry forward and expand

Action 5-Increase Access to Common Core State Standards-will not carry forward

Action 5 (revised)-Success for All-is a new action item

Action 6-Professional Development-will carry forward and expand

Action 7-College Readiness-will carry forward

Action 8-Professional Development (STEM)-will carry forward and modified to a new facilitator

Action 9-Educational Materials-will carry forward

Action 10-Summer Academic Program-will carry forward

Action 11-After School Tutoring-will carry forward and expand

Action 12-Art & Music Programs-will carry forward and expand

Action 13-Instructional Coaches-will carry forward

Action 14-Implementation of Elevation Platform-will carry forward as part of Action 4 above and is replaced with Digital Literacy PBL (formerly Action 15)

Action 15-Intervention & Enrichment (Lab Teachers)-is a new action item

Goal 2: Create collaborative partnerships with parents to improve student achievement. Based on the data available to date, the following outcomes were observed:

Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, remains at 90% (attendance logs)

Provided translation services were provided 100% of the time for parents/guardians (translation services)

1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall parent engagement rate is 95%; 28% of parents use the provided spanish translation for two-way communication (ParentSquare Dashboard)

Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement "Grimmway Academy treated me like a partner in my child's education" was 8.5 (on a 10 point Likert scale).

At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)

Average Daily Attendance rate is 91.6% (CALPADS)

Chronic Absenteeism Rate is 10.9 % (CA Dashboard)

Suspension Rate, Expulsion Rate, and Middle School Dropout Rate all remain at 0% (CA Dashboard)

Based on the continued need to help build collaborative partnerships with parents to improve student achievement, and through stakeholder input received, the following actions for Goal 2 will for implemented in the 21-22 LCAP:

Action 1-AP of Student Services-will be modified, and replaced with Student Success Team, expanding services for low-income students.

Action 2-Continued Professional Development-will carry over as Goal 1. Actions 6 and 8

Action 2 (new)-McKinney Vento Support-this is a new action item to provide an expanded scope of services provided by the Director of Community Initiatives.

Action 3-Parent Communications-will carry forward

Action 4-Parent Education-will carry forward

Action 5-Translation Services-will carry forward

Action 6-Teacher Training (home visits)-will carry forward

Action 7-Positive Behavior Intervention-will carry forward

Action 8-Educational Field Trips-will carry forward

Action 9-School Counselor-has been deleted

Action 10-N/A

Action 11-Math,Literacy,Science Nights-has been deleted

Action 12-Parent Teacher Conferences-will carry forward and be modified to include Academic Parent-Teacher Teams

Goal 3: Provide an environment that encourages healthy lifestyles.

Based on the continued need promote a healthier lifestyles, and data available to date, the following outcomes were observed:

64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity

20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition

37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength

49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength

32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity

52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition

62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength

50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength

(2018-2019 California Physical Fitness Report)

Based on the continued need to promote better health outcomes for students and the community, and through stakeholder input received, the following actions for Goal 3 will for implemented in the 21-22 LCAP.

Action 1-Physical education-will carry forward

Action 2-ESY/Family cooking classes-will carry forward

Action 3-Edible School Yard-will carry forward

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,819,721.00	2,492,061.00
Base	0.00	0.00
LCFF Base	281,313.00	327,235.00
LCFF Supplemental and Concentration	2,181,153.00	1,845,336.00
Not Applicable	0.00	0.00
Title I	296,455.00	304,598.00
Title II	50,800.00	14,892.00
Title III	10,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,819,721.00	2,492,061.00
1000-1999: Certificated Personnel Salaries	1,053,960.00	1,058,683.00
2000-2999: Classified Personnel Salaries	912,080.00	731,263.00
3000-3999: Employee Benefits	497,091.00	458,986.00
4000-4999: Books And Supplies	264,704.00	175,487.00
5000-5999: Services And Other Operating Expenditures	43,522.00	17,703.00
5800: Professional/Consulting Services And Operating Expenditures	48,364.00	49,939.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,819,721.00	2,492,061.00
1000-1999: Certificated Personnel Salaries	LCFF Base	165,000.00	183,290.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	660,710.00	635,548.00
1000-1999: Certificated Personnel Salaries	Not Applicable	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	228,250.00	239,845.00
2000-2999: Classified Personnel Salaries	LCFF Base	24,000.00	27,412.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	888,080.00	703,851.00
3000-3999: Employee Benefits	LCFF Base	56,000.00	52,807.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	372,886.00	341,426.00
3000-3999: Employee Benefits	Title I	68,205.00	64,753.00
4000-4999: Books And Supplies	LCFF Base	33,749.00	28,679.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	230,955.00	146,808.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	18,522.00	17,703.00
5000-5999: Services And Other Operating Expenditures	Title II	25,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,564.00	35,047.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	10,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	25,800.00	14,892.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000.00	0.00
Not Applicable	Base	0.00	0.00
Not Applicable	Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,051,594.00	1,674,324.00
Goal 2	227,040.00	273,714.00
Goal 3	541,087.00	544,023.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,771,413.00	\$1,679,712.00
Distance Learning Program	\$190,500.00	\$197,491.00
Pupil Learning Loss	\$162,600.00	\$106,368.00
Additional Actions and Plan Requirements	\$163,782.00	\$99,120.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,288,295.00	\$2,082,691.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$308,600.00	\$387,468.00
Distance Learning Program	\$152,500.00	\$174,715.00
Pupil Learning Loss	\$3,500.00	\$2,875.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$464,600.00	\$565,058.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,462,813.00	\$1,292,244.00
Distance Learning Program	\$38,000.00	\$22,776.00
Pupil Learning Loss	\$159,100.00	\$103,493.00
Additional Actions and Plan Requirements	\$163,782.00	\$99,120.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,823,695.00	\$1,517,633.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grow Academy Arvin	Hurshel Williams Principal	hwilliams@growpublicschools.org 661-855-8200

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Grow Academy (GA) is a K-8 public charter school designed to serve students in the greater Arvin community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. The goal of GA is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. Grow Academy Arvin enrolls approximately 90 students per grade per year in grades Kindergarten through 5th, and 110 students per year in grades seventh and eighth, with an end goal of educating just over 800 students annually in grades K-8. Our student population is 37.3% English learner (EL), 80.5% Socioeconomically Disadvantaged and 6.8% students with disabilities. 94.9% of our students are Hispanic. GA is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness. Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is Grown in the garden and prepared in the kitchen.

Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being.

We at GA are motivated by four core values:

- High Expectations
- Health and Wellness
- Perseverance
- Joy

The following goals encompass our vision:

Providing a school choice for families that have limited English language skills and are economically disadvantaged.

Enabling incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they promote to 9th grade.

Educate our scholars to be self-motivated, competent, and lifelong learners, and have a deep love of reading. Providing the parents in the Arvin Community an educational pathway to position their children to be eligible for attending a four-year college. Include a curriculum and school lunch program where Growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future.

Encouraging our students to become leaders in their community and to return to Kern County (and specifically to Arvin) to help others achieve their goals.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Prior to the onset of the pandemic in March of 2020, we had tremendous success in creating collaborative partnerships with parents to improve student achievement. Such successes included the following: We hosted Saturday tutorial sessions on site for our students while hosting workshops for the parents/guardians of our scholars to attend during the tutoring period. Workshops included the following:

- Financial Literacy
- Funding Options for College
- Completing applications attributed to college
- Dangers of the internet
- During school wide events we would host tutorial sessions on how to access the parent portal of our SIS system, how to access our digital curriculum or based computer/technology literacy classes.

etc.

After the onset of the pandemic we continued to garner success in creating collaborative partnerships by first increasing our communication with our families through hosting weekly Parent Information Meetings (PIM) and by seeking feedback from our families in the forms of weekly needs assessments. Upon determining the overarching needs of our families we developed and implemented a plan to meet these varying needs either in house, or through providing our families with the appropriate public resource that could meet their needs. Such needs included the following:

- Purchasing and providing mobile wi-fi hotspots for all families in need.
- Providing families with additional Chromebooks or wifi hotspots to account for the number of students within the household. Developing and hosting engaging virtual activities for the whole family.
- Participating in the Seamless Summer Option (SSO) Meal Program that afforded us the opportunity to provide meals for all children within a household between the ages of 2 and 18.

- Purchasing enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- “Mango 100-Day Challenge”

Despite the challenges presented by the pandemic, GA Arvin was able to offer hybrid (in-person & distance learning instruction) on October 29, 2020 and in-person instruction beginning on April 15, 2021. As of June 17, 2021, only 27% of GA families were still opting for Distance Learning. In the midst of the pandemic, we were able to open schools up safely with zero on-site transmissions of COVID-19.

GA Arvin was able to adapt to an evolving learning landscape for students and staff, and learned a few best practices through the global pandemic. Some examples of the initiatives that we are going to maintain even after the pandemic include providing timely and meaningful communication to parents via ParentSquare which allows parents to support their child's educational outcomes and enables them to become more involved in advocating for their child's needs. We will also continue providing 1:1 Chromebooks for all students as this has proven to be a crucial part of the schools' ability to provide meaningful instruction both in-person and at home. Additionally, we will continue hosting virtual events such as back to school night, Edible School Yard (ESY) cooking classes, as well as virtual APTT (Academic Parent-Teacher Teams) for families who are not able to make it to the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Dashboard

The 2019 Dashboard data indicates that our greatest area of needs continues to be continuing to improve our Math and English Language Arts (ELA) results for All Students (AS), with particular attention given to narrowing the gap between AS, English Learners (ELs), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).

English Language Arts: Although the 2019 CAASPP results for AS in ELA increased by 29.9 points, Grow Academy Arvin is overall still 11.4 points below standard vs. the overall State average of 2.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The ELA gaps are as follows:

English Learners (ELs): Despite an increase of 34.6 points - which is a greater improvement than that of AS (29.9), EL performance remains at 41.6 points below standard when compared to AS (11.4). This is an area in which we must continue to improve upon.

Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (46.4 points), SWD still remain 65.9 points below standard.

Mathematics: Although the 2019 CAASPP results for AS in Math increased by 11.7 points, Grimmway Academy is overall still 37.1 points below standard vs. the overall State average of 33.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The Mathematics gaps are as follows:

English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1). This is an area in which we must continue to improve upon, and have invested in academic software programs aimed at closing the gaps through differentiated learning (i.e., BrainPop, MobyMax, IXL, NextGen).

Socioeconomically Disadvantaged (SED): Despite an increase of 11.8 points - which is also a greater increase than that of AS (11.7), SED performance remains at 44 points below standard when compared to AS (37.1).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (30.6 points), SWD still remains 103.4 points below the standard.

NWEA MAP Growth

The latest full year of NWEA MAP Growth assessment data before the pandemic indicates gaps in achievement percentiles for both Math and Reading between AS, and our ELs, and SWD subgroups. All students in grades K - 8 take the NWEA MAP Assessment three times each year. Achievement and Growth is calculated after the final assessment in the Spring. Overall, only 61% of our students schoolwide (AS) met their Growth projection for Reading, and 63% in Math in 2019.

Reading:

English Learners: There is a slight gap between the percentage of EL students who are meeting Growth targets (60%) and AS (61%).

Steps taken to address identified needs:

Our dedication to individualized learning and differentiated instruction is an important element in ensuring that we are meeting the needs of all learners, with a priority for our unduplicated scholars. Addressing these needs begins by preparing our teachers to address individual learning needs in the classroom. Our instructional coaches work closely with classroom teachers to ensure that each lesson plan is differentiated and addresses unique learning needs in the classroom.

In addition to instructional coaches, each STEM classroom in grades 1 - 5 has been assigned a Small Group Instructor (SGI). The SGI works closely with the classroom teacher of record to ensure that the differentiated lesson plans are implemented with fidelity - working closely with students individually or in small groups to address their specific learning needs, which includes addressing both intervention or enrichment needs.

