

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Academy Shafter

CDS Code: 15 63578 0135186

School Year: 2021-22

LEA contact information:

Brook Webb

Principal

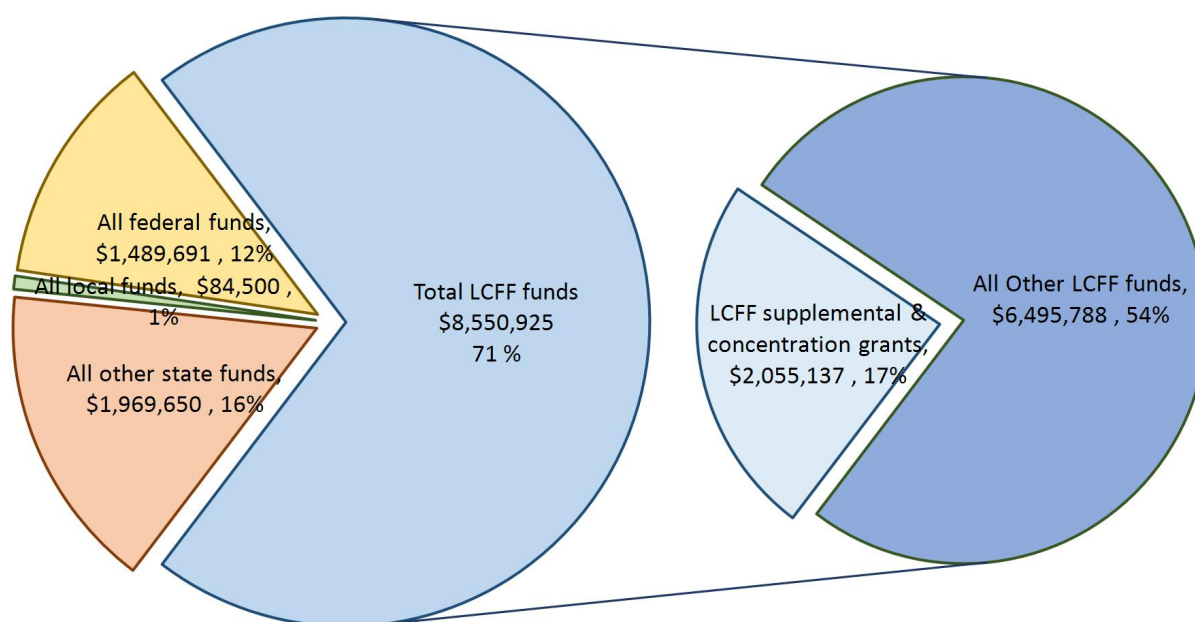
bwebb@growpublicschools.org

661-630-7220

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



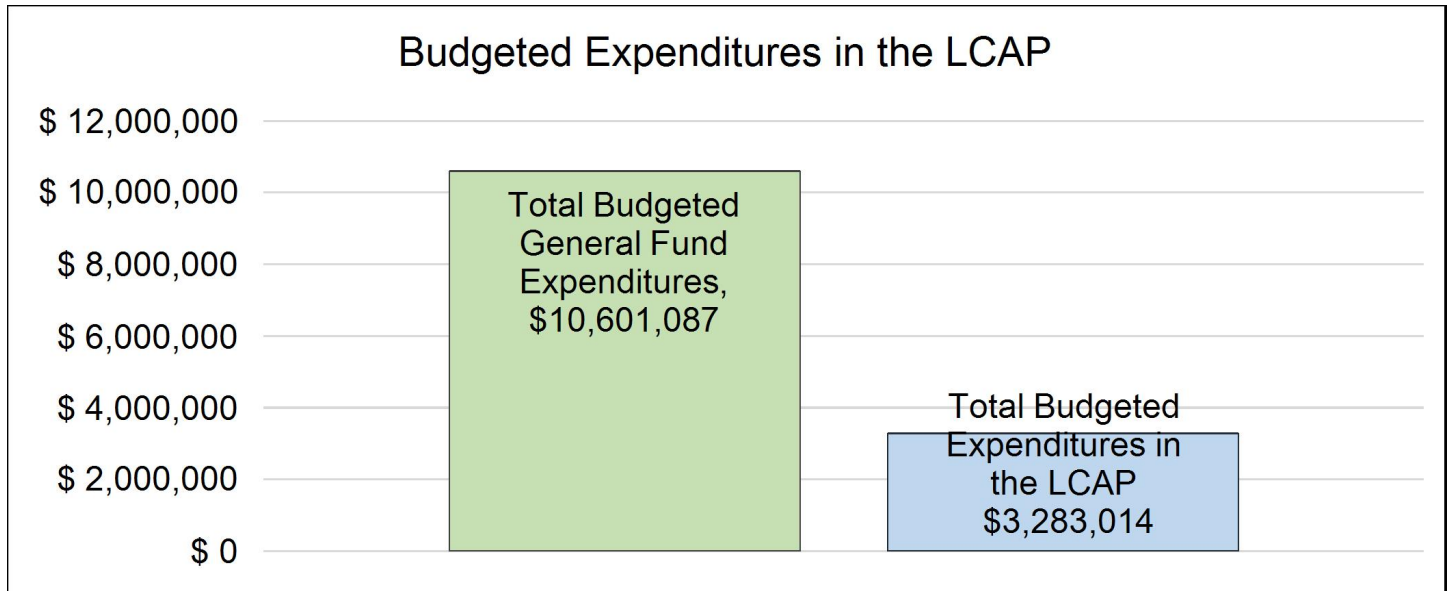
This chart shows the total general purpose revenue Grow Academy Shafter expects to receive in the coming year from all sources.

The total revenue projected for Grow Academy Shafter is \$12,094,766, of which \$8,550,925 is Local Control Funding Formula (LCFF), \$1,969,650 is other state funds, \$84,500 is local funds, and \$1,489,691

is federal funds. Of the \$8,550,925 in LCFF Funds, \$2,055,137 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 Shafter 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 Shafter plans to spend \$10,601,087 for the 2021-22 school year. Of that amount, \$3,283,014 is tied to actions/services in the LCAP and \$7,318,073 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

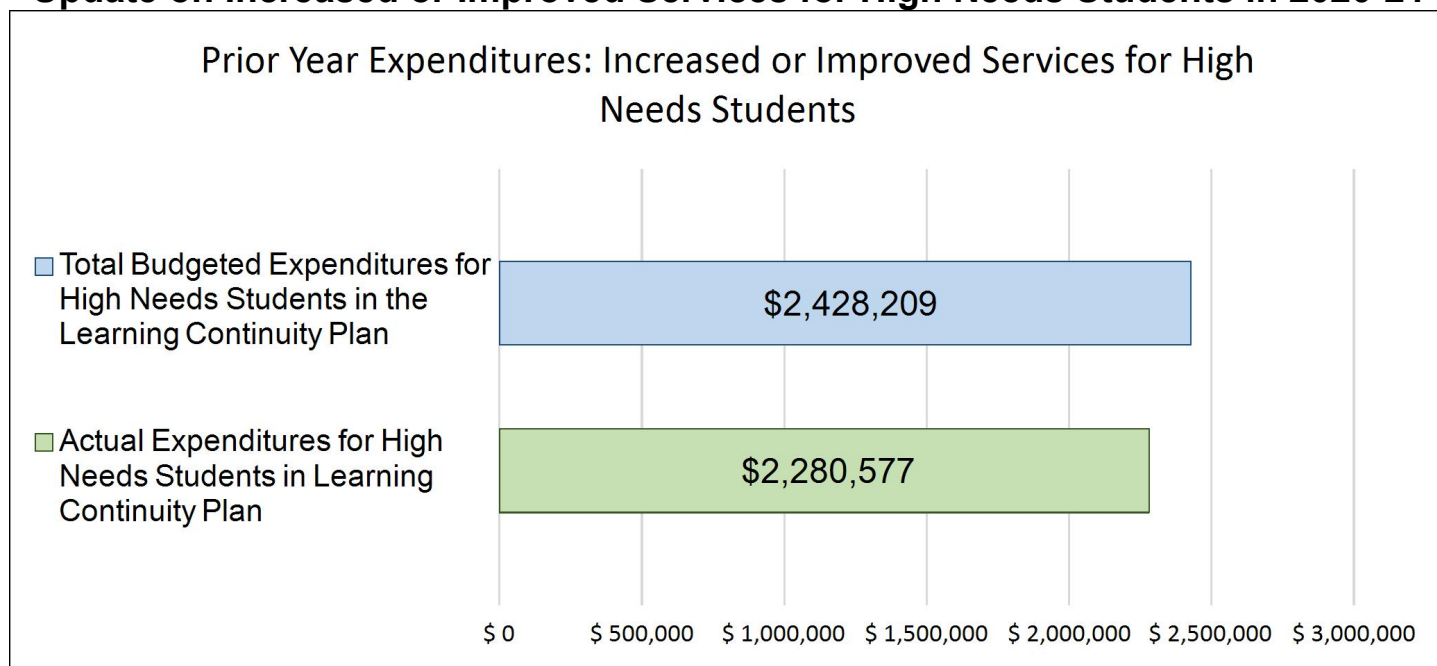
General Fund Expenditures that are not noted in the Learning Continuity Plan include, but are not limited to: teacher and staff salaries and benefits, curriculum development, professional development, curricular materials, technology infrastructure, audit fees, school facility overhead expenses, back 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 Shafter is projecting it will receive \$2,055,137 based on the enrollment of foster youth, English learner, and low-income students. Grow Academy Shafter must describe how it intends to increase or improve services for high needs students in the LCAP. Grow Academy Shafter plans to spend \$2,143,631 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 Shafter 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 Shafter 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 Shafter's Learning Continuity Plan budgeted \$2,428,209 for planned actions to increase or improve services for high needs students. Grow Academy Shafter actually spent \$2,280,577 for actions to increase or improve services for high needs students in 2020-21.

Grimmway Academy Shafter 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.
- Duplication of expenses for SEL, Pupil Engagement and Outreach and additional supplies provided to students for distance learning.
- 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 Shafter	Brook Webb Principal	bwebb@growpublicschools.org 661-630-7220

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 personalized and inclusive learning experience that inspires all staff and students to achieve at high levels.

