

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Academy Shafter

CDS Code: 15 63578 0135186

School Year: 2022-23

LEA contact information:

Lacie Harris

Principal

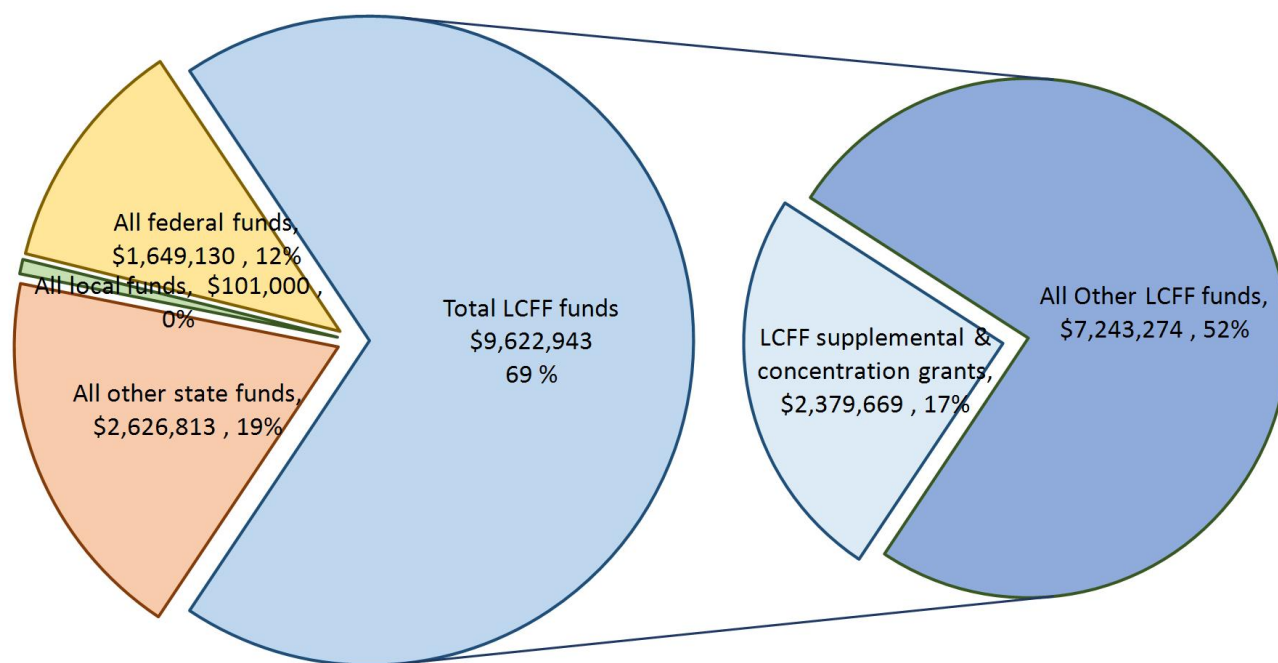
Lharris@growpublicschools.org

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 2022-23 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.