Additionally, through the formation of a Student Success Services Team (composed of 1.3 FTE School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services (APSS) , staff will continue to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress. The AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent engagement education events and school culture initiatives to support the success for all students. Additionally, the APSS builds and enhances community partnerships to provide counseling and social services to struggling families. The School Psychologist is responsible for the assessment and behavior management for students with emotional disabilities, learning disabilities, autism and behavioral challenges.

EL: Grow Academy has adopted the Ellevation software platform to assist classroom teachers with tracking the academic achievement of our ELs and making the related instructional. Ellevation helps to build the capacity of teachers to serve our EL students, and empower them with the academic language necessary for success in school. This program allows Intervention Coordinators to easily track language proficiency on ELPAC and share insights on district-wide data. SGIs will provide intervention and enrichment time during the day to supplement instruction. The Intervention Coordinator will oversee the implementation of the intervention and extension program and provide professional development and support to intervention/extension teachers in implementing a high quality program.

SWD: In all 1st-5th grade Humanities classrooms, there is a fully credentialed SPED co-teacher in addition to a multiple subject credentialed teacher in order to address the individual learning needs of all students - including ELs, and SWD - by utilizing the Universal Design for Learning approach (UDL). By utilizing the UDL approach to instruction, Grow Academy Arvin is able to offer a full-inclusion program for SWD.

Chronic Absenteeism

Based on the 2019 Dashboard data, our chronic absenteeism rate stands at 10.9% for AS. This is an increase of 0.8%.

The subgroup breakdown is as follows:

SWD: 18.5%

EL: 11.1%

SED: 10.9%

An element of the Success for All (SFA) program is the establishment of an Attendance Solutions Team, consisting of teachers, staff, administrators, and parents. The purpose of the Attendance Solutions Team is to analyze the attendance data in order to identify potential solutions for improving our attendance rate.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through an analysis of our state and local data and input from staff and stakeholders, we identified four areas of focus for the 2021-22 school year:

- 1) Our state and local assessment data shows that our Math Achievement scores fall below our reading scores. In order to address this issue, additional action steps have been added in order to increase student achievement in the area of Math. Notable is our continued partnership with educators from Anita Kreide (STEM) and Cal Lutheran's California Reading and Literature Project (CRLP).
- 2) In order to continue our progress in the area of reading for all students as well as English Language Learners (ELL), we will continue to invest in our reading program, Success For All (SFA), and additional relevant professional development opportunities for our teachers focused on ELL strategies, including the implementation of a new software program Ellevation.
- 3) It is our belief that authentic parent engagement and education is the key to student success. We included action steps to support the expansion of our parent engagement opportunities, including offering family cooking classes, family activities on campus such as the Spring Carnival and community events such as the Health and Wellness Fair and Farmers' Markets.

These focus areas are addressed through the following goals that are found in our Action Plan:

Goal #1- Provide a dynamic learning experience that inspires students, teachers, and parents to reach for higher academic achievement.

Goal #2- Create and maintain collaborative partnerships with parents to improve student achievement.

Goal #3- Provide an environment that encourages healthy lifestyles.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Grow Academy has not been identified for CSI.

Support for Identified Schools

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

Grow Academy has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Grow Academy has not been identified for CSI.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Grow Academy Arvin (GA) is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such Grow Academy Arvin used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, school data as well as proposed actions and services.

The following groups were actively involved in the LCAP development process described below:

School Governance: (principal, administrators, teachers, and classified staff) school staff working together to improve student achievement. During specific Governance meetings, the goals and actions of the LCAP were discussed. Input and feedback were also received from the staff. School Site Council: Committee members include teachers, parents, principal, assistant principal.

Star Parents of Grow Academy (SPGA), is the parent advisory group for GAA.

The English Learner Advisory Committee (ELAC) is a committee required by state regulations for any school that has twenty one or more English Learners enrolled. In addition, state regulations require that parents of English learners constitute at least the same percentage of the English Learner Advisory Committee membership as their children represent the student body. Members of the English Learner Advisory Committee give advice and feedback to the principal regarding English learner programs.

The Grow Public Schools Board of Directors held a virtual Public Hearing to solicit community input on the draft LCAP on June 24, 2021. The initial draft of the LCAP was submitted to the Grow Public Schools Board of Directors during its regular board meeting on June 28, 2021

Students of Grow Academy Arvin provide routine feedback to the school leadership through surveys.

Kern County Consortium SELPA Consultation

In addition to the above stakeholder groups that helped to provide feedback relating to the three goals identified for the LCAP, a meeting took place with the Executive Director of the Kern County Consortium SELPA on April 13, 2021. The purpose of this meeting was to ensure that students with disabilities have access to fully-credentialed Teachers, standards-aligned instructional materials, and school facilities. The consultation addressed the following areas:

- Access to basic services
- State standards
- Student achievement
- Parent engagement
- Student engagement
- School climate
- Course access

Grow Academy teachers do not participate in a teachers union therefore, bargaining units were not included.

Through the School Plan for Student Achievement (SPSA), GAA also provided opportunities for feedback and input on ways to improve distance learning and feedback on school reopening in the form of surveys on multiple occasions since schools were shut down to in-person learning. Surveys were administered in both Spanish and English. Surveys were provided on March 27, June 27, July 13, and July 19, 2020.

To further engage our stakeholders, GAA implemented the ParentSquare communications platform, phone app or web-based communications platform for the 20-21 school year. By mid-September, at least one parent or guardian from nearly every family has registered for the service (800 out of 810 students enrolled). ParentSquare and our social media presence (Facebook, Twitter) have allowed stakeholders to communicate directly and offer feedback to school leadership. In addition, weekly parent letters, distance learning support surveys, were sent out, and the site leadership hosted weekly Parent Information Meetings (PIM) via Zoom in English with a Spanish translator. These weekly meetings began the first week of school (August 3rd), and were regularly held on Wednesdays.

To accommodate the various schedules of our stakeholders, Parent Informational Meetings (PIM) and Coffee and Conversations were hosted on a rotational schedule: Early Morning, Evening and Afternoons. These meetings provided information, additional educational resources, answer questions, and solicit feedback on the effectiveness of distance learning and how we can improve services for our students.

All families were sent an initial survey in both English and Spanish requesting feedback on distance learning, student SEL, and feedback on in-person learning on September 13, 2020. Initial Surveys were given to parents to inform the writing of the first draft of the LCP. Survey questions centered on the domains of the LCP focusing on perceptions of the effectiveness of, as well as areas in need of improvement for Distance Learning, In-Person Learning, and Social and Emotional Learning. Specific questions were asked of families of English Language Learners and SPED students about relative effectiveness of Distance Learning and potential needs or improvements.

All parents were invited to provide feedback at a Public Hearing on September 22, 2020.

Notifications were provided in both Spanish and English via ParentSquare.

A summary of the feedback provided by specific stakeholder groups.

Each of the above mentioned stakeholder and governance groups were given the opportunity to provide feedback on the LCAP. Through several virtual meetings (Zoom), stakeholders were given a general overview of the entire LCAP process (Google Slides), and provided input on the goals, action steps, and suggestions for new strategies that aim to increase or improve services.

For Goal 1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement, feedback was collected by various stakeholder groups, which are highlighted below:

Stakeholder Community At Large (February 24, 2021)

Tutoring for children in distance learning

Tutoring for all grades

Access to more online educational sources (i.e. Brain Pop)

Cohort D-access to music and art classes

Hands on science curriculum

Access to STEM kits for home activities

ELAC Meeting (March 4, 2021)

Incentives/motivation for students who show Growth

Expansion -for testing

Brain Bop Junior and Brain Pop-ELL

Mango-good for level 1-2, software for levels 3-4

Possibly EL Achieve for 3-4

Tech for SGI/classified who administer tests for students

School Site Council (March 18, 2021)

Kickboard incentives-should include more academic rewards

Staff/student college incentives (i.e., shirts, badge collection)

Non-traditional musical applications (to foster positive behavior)

Outside field trips and extra curricular activities to motivate and peek interest

Hands on learning materials-for core contact as well as electives-purchase of additional instruments and a wider range of instructional materials

Tablets-or other viable technology (touch-screen)

MobyMax purchase

E-Book.online library with constant updating

Implementation of Book reports

Grow Academy Arvin Staff Feedback (via Padlet-March 22, 2021)

Increase teacher salary based on teaching experience/credentials

Parent and Family involvement-middle school road to college workshops

New ELD curriculum-more target towards specific student needs

Reteach or front load academic materials in ELD class

Universal ELD strategies across campus appropriate for each grade level

Designated ELD class time separate from class time

For Goal 2: Create collaborative partnerships with parents to improve student achievement, feedback was collected by various stakeholder groups, which are highlighted below:

Stakeholder Community At Large (February 24, 2021)

Partner with community to create little free libraries near homes of our families

Chess tournaments

Spelling bee

Middle School decathlon team

Field trips to different career sector areas to expose students to opportunities

College field trips

Workshops for parents

Mentoring program for struggling students

Star Parents of Grow Academy-March 2, 2021

After COVID, increase opportunities for parent volunteers during the school day as readers, guest speakers

Coffee with the Principal to discuss issues

Walk more, maybe parents can volunteer

Continued laptop check out for scholars that need them once everyone is back on campus.

ELAC Meeting-March 4, 2021

Technology classes

ELA classes with parents

IPAD purchases for families to checkout

Purchase bilingual books for parents

Prefer Mnago over Duolingo

Parents that are traditional cooks can host Zoom workshops (i.e., arts, cooking, carpentry, etc.)

ELAC Meeting-March 4, 2021

Technology classes

ELA classes with parents

IPAD purchases for families to checkout

Purchase bilingual books for parents

School Site Council-March 18, 2021

Credit recovery or high school completion program for parents

Staff to teach English class for parents (once a week)

Continuing access to zoom in order to attend classes (i.e., financial literacy class, parent workshops, parent information)

Multicultural or bilingual e-books

Family engagement nights (i.e., Kahoot)

Grow Academy Arvin Staff Feedback (via Padlet-March 22, 2021)

Monthly parent grade level meetings with Admin support
Kickboard personal accounts where parents and students have access
Parent and family involvement, getting out parent information in a timely manner
Meeting with parents and students about ELPAC, share scores during parent conferences
Spanish speaking class for staff (basics)
SEL support/lessons for parents/other communication options/parent resource center

For Goal 3: Provide an environment that encourages healthy lifestyles, feedback was collected by various stakeholder groups, which are highlighted below:

Star Parents of Grow Academy (March 2, 2021)

After COVID, community bike rides, fun runs and outdoor activities with the entire family

Running group

Walking school bus to/from school to decrease carbon footprint while encouraging movement every day

ELAC Meeting-March 4, 2021

Learn how to cook traditional Mexican food in healthy way

How to maintain healthy lifestyle w/available ingredients

Wordly Wed

Utilize the park for exercise classes/Yoga

School Site Council-March 18, 2021

Bike rides, fun runs, virtual fun run/walk

Sports (any and all, basketball, baseball, volleyball, track, soccer, etc.)