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 for assignments (Priority #1a) 19-20 Maintain 100% of teachers are appropriately assigned and fully credentialed in subject areas Baseline 100 % of teachers are fully credentialed in subject areas	In the 2020-2021 school year, 100% of teachers were appropriately assigned and fully credentialed in subject areas (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)
Metric/Indicator Implementation of Common Core State Standards and performance standards. (Priority # 2a) 19-20 Maintain 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>Maintain 100% of STEM teachers receive professional development in NGSS</p> <p>Baseline 100% of Math & English teachers received professional development in CCSS.</p>	
<p>Metric/Indicator How programs and services enable ELs access to the ELD and CCSS for academic content knowledge and English language proficiency. (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. (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". (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>In the 2020-2021 school year, 100% of students had access to standards-aligned instructional materials as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)</p>

Expected	Actual
<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>Metric/Indicator State Assessments. (Priority #4a)</p> <p>19-20 60% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>Baseline (No Baseline) of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p>	<p>48.02% of all students met or exceeded the Common Core Standards in ELA (2019 CA Dashboard)</p>
<p>Metric/Indicator State Assessments. (Priority 4A)</p> <p>19-20 50% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments</p> <p>Baseline (No Baseline) of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments</p>	<p>35.71% of all students met of exceeded the Math standard (2019 CA Dashboard)</p>
<p>Metric/Indicator Percent of EL pupils making progress towards English proficiency. (Priority 4D)</p> <p>19-20 50% of students grow one proficiency level on the ELPAC</p> <p>Baseline No Baseline. Transition to ELPAC</p>	<p>38.2% of ELL students are making progress towards English language proficiency (2019 CA Dashboard)</p>

Expected	Actual
Metric/Indicator NWEA Measures of Academic Progress, nationally normed students achievement assessment. (Priority 4A) 19-20 60% of students at or above 50th percentile in NWEA Reading. 60% of students at or above 50th percentile in NWEA Math. Baseline 35% of students at or above 50th percentile in NWEA Reading. 23% of students at or above 50th percentile in NWEA Math.	46% of students at or above 50th percentile in NWEA Reading 43% of students at or above 50th percentile in NWEA Math (Spring NWEA Map Growth Results)
Metric/Indicator EL reclassification rate. (Priority 4E) 19-20 Maintain reclassification of 20% of ELL students Baseline ELL reclassification rate (No Baseline) (Priority #4)	ELL reclassification rate at 34.1 % (2019 CA Dashboard)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Intervention and enrichment provided to all students in lab classes throughout the day. Intervention instruction principally designed to serve the needs of unduplicated pupils.	5 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$248,318 Combined with Above for total S & C expenditure Not Applicable Not Applicable 0 Benefits for 5 lab teachers 3000-3999: Employee Benefits LCFF	5 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$305,477 Combined with Above for total S & C expenditure Not Applicable Not Applicable 0 Benefits for 5 lab teachers 3000-3999: Employee Benefits LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$78,696 Combined with Above for total S & C expenditure Not Applicable Not Applicable 0 Learning Lab Student Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$36,000 6 Paraprofessionals in Primary Classrooms 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$131,000 Benefits for 6 Paraprofessionals 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$40,000	Supplemental and Concentration \$94,421 Combined with Above for total S & C expenditure Not Applicable Not Applicable 0 Learning Lab Student Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,922 6 Paraprofessionals in Primary Classrooms 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$121,764 Benefits for 6 Paraprofessionals 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,886
AP of Academics oversees the implementation of the fidelity of the academic program by working with teachers and academic coaches to ensure unduplicated students are receiving target academic support.	AP of Curriculum and Instruction 1000-1999: Certificated Personnel Salaries Title I \$85,160 AP Curriculum and Instruction Benefits 3000-3999: Employee Benefits Title I \$22,128 Intervention materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,000	AP of Curriculum and Instruction 1000-1999: Certificated Personnel Salaries Title I \$101,896 AP Curriculum and Instruction Benefits 3000-3999: Employee Benefits Title I \$22,282 Intervention materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$987
Purchase books for library area to create additional reading opportunities.	Library books 4000-4999: Books And Supplies LCFF Base \$10,000	Library books 4000-4999: Books And Supplies LCFF Base \$8,188
Utilize weekly standards based assessments and quarterly benchmarks to identify students needing supplemental instruction.	Illuminate Item Banks 4000-4999: Books And Supplies LCFF Base \$7,000	Illuminate Item Banks 4000-4999: Books And Supplies LCFF Base \$4,294

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	NWEA Assessment 4000-4999: Books And Supplies LCFF Base \$9,820 N/A Not Applicable Not Applicable N/A	NWEA Assessment 4000-4999: Books And Supplies LCFF Base \$0 N/A Not Applicable Not Applicable N/A
Provide access to high quality Common Core State Standards (CCSS) materials to facilitate access to core curriculum.	Discovery Science Curriculum 4000-4999: Books And Supplies LCFF Base \$8,000 ELA curriculum (6th grade) 4000- 4999: Books And Supplies LCFF Base \$2,200 Moved to Action 12 Not Applicable Not Applicable N/A Math Resources and Manipulative 4000-4999: Books And Supplies LCFF Base \$5,700 Social Studies Curriculum 4000- 4999: Books And Supplies LCFF Base \$7,355	Discovery Science Curriculum 4000-4999: Books And Supplies LCFF Base \$4,860 ELA curriculum (6th grade) 4000- 4999: Books And Supplies LCFF Base \$3,737 Moved to Action 12 Not Applicable Not Applicable N/A Math Resources and Manipulative 4000-4999: Books And Supplies LCFF Base \$8,000 Social Studies Curriculum 4000- 4999: Books And Supplies LCFF Base \$1,193
Provide Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development.	Success for All Coaching and PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$20,000 Science Teacher Coaching 5800: Professional/Consulting Services And Operating Expenditures Title II \$8,000 N/A Not Applicable Not Applicable N/A	Success for All Coaching and PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$48,340 Science Teacher Coaching 5800: Professional/Consulting Services And Operating Expenditures Title II \$0 N/A Not Applicable Not Applicable N/A
	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a Summer Academic program to support the needs of at-risk students and incoming Kindergarten Students	SpEd teachers for Extended SY (10 Days) 1000-1999: Certificated Personnel Salaries Special Education \$2,800 Incorporated into year round salary Not Applicable Not Applicable N/A Kinder Camp Supplies 4000-4999: Books And Supplies LCFF Base \$2,000	SpEd teacher for Extended SY (10 Days) 1000-1999: Certificated Personnel Salaries Special Education \$1,857 Incorporated into year round salary Not Applicable Not Applicable N/A Kinder Camp Supplies 4000-4999: Books And Supplies LCFF Base \$0
Provide Fall and Spring Intersessions to support unduplicated students scoring in the lowest 30% in Math or ELA.	Materials and resources for intercession 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,500	Materials and resources for intercession 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0
Expand the after school program to support academic intervention, enrichment, and extra-curricular opportunities for students.	After School paraprofessionals 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$122,300 After School program Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$30,000	After School paraprofessionals 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$144,409 After School program Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$6,341
Part time Librarian to support school-wide literacy initiatives	Librarian Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$40,376	Librarian Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$39,593
Provide rigorous leveled literacy instruction school wide to support English language development of EL's and all students.	Additional SFA Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,700	Additional SFA Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,219
Continue co-teaching model in grades K-6	SpEd teachers and Coordinator 1000-1999: Certificated Personnel Salaries Special Education \$443,500	SpEd teachers and Coordinator 1000-1999: Certificated Personnel Salaries Special Education \$428,762

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SpEd teachers and Coordinator Benefits 3000-3999: Employee Benefits Special Education \$134,000	SpEd teachers and Coordinator Benefits 3000-3999: Employee Benefits Special Education \$124,840
Continue instructional coaches for teacher support and professional development.	2 Teacher Coaches 1000-1999: Certificated Personnel Salaries LCFF Base \$168,000 Teacher coach benefits 3000- 3999: Employee Benefits LCFF Base \$43,820	2 Teacher Coaches 1000-1999: Certificated Personnel Salaries LCFF Base \$179,184 Teacher coach benefits 3000- 3999: Employee Benefits LCFF Base \$42,385
No longer using	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
Addition of Small Group Instructors (SGI's) in STEM classes to primarily support unduplicated student academic needs.	11 SGI Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$310,200 11 SGI Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$74,800	11 SGI Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$252,256 11 SGI Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$42,508

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 GA Shafter Distance Learning (DL) model that we initially offered in April of 2020.

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

Action 1: Small Group Instructor (SGI) salaries were less than anticipated due to the implementation of the Distance Learning Program. Many of the SGIs who normally provided instructional assistance in the classroom and help to implement the Afternoon

program (ASES), assumed other duties critical to this LCP.

Action 5: Professional Development costs for effective distance learning instruction was less than anticipated (travel costs/fee savings)

Action 6: Only one Instructional Coach was hired, while two were budgeted.

Action 7: The cost for implementing a co-teaching model in all ELA classrooms was higher than anticipated.

Action 10: GLAD Strategies Training was not implemented. SFA Literacy and Reading Program costs were higher than anticipated.

Action 13. PPE costs were less due to a donation by OneMask for disposable face masks and gloves.

Action 15. Health and screening costs were higher due to the purchase of two mobile thermal scanners.

Grow Academy Shafter implemented the following actions to increase or improve services to support students, families, teachers and staff:

- Provided child supervision for students whose parents were essential workers during the COVID-19 pandemic.
- Supplied scholars with Chromebooks and hotspots to families without internet access, to avoid disruptions in distance learning.
- Supplied teachers and staff with laptops to work from home to ensure continuity of learning.
- Initiated Individualized Learning Plans using digital learning platforms through distance learning.
- Created a supplemental support program for students, based on the scholar's interim assessment results.
- Provided Professional Development for all staff on how to deliver instruction on multiple digital platforms (Zoom, Google Classroom, Class Dojo). Staff also received weekly training and support with student accommodations in relation to distance learning.
- Small Group Instructors provided support to students while distance learning, including providing small group academic support and check-ins with those who are most in need or who have become disengaged from learning.

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

At the onset of the pandemic in March of 2020, our goal was to develop and implement a Distance Learning Program that mirrored our on-site Grow Academy Shafter academic model. To maintain academic and instructional continuity, the use of our state approved digital-based curriculum aided us in our implementation of standards based lessons and allowed us to sustain our various CCSS pacing guides during this Distance Learning period beginning in April of 2020.

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.

GA Shafter 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.

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. Most of the distance learning challenges were related to technology, and are explained further in the Analysis of the Distance Learning Program.

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 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator How the district promotes participation of parents for pupils with exceptional needs. (Priority #3a)</p> <p>19-20 Maintain 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.</p> <p>Baseline (No Baseline) of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.</p>	<p>According to sign in sheets and survey data, 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.</p>
<p>Metric/Indicator How the district promotes participation of students for unduplicated pupils. (Priority #3b)</p> <p>19-20</p>	<p>895 parents of GA Shafter are utilizing ParentSquare for ongoing two-way communication with an overall parent engagement rate of 96%. 22% of parents use the provided Spanish translation for two-way communication (ParentSquare Dashboard)</p>

Expected	Actual
<p>Maintain monthly parent communications used to communicate volunteer opportunities, including unduplicated students by providing translations of all communications.</p> <p>Baseline Monthly parent communications used to communicate volunteer opportunities.</p>	
<p>Metric/Indicator Efforts to seek parent input and making decisions at the school site. (Priority #3a)</p> <p>19-20 80% Parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee.</p> <p>Baseline Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc.</p>	<p>80% participation rate as indicated via sign in sheets and Zoom attendance logs.</p>
<p>Metric/Indicator How the district promotes participation of parents for unduplicated students. (Priority #3b)</p> <p>19-20 Maintain 100% translation/ interpretation services for parents/guardians.</p> <p>Baseline Provided translation services of the time for parents/guardians</p>	<p>Maintained 100% translation/interpretation services for parents/guardians.</p>
<p>Metric/Indicator Chronic absenteeism rates. (Priority #5b)</p> <p>19-20</p>	<p>Chronic Absenteeism rate was 10.9% (2019 CA Dashboard)</p>

Expected	Actual
Maintain Chronic Absenteeism rate to be less than 7%	
Baseline Chronic Absenteeism Rate (No Baseline)	
Metric/Indicator School attendance rates. (Priority #5a)	Daily Attendance Rate was 91.6% (CALPADS)
19-20 Maintain school attendance rate to be at 97% or above	
Baseline Average Daily Attendance rate (No Baseline)	
Metric/Indicator Other local measures on sense of safety and school connectedness. (Priority #6c)	The metric has been modified. Minimum average of 3.5 (out of 5) combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)
19-20 Maintain the rate of discipline citations/referrals less than 10%	
Baseline Discipline citation rate (No Baseline)	
Metric/Indicator Suspension rates. (Priority #6a)	Suspension rate was 0% (2019 CA Dashboard)
19-20 Maintain Suspension rate to be less than 2%	
Baseline Suspension rate (No Baseline)	
Metric/Indicator Expulsion rate. (Priority #6b)	Expulsion Rate was 0% (2019 CA Dashboard)