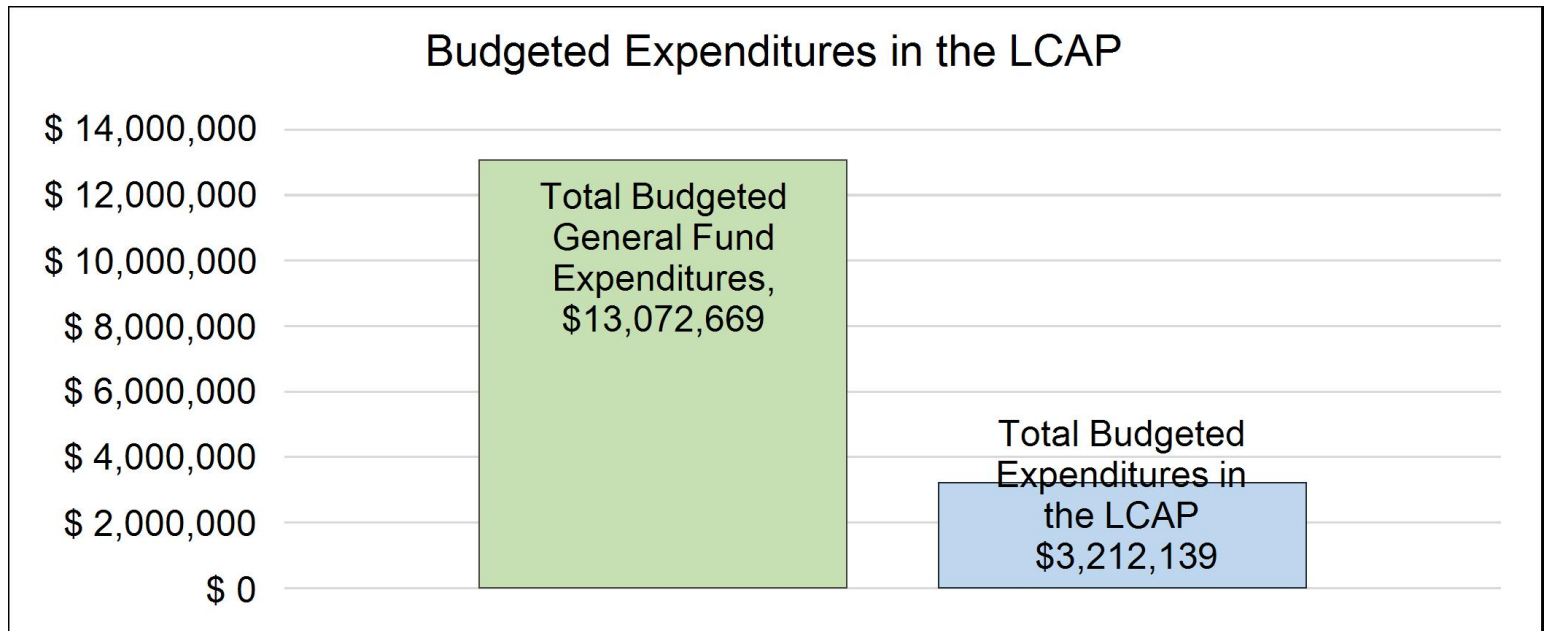
The text description for the above chart is as follows: The total revenue projected for Grow Academy Shafter is \$13,999,886, of which \$9,622,943 is Local Control Funding Formula (LCFF), \$2,626,813 is other state funds,

\$101,000 is local funds, and \$1,649,130 is federal funds. Of the \$9,622,943 in LCFF Funds, \$2,379,669 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

DRAFT

## 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

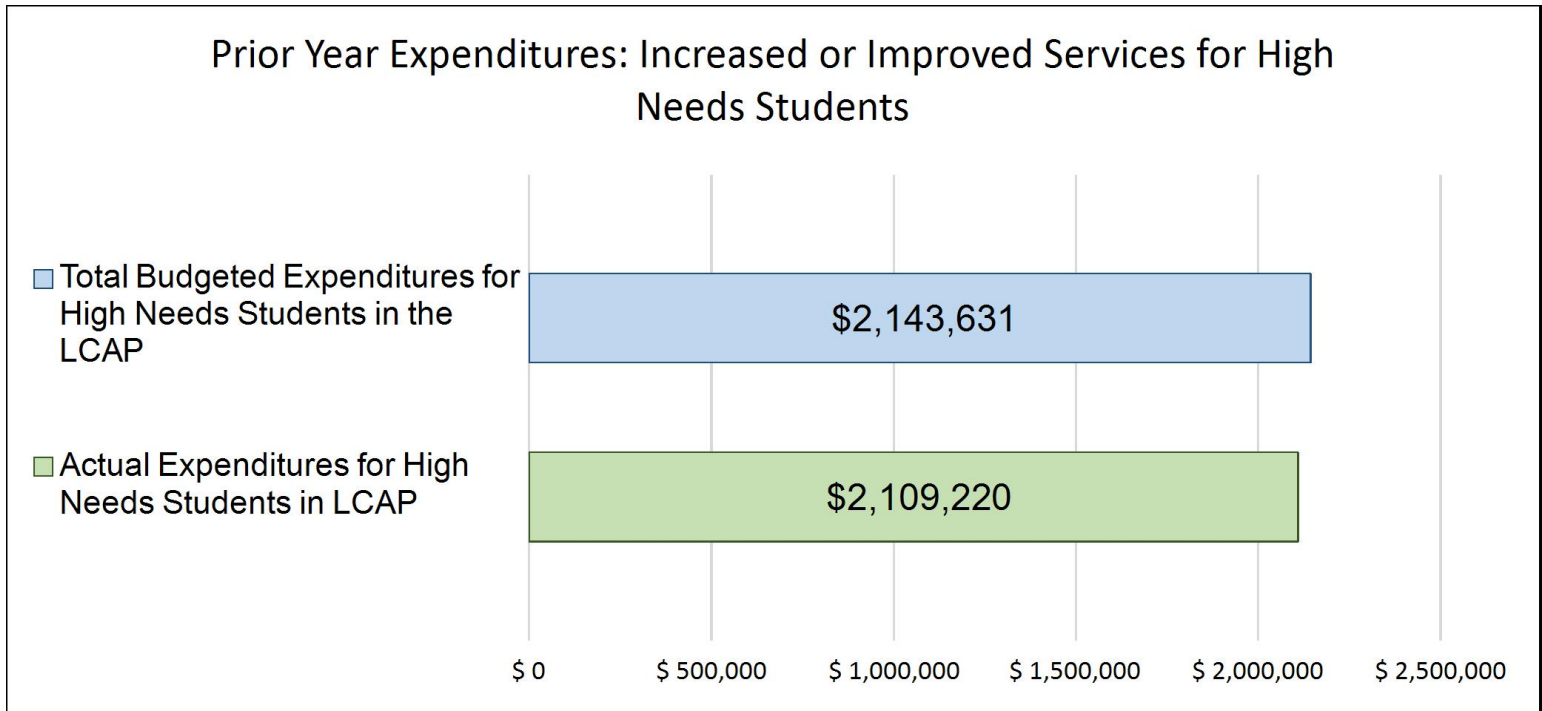
The text description of the above chart is as follows: Grow Academy Shafter plans to spend \$13,072,669 for the 2022-23 school year. Of that amount, \$3,212,139 is tied to actions/services in the LCAP and \$9,860,530 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Grow Academy Shafter is projecting it will receive \$2,379,669 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 \$2,748,019 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 2021-22