Allocate funds for Sports uniforms, competition fees, child supervision, healthy snacks

Family competitions/classes (Zumba, yoga, Girls on the Run, dads and boys activities

Coaching stipends for sports

Farmers markets

Promote SEL-afterschool clubs

Travel funds for sports and after school clubs

Mobile health fair (vaccines, dental, vision

Staff competitions between schools

Grow Academy Arvin Staff Feedback (via Padlet-March 22, 2021)

Add more water stations on campus

Mini SEL lessons embedded into our lessons

ESY activities on weekdays; monthly calendar for activities in advance

Strategies for coping-mindfulness exercises

Flipgrid link where families share videos of them doing outdoor physical activities
Training for kickboard, PD for project-based learning/integrating health and wellness into classroom instruction
Reiterating the health and wellness policy for new hires
Provide stress relief activities

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals of the 2021-2024 LCAP for Grow Academy Arvin are a direct reflection of stakeholder input. The goals for the 21-22 LCAP remain unchanged from the last LCAP (19-20). All three goals were developed through stakeholder input as part of the original Charter Petition submitted to the Kern County Superintendent of Schools (our Authorizer). While some of the actions may have been changed to adapt to the evolving needs of the students and families over the 2017-2020 LCAP cycle, the priorities remain the same. These goals are as follows:

Goal 1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement. Based on the feedback received from stakeholders relating to Goal 1, Grow Academy Arvin will be increasing funding to support English Learners, Foster Youth, and Low Income students. Intervention and enrichment programs will increase through the dedication of 14 Small Group Instructors. Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting students and families. To address the continued need of promoting literacy for ELL students, GA Arvin will be investing in culturally appropriate novels and research material in order to increase student academic Growth, especially for unduplicated students. In response to stakeholder feedback to provide more instructional technology and offer more academic assessments, we will be utilizing software assessments in the Learning Lab to identify students needing supplemental instruction. Examples of the academic software include: BrainPop, Generation Genius, MobyMax, IXL, Elevation (ELL), NextGen, Aleks, Achieve 3000, etc. Additional professional development will be provided to staff to implement Success for All which will address Social Emotional Learning and Common Core State Standard best practices for EL students. To promote college readiness, GA Arvin will offer a “College Fair” and provide parent education workshops in English and Spanish in the areas of: college readiness, financial aid and planning, benefitting EL and Low Income students. Professional development in STEM and the California Reading and Literature Project will be provided to help EL students. To continue academic enrichment activities, GA Arvin will provide after school tutoring for unduplicated students who score in the lowest 30% in Math or ELA, and will offer music and art appreciation programs.

Goal 2: Create collaborative partnerships with parents to improve student achievement. Based on the feedback received from stakeholders relating to Goal 1, GA Arvin will improve the overall integration of programs and services for unduplicated students through the Assistant Principal of Student Services. The AP of Student Services will work with students and parents/guardians to enhance form and frequency of communication in order to identify the most effective strategies to improve academic outcomes. AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent education

nights, school culture initiatives to support the success of all students and establishing community partnerships to provide counseling and social services to struggling families. The McKinney Vento Liaison will be responsible for the active and ongoing identification of homeless children and youth to provide coordination of programs and services with other partnering agencies and organizations. The use of multi-media will help to improve communication with parents and stakeholders in both English and Spanish. GA Arvin will continue to use ParentSquare, social media, letters, group texts, and phone calls to effectively communicate with parents. To address the need for ongoing parent engagement, parent classes on school curriculum, positive behavior, and use of technology. Provide additional parent classes around math and literacy in order to empower parents to support students academically. Continuing to build partnerships with EL parents, GA Arvin will provide translator(s) for SPGA, Governance, SSC and other school site activities. Add Spanish only meetings, e.g.; ELAC/DELAC, and will maintain translation devices to be used in all parent and board meetings. School field trips will be scheduled quarterly to reward/encourage positive behavior and academic achievement.

Goal 3: Provide an environment that encourages healthy lifestyles. Based on the feedback received from stakeholders relating to Goal 3, GA Arvin will continue to provide a variety of programs aimed at promoting nutritious eating habits and help to achieve better health outcomes. Research shows a strong connection between healthy behaviors and academic achievement. GA Arvin will provide cooking and gardening classes to parents, and offer family cooking classes after school to reinforce the healthy meals prepared and served by the Edible School Yard Learning Kitchen. Translation services will be provided as well. To promote healthy living, Grow Academy Arvin will hold an annual Wellness Fair to increase awareness and outreach about health and wellness, while building community partnerships. In response to feedback relating to athletic programs, GA Arvin will continue to build an extracurricular athletics program benefitting unduplicated students.

Goals and Actions

Goal

Goal #	Description
1	Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement.

An explanation of why the LEA has developed this goal.

At Grimmway Academy, our mission is to close the opportunity gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. We accomplish this through a process of continuous learning and growth, offering new educational opportunities and creating an environment of achievement for all students. As a result, students achieve academically, emotionally and physically, maximizing their individual potential to be prepared for the rigors of college, career and life.

Fulfilling our mission as it relates to college access and success, especially for first generation students, includes the following indicators correlated to college access and post secondary success:

Reading at grade level by the 3rd grade

Avoiding excessive absenteeism

Proficiency in all ELA and Math courses and meeting benchmarks on state exams

Successful completion of Algebra 1 in 8th grade

Successful fulfillment of our mission requires an intentional focus on academic success.

Our rural location makes obtaining and retaining highly qualified teachers a significant challenge; yet our children require skilled teachers in order to meet their needs. On state assessments, in both math and ELA , our ELs have not kept pace with their peers; either English only or RFEP children. Also, math achievement on state assessments has not kept pace with English Language Arts achievement. Finally, fewer English Language Learners who have been designated for three or more years are meeting their annual Growth goals on the ELPAC assessment. With respect to other educational outcomes, Kern County has one of the lowest college participation and completion rates in the State of California: 36% of county high school graduates meet CSU/UC course requirements and has a “college going” rate for graduates of 48% (vs. 65.8% Statewide).

The 2019 Dashboard data indicates that our greatest area of needs continues to be continuing to improve our Math and English Language Arts (ELA) results for All Students (AS), with particular attention given to narrowing the gap between AS, English Learners (ELs), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).

English Language Arts: Although the 2019 CAASPP results for AS in ELA increased by 29.9 points, GA is overall still 11.4 points below standard vs. the overall State average of 2.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

Mathematics: Although the 2019 CAASPP results for AS in Math increased by 11.7 points, GA is overall still 37.1 points below standard vs. the overall State average of 33.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The latest full year of NWEA MAP Growth assessment data before the pandemic indicates gaps in achievement percentiles for both Math and Reading between AS, and our ELs, and SWD subgroups. All students in grades K - 8 take the NWEA MAP Assessment three times each year. Achievement and Growth is calculated after the final assessment in the Spring. Overall, only 61% of our students schoolwide (AS) met their Growth projection for Reading, and 63% in Math in 2019.

The final distinctive characteristic of GA lies in its focus on each child. All students create ILP's (Individualized Learning Plans) in collaboration with the learning lab teacher and parents. A student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP is also used in the Learning Lab as a part of our MTSS approach, providing multiple tiers of intervention for students in need of additional assistance. Regular cycles of interim assessment results will be analyzed to identify students who are failing to make adequate progress in reaching the Charter School's goal for Significant Gains.

Individualized Learning Plans ("ILP") will be updated to reflect areas of strength and weakness and explicit classroom modifications, areas to target in our computer curriculum, and specific goals and methods for tutors. The first tier of intervention will be in the classroom and Learning Lab. Guided Reading groups will be used to deliver these more individualized objectives during normal classroom instruction. Grimmway Academy will conduct Learning Lab throughout the day, in which each class of students will rotate through Literacy and Math Computer centers. In the Computer center, a student's interim assessment results will be used to create a specific online intervention program for that student by the Administration and teacher. The second tier of intervention occurs in small groups within the Learning Lab, where students are grouped based on their specific needs. These groups will be led by Instructional Assistants who will deliver intervention curriculum and collect data on student progress, which will be shared with the classroom teacher. Students in tier two who are failing to make adequate progress towards will enter the Student Success Team (SST) process and will continue to receive tier two supports plus additional accommodations in the general education classroom. As GA continues to evolve its educational model, we are currently engaged in the process of shifting from an RTI model to an MTSS approach. If Learning Lab, small group instruction, and classroom accommodations fail to help a student make adequate progress, the Student Success Team will meet to determine possible referral to Special Education individualized education program ("IEP") process. This will allow the student to receive individualized attention and the services of specialists. Providing these three levels of intervention will allow Grimmway Academy to serve the most struggling students more effectively than traditional elementary schools.

We plan to reach higher academic achievement through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)	100% of teachers are appropriately assigned and fully credentialed in subject areas (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				100 % of teachers will be appropriately assigned and fully credentialed in subject areas
Students have access to standards-aligned instructional materials for every student (Priority #1b)	100% of students have access to standards-aligned instructional materials as indicated in the Self-Reflection Tool for Local Indicators				100% of students will have access to standards-aligned instructional materials as indicated in the Self-Reflection Tool for Local Indicators
School Facilities in “Good Repair” per CDE’s Facility Inspection Tool (Priority #1c)	All facilities have an overall rating of "exemplary" as affirmed in the CDE's Facility Inspection Tool				All facilities will have an overall rating of "exemplary" as affirmed in the CDE's Facility Inspection Tool
Implementation of state board adopted academic content and performance standards for all students	In the 2020-2021 the school year, this priority was met as measured on the CA Dashboard for Local Indicators				In the 2021-2022 school year, this priority will be met as measured on the CA Dashboard for Local Indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority #2a)					
How the programs and services will enable English Learners to access the CCSS & ELD standards for the purposes of gaining academic content knowledge and English proficiency (Priority # 2b)	100% of ELL students have access to high quality ELD Instruction and support materials. Additional designated ELD time is provided within LL and LC classes via credentialed instructors. 30 minutes of daily academic English language instruction provided within the ELD Designated Block. Additional 30 minutes on Mango Language Software. (Master Schedule-SIS)				100% of ELL students will have access to high quality ELD Instruction and support materials
Pupils have access to and are enrolled in a broad course of study including courses described for grades: 1-6 (English, Math, Social Science, Science, Health, VAPA, other studies	100% of students have access to Math, ELA, Intervention and enrichment and elective courses				100% of students will have access to Math, ELA, Intervention and enrichment and elective courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
that are prescribed by the governing board) (Priority #7a)	(Course Offerings-Parent/Student Handbook)				
Programs and services developed and provided to low income, English learner, and foster youth pupils (Priority #7b)	100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab.				100% of unduplicated students enrolled in appropriate programs and services will have their individual needs met
Addresses the extent to which pupils have access to and are enrolled in: Programs and services developed and provided to students with disabilities. (Priority #7c)	100% of identified pupils have access to programs and services developed and provided to students with disabilities, as described through the IEP process.				100% of identified pupils will have access to programs and services developed and provided to students with disabilities, as described through the IEP process.
State Assessments (Priority #4a)	46.49% of all students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments				60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments 30.8% of EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9.42% of ELs met or exceeded the ELA standard				students will meet or exceed the ELA standard
	43.44% of low-income students met or exceeded the ELA standard				50% of low-income students will meet or exceed the ELA standard
	33.40% of all students met or exceeded the Math standard				50% of students will meet or exceed the Math standard
	7.24% of ELL students met or exceeded the math standard				40% of EL students will meet or exceed the Math standard
	31.33% of low-income students met or exceeded the Math standard				40% of low-income students will meet or exceed the Math standard
	27.07% of all students met or exceeded the Science standard				30% of all students will meet or exceed the Science standard
	25.66% of low-income students met or exceeded the Science standard				28% of low-income students will meet or exceed the Science standard
	2.27% of EL students met or exceeded the Science standard				4% of EL students will meet or exceed the Science standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2019 California Dashboard) 61% of all students met their Growth projection for Reading 63% of all students met their Growth projection for Math (2019 NWEA Map)				(2019 California Dashboard) 65 % of all students will meet their growth projection for NWEA Reading 65 % of all students will meet their growth projection for NWEA Math (NWEA Map)
% of pupils that have successfully completed A-G requirements (Priority #4b)	N/A				N/A
% of pupils that have successfully completed CTE pathways (Priority #4c)	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils that have successfully completed both B and C) (Priority #4d)	N/A				N/A
% of ELs who make progress toward English proficiency (as measured by ELPAC) (Priority #4e)	34% of students are making progress towards English language proficiency (California Dashboard 2019)				65% of of students are making progress towards English language proficiency (California Dashboard 2019)
ELL reclassification rate (Priority #4f)	22.6% total reclassification rate (2020-21 CALPADS)				The reclassification rate will be at 45%
% of pupils that pass AP exams with a score of 3 or higher (Priority #4g)	N/A				N/A
% of pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher) (Priority #4h)	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable (Priority #8)	100% of students have access to Math, ELA, intervention, enrichment and elective courses.				100% of students have will have access to Math, ELA, Intervention and enrichment and elective courses