Expected	Actual
19-20 Maintain Expulsion rate to be less than 1% Baseline Expulsion rate (No Baseline)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Assistant Principal of Student Affairs to work with students and parents/guardians.	AP Student Affairs 1000-1999: Certificated Personnel Salaries LCFF Base \$86,767 Benefits AP Student Affairs 3000-3999: Employee Benefits LCFF Base \$22,418	AP Student Affairs 1000-1999: Certificated Personnel Salaries LCFF Base \$87,925 Benefits AP Student Affairs 3000-3999: Employee Benefits LCFF Base \$22,294
	Continued training to be provided in-house Not Applicable Not Applicable N/A Continued training to be provided in-house Not Applicable Not Applicable N/A	Continued training to be provided in-house Not Applicable Not Applicable N/A Continued training to be provided in-house Not Applicable Not Applicable N/A
In addition to traditional methods, improve communication channels for parents, leveraging web based, and smart phone aps.	Transitioned to new service funded by Home Office Not Applicable Not Applicable N/A Included in new service provided by Home Office Not Applicable Not Applicable N/A Kickboard License and Fees 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,500	Transitioned to new service funded by Home Office Not Applicable Not Applicable N/A Included in new service provided by Home Office Not Applicable Not Applicable N/A Kickboard License and Fees 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,600

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide monthly opportunities for family engagement through parent activities specifically designed for SED and EL families.	Family Engagement Materials. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,500 Moved to action above Not Applicable Not Applicable N/A	Family Engagement Materials. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$752 Moved to action above Not Applicable Not Applicable N/A
Translate all school documents and provide translation services for all parent meetings.	Document Tracking Services Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,500 one time cost, no needed Not Applicable Not Applicable N/A	Document Tracking Services Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$4,260 one time cost, no needed Not Applicable Not Applicable N/A
Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll.	Mileage for home visits 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,000	Mileage for home visits 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,061
Provide student incentives through the students store program.	Student Incentive Materials 4000- 4999: Books And Supplies LCFF Base \$5,000	Student Incentive Materials 4000- 4999: Books And Supplies LCFF Base \$805
Quarterly field trips to provide increased curricular experiences for students.	School Field Trips costs 5000- 5999: Services And Other Operating Expenditures LCFF Base \$21,000	School Field Trips costs 5000- 5999: Services And Other Operating Expenditures LCFF Base \$42,534
Behavior Specialist to work with students, parents, and teachers.	Behavior Specialist Salary 2000- 2999: Classified Personnel Salaries LCFF Base \$69,628 Benefits, Behavior Specialist 3000-3999: Employee Benefits LCFF Base \$7,000	Behavior Specialist Salary 2000- 2999: Classified Personnel Salaries LCFF Base \$64,119 Benefits, Behavior Specialist 3000-3999: Employee Benefits LCFF Base \$11,958

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Academic Parent Teacher Team meetings 3X a year to increase parents awareness and connection of grade level curriculum and student expectations.	APTT Child Care and Interpreters 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,000	APTT Child Care and Interpreters 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0
Continue to celebrate and encourage parent participation through parent recognition awards and an annual Parent Appreciation Night	Parent Appreciation Night 5000-5999: Services And Other Operating Expenditures LCFF Base \$5,000	Parent Appreciation Night 5000-5999: Services And Other Operating Expenditures LCFF Base \$540
	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
Increase social/emotional services to all students with the primary focus on unduplicated students through small group and 1:1 counseling.	School Psychologist Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85,782 School Psych Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,407	School Psychologist Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$89,185 School Psych Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$22,540

Goal Analysis

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

Grimmway Academy Shafter implemented the following actions to increase or improve services to support students, families, teachers and staff:

- Provided Social Emotional Learning support with daily wellness calls to scholar and families, along with steps to improve digital classroom culture and foster positive and healthy peer relationships.
- Provided additional instructional materials to scholars during grab and go lunch pick-up.
- Grimmway Academy Shafter staff made themselves available via phone, email or other online platforms including Zoom and Google Hangouts to connect with parents one-on-one to address students needs.

- Maintained continuous communication with scholars, teachers, staff and families, via ParentSquare, social media platforms, and email to keep stakeholders apprised of the rapid changing environment caused by the pandemic.
- Provided parents with additional technical support and instructions for Chromebooks and Google classroom.

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

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.

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.

Supported scholars with our SEL curriculum

Hosted a Financial Literacy workshop

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.

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 hotspots for all families in need.

Providing families with additional Chromebooks or 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"

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 21-24.

Goal 3

Maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Pupil outcomes in subjects described in 51210/51220. (Priority #8a) 19-20 100% of student will participate in Physical Education classes Baseline (N0 Baseline) of student will participate in Physical Education classes	Maintained 100% of students participated in virtual Physical Education classes pre COVID. 28.9% of 5th grade students need improvement in Aerobic Capacity 25.6% of 5th grade students need improvement in Body Composition 34.4% of 5th grade students need improvement in Abdominal Strength 24.4% of 5th grade students need improvement in Trunk Extension Strength 42.2% of 5th grade students need improvement on Upper Body Strength 10.0% of 5th grade students need improvement in Flexibility 64.4% of 5th grade students are in the Healthy Fitness Zone for Aerobic Capacity 64.4% of 5th grade students are in the Healthy Fitness Zone for Body Composition 62.1% of 5th grade students are in the Healthy Fitness Zone for Abdominal Strength 75.6% of 5th grade students are in the Healthy Fitness Zone for Trunk Extension Strength 57.8% of 5th grade students are in the Healthy Fitness Zone for Upper Body Strength 90.0% of 5th grade students are in the Healthy Fitness Zone for Flexibility

Expected	Actual
	(2018-2019 California Physical Fitness Report)
Metric/Indicator Pupil outcomes in subjects described in 51210/51220. (Priority #8a) 19-20 Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year Baseline 100% of students in K-4 participate in 12 ESY lessons per year	A total of 77 ESY lessons were provided in the 2020-2021 school year benefiting all K-5 students (modified due to COVID) (CALPADS Attendance Report)
Metric/Indicator Pupil outcomes in subjects described in 51210/51220. (Priority #8a) 19-20 Maintain 50 families participating in a family cooking class Baseline (No Baseline) families participate in a family cooking class	Due to COVID-19, 40 families participated in family cooking classes via Zoom.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Art, music, and Physical Education program for all grades.	PE Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$54,500 PE Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$16,610 PE Supplies 4000-4999: Books And Supplies LCFF Base \$5,000	PE Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$66,274 PE Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$19,617 PE Supplies 4000-4999: Books And Supplies LCFF Base \$1,720

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Upper Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$62,000</p> <p>Upper Grade Music Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$17,960</p> <p>Music Supplies 4000-4999: Books And Supplies LCFF Base \$3,000</p> <p>Art teacher salary 1000-1999: Certificated Personnel Salaries LCFF Base \$48,204</p> <p>Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$15,476</p> <p>Art Supplies 4000-4999: Books And Supplies LCFF Base \$10,000</p> <p>Lower Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$52,000</p>	<p>Upper Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$71,277</p> <p>Upper Grade Music Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$21,098</p> <p>Music Supplies 4000-4999: Books And Supplies LCFF Base \$887</p> <p>Art teacher salary 1000-1999: Certificated Personnel Salaries LCFF Base \$51,582</p> <p>Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$15,268</p> <p>Art Supplies 4000-4999: Books And Supplies LCFF Base \$14,889</p> <p>Lower Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$27,836</p>
Offer a comprehensive Edible School Yard Program.	<p>ESY Teacher Salaries (6) 2000-2999: Classified Personnel Salaries LCFF Base \$264,000</p> <p>ESY Teacher Benefits (6) 3000-3999: Employee Benefits LCFF Base \$40,000</p> <p>ESY Supplies and Materials 4000-4999: Books And Supplies LCFF Base \$16,000</p>	<p>ESY Teacher Salaries (6) 2000-2999: Classified Personnel Salaries LCFF Base \$170,592</p> <p>ESY Teacher Benefits (6) 3000-3999: Employee Benefits LCFF Base \$34,731</p> <p>ESY Supplies and Materials 4000-4999: Books And Supplies LCFF Base \$17,648</p>
Quarterly family activities to promote health and wellness including Family Cooking Classes, Garden Days and a wellness fair.	Supplies for family Activities 4000-4999: Books And Supplies LCFF	Supplies for family Activities 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$5,000	Supplemental and Concentration \$
Develop structured recess program to engage all students in various physical and social games during breaks.	Recess Coaches (5 PT and 1 FT) 2000-2999: Classified Personnel Salaries LCFF Base \$117,525 FT Recess Coach Benefits 3000- 3999: Employee Benefits LCFF Base \$6,800 Structured Recess Supplies 4000- 4999: Books And Supplies LCFF Base \$5,000	Recess Coaches (5 PT and 1 FT) 2000-2999: Classified Personnel Salaries LCFF Base \$80,698 FT Recess Coach Benefits 3000- 3999: Employee Benefits LCFF Base \$8,970 Structured Recess Supplies 4000- 4999: Books And Supplies LCFF Base \$1,068

Goal Analysis

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

Grow Academy Shafter implemented the following actions to increase or improve services to support students, families, teachers and staff:

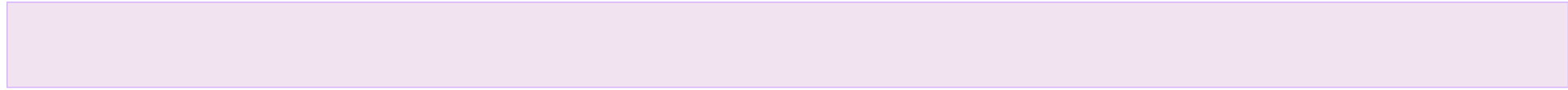
- The Cafe provided grab-and-go scratch meals Monday - Thursday during distance learning.
- Provided additional art supplies to families during grab-and-go lunch pick-up.
- Provided virtual family cooking classes to continue to engage students and families to support healthy choices.
- Created a virtual recess program for scholars and families.

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:

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

After the onset of the pandemic we continued to garner success through hosting such events as the following: 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.



Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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 standards-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).	\$440,187	\$333,677	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	\$88,555	Yes
3.Using formative assessment data (NWEA MAP, weekly standards-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.	\$363,014	\$374,464	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 for all students.	\$190,004	\$191,075	Yes
5.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

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
6. 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 unduplicated students.	\$220,526	\$125,511	Yes
7. Implementing a Co-Teaching model in all ELA classrooms in which an additional certificated instructor (SpEd credential) co-teaches the class along with the classroom teacher of record, allowing for additional capacity and supports to students most in need, with particular emphasis on those most at risk of learning loss.	\$491,100	\$557,171	Yes
8. Given stakeholder concerns over the availability of nutritious meals for students in the community who are most vulnerable, GA will repurpose the ESY Garden Educators to begin producing surplus food in the EDY Garden in order to make available for those members of our community most in need.	\$161,906	\$154,812	Yes
9. 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. Offer online cooking classes to families to reinforce healthy eating during school closure.	\$2,000	\$676	Yes
10. 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:			
10a. GLAD Strategies Training	\$10,000	\$0	Yes
10b. Success for All (SFA) Literacy and Reading Program	\$9,000	\$19,900	Yes
10c. Dr. Anita Kreide (Science Instruction Consultant)"	\$15,000	\$10,000	Yes
11. Provide Professional Development for teachers, and paraprofessionals, focusing on SEL professional development	\$10,000	\$2,749	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
(“Getting Along Together”) to meet the social and emotional needs of our students, particularly our unduplicated students who are most vulnerable during the pandemic.			
12. Classroom cleaning and sanitation supplies to mitigate the risk of contracting COVID.	\$20,000	\$15,894	No
13. Personal protective equipment (masks, gloves) for students and staff.	\$20,000	\$8,806	No
14. Plexiglass screens for students and staff at workspaces.	\$10,000	\$5,087	No
15. Health and safety screening equipment (thermometers, etc.)	\$1,000	\$20,659	No
16. Water bottle refill stations when students return to campus	\$4,000	\$5,984	No
17. Air filtration and purifier upgrades (including HVAC upgrades, and portable room air filtration systems	\$50,000	\$57,456	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 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 5: Professional Development costs for effective distance learning instruction was less than anticipated.