This chart compares what Grow Academy Shafter budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Grow Academy Shafter's LCAP budgeted \$2,143,631 for planned actions to increase or improve services for high needs students. Grow Academy Shafter actually spent \$2,109,220 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grow Academy Shafter	Lacie Harris Principal	lharris@growpublicschools.org 661-630-7220

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Grow Academy Shafter (GA Shafter) is committed to the idea that meaningful educational partner 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 Educational Partners in the development of the annual LCAP including the discussion and review of goals, school data as well as proposed actions and services. The following groups have been actively involved in the LCAP development process: School Site Council, Parents of Grow Academy (SPGA), and the English Learner Advisory Committee, Associated Student Body Officers. Meetings to engage these identified educational partners will take place in the months of February and March 2022. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged educational partners during the 2021-22 school year as follows:

- A public hearing was held on November 22, 2021 regarding the Educator Effectiveness Block Grant, which was subsequently approved by the Grow Public Schools Board of Directors on December 20, 2021.

- A Community Outreach Survey was administered in English and Spanish to solicit feedback and assess educational needs.

As part of the educational partner engagement process, Grow Academy Shafter will also solicit feedback on the use of additional funds that were not included in the 2021-2022 LCAP. This funding includes: Elementary and Secondary School Emergency Relief Fund (ESSER) I, II, III, Expanded Learning Opportunity Grant, and Governor's Emergency Relief Fund (GEER).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Grow Academy Shafter does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent, so no additional funding has been added.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, Grow Academy Shafter receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs were addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows: The ESSER III plan can be viewed on Grow Academy Shafter's website, and summarizes the efforts made to engage Educational Partners to solicit and gain meaningful feedback on where to focus and deploy ESSER III funds. Specifically, a survey was sent to parents and families who speak a language other than English via ParentSquare in the Spring; a community outreach survey was posted on the GA Shafter's website ([www.gashafter.org](http://www.gashafter.org)) in the Fall; a survey was sent to our staff including school administrators, district administrators, Special Education Administrators, teachers, principal, school leaders such as assistant principals, intervention coordinator, instructional coaches, paras, aides, office staff, secretaries, custodial, and café staff. Lastly a survey was sent to middle school students the week of October 18th to gain their input on where GA Shafter could best allocate the ESSER funds. GA Shafter engaged in meaningful consultation with Civil Rights groups, tribes, and community advocates on October 8th, 2021 by posting a community outreach survey on the GA Shafter website. Further, in preparing the LCAP over the summer, GA Shafter engaged the stakeholder community using a variety of methods. During specific Governance meetings, the goals and actions of the LCAP were discussed in a public forum with opportunities for the public ESSER III Expenditure Plan for Grow Academy Shafter Page 3 of 16 to provide comments. The ESSER III Community Outreach Survey was made available in both English and Spanish on the school's website, the mass communications platform ParentSquare, and social media sites. Other planned expenditures using federal resources (COVID-19 Relief Funding) can be reviewed by accessing the Grow Public Schools Board approved documents which are available on the Grow Academy Shafter's website.