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and Enrichment	Intervention and enrichment time to be provided to students during the day period to supplement instruction. Intervention and enrichment programs will increase through the dedication of 14 Small Group Instructors. Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting unduplicated students and their families. Staff salaries and professional development contribute to this action.	\$470,510.00	Yes
2	Intervention Coordinator and Related Materials	Intervention Coordinator will work closely with the Small Group Instructors (SGIs) oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs customize learning to student needs, in order to provide individually targeted student instruction. SGIs use software and supplemental curricular materials to deliver instruction to students who are grouped according to their current needs. This collaborative approach to providing services will help to achieve	\$113,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
		positive academic, social and emotional learning outcomes. Staff salaries contribute to this action.		
3	Library Program	Grow Academy has invested in ensuring that all students have access to relevant culturally and age appropriate novels and research material in order to increase academic Growth for all students. The Library Assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students and families. Continue to increase the library inventory that will promote more reading opportunities. Increase number of books in circulation (in students' hands). Staff salaries, materials and supplies contribute to this action.	\$47,110.00	No
4	Educational Software	Utilize software assessments and benchmarks in Learning Lab to identify individual learning needs in our students based on the data provided. Specifically, BrainPOP, Generation Genius, Moby Max, IXL, Next Gen, Zearn, Aleks, NWEA, Renaissance Learning, Achieve 3000, Mango ELD, and Illuminate DNA Flat. These platforms allow us to determine what students have learned and how to identify performance gaps. Software license fees, technical assistance.	\$83,309.00	Yes
5	Success for All (SFA)	Adopt the Success for All framework to promote Social and Emotional Learning, which helps teachers set attainable goals focused on the students' individualized needs. Continue the implementation of KinderCorner which helps children make sense of the world around them, fostering development of oral language literacy, math, and interpersonal and self-help skills. Purchase supplemental educational materials	\$47,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Professional Development	<p>Provide supplemental Professional Development for teachers and paraprofessionals, focusing on developing instructional expertise in differentiation in order to better meet the individual learning needs of each of our students.</p> <p>From Learning Forward: "Standards for professional learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results and improved student achievement. Professional development registration fees and travel expenses.</p>	\$43,000.00	Yes
7	College Readiness	Actively promote college readiness and awareness by: Conducting a "College Fair" Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college going rates of EL and Low income students. College readiness materials and supplies.	\$10,000.00	Yes
8	Professional Development	Professional Development provided by Anita Kreide (STEM) and Cal Lutheran's California Reading and Literature Project (CRLP). Professional development coaching fees. CRLP professional development focuses on how students acquire literacy as well as assessing and diagnosing specific needs for both struggling readers and advanced readers. STEM professional development focuses on developing math and science lessons through a hands on model that broadens the access to the content for all students regardless of language level or background knowledge. All professional development for teachers is focused on developing instructional expertise in differentiation in order to better meet the individual learning needs of each of our students.	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	English Learner Student Success	Supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material. These are supplemental materials that will be used as part of Grow Arvin Academy's additional ELD support. Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars. License fees, materials, consumables and training contribute to this action item.	\$30,375.00	Yes
10	Summer Academic Program	Provide a Summer Academic program to support the individualized learning needs of students and increase academic achievement of EL, Foster Youth, and Low Income students. Staff salaries contribute to this action.	\$11,000.00	Yes
11	After School Tutoring	Four (4) teachers will receive stipends to provide after school tutoring to targeted students scoring in the lowest 30% in Math or ELA. This will help to close the performance gap for our unduplicated students.	\$20,000.00	Yes
12	Art & Music Programs	One (1) Music Teacher and one (1) art teacher will both devote 50% of their time to provide academic enrichment programs that most students in the Arvin community are not able to afford outside of	\$241,836.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school, by providing music and Art enrichment courses for all students. Staff salaries contribute to this action.		
13	Instructional Coaches	<p>Two (2) Instructional Coaches will work collaboratively with teachers in developing effective culturally appropriate lesson plans and assessments that are relevant and respond to the unique learning needs of each student.</p> <p>Our instructional coaches use tools from the New Teacher Center (NTC) to guide their efforts, and work closely with each classroom teacher to ensure that lesson plans are differentiated and address unique learning needs of our scholars in an Optimum Learning Environment (OLE). The OLE is a model used by NTC to provide a template in each classroom for addressing the individual learning needs of each student. OLEs begin with a positive, productive school climate and provide intellectually and emotionally safe, stimulating classroom communities that are personalized and co-constructed by adults and students. Within the OLE framework, the diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth. The unique learning needs of our unduplicated students are identified and addressed in each lesson plan.</p> <p>Staff salaries contribute to this action</p>	\$197,839.00	Yes
14	Digital Literacy PBL Teacher	One (1) Project Based Learning Teacher will continue the development of digital literacy targeting K-6 students. Staff salary contributes to this action item.	\$66,767.00	No

Action #	Title	Description	Total Funds	Contributing
15	Intervention and Enrichment	Seven (7) Lab Teachers will provide Intervention and enrichment programs provided to all students in lab classes throughout the day. Intervention instruction is designed to serve the individual needs of each student, including the unique learning challenges of our unduplicated pupils, aimed at closing the achievement gap referenced in Goal 1. Staff salaries are the expenditures associated with this action.	\$497,269.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Create collaborative partnerships with parents to improve student achievement

An explanation of why the LEA has developed this goal.

At Grow Academy, our mission is to close the opportunity gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. We accomplish this through a process of continuous learning and growth, offering new educational opportunities and creating an environment of achievement for all students. As a result, students achieve academically, emotionally and physically, maximizing their individual potential to be prepared for the rigors of college, career and life.

Strongly correlated with successfully fulfilling our mission is a robust and rich partnership with our families. GA Arvin seeks to form deep partnerships with families in order to maintain a positive school climate and support student academic performance. Research confirms that students whose parents attend school events outperform their peers on state assessments.

We begin each school year with what is called “Mutual Promise Night” before the school year begins in which we reaffirm our commitment to our families to ensure that we are fulfilling our mission and the importance of that partnership in educating their children, and our parents then also reaffirm their commitment to collaborating and ensuring that they will work collaboratively with their child’s teacher to maximize our effectiveness as a school.

GA Arvin uses an approach to developing partnerships with parents known as Academic Parent Teacher Teams (APTT). In the APTT model, teachers coach parents to become engaged, knowledgeable members of the academic team by unpacking data on assessments and developing with families ways to work together collaboratively to facilitate student learning.

Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grimmway Academy treated me like a partner in my child’s education” was 8.5 (on a 10 point Likert scale). In addition, in response to the open ended question on Grimmway Academy’s strengths, the majority of open ended responses (18%) were related to our relationship with families. That being said, there is still room for us to improve, as in the same survey, the majority of open-ended responses to the question on areas in which can can grow, the majority of responses (28%) also were related to our relationship with families.

GA Arvin incorporates cultural and socioemotional training into all professional development days. Through these training, teachers build a deeper understanding of the community we serve and build capacity to increase the engagement of all families culminating in home visits for all scholars (virtual in 2021) at the beginning of the school year in order to get to know our scholars and their families in their home environment.

We leverage many different communications platforms to remain in constant communication with our families, including social media, websites, ParentSquare, virtual (and in person) parent meetings - both on an individual scheduled and as-needed basis, as well as schoolwide.

Our rural location makes obtaining and retaining highly qualified teachers a significant challenge; yet our children require skilled teachers in order to meet their needs. On state assessments, in both math and ELA, our English Language Learners have not kept pace with their peers; either English only or RFEP children. Also, math achievement on state assessments has not kept pace with English Language Arts achievement. Finally, fewer English Language Learners who have been designated for three or more years are meeting their annual Growth goals on the ELPAC assessment. With respect to other educational outcomes, Kern County has one of the lowest college participation and completion rates in the State of California: 36% of county high school graduates meet CSU/UC course requirements and has a “college going” rate for graduates of 48% (vs. 65.8% Statewide).

Given the challenges of having (and retaining) skilled teachers in the classroom, it is vital that we develop every research-based correlate for student success. One of the strongest being parent active participation in the learning process of their children. Our Collaboration with parents is one of the strongest levers in ensuring that we are addressing the individual needs of all students, including our EL, SPED, SED, foster and homeless students. Only through constant communication can we fully understand the global context - home and school - in which each of our students must navigate daily in order to be successful. It is through working together with our families that we are able to develop approaches which address specific learning challenges and barriers, many of which occur outside of the school context.

We plan to reach higher academic achievement through the actions within this goal. The actions outlined work together to provide a dynamic and engaged experience for parents. We will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to seek parent input in making decisions for district and school sites (Priority #3a)	All parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws have a 90%				All parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws will have a 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>attendance rate of all meetings throughout the school year. (SPGA Meeting Minutes)</p> <p>All parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws have a 90% attendance rate of all meetings throughout the school year. (SSC Meeting Minutes)</p> <p>All parents who sign up to attend evening programs (i.e., cooking classes, workshops) have a 90% attendance rate (Sign-In Sheets)</p>				<p>attendance rate of all meetings throughout the school year. (SPGA Meeting Minutes)</p> <p>All parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws will have a 100% attendance rate of all meetings throughout the school year. (SSC Meeting Minutes)</p> <p>All parents who sign up to attend evening programs (i.e., cooking classes, workshops) will have a 100% attendance rate (Sign-In Sheets)</p>
How district promotes participation of parents for unduplicated pupils (Priority #3b)	1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%.				Will provide translation services 100 % of the time for parents/guardians