Action 6: Only one Instructional Coach was hired, while two were budgeted.

Action 7: The cost for implementing a co-teaching model in all ELA classrooms was higher than anticipated.

Action 10: GLAD Strategies Training was not implemented. SFA Literacy and Reading Program costs were higher than anticipated.

Action 13. PPE costs were less due to a donation by OneMask for disposable face masks and gloves.

Action 15. Health and screening costs were higher due to the purchase of two mobile thermal scanners.

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 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
18. Provide Distance Learning Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development.	\$20,000	\$10,350	Yes
19. Utilize weekly, standards based CCSS aligned assessments through Illuminate test item banks to track proficiency levels to provide targeted supports for our unduplicated students.	\$7,000	\$11,300	Yes
20. Purchasing/upgrading technology (Chromebooks) to make available for those who do not own their own device and cannot access the Google Classroom lessons online.	\$70,000	\$157,523	Yes
21. Technology stipends for distance learning teachers to purchase necessary hardware for teaching remotely and ensuring that they are able to effectively deliver the online curriculum.	\$40,000	\$29,750	No
22.Kajeet Wireless SmartSpots for families indicating that they did not have internet access at home.	\$13,000	\$14,983	Yes
23. Zoom Education License to use for synchronous lessons to ensure that students have access to live sessions with their teacher.	\$5,000	\$4,180	Yes
24. 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	\$39,667	Yes
25.Go Guardian Premium Upgrade to ensure that teachers can monitor student learning during live sessions to prevent distractions and further learning loss.	\$7,500	\$7,721	Yes
26) Web cameras for teachers engaged in distance teaching to ensure that all students can view the live online lessons clearly, particularly EL students for whom hearing the teacher and classmates speak clearly is important for their ELD.	\$5,000	\$4,712	Yes

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 18: Professional Development for literacy and English Language development was less than anticipated, as travel restrictions were in place due to COVID 19.

Action 20: Purchase and upgrading Chromebooks for scholars who did not have their own device was higher than anticipated. Initial technology needs survey data revealed a lower number.

Action 21: Technology stipends for teachers working remotely was less than anticipated.

Action 24: Signa Terra IT support was higher than anticipated due to maintenance of technology and monitoring of network to ensure students can access online curriculum.

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 Shafter experienced both successes and challenges in implementing each of the following elements in the 2020-2021 school year.

Continuity of Instruction

GA Shafter 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 Shafter 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 Shafter 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. GA Shafter also devoted an onsite staff member to assist with technology needs for teachers and students. Finally operational support was provided by the Charter Management Organization if needed.

Grow Academy Shafter (GA Shafter) 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.

Hybrid in-person instruction made the maintenance of traditional scope and pacing difficult. Through professional development and collaboration, instructional staff was able to adapt and overcome to meet the needs of their students in a hybrid setting. Prior to the beginning of the 20-21 school year, it was challenging to provide 1:1 devices due to nationwide shortages. However, the organization went above and beyond to ensure that all students had a device before school began. Additionally, connectivity in remote areas of the community was a challenge. Staff and students worked together to ensure access through the provision of Kajeet hot spots and lower-band with workarounds. 88% of students returned to school for full-time in-person instruction. 100% of students participated in state-mandated testing including the Initial and Summative ELPAC, 5th grade Science CAST, and 3-7 grade SBAC Summative Assessments. 20 students earned a score of 4 on the Summative ELPAC. Despite the logistical challenges of the pandemic, students showed growth that was similar to years prior. Organization-wide PD were replaced with departmentalized PLCs with outside

consultants to support and build teacher capacity in serving students via Distance Learning. Teachers' plates were very full juggling the responsibilities of teaching distance learning, and as a result, time was planned so that all PD participants could complete the PLC items during the designated time. Many staff members had to show adaptability and flexibility to meet the needs of students during distance learning. Through collaboration and growth mindset, the majority of staff were able to effectively serve students and even complete outside programs, such as Induction, Credentialing, and Master's degrees. Supporting students in a full-inclusion model was challenging during distance and hybrid learning, however many of our students with unique needs were able to come back to campus 5 days a week for in-person instruction in September. During fall, spring, and summer break, Extended School Year was offered as another means of support for students with unique needs. Over 150 students are slated to attend Summer Academy.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
27) 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).			Yes
27a) Newsela - An online platform that provides key literacy skills using texts that are self-identified by students as ones in which they have particular interest, increasing the likelihood of engagement. Teachers can access the assessment data and literacy level.	\$16,000	\$16,300	Yes
27b) Lexia Core 5/Power Up (Literacy) An online learning platform that provides differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.	\$13,500	\$13,900	Yes
27c) Early STAR/STAR (Reading Proficiency) An early literacy program that allows teachers to identify every learner’s strengths and weaknesses, set personalized goals, and track progress as students transition from non-readers to	\$4,250	\$4,215	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
readers.			
27d) Next Gen Math (Math 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.	\$8,500	\$13,350	Yes
27e) Rosetta Stone (Language Support) An online Language learning platform for use during ELD exercises.	\$5,000	\$0	Yes
27f) Brain POP An online learning platform that fosters engagement in STEM and Humanities.	\$2,690	\$3,345	Yes
28) 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	\$11,300	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	Yes
30) Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints, including foster, homeless, and English Language Learners.	\$40,000	\$0	Yes

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 27 - Rosetta Stone was not implemented. Mango was used as language support.

Action 30: This action is a duplicate of action 35 under "Additional Actions to Implement the LCP"

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.

Analysis of Pupil Learning Loss was challenging as our students were participating in various learning models throughout the year. One of our biggest challenges with assessments was providing remote testing accommodations. We were able to provide a secure browser on our devices, however having students attempt to test from home on personal devices did cause some challenges. Overall we have seen variances in test scores from the beginning of the year, when assessments were taken at home, versus when assessments were taken in a stable learning environment in the fall and spring.

The California 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).

Grow Academy Shafter is in its fourth year of operation and has data on the California Data Dashboard from 2018-2019 as the SBAC was waived in 2019-2020 due to the COVID-19 Pandemic. Based on this data and ongoing academic and school climate assessments, as well as meetings with stakeholders, we have identified the following areas of need:

Continued instructional support to grow the overall effectiveness and rigor in the classroom: According to the Academic Performance Indicators from 2018-2019 there was an increase of 22.3 points in ELA and 9.6 points in Math. Despite these increases, our scores remain 5.1 points below standard in ELA and 26.9 points below standard in math. To address this need, Grow Academy Shafter teachers will participate in ongoing professional learning, two instructional coaches will lead coaching cycles through a partnership with the New Teacher Center, ongoing professional development will be provided by California Lutheran Reading and Literacy Project, and data-driven Professional Learning Communities will be held weekly. STEM teachers will participate in ongoing training from Loyola Marymount and an expert consultant. We have also contracted with Success for All to provide curricular support with new staff as we are able to reinstate our 90 minute Literacy Block for grades K-5.

Increased instructional support for individualization of learning to support increased proficiency of ELL, low-income, and special education students. Our EL students were 54 points below standard in math and 46 points below standard in ELA. Additionally, our

socioeconomically Disadvantaged students were 33.3 points below standard in math and 15.1 below standard in ELA. The school aims to close this gap for our low-income and EL students by building on the success of the SFA program, co-teaching, and lab classes, which differentiate support and provide individualized instruction for students specific to their identified deficits. This will be accomplished via the support of Small Group Instructors (SGIs) who will deliver support to students in an effort to close the achievement gap for these nd advance skills and standards mastery.

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 Grow Academy Shafter 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. Other activities included:

Established a weekly 2hr SEL Block. This SEL block incorporated all GA Shafter 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 GA Shafter experienced successes in monitoring the mental health and social and emotional wellbeing of students, there were also noted challenges. The new middle school SEL curriculum used mostly in an online format was implemented in Winter of 2020. Therefore, we missed several months of implementation and data collection. It's difficult to assess whether or not the SEL program for middle school students had a direct and immediate positive impact on the social and emotional well being of students. Additionally, the SEL "Getting Along Together" curriculum was intended to be for 100% in-person instruction, but was mostly taught online through the Distance Learning Program. It was also challenging collecting SEL needs assessment data from teachers throughout the course of the pandemic. The validity of the monthly needs assessments were questionable and were not implemented as planned.

Based on the success and challenges above, and feedback acquired from our stakeholders, 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 Shafter 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 Shafter was able to successfully track attendance daily. In the 2020-2021 school year, the Average Daily Attendance Rate was 91.6%.

GA Shafter 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 GA Shafter 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 GA Shafter 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.

Most of the challenges around the implementation of pupil and family engagement and outreach were related to the restrictions of in-person (small group gatherings) throughout the pandemic. All in-person events and community engagement activities were cancelled, requiring all virtual activities. Families were still able to participate in family cooking classes and art activities virtually.

Analysis of School Nutrition

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

Successes:

Our Grow Academy Shafter Meals Program provided meals for our scholars as well as to our Shafter 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 Shafter 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 Shafter 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.

Challenges:

It was challenging to provide a variety of different meals that were appealing to students.

Some families work schedules conflicted with available distribution times.

Creating a plan to serve students on-campus and students on distance education was crucial in order to feed students on various learning models.

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	31.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	32.Purchasing additional equipment to support meal preparation and distribution	\$10,000	\$7,589	Yes
Mental Health and Social and Emotional Well-Being	33.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	34. 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	\$80,827	Yes
Pupil Engagement and Outreach	35. Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints, including foster, homeless, EL, and SPED	\$40,000	\$0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	students.			

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 33: Duplicate of action 11 in "In-Person Instructional Offerings" section.
Action 35: Duplicate of action 30 in "Pupil Learning Loss" section.

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.

Lessons learned from implementing in-person and distance learning programs in 2020-2021 have informed the development of our future goals and actions to continue the support of Professional Development in the areas of Digital Literacy and Instructional Technology. Software and student monitoring licensing will continue to be supported. As we lean into the challenges of distance learning we have evolved our practice to support our scholars and their families with Online learning and digital platforms. What we have learned from 2020-2021 is how to adapt quickly to change and navigate instructional technology as a means to increase student engagement and productivity.

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

Multiple data points were used to determine student progress including NWEA, ELPAC, SBAC, MobyMax, STAR Reading, and Lexia Core5. The instructional team met regularly to analyze student data to make instructional decisions to move forward and create unique student learning goals for all scholars using Independent Learning Plans. All IEPs were held and student progress toward their goals was monitored as usual. The team also held SST meetings for students with Tier 2 needs, as well as created behavior support plans for students with behavioral challenges to provide them with accessibility to grade level content.

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 31-Pupil Engagement and Outreach-was less than anticipated based on the license type that was purchased.