These include the following:

Safe Return to In-Person Instruction Plan-[https://www.gashafter.org/files/ugd/2f2123\\_6b37e7a6904747ef86c612495fdf216c.pdf](https://www.gashafter.org/files/ugd/2f2123_6b37e7a6904747ef86c612495fdf216c.pdf)

Local Continuity and Attendance Plan-[https://www.gashafter.org/files/ugd/2f2123\\_4f499e25a1be48bfa1bd4398bc49ff7c.pdf](https://www.gashafter.org/files/ugd/2f2123_4f499e25a1be48bfa1bd4398bc49ff7c.pdf)

Expanded Learning Opportunities Plan-[https://www.gashafter.org/files/ugd/2f2123\\_9a28abe7a4cc46f19f38e72872002419.pdf](https://www.gashafter.org/files/ugd/2f2123_9a28abe7a4cc46f19f38e72872002419.pdf)

ESSER III Expenditure Plan-[https://www.gashafter.org/files/ugd/2f2123\\_c0d8b7764e9341b496a2a4a5548c3ded.pdf](https://www.gashafter.org/files/ugd/2f2123_c0d8b7764e9341b496a2a4a5548c3ded.pdf)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Grow Academy Shafter to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. Grow Academy Shafter has implemented some actions identified in our Elementary and Secondary School Emergency Relief Fund (ESSER) III Expenditure Plan [https://www.gashafter.org/files/ugd/2f2123\\_c0d8b7764e9341b496a2a4a5548c3ded.pdf](https://www.gashafter.org/files/ugd/2f2123_c0d8b7764e9341b496a2a4a5548c3ded.pdf) The ESSER III Expenditure Plan for Grow Academy Shafter can be referenced on the school's website. Specifically, we have successfully implemented strategies for continuous and safe- and in-person learning. This includes the purchase of PPE and cleaning supplies, extending the services provided by our Licensed Vocational Nurse to ensure safety measures on campus. We also addressed lost instructional time. To reduce the opportunity for transmission of coronavirus and to maintain engaging, in-person instruction ensuring social distancing, Grow Academy Shafter purchased and installed shade structures in designated areas. This was done to facilitate outdoor instruction while protecting students and staff. Additionally, personal protective equipment, thermometers, cleaning and custodial supplies, storage space and inventory system for PPE, mobile isolation unit, handwashing stations, and COVID tests were also purchased. Finally, we were able to extend the services of high quality substitute teachers in 22-23 and 23-24 when teachers need to quarantine at home due to COVID-19 exposure. To address the impact of lost instructional time, additional instructional materials to ameliorate learning losses were purchased and instructional consultants for targeted professional development were procured. We plan on extending services for certificated teachers for the 2023 Spring Break Intersession, 2023 Summer Academy / Kinder Camp, 2023 extending School Year (Summer/Winter Intersession), to provide supplemental instructional time for students. We will also extend services for Small Group Instructors (SGIs) (6) to assist with additional individualized instruction for students while in class during the 2022-23 and 2023-24 academic year. Finally, the addition of an Independent Study Coordinator helped to provide oversight to ensure students placed in Independent Study due to COVID-19 remained on course with peers.

Grow Academy Shafter also experienced challenges as well during the implementation. A spike in demand for PPE and the temporary disruption to the global supply chain caused an increase in wait times to receive and deploy necessary PPE to students. Qualified Substitute Teachers were in high demand throughout the County contributing to temporary staff shortages at any given time. Unfortunately, staff could not predict how significant the surge in COVID-19 variant cases was going to be returning from Winter Break. There was a spike in the number of students participating in the short-term Independent Study Program, slightly delaying the deployment of informational packets and technology devices to students in need.

Implementation of the ESSER Expenditure Plan and Expanded Learning Opportunity Grant are in alignment with LCAP Goal 1. For example, both plans aim to provide programs and services that compliment the Intervention and Enrichment and School-Wide Literacy Initiatives. Additionally, the plans both aim to provide programs and services that help to address the social-emotional needs of students, aligned with the Student Success Teams action. The plans aim to help maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle (Goal 3), by the use of the outdoor instructional space (installation of shade structures).

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Grow Academy Shafter considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. An example of how these additional funds are aligned include how the ELO Grant in the area of "additional academic services" is aligned with LCAP Goal 1.

## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents

- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 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	Lacie Harris Principal	lharris@growpublicschools.org 661-630-7220

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 just over 815 students annually in grades TK-8. Our student population is 22.5% English learner (EL), 80% socioeconomically disadvantaged, and 5% special education. 87% 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.