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>The current overall parent engagement rate is 95%.</p> <p>28% of parents use the provided Spanish translation for two-way communication</p> <p>(2020-2021 ParentSquare Dashboard)</p>				Will achieve 100% parent engagement rate via ParentSquare
Other local measures (Priority #6a)	Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grow Academy treated me like a partner in my child’s education” was 8.5 (on a 10 point Likert scale)				Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grow Academy treated me like a partner in my child’s education” will be 10 (on a 10 point Likert scale)
How district will promote parental	0 hours of in-person volunteer				Will achieve 80% of parents,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participation in programs for students with disabilities (Priority #3c)	opportunities. (Suspended due to COVID) (Google Forms Volunteer Spreadsheets In-Kind Donation Spreadsheets)				including parents of students with disabilities completed 30+ hours of parent service.
School attendance rates (Priority #5a)	Average Daily Attendance rate is 91.6% (CALPADS)				Average Daily Attendance rate will be 97%
Chronic absenteeism rates (Priority #5b)	Chronic Absenteeism Rate is 10.9 % (CA Dashboard)				Chronic Absenteeism Rate will be 5% or less
Middle school drop out rate (Priority #5c.)	Middle School Drop Out rate 0% (Local Student Information System)				Middle School Drop Out rate will be 0%
High school drop out rates (Priority #5d)	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school graduation rates (Priority #5e)	N/A				N/A
Pupil suspension rates (Priority #6a)	Suspension rate is 0% (CA Dashboard)				Suspension rate will be 0%
Pupil expulsion rates (Priority #6b)	Expulsion rate is 0% (Local Student Information System)				Expulsion rate will be 0%
Other local measures (Priority #6c.)	At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)				At least a 4.0 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey.
State Assessments (Priority #4a)	46.49% of all students met or exceeded the Common Core				60 % of all students will meet or exceeded the Common Core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Standards in ELA on Smarter Balanced Assessments</p> <p>9.42% of ELs met or exceeded the ELA standard</p> <p>43.44% of low-income students met or exceeded the ELA standard</p> <p>33.40% of all students met or exceeded the Math standard</p> <p>7.24% of EL students met or exceeded the math standard</p> <p>31.33% of low-income students met or exceeded the Math standard</p> <p>27.07% of all students met or exceeded the Science standard</p> <p>25.66% of low-income students met or exceeded the Science standard</p>				<p>Standards in ELA on Smarter Balanced Assessments</p> <p>30.8% of EL students will meet or exceed the ELA standard</p> <p>50% of low-income students will meet or exceed the ELA standard</p> <p>50% of students will meet or exceed the Math standard</p> <p>40% of EL students will meet or exceed the Math standard</p> <p>40% of low-income students will meet or exceed the Math standard</p> <p>30% of all students will meet or exceed the Science standard</p> <p>28% of low-income students will meet or exceed the Science standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2.27% of EL students met or exceeded the Science standard</p> <p>(2019 CA Dashboard)</p> <p>61% of all students met their Growth projection for Reading</p> <p>63% of all students met their Growth projection for Math (2019 NWEA Map)</p>				<p>4% of EL students will meet or exceed the Science standard</p> <p>(2019 California Dashboard)</p> <p>65% of all students met their Growth projection for Reading</p> <p>65% of all students met their Growth projection for Math (NWEA Map)</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Success Team	<p>Student Success Services Team, comprised of 1.3 FTE School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services (APSS) will work collaboratively with students and parents/guardians to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress.</p> <p>The AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing</p>	\$318,231.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the implementation of parent engagement education events and school culture initiatives to support the success for all students. Additionally, the APSS builds and enhances community partnerships to provide counseling and social services to struggling families. The School Psychologist is responsible for the assessment and behavior management for students with emotional disabilities, learning disabilities, autism and behavioral challenges.</p> <p>The School Counselor is responsible for promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The SST works closely with the Intervention Coordinator to implement strategies that will help to close the achievement gap of English Learners, students with disabilities, and socioeconomically disadvantaged students.</p> <p>Staff salaries contribute to this action.</p>		
2	McKinney Vento Support (Director of Community Initiatives)	<p>The Director of Community Initiatives (DCI) will organize and empower our parents and schools to ensure high quality schools for every family through local and state level advocacy, including establishing and cultivating relationships with key elected officials and community leaders to ensure that they know, support and protect our schools; as well as design and execute on programs and initiatives that deepen the relationships between the schools and the communities we serve. The DCI will also coordinate, along with site leadership, ensuring that services available in the external community are accessible for our scholars and their families - including, but not limited to coordinating access to medical and emotional health services for our scholars where appropriate and relevant. In addition, the DCI provides additional logistical support to the McKinney Vento coordinator on site. Staff salaries contribute to this action.</p>	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Parent Communications	Use multi-media to communicate information & opportunities for parents. (Group texts, ParentSquare, phone dialer, letters home, etc). Increase access and use of phone dialer system by expanding this system to include teachers. Continue using Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication. Software subscriptions fees, materials, and supplies contribute to this action.	\$15,000.00	No
4	Parent Education	We hold events such as Literacy Fair and STEM Night - family events which celebrate learning and also serve to inform parents on ways to support, assist, and celebrate their children in their learning.	\$2,000.00	No
5	Interpreter	The Interpreter will provide translation services for all of the school-based governance meetings that help to increase parent engagement for low-income students and EL learners. These meetings include the Star Parents of Grow Academy, School Site Council, the English Learner Advisory Committee. GA Arvin adds Spanish only meetings and maintains translation services to be used in all parent and board meetings. This action continued from the 2019 LCAP and has been proven to be effective based on the following result: Provided translation services 100% of the time for parents/guardians of low-income and EL students.	\$9,000.00	Yes
6	Teacher Training	Teacher training around structuring home visits. Mileage for home visits.	\$2,400.00	No

Action #	Title	Description	Total Funds	Contributing
7	Positive Behavior Intervention	<p>Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together". Purchases to stock "Student Store" to incentivize positive behavior. Getting Along Together is a program developed by the Success for All Foundation, Harvard University, and the University of Michigan that helps students build social and emotional skills (SEL) and apply them both in and out of the classroom. Getting Along</p> <p>Together has a three pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills. Using an Inside-Out Approach, the goal of Community Matters is to assist the school community in creating a positive school climate. This approach is research-based and focuses on such elements as building relationships based on trust and mutual respect. It is student centered and involves them in real problem solving and solution implementation. Restorative practices include circles and conferences that help students learn from their mistakes and make amends. The last element provides room for changing social norms through changing behavior rather than rules and policies.</p>	\$15,000.00	No
8	Educational Field Trips	In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.	\$40,000.00	No
11	Academic Parent Teacher Teams (APTT)	Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration.	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		APTT is an intentional, systematic means of increasing student academic learning by enhancing the quality and quantity of parent-teacher interaction. APTT engages families in student learning. Parents understand their children's grade level goals and can apply what they learn in APTT to create a complementary home learning environment that is individualized based upon unique learning needs of each of our students - especially important for our unduplicated pupil population - as well as the family context in which they live.		
12	Parent Appreciation Night	Continue to celebrate and encourage parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night	\$7,500.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goals and Actions

Goal

Goal #	Description
3	Provide an environment that encourages healthy lifestyles.

An explanation of why the LEA has developed this goal.

Based on the Community Health Assessment and Improvement plan published by the Kern County Department of Public Health, which aims to assess the health and wellness of Kern County and provides a comprehensive look at the county's current health status, needs, and issues, data relating to the chronic health conditions are available.

In 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, cancer, chronic lower respiratory disease, diabetes, chronic liver disease, and Alzheimer's. Obesity, mental health, and asthma were also identified as some of the top health problems facing our communities in the 2018 Community Health Survey. Coronary heart disease kills over 1,000 Kern County residents and is responsible for over 4,000 hospitalizations yearly. Although obesity may not be listed as a cause of death or reason for a hospital visit, this condition puts individuals at higher risk for stroke, heart disease, high blood pressure, diabetes, some cancers, and sleep disorders. Therefore, reducing obesity in a population is likely to have far reaching impacts. While California as a whole meets the national objectives for reducing obesity in the population, Kern County continues to have a higher proportion of obese residents than the rest of the State and does not meet the Healthy People 2020 target.

Diet plays a key role as a risk factor for chronic diseases. Two factors play an important role in ensuring a healthy diet: education and access. Having access to nutritious foods is a challenge in parts of Kern County. According to a 2017 University of California report titled, Kern County Food System Assessment: Indicators for a healthy food and agricultural economy report, between 30 percent and 55 percent of Kern County residents at or below 200% of the Federal Poverty Level (FPC) are food insecure. Food insecurity rates in Kern County generally exceeded rates for California. In 2019-2020, 78% of GA Arvin's families qualify for Free and Reduced Lunch.

The impacts of the GA ESY Program are not limited to how it impacts a healthier diet on reducing the potential for developing chronic health issues. Research linking the impact of nutrition to academic outcomes has shown positive effects in both academic achievement as well as student behavior (Am J Public Health. 2020;110:1405–1410. doi:10.2105/AJPH.2020.305743). A 2013 review of literature and research by Portland State University found positive impacts on direct academic outcomes, as well as indirect outcomes on social development for Garden Based Learning programs, such as the GA ESY (Review of Educational Research June 2013, Vol. 83, No. 2, pp. 211–235 DOI: 10.3102/0034654313475824).

Education about nutrition is a foundational element in ensuring that eating habits shift to more nutritious dietary habits. According to the same 2017 University of California study, one of the stated goals to improve dietary habits is access to nutrition education and hands-on

opportunities to learn about food systems. Highlighted as a model for nutrition education in the study was the Edible Schoolyard (ESY) model at GA.

The Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Arvin students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden settings.

Each year we measure the effectiveness of the ESY in four (4) main areas:

Food Recognition - this survey assesses the retention standards such as seasonality of produce, identification of key food groups, and nutrition concepts for K-6 grade students.

Family Health and Wellness - this survey measures the influence that GA has made on our families by evaluating how the ESY curriculum has impacted healthy eating choices in the home.

Student Health Wellness - this survey measures the influence the ESY program has in instilling strong values of seasonality, environmental stewardship, personal expression, and nourishment of self and family.

ESY Exit Survey - this survey measures the impact and values that the ESY has instilled in the 8th grade graduating class and identifies core skills and concepts these students plan to carry into their daily food choices throughout high school and beyond.

The most recent ESY survey results (2018-2019: 3rd, 5th, 8th grade) showed the effectiveness of the ESY in shifting dietary behaviors, including:

As a result of the ESY program:

80% of parents want to cook healthier meals at home

65% of parents have made a positive change in health and wellness since attending GA

80% of students participate in the grocery shopping

The ESY survey results (2017-2018: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

Food Recognition-Over 75% of all students (K-5th grade) demonstrated food recognition

Family Health and Wellness-80% of all students (K-5th grade) participate in grocery shopping

Edible School Yard Exit Survey-93% of 6th graders agreed they felt confident they would use a knife safely in the kitchen, while 83% agreed the ESY curriculum taught them to have a personal responsibility to protect the environment.

We plan to provide an environment that encourages healthy lifestyles through the actions within this goal. The actions outlined work together to provide a dynamic healthy living education for students and teachers. We will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing, various participation rates) (Priority #8a)	<p>64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity</p> <p>20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition</p> <p>37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength</p> <p>1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength</p> <p>49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength</p> <p>16.1% of 5th graders; 58.9 % of 7th grade students need</p>				<p>The percentage of 5th and 7th grade students needing improvement in Aerobic Capacity will decrease by 5%</p> <p>The percentage of 5th and 7th grade students needing improvement in body composition will decrease by 3%</p> <p>The percentage of 5th and 7th grade students needing improvement in abdominal strength will decrease by 3%</p> <p>The percentage of 7th grade students needing improvement in trunk extension strength will decrease by 3%</p> <p>The percentage of 5th grade and 7th grade students needing improvement in upper</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>improvement on flexibility</p> <p>32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity</p> <p>52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition</p> <p>62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength</p> <p>98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength</p> <p>50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength</p> <p>83.9% of 5th grade students; 41.1% of 7th</p>				<p>body strength will decrease by 5%</p> <p>The percentage of 5th grade and 7th grade students needing improvement on flexibility will decrease by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Aerobic Capacity will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Body Composition will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Abdominal Strength will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>met Healthy Fitness Zone for Flexibility</p> <p>(2018-2019 California Physical Fitness Report)</p>				<p>for Trunk Extension Strength will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Upper Body Strength will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Flexibility will increase by 5%</p>
<p>Pupils have access to and are enrolled in: Programs and services developed and provided to low income, English Learner and foster youth (Priority #7b)</p>	<p>All SED, EL, and Foster Youth students enrolled in 6th grade will participate in daily Edible School Yard enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge.</p>				<p>The ESY enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge will expand to include all 7th and 8th grade students. (CALPADS Attendance Report)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(CALPADS Attendance Report)				
Pupils have access to and are enrolled in: Programs and services developed and provided to low income, English Learner and foster youth (Priority #7b)	<p>20 combined voluntary garden and kitchen classes were offered to families. Students were not required to attend (Zoom Participation Logs)</p> <p>80% of parents want to cook healthier meals at home (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey)</p> <p>65% of parents have made a positive change in health and wellness since attending GA (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey)</p> <p>80% of students participate in the grocery shopping (2016-2017 ESY Exit Survey)</p>				<p>25 combined voluntary garden and kitchen classes will be offered to families.</p> <p>90% of parents will report to want to cook healthier meals at home</p> <p>75% of parents will make a positive change in health and wellness since attending GA</p> <p>85% of students will report to participate in grocery shopping</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2017-2018 ESY Exit Survey				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Physical Education Activities	<p>Grow Academy will develop healthy students and improve pupil outcomes on fitness tests. GA will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low-income families being the most sedentary.</p> <p>The effectiveness of this action will be measured by local fitness scores at Grow Academy and the state fitness test when reinstated.</p> <p>Further, a total of two (2) PE teachers and one (1) PE Aide will continue to provide physical education instruction and activities. 630 K-6 students will receive physical education for at least 80-110 minutes per week throughout the school year, while 180 middle school students in each grade will receive physical education for at least 150-225 minutes per week throughout the school year. Staff salaries, materials and playground equipment contribute to this action.</p>	\$153,498.00	Yes
2	ESY Cooking Classes and Family Cooking Classes	<p>As stated in Goal 1, in 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, chronic lower respiratory disease, among other chronic health conditions in Kern County. Kern County continues to rank 52 out of 57 for health outcomes. Actions #2,3, and 4 are all aligned to address these chronic health conditions in Kern County.</p>	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>To address this, Grow Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement.</p> <p>he Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Arvin students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden setting. A team of two (2) ESY Lead Educators and four (4) ESY Instructors Offer cooking classes to unduplicated students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes. Cooking supplies, books, and instructional materials contribute to this action.</p>		
3	Edible Schoolyard Program	<p>Utilize the Edible Schoolyard program to create a learning experience for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. Socio-economically disadvantaged students and families in Arvin do not have healthy meal choices readily available to them. The ESY Team will provide a total of 154 garden lessons and 154 kitchen lessons will be provided to students. Salaries for both kitchen and garden staff, materials and supplies contribute to this action.</p>	\$359,063.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Healthy Living	To promote healthy living, Grow Academy Arvin will hold an annual Wellness Fair for families to increase awareness and outreach about health and wellness, while building community partnerships. Grow Academy Arvin will hold two Farmers Markets on campus for families and community stakeholders. Materials supplies, and vendor booth fees contribute to this action.	\$10,000.00	Yes
6	Extra-curricular athletics programs	<p>Stakeholders recommended providing extracurricular athletics to encourage attendance and improved academic performance, as well as reducing unwanted behaviors. Students' surveys show that they will be more engaged if school offered something that interested them and kept them engaged.</p> <p>Further, with limited access to organized youth sports in the city of Arvin due to its location, coupled with the average sports registration cost hovering over \$165 per child, Grow Academy Arvin, will continue to offer a free extracurricular athletics program benefitting low-income students. As stated in our student-athlete contract, in order to participate in these free extracurricular athletic activities students must achieve a 90% attendance rate or higher, have no disciplinary issues, and must represent Grow Academy with a high level of integrity and sportsmanship.</p> <p>Students may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation in extracurricular athletics for our SED students who may not have the financial means to participate outside the school setting. Equipment and supplies contribute to this action.</p>	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36%	\$2,309,124