Action 32-School Nutrition-was less than anticipated based on the feedback received from parents and stakeholders. There were other community partners who provided a duplication of services (i.e., churches, City of Shafter, High School, Community Action Partnership of Kern)

Action 34. Mental Health and and Social and Emotional Well-being-was less than anticipated mainly due to the training costs that were remote (no travel).

Action 35. Pupil Engagement and Outreach-was combined with Actions 18-22

There were no substantive differences in actions or services identified as meeting the increased or improved services requirements.

Social Emotional services were provided to all students weekly and as needed. The counselor was able to provide 1:1 and small group services both on site and virtually. In addition, we recognized the need to provide grief counseling and purchased a research based curriculum to support scholars who had lost a loved one. Additional school supplies and resources, including home cooking kits from our garden, were also provided as a means to connect students to school activities.

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 Richland School District (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:

48.02% of all students met or exceeded the Common Core Standards in ELA

29.63% of ELL Students met or exceeded the ELA standard

44.13% of low-income students met or exceeded the ELA standard

35.71% of all students met or exceeded the Math standard

19.75% of ELL students met or exceeded the math standard

32.86% of low-income students met or exceeded the Math standard

22.82% of all students met or exceeded the Science standard

16.46% of low-income students met or exceeded the Science standard

8.00% of ELL students met or exceeded the Science 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 (YES)

Action 2-Intervention Coordinator-will carry forward (YES)

Action 3-Literacy Programs-will carry forward (NO)

Action 4-Standards Based Assessment-will carry forward and be modified as Educational Software(YES)

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 (was Action 8)-Summer Academic Program-will carry forward and expand (8th grade)

Action 9-After School Tutoring-will not carry forward
Action 9 (was Action 10)-Expand the After School Program-will carry forward
Action 10 (was Action 11)-School-Wide Literacy Programs-will carry forward
Action 11-English Language Learner Student Success (New Action)-is a new action intended at increasing and improving services for EL students.
Action 12 (was action 13)-Co-Teaching Model-will carry forward
Action 13 (was Action 14)-Instructional Coaches for Teacher Support-will carry forward
Action 15-Ellevation Platform-will carry forward, and is combined with Action 11

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

48.02% of all students met or exceeded the Common Core Standards in ELA
29.63% of ELL Students met or exceeded the ELA standard
44.13% of low-income students met or exceeded the ELA standard
35.71% of all students met or exceeded the Math standard
19.75% of ELL students met or exceeded the math standard
32.86% of low-income students met or exceeded the Math standard
22.82% of all students met or exceeded the Science standard
16.46% of low-income students met or exceeded the Science standard

8.00% of ELL students met or exceeded the Science standard
Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc. 80% participation rate as indicated via sign in sheets and Zoom attendance logs.895 parents of GA Shafter are utilizing ParentSquare for ongoing two-way communication with an overall parent engagement rate of 96%
22% of parents use the provided spanish translation for two-way communication
(ParentSquare Dashboard)
Provided translation services for parents/guardians 100 % of the time
75% active
involvement of
parents at all school
site activities and
events including those
with students who
have exceptional
needs.
(Sign-In Sheet/Survey Data)

Average Daily Attendance rate is 91.6% (CALPADS)

Chronic Absenteeism Rate is 10.9 %

(CA Dashboard)

Suspension rate is 0%

(CA Dashboard)

Expulsion rate is 0%

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

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:

28.9% of 5th grade students need improvement in Aerobic Capacity

25.6% of 5th grade students need improvement in Body Composition

34.4% of 5th grade students need improvement in Abdominal Strength

24.4% of 5th grade students need improvement in Trunk Extension Strength

42.2% of 5th grade students need improvement on Upper Body Strength

10.0% of 5th grade students need improvement in Flexibility

64.4% of 5th grade students are in the Healthy Fitness Zone for Aerobic Capacity

64.4% of 5th grade students are in the Healthy Fitness Zone for Body Composition

62.1% of 5th grade students are in the Healthy Fitness Zone for Abdominal Strength

75.6% of 5th grade students are in the Healthy Fitness Zone for Trunk Extension Strength

57.8% of 5th grade students are in the Healthy Fitness Zone for Upper Body Strength

90.0% of 5th grade students are in the Healthy Fitness Zone for Flexibility

(2018-2019 California Physical Fitness Report)

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

Action 1-Art and Music Program-will carry forward

Action 2-Edible School Yard Program-will carry forward

Action 3-Combined into previous action step

Action 4-Health and Wellness-will carry forward

Action 5-Combined into a previous action step

Action 6-Recess Program-will not 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	3,189,950.00	3,008,329.00
After School Education and Safety (ASES)	152,300.00	150,750.00
LCFF Base	1,261,659.00	1,130,364.00
LCFF Supplemental and Concentration	1,080,403.00	1,047,578.00
Not Applicable	0.00	0.00
Special Education	580,300.00	555,459.00
Title I	107,288.00	124,178.00
Title II	8,000.00	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	3,189,950.00	3,008,329.00
1000-1999: Certificated Personnel Salaries	1,377,407.00	1,450,848.00
2000-2999: Classified Personnel Salaries	1,018,653.00	833,838.00
3000-3999: Employee Benefits	539,115.00	517,798.00
4000-4999: Books And Supplies	187,775.00	104,510.00
5000-5999: Services And Other Operating Expenditures	35,500.00	48,735.00
5800: Professional/Consulting Services And Operating Expenditures	31,500.00	52,600.00
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	3,189,950.00	3,008,329.00
1000-1999: Certificated Personnel Salaries	LCFF Base	511,847.00	523,671.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	334,100.00	394,662.00
1000-1999: Certificated Personnel Salaries	Special Education	446,300.00	430,619.00
1000-1999: Certificated Personnel Salaries	Title I	85,160.00	101,896.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	122,300.00	144,409.00
2000-2999: Classified Personnel Salaries	LCFF Base	451,153.00	315,409.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	445,200.00	374,020.00
3000-3999: Employee Benefits	LCFF Base	170,084.00	176,321.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	212,903.00	194,355.00
3000-3999: Employee Benefits	Special Education	134,000.00	124,840.00
3000-3999: Employee Benefits	Title I	22,128.00	22,282.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	30,000.00	6,341.00
4000-4999: Books And Supplies	LCFF Base	96,075.00	67,289.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	61,700.00	30,880.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	32,500.00	47,674.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	3,000.00	1,061.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	23,500.00	52,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	8,000.00	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	2,105,373.00	2,051,601.00
Goal 2	345,502.00	352,573.00
Goal 3	739,075.00	604,155.00

* 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	\$2,114,987.00	\$1,986,326.00
Distance Learning Program	\$190,500.00	\$280,186.00
Pupil Learning Loss	\$103,940.00	\$65,285.00
Additional Actions and Plan Requirements	\$163,782.00	\$92,416.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,573,209.00	\$2,424,213.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$105,000.00	\$113,886.00
Distance Learning Program	\$40,000.00	\$29,750.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$145,000.00	\$143,636.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,009,987.00	\$1,872,440.00
Distance Learning Program	\$150,500.00	\$250,436.00
Pupil Learning Loss	\$103,940.00	\$65,285.00
Additional Actions and Plan Requirements	\$163,782.00	\$92,416.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,428,209.00	\$2,280,577.00

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 Shafter	Brook Webb Principal	bwebb@growpublicschools.org 661-630-7220

Plan Summary [2021-22]

General Information

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

Grow Academy Shafter (GA Shafter) is an elementary charter school designed to serve students in the greater Shafter community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. Our goal is to close the achievement gap for students in rural areas around Shafter by creating an environment for student excellence and well-being.

GA Shafter enrolls approximately 90 students per grade each year in Kindergarten through eighth grades, with an end goal of educating approximately 800 students annually. Our student population is 25% English learner (EL), 73% socioeconomically disadvantaged, and 5.3% special education. 86% of our students are Hispanic.

GA Shafter 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 to not only prepare students for the academic rigors of secondary and higher education but to 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.

Grow Academy is motivated by the four core values of Grow Schools:

- High Expectations
- Health and Wellness
- Perseverance

Joy

The following goals encompass our vision:

Providing 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 are promoted to 9th grade.

Educate our scholars to be self-motivated, competent, and lifelong learners, and have an authentic love of reading.

Providing the parents in the Shafter 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 the Shafter area) 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, and were able to provide individualized learning for all students of GA Shafter.

During the 2020-2021 school year Grow Academy Shafter (GA Shafter) continually collected and analyzed data from student assessments, staff, parent, and student surveys. GA Shafter sought to maintain and build upon the positive learning environment and culture that we are known for. The school's emphasis on restorative practices through training and ongoing monitoring has resulted in fewer than 5 office referrals and a 0% suspension rate. College CREWS competitions, incentives, and weekly outdoor Gatherings continued to build strong community ties between students and staff. Weekly mentoring from CREW teachers supported students, strengthened their Growth Mindset, and self-efficacy. One-on-one check-ins with supervisors and coaches continue to establish a culture of high expectations and individualized professional development. GA Shafter believes that high-level professional learning opportunities will result in accelerated student outcomes over the next two years.

In the fourth year of operation, the instructional focus was on creating a meaningful hybrid learning model. Building upon prior years' data, resources were poured into academic support for instructors and digital learning access for our scholars and their families. GA Shafter had an 83% hybrid return rate in the fall and a 98% return rate in the spring. Our families continue to voice their support for the reopening of the school, and our return rates are a success indicator of our efforts to provide a safe learning environment for all staff and students.

GA Shafter 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.

Two academic coaches provided one-on-one support for teachers focused on planning purposefully to meet or exceed the common core standards. Professional Learning Communities were established to analyze student work and create action plans for teams. The school continued a standards-aligned assessment program, which consisted of weekly standards-aligned Illuminate DNA assessments in all classes, quarterly interims, and NWEA fluency assessments; all followed by data-driven conversations and intentional planning that occurred during weekly PLCs and the 20 Days of Professional Learning that is embedded into our academic calendar. This year we were able to employ an Intervention Coordinator who worked closely with the administration to enhance our Response to Intervention protocol and began the transitional work to incorporate Multi-Tiered Systems of Support (MTSS). We continued to implement co-teaching best practices in Humanities classrooms, and expand opportunities for our special education students within our full-inclusion classrooms. GA Shafter improved the overall number of students reading on grade level as indicated by Renaissance STAR Reading. This growth was supported by the implementation of the Lexia Core 5 and Power Up Literacy Programs.

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.

The California 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).

Grow Academy Shafter is in its fourth year of operation and has data on the California Data Dashboard from 2018-2019 as the SBAC was waived in 2019-2020 due to the COVID-19 Pandemic. Based on this data and ongoing academic and school climate assessments, as well as meetings with stakeholders, we have identified the following areas of need:

Continued instructional support to grow the overall effectiveness and rigor in the classroom: According to the Academic Performance Indicators from 2018-2019 there was an increase of 22.3 points in ELA and 9.6 points in Math. Despite these increases, our scores remain 5.1 points below standard in ELA and 26.9 points below standard in math. To address this need, Grow Academy Shafter teachers will participate in ongoing professional learning, two instructional coaches will lead coaching cycles through a partnership with the New Teacher

Center, ongoing professional development will be provided by California Lutheran Reading and Literacy Project, and data-driven Professional Learning Communities will be held weekly. STEM teachers will participate in ongoing training from Loyola Marymount and an expert consultant. We have also contracted with Success for All to provide curricular support with new staff as we are able to reinstate our 90 minute Literacy Block for grades K-5.