It is a priority of Grow Academy Shafter (GA Shafter) to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. While we welcomed scholars back to full in-person instruction at the beginning of the new school year, we continued to adhere to the COVID-19 Public Health Guidance for K-12 schools established by the California Department of Public Health. Some of the health and safety measures implemented by Grow Academy Shafter included the following: increasing public awareness of vaccinations, universal indoor masking by all scholars, staff, teachers, and visitors, regardless of vaccination status, adherence to social distancing recommendations, hand washing, sanitation protocols, and air purification/ventilation systems. In collaboration with Grow Public Schools, Grow Academy Shafter continued to monitor and track COVID-19 cases and positivity rates throughout the community and county. In addition to the health and safety protocols, Grow Academy Shafter implemented several strategies to address the impact of lost instructional time. To address the impact of lost instructional time, Grow Academy Shafter provided an outdoor instructional delivery environment through the installation of permanent shade structures. This reduced the opportunity for transmission of coronavirus while maintaining an engaged in-person instruction with social distancing honored. Additionally GA Shafter extended the services provided by Small Group Instructors, Teachers for Summer Academy and Kinder Camp, provided supplemental materials and extended EL services, provided professional development GA Shafter was able to implement a successful Summer Academy and Kinder Camp to provide supplemental instruction time for students. Summer SPED Intersessions were implemented for students needing additional targeted instructional support. Finally, the addition of an Independent Study Coordinator helped to provide oversight to ensure students placed in Independent Study due to COVID-19 remained on course with peers.

On March 10, 2022, the Grow Public Schools (GPS) Board of Directors approved the Revised COVID-19 Safety Plan-also known as the Safe Return to In-Person Instruction Plan, which allowed Grow Academy Shafter to continue to evaluate, with guidance and consultation from the

local public health department, if stable groups are a necessary measure in the event of an outreach. The most significant change to the original GPS Board Approved Plan relates to face coverings. Face coverings (disposable masks, reusable masks, and/or face shield(s)) became strongly recommended indoors for students, but not required (“mandatory”). This change created a sense of normalcy for educators and students which ultimately helps to promote a positive social-emotional learning environment.

In the beginning of the new school year, GA Shafter demonstrated its commitment to create meaningful partnerships with parents by creating and maintaining authentic opportunities to connect with our educational partners in both formal and informal settings. This includes the establishment of our ‘21-’22 Parents of Grow Academy (POGA) parent group as well as our ‘21-’22 English Learner Advisory Committee (ELAC). Vital to the success of GA Shafter in making key program decisions as well as consistently providing the viewpoint of our educational partners. GA Shafter was able to host parent information meetings virtually and bring back the in-person monthly gatherings. In November of 2021, Grow Academy Shafter hosted a Veteran’s Day celebration where local veterans were honored through a ceremony and presentation from the ASB officers. GA Shafter initiated the cultural and programming norms that are known to offer for our scholars and families as a result of in-person instruction. GA Shafter was also able to adapt to an evolving learning landscape for students and staff, and learned a few best practices through the global pandemic. Other services and activities provided to our scholars at GA Shafter included: a variety of elective courses, extra-curricular activities, and Edible Schoolyard (ESY) kitchen and gardening classes. Other activities offered included book club, chess club, and gardening show. GA Shafter successfully administered a winter intersession to help close the achievement gap for at-risk scholars. Academic Parent Conferences also reconvened in-person allowing our instructors to convey the academy growth and strengths of the scholars, as well as noting the skills that may be improved upon. While Grow Academy Shafter is proud of the parent engagement and cultural activities that returned at the beginning of the new school year, we are also proud of the notable academic performance.

#### Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall ‘21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center’s Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafter was able to yield the following results:

ELA: All Students-38.11% of all students at GA Shafter met or exceeded the ELA standard compared to 48.2% of all students in the 2018-2019 school year (last available results pre-COVID).

ELA:SED-31.99 % of all socioeconomically disadvantaged students met or exceeded the ELA standard, compared to 44.13% of all SED students in the 2018-2019 school year.

Math All Students-24.03% of all students met or exceeded the Math standard compared to 35.71% of all students in the 2018-2019 school year.

Math:SED-18.85% socioeconomically disadvantaged students met or exceeded the Math standard compared to 20.00% of SED students in the 2018-2019 school year.

Despite some of the noted academic achievement gaps, Grow Academy Shafter continues to collect, analyze and interpret academic achievement data to inform strategies and interventions that will ultimately increase and/or improve services for unduplicated pupils.

Grow Academy Shafter is also proud of additional success. Some of these success stories are highlighted below:

- GA Shafter held its inaugural promotion ceremony for nearly 100 8th graders, with more than 700 parents/guardians and family members in attendance on June 9, 2022. The promotion ceremony was also streamed live via YouTube
- Drive-Thru Dental Screenings for students age 5 and under were made available in partnership with KCSOS, the Kern County Children's Dental Health Network, and First 5 Kern. In previous years this program was offered in-person usually in a multi-purpose room with large groups of students. KCSOS and other educational partners were able to adapt and provide an alternative method of program service delivery, successfully screening students in need who would otherwise not have benefited from the program.
- Based on feedback received from educational partners in the 21-22 LCAP planning cycle, GA Shafter also brought back the safe return of intramural sports for eligible 7th and 8th students. Co-ed softball as well as girls and boys soccer and basketball were well received. Scholars were eager to demonstrate their athleticism while remaining committed to the academic rigor that helps them become college and career ready.