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

In addition to the basic services that Grow Academy Arvin provides to all students, without regard to their status as English Learners, Low income or Foster Youth, Grimmway Academy Arvin provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 36%—relative to services provided to all students

The 2019 California Dashboard reveals the following:

English Language Arts:

Although the 2019 CAASPP results for AS in ELA increased by 29.9 points (DFS), Grow Academy Arvin is overall still 11.4 points below standard vs. the overall State average of 2.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The ELA gaps are as follows:

English Learners (ELs): Despite an increase of 34.6 points - which is a greater improvement than that of AS (29.9), EL performance remains at 41.6 points below standard when compared to AS (11.4). This is an area in which we must continue to improve upon.

Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4).

Mathematics:

Mathematics: Although the 2019 CAASPP results for AS in Math increased by 11.7 points (DFS), Grimmway Academy is overall still 37.1 points DFS vs. the overall State average of 33.5 points DFS. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The Mathematics gaps are as follows:

English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1).

Socioeconomically Disadvantaged (SED): Despite an increase of 11.8 points - which is also a greater increase than that of AS (11.7), SED performance remains at 44 points below standard when compared to AS (37.1).

2018-2019 Smarter Balanced California Science test (CAST) reveals the following:

? Grade 5:

- All Students: 10.35 % met or exceeded standards
- Socio-economically Disadvantaged 12.33 % met or exceeded standards
- English Learners 0% met or exceeded standards

? Grade 8

- All Students: 10.35% met or exceeded standards
- Socio-economically Disadvantaged 12.33% met or exceeded standards
- English Learners 5.26% met or exceeded standards

Additional identified needs of our SED students include:

Promoting family literacy and insuring all students have access to relevant culturally and age appropriate novels and research material

Ensure students have access to educational software that increases the time spent throughout the day in the Learning Lab

Addressing social and emotional learning, and providing individualized education to all students

Providing a full-inclusion model for students with disabilities.

Creating a college-going culture for students and increasing college readiness

Increasing access to Music & Art programs

Providing additional support for English Learners that helps to increase the overall reclassification rate.

Responding to the Needs Identified

The following conditions and circumstances were also assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP. The goal of GA is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. Grow Academy Arvin enrolls approximately 90 students per grade per year in grades Kindergarten through 5th, and 110 students per year in grades seventh and eighth, with an end goal of educating just over 800 students annually in grades K-8. Our student population is 37.3% English learner (EL), 80.5% Socioeconomically Disadvantaged and 6.8% students with disabilities. 94.9% of our students are Hispanic. GA is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness. Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is Grown in the garden and prepared in the kitchen. Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being.

Goal 1-Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement.

Grow Academy Arvin will continue to measure the effectiveness of GOAL 1, ACTIONS 1, 2, 4, 5, 6,7, 8, 10, 11, 12, 13, 15, and 16 through available local and state assessments, including, but not limited to the following:

NWEA Map (English and Math)

CAASPP

SBAC

ELPAC

CAST

Action 1-Intervention and Enrichment-

Intervention and enrichment time to be provided to students during the day period to supplement instruction. Intervention and enrichment programs will increase through the dedication of 14 Small Group Instructors. Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting unduplicated students and their families. By providing this action, it will be effective in meeting the goal of our district because the action will allow more time for students to master grade level standards by providing small group instruction when needed. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth by more than 5 % as compared to all students in English and Math academic performance. This action continued from the 2019 LCAP and has been proven to be effective based on the results below

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Grow Academy Arvin will continue to measure the effectiveness of this through available local and state assessments, including, but not limited to the following:

NWEA Map (English and Math)

CAASPP

SBAC

ELPAC

CAST

Action 2- Intervention Coordinator-Intervention Coordinator will work closely with the Small Group Instructors (SGIs) to oversee the implementation of the intervention and enrichment activities benefiting students and families. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-

Income students. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs customize learning to address student needs, in order to provide individually targeted student instruction. SGIs use software and supplemental curricular materials to deliver instruction to students who are grouped according to their current needs. This collaborative approach to providing services will help to improve positive academic, social and emotional learning outcomes. This action continued from the 2019 LCAP and has been proven to be effective based on the results below

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Action 4-Educational Software-Utilize software assessments and benchmarks in Learning Lab to identify individual learning needs in our students based on the data provided. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. BrainPOP, Generation Genius, Moby Max, IXL, Next Gen, Zearn, Aleks, NWEA, Renaissance Learning, Achieve 3000, Mango ELD, and Illuminate DNA Flat. These platforms allow us to determine what students have learned and how to identify performance gaps. This action continued from the 2019

LCAP and has been proven to be effective based on the results below

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Action 5-Success for All (new action item). Success for All framework promotes Social and Emotional Learning, and helps teachers set attainable goals focused on the students' individualized needs. Continue the implementation of KinderCorner which helps children make sense of the world around them, fostering development of oral language literacy, math, and interpersonal and self-help skills. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. This is a new action item. There appears to be an opportunity to improve SEL/culture and climate. To improve overall SEL/culture and climate for students and staff, and parents, Grow Academy Arvin will be implementing a new SEL survey platform, Kelvin.

Research confirms that SEL can:

Increase prosocial behaviors
Improve students attitudes toward school
Reduce depression and stress among students
Improve academic achievement, test scores, grades, and engagement
Increase parent engagement and improve school favorability rates.

Kelvin offers an “all in one” solution to collecting information on social-emotional wellbeing through interactive pulse surveys (English and Spanish) made available in the Clever console. Kelvin offers real-time pulse surveys through a chat feature embedded in the Google Chrome console (“pop up surveys”) with a simplified user experience and the available to customize the tools based on the needs of students. The first survey will be administered in October of 2021. Baseline data will then be collected, and results will be reported in the mid-year supplemental LCAP

Action 6-Professional Development-Provide an increase to professional development for teachers and paraprofessionals, focusing on developing instructional expertise in differentiation in order to better meet the increasing learning needs of our students. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. From Learning Forward: "Standards for professional learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results and improved student achievement. This action continued from the 2019 LCAP and has been proven to be effective based on the results below.

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase
SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase
SED (increased) + 11.8 DTS increase

Action 7-College Readiness-Actively promote college readiness and awareness

through the planning and implementation of a “College Fair” aimed at providing parent education increasing awareness about college readiness, financial aid. This college fair is offered in both English and Spanish order to increase college going rates of EL and Low income students. This action continued from the 2019 LCAP and has been proven to be effective based on the results below.

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase
SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Action 8-Professional Development (STEM)-Professional Development provided by Anita Kreide (STEM) and Cal Lutheran's California Reading and Literature Project (CRLP). CRLP professional development focuses on how students acquire literacy as well assessing and diagnosing specific needs for both struggling readers and advanced readers. STEM professional development focuses on developing math and science lessons through a hands-on model that broadens the access to the content for all students regardless of language level or background knowledge. All professional development for teachers is focused on developing instructional expertise in differentiation in order to better meet the individual learning needs of each of our students. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. This action continued from the 2019 LCAP and has been proven to be effective based on the results below.

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Action 10-Summer Academic Program- Provide a Summer Academic program to support the individualized learning needs of students and increase academic achievement of EL, Foster Youth, and Low Income students. This action continued from the 2019 LCAP and has been proven to be effective based on the results below.

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Action 11-After School Tutoring-Four (4) teachers will receive stipends to increase after school tutoring services for students scoring in the lowest 30% in Math or ELA. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. This action continued from the 2019 LCAP and has been proven to be effective based on the results below.

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Action 12-Art & Music Programs- One (1) Music Teacher and one (1) Art teacher will both devote 50% of their time to provide academic enrichment programs that most students in the Arvin community are not able to afford outside of school. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. This action continued from the 2019 LCAP and has been proven to be effective based on the results below.

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Action 13-Instructional Coaches-Our instructional coaches use tools from the New Teacher Center (NTC) to guide their efforts, and work closely with each classroom teacher to ensure that lesson plans are differentiated and address unique learning needs of our scholars in an Optimum Learning Environment (OLE). The OLE is a model used by NTC to provide a template in each classroom for addressing the individual learning needs of each student. OLEs begin with a positive, productive school climate and provide intellectually and emotionally safe, stimulating classroom communities that are personalized and co-constructed by adults and students. Within the OLE framework, the diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. This action continued from the 2019 LCAP and has been proven to be effective based on the results below.

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Action 15-Intervention & Enrichment-Seven (7) Lab Teachers will provide Intervention and enrichment programs provided to all students in lab classes throughout the day. Intervention instruction is designed to serve the individual needs of each student through Individual Learning Plans (ILP). The ILP is also used in the Learning Lab as a part of our MTSS approach, providing multiple tiers of intervention for students in need of additional assistance. Regular cycles of interim assessment results will be analyzed to identify students who are failing to make adequate progress in reaching the Charter School's goal for Significant Gains. Individualized Learning Plans ("ILP") will be updated to reflect areas of strength and weakness and explicit classroom modifications, areas to target in our computer curriculum, and specific goals and methods for tutors. The first tier of intervention will be in the classroom and Learning Lab. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. This action continued from the 2019 LCAP and has been proven to be effective based on the results below.