Increased instructional support for individualization of learning to support increased proficiency of ELL, low-income, and special education students. Our EL students were 54 points below standard in math and 46 points below standard in ELA. Additionally, our socioeconomically Disadvantaged students were 33.3 points below standard in math and 15.1 below standard in ELA. The school aims to close this gap for our low-income and EL students by building on the success of the SFA program, co-teaching, and lab classes, which differentiate support and provide individualized instruction for students specific to their identified deficits. This will be accomplished via the support of Small Group Instructors (SGIs) who will deliver support to students in an effort to close the achievement gap for these subgroups and advance skills and standards mastery. In addition, we have purchased ELlevation to assist with data collection and program effectiveness for our ELL students.

In order to support a fully inclusive special education program and improve the proficiency of students with Individual Education Plans (IEP), Grow Academy Shafter will partner special education teachers with general education teachers to co-teach in a general education setting. A Co-teaching Model affords the special education teacher to act as a specialist in differentiation, provide intervention and acceleration for both special education and general education students. A Co-teacher Consultant will support these efforts and build upon our program through training, site visits, and feedback cycles, particularly with our newly hired staff.

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 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.

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 Shafter is able to offer a full-inclusion program for SWD.

Chronic Absenteeism

Based on the 2019 Dashboard data, our chronic absenteeism rate stands at 7.9% for AS. This is an overall decrease of 2.1%.

The subgroup breakdown is as follows:

SWD: 10.5%

EL: 10.8%

SED: 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.

Based on the data above and feedback received from our stakeholders, Grow Academy Shafter has prepared actions that will help to close the achievement gap through this LCAP 21-24.

LCAP Highlights

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

The 2021-2024 LCAP provides our three-year plan for continued improvement and development. In 2021-2022 we will continue the specific actions undertaken to address the various academic and social-emotional needs of our scholars.

Through an analysis of our current instructional data and input from staff and stakeholders, we identified the following:

Goal #1- Provide a personalized and inclusive learning experience that inspires all staff and students to achieve at high levels.

Our local assessment data shows that our overall proficiency achievement on Math and ELA CCSS aligned assessments is still below average. We will continue to focus resources on instructional support including; two instructional coaches, and a partnership with Cal Lutheran Reading and Literacy Project, and 20 days of focused professional development.

We will continue with our progress in the area of literacy for all students and proficiency in English for English language learners through our reading program, Success For All (SFA), Lexia Core 5, PowerUp, and Ellevation.

We will continue with a co-teaching model in order to support with fidelity our full-inclusion approach to special education and improve the growth of special needs and advanced students.

We will increase individualized learning opportunities in the Learning Lab by adding a Small Group Instructor to each classroom.

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

It is our belief that authentic parent engagement and education is the key to student success. We will support families through a personalized family engagement program, Academic Parent Teacher Team (APTT) meetings, and hosting community events to bring families together.

Monthly meetings with the principal. Suggestions include "Walk and Talk", "Coffee and Conversation", and "Talk at the Park".

Increase parent involvement opportunities in Sports, Clubs, and AMP.

Goal #3- Maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle.

We will continue to support the health and wellness of our scholars and families through the Edible Schoolyard program and Physical Fitness activities such as "Fun Runs".

Parents, scholars, and staff identified sports, art, and music as key components of our program that need to be expanded.

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 Shafter is a single school LEA and is not in 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 Shafter is a single school LEA and is not in 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 Shafter is a single school LEA and is not in CSI.

Stakeholder Engagement

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

Grow Academy Shafter is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such Grow Academy Shafter 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. This staff meeting took place on March 22, 2021.

School Site Council: Committee members include teachers, parents, principal, assistant principal. This group provided input and feedback regarding the LCAP during a March 17, 2021, virtual meeting.

Parents of Grow Academy (POGA): Composed of parents of Grow Academy Shafter students. This group also provides input and feedback regarding the LCAP during a virtual meeting that took place on March 11, 2021.

On April 9, 2021 our Director of Special Education and Director of School Operations met with our SELPA for a 2021 LCAP Consultation. During this meeting feedback was solicited on the following: how do our students with disabilities have access to fully credentialed teachers, standards aligned instructional materials, and school facilities. Feedback included continuation of our full inclusion program with co-teaching model, behaviorist and counselor on site, technology with touch screens and speech to text, and in-person learning opportunities. In an effort to improve our practice, quarterly student surveys were suggested.

The English Learner Advisory Committee (ELAC) is a committee required by state regulations for any school that has 21 or more English learners. In addition, state regulations require that parents of English learners constitute at least the same percentage of the English Learner Advisory Committee members 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 ELAC for Grow Academy Shafter convened virtually on March 11, 2021, to discuss the LCAP and solicit feedback. A general feedback session (all parents, teachers, administrators, community stakeholders took place virtually on February 12, 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

In addition to the virtual stakeholder engagement sessions with the above-referenced governance groups, a Parent Survey was distributed via Padlet and Google Forms to solicit feedback. These were delivered every Sunday via our Community Comet Weekly Newsletter and via Parent Square messages from our CMO. Furthermore, office employees distributed flyers throughout the community for posting in windows encouraging families to contact GA Shafter with questions, comments, and suggestions. These were delivered every Sunday via our

Community Comet Weekly Newsletter and via Parent Square messages from our CMO. Furthermore, office employees distributed flyers throughout the community for posting in windows encouraging families to contact GA Shafter with questions, comments, and suggestions.

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

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

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 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.

With respect to Goal 1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement, the following recommendations were made:

- Checking the time on assessments to determine if a student completed it well (POGA)
- Holding students accountable for completion of work- (i.e., Lexia) (POGA)
- Parents having access to their child's Google Classroom (POGA)
- Web-based programs with language translation (ELAC)
- Translated Help Docs for Google Classroom, Checking Grades, etc. (ELAC)
- Assistance with accessing instructional technology (ELAC)
- Progress Reports sent out more frequently-once per month-Biweekly for Cohort D (ELAC)
- English Classes for Parents (ELAC)
- Parent Courses Perhaps Team up with the Learning Center (SSC)
- Reshape RtI Process-share out with parents what that models GAA (SSC)
- Ongoing Teacher Development (Thinkmaps as an ELD Instructional Piece) (SSC)

For Goal 2: Create collaborative partnerships with parents to improve student achievement, the following recommendations were made:

- Parent Check in- biweekly- questionnaire via Google Forms (POGA)
- College Visits- 1 Day Visit (POGA)

Holding informational meetings (POGA)
 Continue to send out frequent messages w/ updates on student progress (ELAC)
 College Visits are valued and help connect the crew concept (ELAC)
 Walk and Talk, Coffee, and conversations (at the park)(ELAC)
 Transportation (SSC)
 Childcare Partnerships (SSC)
 Getting parents involved in Sports, Clubs, Music (SSC)
 Transparency with how CMO funding is spent (SSC)

For Goal 3: Provide an environment that encourages healthy lifestyles.
 Sports program- Clinics (Priscila), (Shafter Rec- Phillip) (POGA)
 Semester Fun Runs (POGA)
 Send Recipes Out "Facebook Feature" Pictures of Student's Foodie Pictures (ELAC)
 Intramural Sports (ELAC)
 Name that Tune, Guided Drawing, Sculpture, Hands-on Projects (ELAC)
 More videos about the City of Shafter, Parks, Rec Center, etc. (ELAC)
 More Facebook Live Reading Nights(ELAC)
 Natural Parks, Live Cams, Virtual Field trips to encourage interest in the outdoors (ELAC)
 Consistency with Retention of Teachers-Stability for Scholars (SSC)

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 Shafter 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 and approved by the Richland School District (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 Shafter 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 Shafter 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 Shafter 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 Shafter 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 Shafter 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 Shafter 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 Shafter 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 Shafter 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 Shafter will continue to build an extracurricular athletics program benefitting unduplicated students.



Goals and Actions

Goal

Goal #	Description
1	Provide a personalized and inclusive learning experience that inspires all staff and students to achieve at high levels.

An explanation of why the LEA has developed this goal.

At Grow Academy Shafter, 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). Continued instructional support to grow the overall effectiveness and rigor in the classroom: According to the Academic Performance Indicators from 2018-2019 there was an increase of 22.3 points in ELA and 9.6 points in Math. Despite these increases, our scores remain 5.1 points below standard in ELA and 26.9 points below standard in math. To address this need, Grow Academy Shafter teachers will participate in ongoing professional learning, two instructional coaches will lead coaching cycles through a partnership with the New Teacher Center, ongoing professional development will be provided by California Lutheran Reading and Literacy Project, and data-driven Professional Learning Communities will be held weekly. STEM teachers

will participate in ongoing training from Loyola Marymount and an expert consultant. We have also contracted with Success for All to provide curricular support with new staff as we are able to reinstate our 90 minute Literacy Block for grades K-5.

The final distinctive characteristic of GA Shafter 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. GA Shafter 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.

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 for assignments	100 % of teachers are fully credentialed in subject areas				100 % of teachers are appropriately assigned and fully credentialed in subject areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority #1a)					
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 (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				100% of students will have access to standards-aligned instructional materials
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 (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				All facilities will have an overall rating of "exemplary" as indicated on the FIT report
Implementation of state board adopted academic content and performance standards for all students (Priority #2a)	In the 2020-2021 the school year, all teachers participate in 164 professional development hours (GPS Board Approved School Calendar)				100% of Math & English teachers will receive professional development in CCSS
How the programs and services will	100% of ELL students have access to high				100% of ELL students will have access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enable English Learners to access the CCSS & ELD standards for the purposes of gaining academic content knowledge and English proficiency (Priority # 2b)	quality ELD Instruction and support materials. (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				high quality ELD Instruction and support materials
<p>Pupils have access to and are enrolled in English, Math, Social Science, Science, Health, VAPA, other studies that are prescribed by the governing board for grades 1-6</p> <p>Pupils have access to and are enrolled in English, Social Sciences, Foreign Language, PE, Science, Math, VAPA, Applied Arts, and CTE</p> <p>(Priority #7a)</p>	100% of students have access to Math, ELA, Intervention and enrichment and elective courses (Course Offerings-Parent/Student Handbook)				100% of students will have access to Math, ELA, Intervention and enrichment and extracurricular courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.
Programs and services developed and provided to students with disabilities (Priority #7c)	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).				100% of identified special education students will receive adequate services as described in their IEP and evidence through GA's approach to Inclusion (SPED Co-Teachers in each ELA Classroom).
State Assessments (Priority #4a)	<p>48.02% of all students met or exceeded the Common Core Standards in ELA</p> <p>29.63% of EL Students met or exceeded the ELA standard</p>				<p>60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>30.8% of EL students will meet or exceed the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>44.13% of low-income students met or exceeded the ELA standard</p> <p>35.71% of all students met or exceeded the Math standard</p> <p>19.75% of EL students met or exceeded the math standard</p> <p>32.86% of low-income students met or exceeded the Math standard</p> <p>22.82% of all students met or exceeded the Science standard</p> <p>16.46% of low-income students met or exceeded the Science standard</p> <p>8.00% of EL students met or exceeded the Science standard</p>				<p>ELA standard</p> <p>50% of low-income students will meet or exceed the ELA standard</p> <p>50% of all 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 EL students will meet or exceed the math standard</p> <p>30% of all students will meet or exceed the Science standard</p> <p>30% of low-income students will meet or exceed the Science standard</p> <p>15% of EL 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>60 % of students will be at or above 50th percentile in NWEA Reading</p> <p>(Grow Public Schools Board Approved Charter Petition 2021-2026)</p> <p>(2019 California Dashboard)</p>
% 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
% of pupils that have successfully completed both B and C) (Priority #4d)	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of ELs who make progress toward English proficiency (as measured by ELPAC) (Priority #4e)	38.2% of ELL students are making progress towards English language proficiency (California Dashboard 2019)				65% of of students will make progress towards English language proficiency
ELL reclassification rate (Priority #4f)	ELL reclassification rate at 34.1 % (CA Dashboard)				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
Pupil outcomes in subjects described in 51210/51220 (Priority #8a)	100% of students have access to Math, ELA, intervention, enrichment and elective				100% of students have will have access to Math, ELA, Intervention and enrichment and elective