School Field Trips: To reward positive behavior, leadership, and academic achievement, GA Shafter staff were happy to bring back "regular" school field trips. Students had the opportunity to attend various field trips. Some of the field trips included: Career Expo and STEMPosium, CSUB Softball Game, Universal Studios, Murray Family Farms, and Camp KEEP.

- Cultural Events: Halloween, Christmas Parade, Read Across America, Family Movie Nights, Family BBQ, and routine parent engagement activities

Grow Public Schools had the honor of winning the prestigious 2021 Beautiful Bakersfield Award in the category of education made possible by the Greater Bakersfield Chamber of Commerce. Grow Public Schools won for their efforts in helping to close the academic achievement gap for unduplicated pupils at Grow Academy Shafter during a global pandemic.

Also notable was the Shafter Chamber of Commerce's 73rd Annual Awards Banquet & State of the City Address. GA Shafter Literacy Specialist Katie Wiebe was awarded the Citizen of the Year Award for her involvement in the community, including the mural completed across from Shafter Learning Center and the Listen to Shafter network.

During the 2021-2022 school year Grow Academy Shafter (GA Shafter) continued to collect and analyze data from student assessments,

staff, parents, and educational partners. 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 social 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. GA Shafter staff attended the Charter School Development Center's Leadership Update conference, the WPS Foundational Teacher Fellowship, Learning Forward Annual Conference (virtual), and the California Charter School Association's Annual Conference.

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. Staff experienced an increase in the number of COVID-19 positive test cases resulting from the spike in the Coronavirus Omicron variant in January of this year. Consequently, several families opted for their students to participate in a short-term Independent Study Program. At the beginning of the school year the Grow Public Schools Board of Directors approved and adopted the Independent Study Policy which describes the process in which students could participate in their academics remotely for a period of no more than fourteen (14) school days. At one point in time (January 28, 2022) there were 89 students participating in the short term Independent Study Program. The number of students participating in the program decreased overtime. Grow Public Schools staff worked collaboratively with teachers and staff to rapidly deploy technology to students in an effort to mitigate learning loss. The Independent Study Program Coordinator managed the Master Agreement execution process in order to facilitate virtual learning for the students. An Independent Study Program guide was provided to parents in English and Spanish providing instructions on how to help students complete their assignments virtually. As of May 27, 2022 there were zero (0) students partaking in the short-term Independent Study Program resulting from positive COVID-19 (and/or Omicron Variant) cases. 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 allow 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, including assistive technology for students with disabilities. Additionally, we will continue hosting in-person events such as back to school nights, parent appreciation night, family movie nights, BBQs, Edible Schoolyard (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 (2) instructional 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 continued 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.

In an effort to support for the above academic initiatives, intervention and enrichment programs, Grow Public Schools will be increasing it's

organizational capability with the addition of three (3) key leadership positions: Director of Teacher Development, Director of Expanded Learning, and Director of Social, Emotional, and Differentiated Learning. The Director of Teacher Development will serve as the director of our Alder Graduate School of Education Teacher Residency Program, manage our instructional coaching program, in collaboration with the New Teacher Center, and support and assist the Chief of Schools (CAS) with teacher professional growth and development. The Director of Expanded Learning will collaborate with the CAO, principals, and site Expanded Learning Opportunity Program (ELOP) staff to develop and implement our expanded learning programs. Finally, the Director of Social, Emotional, and Differentiated Learning will work closely with the CAO, principals, and site leadership on the implementation of MTSS, ensuring effective outcomes for the Learning Lab model, and SPED Co-Teaching.

## 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 fifth 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 educational partners, 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) or Teacher Resident. The SGI and/or Teacher Resident 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, the Student Success Services Team 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 Student Success Services Team is made up of one (1) School Psychologist, one (1) School Counselor, one (1) Assistant Principal of Student Services, one (1) Behavior Specialist and one (1) Assistant Principal of Academics

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.

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.

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.

The Behavior Specialist provides leadership and direction to design, implement, coordinate and evaluate a comprehensive support program for specifically identified students and works with the students to adopt behaviors that increase academic performance and social/emotional development. The Behavior Specialist works cooperatively with teachers and leadership to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support staff in their implementation of positive behavior support in their classrooms; engaging parents in the student behavior intervention plan process.

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 2020-2021 SARC, our chronic absenteeism rate was 29.2% for AS.