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

SED (increased significantly) + 30.8 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

SED (increased) + 11.8 DTS increase

Action 16-English Learner Student Success-Will provide supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material. These materials will be used as part of GA's Designated ELD instruction program. Additionally, we will support the Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars. Action #4 is continued from the 2019 LCAP, and combined with this new action, and has been proven to be effective based on the results below.

2019 ELA Results

ELs (increased significantly) + 34.6 DFS increase

2019 Math Results

ELs (increased significantly) +17.1 DFS increase

Goal 2-Create collaborative partnerships with parents to improve student achievement.

Grow Academy Arvin will continue to measure the effectiveness of GOAL 2 ACTIONS 1, 2, 5, and 12 through available local and state assessments, including, but not limited to the following:

Parent volunteerism satisfaction survey

School Climate Survey

Social Emotional Learning Surveys

NWEA Map English and Math
CAASPP
SBAC
ELPAC
CAST

At Grow Academy Arvin, our mission is to close the opportunity gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. We accomplish this through a process of continuous learning and growth, offering new educational opportunities and creating an environment of achievement for all students. As a result, students achieve academically, emotionally and physically, maximizing their individual potential to be prepared for the rigors of college, career and life. Fulfilling our mission as it relates to college access and success, especially for first generation students, includes the following indicators correlated to college access and post secondary success:

Reading at grade level by the 3rd grade
Avoiding excessive absenteeism
Proficiency in all ELA and Math courses and meeting benchmarks on state exams
Successful completion of Algebra 1 in 8th grade
Successful fulfillment of our mission requires an intentional focus on academic success.

The following conditions and circumstances were also assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP. The goal of GA Arvin is to create collaborative partnerships with parents to improve student achievement. Our rural location makes obtaining and retaining highly qualified teachers a significant challenge; yet our children require skilled teachers in order to meet their needs. On state assessments, in both math and ELA , our ELs have not kept pace with their peers; either English only or RFEP children. Also, math achievement on state assessments has not kept pace with English Language Arts achievement. Finally, fewer English Language Learners who have been designated for three or more years are meeting

their annual Growth goals on the ELPAC assessment. With respect to other educational outcomes, Kern County has one of the lowest college participation and completion rates in the State of California: 36% of county high school graduates meet CSU/UC course requirements and has a “college going” rate for graduates of 48% (vs. 65.8% Statewide).

Other identified needs for students and families include:
Providing comprehensive student support services for at-risk students through intervention and enrichment
Increasing support for homeless students identified as described in McKinney Vento
Continuing ongoing parent two-way communication
Expanding parent engagement opportunities

The ELA gaps are as follows:
English Learners (ELs): Despite an increase of 34.6 points - which is a greater improvement than that of AS (29.9), EL performance remains at 41.6 points below standard when compared to AS (11.4). This is an area in which we must continue to improve upon.

Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4).

Mathematics:

Mathematics: Although the 2019 CAASPP results for AS in Math increased by 11.7 points (DFS), Grimmway Academy is overall still 37.1 points DFS vs. the overall State average of 33.5 points DFS. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The Mathematics gaps are as follows:

English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1).

Socioeconomically Disadvantaged (SED): Despite an increase of 11.8 points - which is also a greater increase than that of AS (11.7), SED performance remains at 44 points below standard when compared to AS (37.1).

2018-2019 Smarter Balanced California Science test (CAST) reveals the following:

Grade 5:

- All Students: 10.35 % met or exceeded standards
- Socio-economically Disadvantaged 12.33 % met or exceeded standards
- English Learners 0% met or exceeded standards
- All Students: 10.35% met or exceeded standards
- Socio-economically Disadvantaged 12.33% met or exceeded standards
- English Learners 5.26% met or exceeded standards

Based on the above data and the need to continue to build collaborative partnerships with parents to improve student achievement, and through stakeholder input received, the following actions for Goal 2 will be implemented in the 21-24 LCAP.

Action 1-Student Success Teams-The Student Success Services Team is comprised of 1.3 FTE School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services (APSS) will work collaboratively with students and parents/guardians to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress.

The AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent engagement education events and school culture initiatives to support the success for all students. Additionally, the APSS builds and enhances community partnerships to provide counseling and social services to struggling families. The School Psychologist is responsible for the assessment and behavior management for students with emotional disabilities, learning disabilities, autism and behavioral challenges.

The School Counselor is responsible for promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for

all students. The SST works closely with the Intervention Coordinator to implement strategies that will help to close the achievement gap of English Learners, students with disabilities, and socioeconomically disadvantaged students.

Action 2 (New)-McKinney Vento Support-The Director of Community Initiatives (DCI) will increase the time allocated to empowering our parents and schools to ensure high quality schools for every family through local and state level advocacy, including establishing and cultivating relationships with key elected officials and community leaders to ensure that they know, support and protect our schools; as well as design and execute on programs and initiatives that deepen the relationships between the schools and the communities we serve. The DCI will also coordinate, along with site leadership, ensuring that services available in the external community are accessible for our scholars and their families - including, but not limited to coordinating access to medical and emotional health services for our scholars where appropriate and relevant. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. In addition, the DCI provides additional logistical support to the McKinney Vento coordinators on site. This is a new action item. Baseline data will be collected through the implementation of Kelvin SEL pulse surveys and parent satisfaction data.

Action 5-Interpreter- The Interpreter will provide translation services for all of the school-based governance meetings that help to increase parent engagement for low-income students and EL learners. These meetings include the Star Parents of Grow Academy, School Site Council, the English Learner Advisory Committee. GA Arvin adds Spanish only meetings and maintains translation services to be used in all parent and board meetings. This action continued from the 2019 LCAP and has been proven to be effective based on the following result: Provided translation services 100% of the time for parents/guardians of low-income and EL students.

Action 12-Academic Parent Teacher Teams-Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration.

APTT is an intentional, systematic means of increasing student academic learning by enhancing the quality and quantity of parent-teacher interaction. APTT engages families in student learning. Parents understand their children's grade level goals and can apply what they learn in APTT to create a complementary home learning environment that is individualized based upon unique learning needs of each of our students - especially important for our unduplicated pupil population - as well as the family context in which they live. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. This action continued from the 2019 LCAP and been proven to be effective based on the following results:

1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall parent engagement rate is 95%; 28% of parents use the provided spanish translation for two-way communication (ParentSquare Dashboard) Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement "Grimmway Academy treated me like a partner in my child's education" was 8.5 (on a 10 point Likert scale). Grow Academy scored 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)

Average Daily Attendance rate is 91.6% (CALPADS)
Chronic Absenteeism Rate is 10.9 % (CA Dashboard)
Suspension Rate, Expulsion Rate, and Middle School Dropout Rate all remain at 0% (CA Dashboard)
46.49% of all students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments
9.42% of ELs met or exceeded the ELA standard
43.44% of low-income students met or exceeded the ELA standard
33.40% of all students met or exceeded the Math standard
7.24% of EL students met or exceeded the math standard
31.33% of low-income students met or exceeded the Math standard

27.07% of all students met or exceeded the Science standard
25.66% of low-income students met or exceeded the Science standard
2.27% of EL students met or exceeded the Science standard

Goal 3-Provide an environment that encourages healthy lifestyles.

Grow Academy Arvin will continue to measure the effectiveness of Goal 3, Actions 1-5 through available local and state assessments, including, but not limited to the following:

California Fitness Tests
Edible School Yard Participation Exit Surveys
Parent Satisfaction Surveys

Based on the Community Health Assessment and Improvement plan published by the Kern County Department of Public Health, which aims to assess the health and wellness of Kern County and provides a comprehensive look at the county's current health status, needs, and issues, data relating to the chronic health conditions are available.

In 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, cancer, chronic lower respiratory disease, diabetes, chronic liver disease, and Alzheimer's. Obesity, mental health, and asthma were also identified as some of the top health problems facing our communities in the 2018 Community Health Survey. Coronary heart disease kills over 1,000 Kern County residents and is responsible for over 4,000 hospitalizations yearly. Although obesity may not be listed as a cause of death or reason for a hospital visit, this condition puts individuals at higher risk for stroke, heart disease, high blood pressure, diabetes, some cancers, and sleep disorders. Therefore, reducing obesity in a population is likely to have far reaching impacts. While California as a whole meets the national objectives for reducing obesity in the population, Kern County continues to have a higher proportion of obese residents than the rest of the State and does not meet the Healthy People 2020 target.

Diet plays a key role as a risk factor for chronic diseases. Two factors play an important role in ensuring a healthy diet: education and access. Having access to nutritious foods is a challenge in parts of Kern County. According to a 2017 University of California report titled, Kern County Food System Assessment: Indicators for a healthy food and agricultural economy report, between 30 percent and 55 percent of Kern County residents at or below 200% of the Federal Poverty Level (FPC) are food insecure. Food insecurity rates in Kern County

generally exceeded rates for California. In 2019-2020, 78% of GA Arvin's families qualify for Free and Reduced Lunch.

The impacts of the GA ESY Program are not limited to how it impacts a healthier diet on reducing the potential for developing chronic health issues. Research linking the impact of nutrition to academic outcomes has shown positive effects in both academic achievement as well as student behavior (Am J Public Health. 2020;110:1405–1410. doi:10.2105/AJPH.2020.305743). A 2013 review of literature and research by Portland State University found positive impacts on direct academic outcomes, as well as indirect outcomes on social development for Garden Based Learning programs, such as the GA ESY (Review of Educational Research June 2013, Vol. 83, No. 2, pp. 211–235 DOI: 10.3102/0034654313475824).

Education about nutrition is a foundational element in ensuring that eating habits shift to more nutritious dietary habits. According to the same 2017 University of California study, one of the stated goals to improve dietary habits is access to nutrition education and hands-on opportunities to learn about food systems. Highlighted as a model for nutrition education in the study was the Edible Schoolyard (ESY) model at GA.

The Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Arvin students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden settings.

Each year we measure the effectiveness of the ESY in four (4) main areas:

Food Recognition - this survey assesses the retention standards such as seasonality of produce, identification of key food groups, and nutrition concepts for K-6 grade students.

Family Health and Wellness - this survey measures the influence that GA has made on our families by evaluating how the ESY curriculum has impacted healthy eating choices in the home.

Student Health Wellness - this survey measures the influence the ESY program has in instilling strong values of seasonality, environmental stewardship, personal expression, and nourishment of self and family.

ESY Exit Survey - this survey measures the impact and values that the ESY has instilled in the 8th grade graduating class and identifies core skills and concepts these students plan to carry into their daily food choices throughout high school and beyond.

The most recent ESY survey results (2018-2019: 3rd, 5th, 8th grade) showed the effectiveness of the ESY in shifting dietary behaviors, including:

As a result of the ESY program:

80% of parents want to cook healthier meals at home

65% of parents have made a positive change in health and wellness since attending GA

80% of students participate in the grocery shopping

The ESY survey results (2017-2018: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

Food Recognition-Over 75% of all students (K-5th grade) demonstrated food recognition
Family Health and Wellness-80% of all students (K-5th grade) participate in grocery shopping
Edible School Yard Exit Survey-93% of 6th graders agreed they felt confident they would use a knife safely in the kitchen, while 83% agreed the ESY curriculum taught them to have a personal responsibility to protect the environment.

Based on the above data, and through stakeholder input received, the need to continue to provide an environment that encourages healthy lifestyles for English Learners, Socioeconomically disadvantaged students, and foster youth, the following actions for Goal 3 will be implemented in the 21-24 LCAP.

Action 1-Physical Education Activities -Grow Academy Arvin (GA Arvin) will develop healthy students and improve pupil outcomes through fitness tests. GA Arvin will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low-income families being the most sedentary. The effectiveness of this action will be measured by local fitness scores at Grow Academy and the state fitness test when reinstated. Further, a total of two (2) PE teachers and one (1) PE Aide will continue to provide physical education instruction and activities. 630 K-6 students will receive physical education for at least 80-110 minutes per week throughout the school year, while 180 middle school students in each grade will receive physical education for at least 150-225 minutes per week throughout the school year. Staff salaries, materials and playground equipment contribute to this action. This action continued from the 2019 LCAP and been proven to be effective based on the following results:

Overall, trend data from the 2016-2017 and the 2017-2018 California Fitness Reports suggests that 5th grade and 7th grade SED students, when compared to all students, met more categories (4 out of 6) of the Healthy Fitness Zone. Additionally, the need to continue providing physical education activities can be justified through the additional data below (California Physical Fitness Report-2018-2019).