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	courses.				courses

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and Enrichment	Together, the Intervention Coordinator and Lab teachers are to provide support, intervention, and enrichment to all students in lab classes throughout the instructional day. Intervention instruction principally designed to serve the needs of unduplicated pupils. This allocation is for 4 lab teachers and one Intervention Coordinator. Staff salaries contribute to this action.	\$373,114.00	Yes
2	Targeted Academic Support for Unduplicated Students	1 AP of Academics oversees the implementation of the fidelity of the academic program by working with teachers and academic coaches to ensure unduplicated students are receiving target academic support. 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. Staff salaries contribute to this action.	\$123,293.00	Yes
3	Literacy Programs	Grow Academy Shafter 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. Continue to increase the library inventory that will promote more reading opportunities. Increase the number of books in circulation (in students' hands). Materials and supplies contribute to this action.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
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, Peardeck, Lexia, NextGen, IXL Math and Reading, Rosetta Stone, NWEA. These platforms allow us to determine what students have learned and how to identify performance gaps. Software license fees, technical assistance.	\$44,719.00	Yes
5	Success for All	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.	\$48,100.00	Yes
6	Professional Development	Provide Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development. 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. Service contracts and conference fees contribute to this action.	\$56,000.00	Yes
7	Summer Academic Program	Provide a Summer Academic program to support the needs of at-risk students and increase academic achievement of EL, Foster Youth, and Low Income students. Staff salaries and instructional materials contribute to this action.	\$11,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Provide Fall and Spring Intersessions to Support Unduplicated Students	Provide Fall and Spring Intersessions to support our most needy unduplicated students in Math or ELA. Salaries and instructional materials contribute to this action.	\$2,500.00	No
9	Expand After School Program	Expand the after school program to support academic intervention, enrichment, and extra-curricular opportunities for students. ASES staff and instructional materials contribute to this action.	\$176,120.00	No
10	School-Wide Literacy Initiatives	Part time Literacy Specialist to support school-wide literacy initiatives. Staff salaries contribute to this action.	\$58,650.00	No
11	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	\$27,375.00	Yes
12	Co-teaching Model	Continue co-teaching model in grades K-8. 8 SPED Teachers salaries and benefits. 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	\$682,206.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Staff salaries contribute to this item.		
13	Instructional Coaches for Teacher Support	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. Staff salaries contribute to this item	\$195,837.00	Yes
15	Small Group Instructors in Lab Classes	Eleven (11) Small Group Instructors (SGI's) in Lab classes will help 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	\$413,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Staff salaries contribute to this action.		

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 Shafter 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 Shafter 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 Shafter 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. GA Shafter 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 and making decisions at the school site. (Priority #3a)	Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc. 80% participation rate as indicated via sign in sheets and Zoom attendance logs.				Will continue to achieve 80% rate of parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee
How the school promotes participation of students for	895 parents of GA Shafter are utilizing ParentSquare for				Will Maintain weekly Community Comet

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated pupils. (Priority #3b)	ongoing two-way communication with an overall parent engagement rate of 96% 22% of parents use the provided spanish translation for two-way communication (ParentSquare Dashboard)				parent newsletters used to communicate volunteer opportunities disseminated via Parent Square. Read rate metrics collected within Parent Square.
How the school promotes participation of parents for unduplicated students. (Priority #3b)	Provided translation services for parents/guardians 100 % of the time				Will provide translation services for parents/guardians 100 % of the time.
How district will promote parental participation in programs for students with disabilities (Priority #3c)	75% active involvement of parents at all school site activities and events including those with students who have exceptional needs. (Sign-In Sheet/Survey Data)				Will achieve 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.
School attendance rates (Priority #5a	Average Daily Attendance rate is 91.6% (CALPADS)				Maintain school attendance rate to be at 97% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rates (Priority #5b)	Chronic Absenteeism Rate is 10.9 % (CA Dashboard)				Chronic Absenteeism Rate will be 5% or less
Middle school dropout rates (Priority #5c)	Middle School Drop Out rate 0% (CA Dashboard)				Middle School Drop Out rate will be 0%
High school drop out rates (Priority #5d)	N/A				N/A
High school graduation rates (Priority #5e)	N/A				N/A
Pupil suspension rates (Priority #6a)	Suspension rate is 0% (CA Dashboard)				Maintain Suspension rate to be less than 2%
Pupil expulsion rates (Priority #6b)	Expulsion rate is 0%				Maintain Expulsion rate to be less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwide and classroom culture metrics (Priority #6c.)	Minimum average of 3.6 (out of 5) 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)	<p>8.02% of all students met or exceeded the Common Core Standards in ELA</p> <p>29.63% of ELL Students met or exceeded the ELA standard</p> <p>44.13% of low-income students met or exceeded the ELA standard</p> <p>35.71% of all students met or exceeded the Math standard</p> <p>19.75% of ELL students met or exceeded the math standard</p>				<p>60 % of all students will meet or exceeded the Common Core 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 all students will meet or exceed the Math standard</p> <p>40% of low-income students will meet or exceed the Math standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>32.86% of low-income students met or exceeded the Math standard</p> <p>22.82% of all students met or exceeded the Science standard</p> <p>16.46% of low-income students met or exceeded the Science standard</p> <p>8.00% of ELL students met or exceeded the Science standard</p>				<p>30% of EL students will meet or exceed the math standard</p> <p>30% of all students will meet or exceed the Science standard</p> <p>30% of low-income students will meet or exceed the Science standard</p> <p>15% of EL students will meet or exceed the Science standard</p> <p>60 % of students will be at or above 50th percentile in NWEA Reading</p> <p>(Grow Public Schools Board Approved Charter Petition 2021-2026)</p> <p>(2019 California Dashboard)</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Success Team	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.	\$359,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</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>		
3	Family Engagement	<p>Provide monthly opportunities for family engagement through parent activities specifically designed for SED and EL families.</p> <p>Materials/Supplies</p>	\$6,500.00	No
4	Interpreter	<p>Provide a translator(s) for POGA, Governance, SSC and other school site activities. Add Spanish only meetings, e.g.; ELAC/DELAC. Maintain translation services to be used in all parent and board meetings. Translation software fees, Zoom, stipends for a translator contribute to this action.</p>	\$13,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Teacher Training for Family Home Visits	Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll. Mileage reimbursement contributes to this action.	\$3,000.00	No
6	Student Incentives	Provide student attendance/behavior incentives through the Student Store program. Student incentive materials contribute to this action.	\$5,000.00	No
7	Quarterly Field Trips	Quarterly field trips (as permitted) to encourage attendance and positive behavior and to enhance educational experiences for students. Entry and travel expenses contribute to this action.	\$45,000.00	No
8	McKinney Vento Support (Director of Community Initiatives)	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.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Academic Parent Teacher Team Meetings	<p>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.</p> <p>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. Triannual Academic Parent Teacher Team meetings to increase parent awareness and connection to grade level curriculum and student expectations. APTT supplies and materials contribute to this action.</p>	\$2,000.00	Yes
10	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. Supplies and materials contribute to this action.	\$7,000.00	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.

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
3	Maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle.

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 2020-2021, 77.1% of GA Shafter'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 Shafter was established in 2017 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy Shafter extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Shafter 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

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,	28.9% of 5th grade students need improvement in Aerobic Capacity				The percentage of 5th and 7th grade students needing improvement in Aerobic Capacity will decrease by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
various participation rates) (Priority #8a)	<p>25.6% of 5th grade students need improvement in Body Composition</p> <p>34.4% of 5th grade students need improvement in Abdominal Strength</p> <p>24.4% of 5th grade students need improvement in Trunk Extension Strength</p> <p>42.2% of 5th grade students need improvement on Upper Body Strength</p> <p>10.0% of 5th grade students need improvement in Flexibility</p> <p>64.4% of 5th grade students are in the Healthy Fitness Zone for Aerobic Capacity</p> <p>64.4% of 5th grade students are in the Healthy Fitness Zone for Body Composition</p>				<p>The percentage of 5th and 7th grade students needing improvement in body composition will decrease by 5%</p> <p>The percentage of 5th and 7th grade students needing improvement in abdominal strength will decrease by 5%</p> <p>The percentage of 7th grade students needing improvement in trunk extension strength will decrease by 5%</p> <p>The percentage of 5th grade and 7th grade students needing improvement in upper 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>62.1% of 5th grade students are in the Healthy Fitness Zone for Abdominal Strength</p> <p>75.6% of 5th grade students are in the Healthy Fitness Zone for Trunk Extension Strength</p> <p>57.8% of 5th grade students are in the Healthy Fitness Zone for Upper Body Strength</p> <p>90.0% of 5th grade students are in the Healthy Fitness Zone for Flexibility</p> <p>(2018-2019 California Physical Fitness Report)</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 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>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>Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing, various participation rates) (Priority #8a)</p>	<p>90 middle school students received physical education for at least 150-225 minutes per week throughout the school year.</p> <p>630 elementary students (K-6) received physical education for at least 80-110 minutes per week throughout the school year (CALPADS Attendance Report)</p> <p>(CALPADS Attendance Report)</p>				<p>100% of student will participate in Physical Education classes</p>

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>Number of parents participating in Family Cooking classes</p> <p>A total of 77 ESY lessons were provided in the 2020-2021 school year benefiting all K-5 students (CALPADS Attendance Report)</p>				Maintain 100% of students in K-5 to participate in 12 Edible Schoolyard lessons per year

Actions

Action #	Title	Description	Total Funds	Contributing
1	Art and Music Programs	One (1) Music and two (2) Art Teachers of Grow Academy Shafter is committed to providing enrichment programs that most students in the Shafter community are not able to afford outside of school, by providing music and Art enrichment courses for all students. Research suggests there is a positive correlation between arts/music participation and positive health and wellness outcomes. Over the past decade, health psychologists have cautiously begun looking at how the arts might be used in a variety of ways to heal emotional injuries, increase understanding of oneself and others, develop a capacity for self-reflection, reduce symptoms, and alter behaviors and thinking patterns. ⁸ Krout RE. Music listening to facilitate relaxation and promote wellness: integrated aspects of our neurophysiological responses to music. Arts Psychother 2006;34(2):134–141 [Google Scholar] Staff salaries are contributing to this action.	\$258,530.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Edible School Yard Program	<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 and 3 are all aligned to address these chronic health conditions in Kern County.</p> <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>The Edible Schoolyard (ESY) at Grow Academy Shafter was established in 2017 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 Shafter 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.</p> <p>A team of two (2) ESY Lead Educators and two (2) 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. Staff salaries, cooking supplies, books, and instructional materials contribute to this action.</p>	\$341,369.00	Yes
3	Promote Health and Wellness	Quarterly family activities to promote health and wellness including Farmer's Market/Wellness Fair, Family Cooking Classes, and Garden Days. Materials and supplies contribute to this action item.	\$5,000.00	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.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

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.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

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
32%	\$2,055,137

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 Shafter provides to all students, without regard to their status as English Learners, Low income or Foster Youth, Grimmway Academy Shafter 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 32%—relative to services provided to all students

The 2019 California Dashboard reveals the following:
Dashboard

The California 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).