The subgroup breakdown is as follows:

SWD: 24.4%  
EL: 37.8%  
SED: 34.4%

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 educational partners, Grow Academy Shafter has prepared actions that will help to close the achievement gap through this LCAP for the 2022-23 school year.

# 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 2022-2023 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 educational partners, we identified the following:

**Goal #1-** Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement. Grow Academy Shafter will be increasing funding to support English Learners, Foster Youth, and Low Income students. Intervention and enrichment programs will improve through the dedication of seven (7) Small Group Instructors (SGIs), a decrease of five (5) SGIs from the previous school year. However, we will add seven (7) Teacher Residents in partnership with the Alder Graduate School of Education (GSE). To adhere to the requirements described in GA Shafter's Universal Pre Kindergarten Plan, we will be adding two (2) new Transitional Kindergarten Classroom Teachers (TK), one (1) Kinder Aide, and one (1) TK Aide. The TK Classroom Teachers will work collaboratively with other teachers, the Edible Schoolyard, and learning lab staff within our blended learning model and provide an effective classroom environment that reflects the goals of Grow Academy. The TK Teacher will provide developmentally appropriate learning experiences for students to assist them in transitioning to kindergarten based on the state standards, providing hands-on learning experiences in the Edible Schoolyard, and reflecting a collaborative working relationship at all levels. To address the continued need of promoting literacy for ELL students, GA Shafter will continue to dedicate one (1) full time Literacy Specialist. The Literacy Specialist will design and coordinate reading programs and intervention strategies to increase student academic growth, and continuously monitor, track and analyze student achievement data in order to identify additional needs. GA Shafter will also be investing in culturally appropriate novels and research material in order to increase student academic Growth, especially for unduplicated students. In response to educational partner 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.

**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. GA Shafter will strive to improve the overall integration of programs and services for unduplicated students through the Assistant Principal (AP) of Student Services. The AP of Student Services will work with students and parents/guardians to increase the various forms of communications in order to identify the most effective strategies that help to improve academic outcomes for unduplicated pupils. 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 education information nights and school culture initiatives that support the success of all students. The AP of Student Services also cultivates community partnerships to provide counseling and social services to struggling families. We will continue to provide after school academic enrichment programs, GA Shafter will continue to employ eight (8) ASES Aides, and will add one (1) ASES Aide and one (1) ASES Coordinator. In-person professional development (PD) opportunities have resumed for ASES staff, and ASES staff will participate in PD workshops as needed. To adhere to the requirements described in GA Shafter's Expanded Learning Opportunity Program (ELOP), we will add one (1) full time ELOP Program Coordinator for the 22-23 school year. The ELOP (Expanded Learning Opportunity Program) Coordinator is responsible for developing and implementing the supplemental (before and after school) extended learning program across

multiple sites. The ELOP Coordinator will also ensure Fall, Spring, Winter, and Spring intercessions are developed and implemented with age-appropriate programs for TK-6 including literacy enrichment, instructional interventions, and homework assistance. In collaboration with the Chief of Schools, principals, and ELOP Site Leads, the ELOP Coordinator develops daily programming and routines to standardize processes used at their designated school site, including program development, implementation, and measuring outcomes. Consistent from all educational partner groups was the need to bring back parent engagement opportunities in partnership with the Parents of Grow Academy (PoGA). In addition to family engagement activities (i.e., movie nights, family BBQ day), GA Shafter will increase the number of in-person volunteer opportunities for parents and guardians. Examples of parent volunteer projects include: chaperoning field trips, helping to plan a family engagement event, and assisting with school culture activities.

Goal 3: Provide an environment that encourages healthy lifestyles. Based on the feedback received from educational partners relating to Goal 3, Grow Academy Shafter will be increasing funding to support parents/guardians of English Learners, Foster Youth, and Low Income students. GA Shafter will continue to implement the Edible Schoolyard (ESY) program for unduplicated pupils. This program provides hands-on learning, sensory experience to students through garden and kitchen classrooms. At its heart, the Edible Schoolyard provides a dynamic and joyful learning experience for every child, where they are encouraged to discover and develop a healthy relationship with the food they eat. GA Shafter will dedicate six (6) ESY Teachers, three (3) full-time Café Aides, and eight (8) part-time Café Aides. 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 Schoolyard Learning Kitchen. GA Shafter will continue to encourage healthier breakfast options, and provide an afterschool snack and dinner program. GA Shafter will also continue offering the salad and fruit bar students and staff. To promote cultural diversity and appreciation, staff will consider the return of “Worldly Wednesdays” where students get to try meals from different cultures and various continents. GA Shafter will continue to participate in events that promote health and wellness (i.e., farmers markets, walks/runs for causes, physical fitness competitions, Yoga, etc.) Translation services will be provided as well. In response to feedback relating to athletic programs, GA Shafter will continue to build and expand extracurricular athletics programs benefiting unduplicated students (i.e., Co-ed softball, basketball, soccer). Finally, GA Shafter will strive to increase community partnerships for environmental stewardship initiatives.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Grow Academy Shafter (GA Shafter) is committed to the idea that meaningful educational partner 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 educational partners 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 February 23, 2022.