64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity

20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition

37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength

1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength

49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength

16.1% of 5th graders; 58.9 % of 7th grade students need improvement on flexibility

32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity

52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition

62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength

98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength

50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength

83.9% of 5th grade students; 41.1% of 7th met Healthy Fitness Zone for Flexibility

Action 2-Edible Schoolyard-Cooking and Family Cooking Classes

As stated in Goal 1, in 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, chronic lower respiratory disease, among other chronic health conditions in Kern County. Kern County continues to rank 52 out of 57 for health outcomes.

Actions #2,3, and 4 are all aligned to address these chronic health conditions in Kern County. To address this, Grow Academy strives to

provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement. The Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. To that end, Grow Academy extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Arvin students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and

preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden setting. A team of two (2) ESY Lead Educators and four (4) ESY Instructors Offer cooking classes to unduplicated students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Translation services are provided for EL students. This action continued from the 2019 LCAP and been proven to be effective based on the following results:
As a result of the ESY program:

80% of parents want to cook healthier meals at home

65% of parents have made a positive change in health and wellness since attending GA

80% of students participate in the grocery shopping

The ESY survey results (2017-2018: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

Food Recognition-Over 75% of all students (K-5th grade) demonstrated food recognition

Family Health and Wellness-80% of all students (K-5th grade) participate in grocery shopping

Edible School Yard Exit Survey-93% of 6th graders agreed they felt confident they would use a knife safely in the kitchen, while 83% agreed the ESY curriculum taught them to have a personal responsibility to protect the environment.

Action 3-Edible School Yard-Utilize the Edible Schoolyard program to increase the learning experiences for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will help to create an environment that encourages healthy lifestyles for Foster Youth, English Learners, and Low-Income students. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. Socio-economically disadvantaged students and families in Arvin do not have healthy meal choices readily available to them. The ESY Team will provide a total of 154 garden lessons and 154 kitchen lessons will be provided to students. This action continued from the 2019 LCAP and been proven to be effective based on the following results:

As a result of the ESY program:

80% of parents want to cook healthier meals at home

65% of parents have made a positive change in health and wellness since attending GA

80% of students participate in the grocery shopping

The ESY survey results (2017-2018: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

Food Recognition-Over 75% of all students (K-5th grade) demonstrated food recognition

Family Health and Wellness-80% of all students (K-5th grade) participate in grocery shopping

Edible School Yard Exit Survey-93% of 6th graders agreed they felt confident they would use a knife safely in the kitchen, while 83% agreed the ESY curriculum taught them to have a personal responsibility to protect the environment.

Action 4-Healthy Living-Promote healthy living, Grow Academy Arvin will hold an annual Wellness Fair for families to increase awareness and outreach about health and wellness, while building community partnerships. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will help to create an environment that encourages healthy lifestyles for Foster Youth, English Learners, and Low-Income students. Grow Academy Arvin will hold two Farmers Markets on campus for families and community stakeholders. This action continued from the 2019 LCAP and been proven to be effective based on the following results:

As a result of the ESY program:

80% of parents want to cook healthier meals at home

65% of parents have made a positive change in health and wellness since attending GA

80% of students participate in the grocery shopping

The ESY survey results (2017-2018: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

Food Recognition-Over 75% of all students (K-5th grade) demonstrated food recognition

Family Health and Wellness-80% of all students (K-5th grade) participate in grocery shopping

Edible School Yard Exit Survey-93% of 6th graders agreed they felt confident they would use a knife safely in the kitchen, while 83% agreed the ESY curriculum taught them to have a personal responsibility to protect the environment.

Action 5-Extra-Curricular Athletics Program-Stakeholders recommended providing extracurricular athletics to encourage attendance and improved academic performance, as well as reducing unwanted behaviors. Students' surveys show that they will be more engaged if school offered something that interested them and kept them engaged. Further, with limited access to organized youth sports in the city of Arvin due to its location, coupled with the average sports registration cost hovering over \$165 per child, Grow Academy Arvin, will continue to offer a free extracurricular athletics program benefitting low-income students. As stated in our student-athlete contract, in order to participate in these free extracurricular athletic activities students must achieve a 90% attendance rate or higher, have no disciplinary issues, and must represent Grow Academy with a high level of integrity and sportsmanship. Students may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation in extracurricular athletics for our SED students who may not have the financial means to participate outside the school. This action continued from the 2019 LCAP and been proven to be effective based on the following results:

Overall, trend data from the 2016-2017 and the 2017-2018 California Fitness Reports suggests that 5th grade and 7th grade SED students, when compared to all students, met more categories (4 out of 6) of the Healthy Fitness Zone. Additionally, the need to continue providing physical education activities can be justified through the additional data below (California Physical Fitness Report-2018-2019).

64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity

20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition

37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength

1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength

49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength
16.1% of 5th graders; 58.9 % of 7th grade students need improvement on flexibility
32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity
52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition
62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength
98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength
50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength
83.9% of 5th grade students; 41.1% of 7th met Healthy Fitness Zone for Flexibility

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required (36%) percentage increase as compared to all services for all students.

the following Actions that are targeted for EL's, Foster, SED

List out entire Action and description:

Goal 1, Action 9-Supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material. These materials will be used as part of GA's Designated ELD instruction program. Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars. License fees, materials, consumables and training contribute to this action item.

Goal 2, Action 2-The Director of Community Initiatives (DCI) will organize and empower our parents and schools to ensure high quality schools for every family through local and state level advocacy, including establishing and cultivating relationships with key elected officials and community leaders to ensure that they know, support and protect our schools; as well as design and execute on programs and initiatives that deepen the relationships between the schools and the communities we serve. The DCI will also coordinate, along with site leadership, ensuring that services available in the external community are accessible for our scholars and their families - including, but not limited to coordinating access to medical and emotional health services for our scholars where appropriate and relevant. In addition, the DCI provides additional logistical support to the McKinney Vento coordinator on site. Staff salaries contribute to this action.

Goal 2, Action 5-The Interpreter will provide translation services for all of the school-based governance meetings that help to increase parent engagement for low-income students and EL learners. These meetings include the Star Parents of Grow Academy, School Site Council, the English Learner Advisory Committee. GA Arvin adds Spanish only meetings and maintains translation services to be used in all parent and board meetings. This action continued from the 2019 LCAP and has been proven to be effective based on the following result: Provided translation services 100% of the time for parents/guardians of low-income and EL students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,659,817.00			\$200,106.00	\$2,859,923.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,434,339.00	\$425,584.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Intervention and Enrichment	\$470,510.00				\$470,510.00
1	2	English Learners Foster Youth Low Income	Intervention Coordinator and Related Materials	\$113,216.00				\$113,216.00
1	3	All	Library Program	\$47,110.00				\$47,110.00
1	4	English Learners Foster Youth Low Income	Educational Software	\$83,309.00				\$83,309.00
1	5	English Learners Foster Youth Low Income	Success for All (SFA)	\$47,000.00				\$47,000.00
1	6	English Learners Foster Youth Low Income	Professional Development	\$39,000.00			\$4,000.00	\$43,000.00
1	7	English Learners Foster Youth Low Income	College Readiness	\$10,000.00				\$10,000.00
1	8	English Learners Foster Youth Low Income	Professional Development				\$8,000.00	\$8,000.00
1	9	English Learners	English Learner Student Success	\$30,375.00				\$30,375.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Summer Academic Program	\$11,000.00				\$11,000.00
1	11	English Learners Foster Youth Low Income	After School Tutoring	\$20,000.00				\$20,000.00
1	12	English Learners Foster Youth Low Income	Art & Music Programs	\$241,836.00				\$241,836.00
1	13	English Learners Foster Youth Low Income	Instructional Coaches	\$197,839.00				\$197,839.00
1	14	All	Digital Literacy PBL Teacher	\$66,767.00				\$66,767.00
1	15	English Learners Foster Youth Low Income	Intervention and Enrichment	\$309,163.00			\$188,106.00	\$497,269.00
2	1	English Learners Foster Youth Low Income	Student Success Team	\$318,231.00				\$318,231.00
2	2	Foster Youth	McKinney Vento Support (Director of Community Initiatives)	\$15,000.00				\$15,000.00
2	3	All	Parent Communications	\$15,000.00				\$15,000.00
2	4	All	Parent Education	\$2,000.00				\$2,000.00
2	5	English Learners	Interpreter	\$9,000.00				\$9,000.00
2	6	All	Teacher Training	\$2,400.00				\$2,400.00
2	7	All	Positive Behavior Intervention	\$15,000.00				\$15,000.00
2	8	All	Educational Field Trips	\$40,000.00				\$40,000.00
2	11	English Learners Foster Youth Low Income	Academic Parent Teacher Teams (APTT)	\$4,000.00				\$4,000.00
2	12	All	Parent Appreciation Night	\$7,500.00				\$7,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Physical Education Activities	\$153,498.00				\$153,498.00
3	2	English Learners Foster Youth Low Income	ESY Cooking Classes and Family Cooking Classes	\$7,000.00				\$7,000.00
3	3	English Learners Foster Youth Low Income	Edible Schoolyard Program	\$359,063.00				\$359,063.00
3	4	English Learners Foster Youth Low Income	Healthy Living	\$10,000.00				\$10,000.00
3	6	English Learners Foster Youth Low Income	Extra-curricular athletics programs	\$15,000.00				\$15,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,464,040.00	\$2,664,146.00
LEA-wide Total:	\$9,000.00	\$9,000.00
Limited Total:	\$15,000.00	\$15,000.00
Schoolwide Total:	\$2,440,040.00	\$2,640,146.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Intervention and Enrichment	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$470,510.00	\$470,510.00
1	2	Intervention Coordinator and Related Materials	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$113,216.00	\$113,216.00
1	4	Educational Software	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$83,309.00	\$83,309.00
1	5	Success for All (SFA)	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$47,000.00	\$47,000.00
1	6	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$39,000.00	\$43,000.00
1	7	College Readiness	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$10,000.00	\$10,000.00
1	8	Professional Development	Schoolwide	English Learners	All Schools		\$8,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income	Specific Schools: Grow Academy Arvin		
1	9	English Learner Student Success	Schoolwide	English Learners	All Schools Specific Schools: Grow Academy Arvin	\$30,375.00	\$30,375.00
1	10	Summer Academic Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$11,000.00	\$11,000.00
1	11	After School Tutoring	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$20,000.00	\$20,000.00
1	12	Art & Music Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$241,836.00	\$241,836.00
1	13	Instructional Coaches	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$197,839.00	\$197,839.00
1	15	Intervention and Enrichment	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$309,163.00	\$497,269.00
2	1	Student Success Team	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$318,231.00	\$318,231.00
2	2	McKinney Vento Support (Director of Community Initiatives)	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: Grow Academy Arvin	\$15,000.00	\$15,000.00
2	5	Interpreter	LEA-wide	English Learners	All Schools Specific Schools: Grow Academy Arvin	\$9,000.00	\$9,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	11	Academic Parent Teacher Teams (APTT)	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$4,000.00	\$4,000.00
3	1	Physical Education Activities	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$153,498.00	\$153,498.00
3	2	ESY Cooking Classes and Family Cooking Classes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$7,000.00	\$7,000.00
3	3	Edible Schoolyard Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$359,063.00	\$359,063.00
3	4	Healthy Living	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$10,000.00	\$10,000.00
3	6	Extra-curricular athletics programs	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$15,000.00	\$15,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.