Based on this data and ongoing academic and school climate assessments, as well as meetings with stakeholders, we have identified the following areas of need:

Continued instructional support to grow the overall effectiveness and rigor in the classroom: According to the Academic Performance Indicators from 2018-2019 there was an increase of 22.3 points in ELA and 9.6 points in Math. Despite these increases, our scores remain 5.1 points below standard in ELA and 26.9 points below standard in math. To address this need, Grow Academy Shafter teachers will participate in ongoing professional learning, two instructional coaches will lead coaching cycles through a partnership with the New Teacher Center, ongoing professional development will be provided by California Lutheran Reading and Literacy Project, and data-driven Professional Learning Communities will be held weekly. STEM teachers will participate in ongoing training from Loyola Marymount and an expert consultant. We have also contracted with Success for All to provide curricular support with new staff as we are able to reinstate our 90 minute Literacy Block for grades K-5.

Increased instructional support for individualization of learning to support increased proficiency of ELL, low-income, and special education students. Our EL students were 54 points below standard in math and 46 points below standard in ELA. Additionally, our socioeconomically Disadvantaged students were 33.3 points below standard in math and 15.1 below standard in ELA. The school aims to close this gap for our low-income and EL students by building on the success of the SFA program, co-teaching, and lab classes, which differentiate support and provide individualized instruction for students specific to their identified deficits. This will be accomplished via the support of Small Group Instructors (SGIs) who will deliver support to students in an effort to close the achievement gap for these subgroups and advance skills and standards mastery. In addition, we have purchased ELLevation to assist with data collection and program effectiveness for our ELL students.

In order to support a fully inclusive special education program and improve the proficiency of students with Individual Education Plans (IEP), Grow Academy Shafter will partner special education teachers with general education teachers to co-teach in a general education setting. A Co-teaching Model affords the special education teacher to act as a specialist in differentiation, provide intervention and acceleration for both special education and general education students. A Co-teacher Consultant will support these efforts and build upon our program through training, site visits, and feedback cycles, particularly with our newly hired staff.

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 Shafter 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. GA Shafter enrolls approximately 90 students per grade each year in Kindergarten through eighth grades, with an end goal of educating approximately 800 students annually. Our student population is 25% English learner (EL), 73% socioeconomically disadvantaged, and 5.3% special education. 86% of our students are Hispanic. GA Shafter 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.

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

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

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 four (4) Learning Lab Teachers and one (1) Intervention Coordinator. 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 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

Grow Academy Shafter 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- Targeted Academic Support for Unduplicated Students-

AP of Academics oversees the implementation of the fidelity of the academic program by working with teachers and academic coaches to ensure unduplicated students are receiving target academic support. 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. 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 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

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. The following educational software programs will be implemented: BrainPOP, Rosetta Stone, Dreambox, Moby Max, Edmentum, Soar Study Skills. This action continued from the 2019 LCAP and has been proven to be effective based on the results below

2019 ELA Results

ELs 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

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 Shafter 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 literacy and English Language development. This professional development will help develop 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 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

Action 7- Summer Academic Camp- Provide a Summer Academic program to support the needs of at-risk 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 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

Action 8 (new action)-Provide Fall and Spring Intersessions-Provide Fall and Spring intersession programs to support the needs of at-risk students and increase academic achievement of EL, Foster Youth, and Low Income students. This is a new action, and the below data will continue to be measured.

2019 ELA Results

ELs 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

Action 11-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 #15 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 29.63% met the standard (46 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

Action 12-Co-Teaching Model-Continue co-teaching model in grades K-8. A total of eight (8) Special Education Teachers and two (2) 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. 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 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

Action 13-Instructional Coaches for Teacher Support-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. 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 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

Action 14-Small Group Instructors in Lab Classes- Eleven (11) Small Group Instructors (SGI's) in Lab classes will help 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. 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 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

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

The California 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). Based on this data and ongoing academic and school climate assessments, as well as meetings with stakeholders, we have identified the following areas of need:

Continued instructional support to grow the overall effectiveness and rigor in the classroom: According to the Academic Performance Indicators from 2018-2019 there was an increase of 22.3 points in ELA and 9.6 points in Math. Despite these increases, our scores remain 5.1 points below standard in ELA and 26.9 points below standard in math. To address this need, Grow Academy Shafter teachers will participate in ongoing professional learning, two instructional coaches will lead coaching cycles through a partnership with the New Teacher Center, ongoing professional development will be provided by California Lutheran Reading and Literacy Project, and data-driven Professional Learning Communities will be held weekly. STEM teachers will participate in ongoing training from Loyola Marymount and an expert consultant. We have also contracted with Success for All to provide curricular support with new staff as we are able to reinstate our 90 minute Literacy Block for grades K-5.

Increased instructional support for individualization of learning to support increased proficiency of ELL, low-income, and special education students. Our EL students were 54 points below standard in math and 46 points below standard in ELA. Additionally, our socioeconomically Disadvantaged students were 33.3 points below standard in math and 15.1 below standard in ELA. The school aims to close this gap for our low-income and EL students by building on the success of the SFA program, co-teaching, and lab classes, which differentiate support and provide individualized instruction for students specific to their identified deficits. This will be accomplished via the support of Small Group Instructors (SGIs) who will deliver support to students in an effort to close the achievement gap for these subgroups and advance skills and standards mastery.

At Grow Academy Shafter 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 Shafter 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 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. 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. This action continued from the 2019 LCAP and has been proven to be effective based on the results below.

2019 ELA Results

ELs 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

Action 3-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 7(new action item)-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 8-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:

895 parents of GA Shafter are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall parent engagement rate is 96%; 22% of parents use the provided spanish translation for two-way communication (ParentSquare Dashboard)
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)

8.02% of all students met or exceeded the Common Core Standards in ELA

29.63% of ELL Students met or exceeded the ELA standard

44.13% of low-income students met or exceeded the ELA standard

35.71% of all students met or exceeded the Math standard

19.75% of ELL students met or exceeded the math standard

32.86% of low-income students met or exceeded the Math standard

22.82% of all students met or exceeded the Science standard

16.46% of low-income students met or exceeded the Science standard

8.00% of ELL students met or exceeded the Science standard

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 Shafter'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 Shafter was established in 2017 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 Shafter 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 Shafter, 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 the need to continue to provide an environment that encourages healthy lifestyles, and through stakeholder input received, the following actions for Goal 3 will be implemented in the 21-24 LCAP.

Goal 3-Provide an environment that encourages healthy lifestyles.

Action 1-Art and Music Programs-One (1) Music and two (2) Art Teachers of Grow Academy Shafter is committed to providing enrichment programs that most students in the Shafter community are not able to afford outside of school, by providing music and Art enrichment courses for all students. Research suggests there is a positive correlation between arts/music participation and positive health and wellness outcomes. Over the past decade, health psychologists have cautiously begun looking at how the arts might be used in a variety of ways to heal emotional injuries, increase understanding of oneself and others, develop a capacity for self-reflection, reduce symptoms, and alter behaviors and thinking patterns. 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 29.63% met the standard (46 points below standard)

SED 44.13% met the standard (15.1 points below standard)

2019 Math Results

ELs 19.75% met the standard (54 points below standard)

SED 32.86% met the standard (33.3 points below standard)

Action 2-Edible Schoolyard Program-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 Shafter was established in 2017 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 Shafter extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Shafter 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 two (2) 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:

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.

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 Shafter 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-Promote Health and Wellness -Quarterly family activities to promote health and wellness including Farmer's Market/Wellness Fair, Family Cooking Classes, and Garden Days. 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. 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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,281,281.00	\$858,326.00		\$143,407.00	\$3,283,014.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,919,443.00	\$363,571.00

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	\$350,000.00			\$23,114.00	\$373,114.00
1	2	English Learners Foster Youth Low Income	Targeted Academic Support for Unduplicated Students	\$6,000.00			\$117,293.00	\$123,293.00
1	3	All	Literacy Programs	\$10,000.00				\$10,000.00
1	4	English Learners Foster Youth Low Income	Educational Software	\$44,719.00				\$44,719.00
1	5	English Learners Foster Youth Low Income	Success for All	\$48,100.00				\$48,100.00
1	6	English Learners Foster Youth Low Income	Professional Development	\$53,000.00			\$3,000.00	\$56,000.00
1	7	English Learners Foster Youth Low Income	Summer Academic Program	\$11,000.00				\$11,000.00
1	8	All	Provide Fall and Spring Intersessions to Support Unduplicated Students	\$2,500.00				\$2,500.00
1	9	All	Expand After School Program		\$176,120.00			\$176,120.00
1	10	All	School-Wide Literacy Initiatives	\$58,650.00				\$58,650.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners	English Learner Student Success	\$27,375.00				\$27,375.00
1	12	English Learners Foster Youth Low Income	Co-teaching Model		\$682,206.00			\$682,206.00
1	13	English Learners Foster Youth Low Income	Instructional Coaches for Teacher Support	\$195,837.00				\$195,837.00
1	15	English Learners Foster Youth Low Income	Small Group Instructors in Lab Classes	\$413,138.00				\$413,138.00
2	1	English Learners Foster Youth Low Income	Student Success Team	\$359,563.00				\$359,563.00
2	3	All	Family Engagement	\$6,500.00				\$6,500.00
2	4	English Learners Foster Youth Low Income	Interpreter	\$13,000.00				\$13,000.00
2	5	All	Teacher Training for Family Home Visits	\$3,000.00				\$3,000.00
2	6	All	Student Incentives	\$5,000.00				\$5,000.00
2	7	All	Quarterly Field Trips	\$45,000.00				\$45,000.00
2	8	Foster Youth	McKinney Vento Support (Director of Community Initiatives)	\$15,000.00				\$15,000.00
2	9	English Learners Foster Youth Low Income	Academic Parent Teacher Team Meetings	\$2,000.00				\$2,000.00
2	10	All	Parent Appreciation Night	\$7,000.00				\$7,000.00
3	1	English Learners Foster Youth Low Income	Art and Music Programs	\$258,530.00				\$258,530.00
3	2	English Learners Foster Youth Low Income	Edible School Yard Program	\$341,369.00				\$341,369.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Promote Health and Wellness	\$5,000.00				\$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,143,631.00	\$2,969,244.00
LEA-wide Total:	\$27,375.00	\$27,375.00
Limited Total:	\$15,000.00	\$15,000.00
Schoolwide Total:	\$2,101,256.00	\$2,926,869.00

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 Shafter	\$350,000.00	\$373,114.00
1	2	Targeted Academic Support for Unduplicated Students	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$6,000.00	\$123,293.00
1	4	Educational Software	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$44,719.00	\$44,719.00
1	5	Success for All	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$48,100.00	\$48,100.00
1	6	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$53,000.00	\$56,000.00
1	7	Summer Academic Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$11,000.00	\$11,000.00
1	11	English Learner Student Success	LEA-wide	English Learners	All Schools	\$27,375.00	\$27,375.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Specific Schools: Grow Academy Shafter		
1	12	Co-teaching Model	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter		\$682,206.00
1	13	Instructional Coaches for Teacher Support	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$195,837.00	\$195,837.00
1	15	Small Group Instructors in Lab Classes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$413,138.00	\$413,138.00
2	1	Student Success Team	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$359,563.00	\$359,563.00
2	4	Interpreter	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$13,000.00	\$13,000.00
2	8	McKinney Vento Support (Director of Community Initiatives)	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools Specific Schools: Grow Academy Shafter	\$15,000.00	\$15,000.00
2	9	Academic Parent Teacher Team Meetings	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$2,000.00	\$2,000.00
3	1	Art and Music Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$258,530.00	\$258,530.00
3	2	Edible School Yard Program	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$341,369.00	\$341,369.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Promote Health and Wellness	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$5,000.00	\$5,000.00

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

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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.