**School Site Council:** Since Grow Academy Shafter utilizes the LCAP to serve as its School Plan for Student Achievement (SPSA) as defined by Education Code Section 52062, the establishment of a School Site Council is optional.

**Parents of Grow Academy (POGA):** Composed of parents of Grow Academy Shafter students. This group also provides input and feedback regarding the LCAP through a parent survey administered through ParentSquare, the school's mass communication application, as well as parent information meeting hosted virtually by the school leadership on February 24, 2022.

On March 22, 2022 our Director of Special Education and Director of School Operations met with the Kern County SELPA Coordinator for a 2022 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. It was also recommended to increase the number of parent in-person opportunities, and continue to strive for 100% parent/guardian participation in the IEPs. Finally, it was recommended to offer more training opportunities for new teachers.

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 on March 28, 2022 to discuss the LCAP and solicit feedback.

A public hearing was conducted by the Grow Public Schools Board of Directors in person at Grow Academy Arvin and virtually via Zoom on June 21, 2022 to solicit feedback to the Draft LCAP for the 22-23 school year. The final draft of the LCAP for the 22-23 school year was submitted to the Grow Public Schools Board of Directors during its regular board meeting on June 27, 2022.

In addition to the virtual educational partner 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 Charter Management Organization.

Through the Elementary and Secondary School Emergency Relief Funds (ESSER III), a Community Outreach Survey was made available in English and Spanish, and posted to the Grow Academy Arvin's public website. The purpose of the survey was to solicit feedback from all educational partners in an effort to determine how to best utilize these resources. The survey can be found [here](#). The survey also included a link to the ESSER III Allowable Uses Guide, which can be accessed [here](#). To satisfy the requirements of the Educator Effectiveness Block Grant (EEBG), a survey was made available in English and Spanish to solicit feedback from educational partners relating to the EEBG Plan. The purpose of this grant was to coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 to support teachers and administrators with the expenditure of funds received.

Grow Academy teachers do not participate in a teachers union therefore, bargaining units were not included. In addition to the virtual educational partner 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. Grow Academy teachers do not participate in a teachers union therefore, bargaining units were not included.

#### A summary of the feedback provided by specific educational partners.

Each of the above-mentioned educational partner and governance groups were given the opportunity to provide feedback on the LCAP. Through virtual meetings (Zoom), educational partners were given a general overview of the entire LCAP process (Google Slides), and provided input on the goals, action steps, and suggestions for new strategies that aim to increase or improve services for unduplicated pupils (Foster Youth, English Learners, and low-income students)

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 based on the educational partner group type below:

##### Staff Members-February 23, 2022:

- Provide more 1:1 parents conferences, monthly parent informational sessions, and a parent university.
- Decrease the class sizes so that we can provide students with an environment that is more conducive to learning.
- Field trip opportunities for 7th and 8th graders to attend colleges, including technical schools.
- Rigorous professional development and all staff collaboration, more data sharing
- More resources for parents at home.
- Tools for parents to address student behavioral issues at home.
- Increase student leadership activities including clubs.
- More afterschool enrichment activities.

Continue the student incentive programs to promote academic achievement (i.e., movie days, student store, celebrations, etc.)  
Encourage more parent involvement.  
Explore other academic enrichment programs like theater, arts, music, and language.  
Incorporate extra curricular activities such as sports, clubs and campus activities.  
Provide mentoring and tutoring programs for students.  
Bring back the “Rising Comets” program to recognize top scholars.  
More hands-on and project-based science and labs.  
Provide family outdoor physical activities.  
Purchase more books and expand the school library.

#### Parents of Grow Academy (PoGA)-March 25, 2022

The Parents of Grow Academy suggested carrying forward the suggestions made by the PoGA from the 21-22 LCAP, and add the following:  
Add an outdoor kitchen that can support the participation of middle school students in the Edible Schoolyard program.  
Purchase and Install a pizza oven.  
Plan and develop an Agriculture Club (like 4-H).  
Offer coding and robotics classes for students.  
Install a play structure for the 1st-4th graders to promote motor skills development, core strength, balance, and coordination.

#### English Language Advisory Committee (ELAC)-March 28, 2022

More focus on writing and reading.  
Provide more after school tutoring opportunities.  
Offer computer programs and provide guidance to students on the expectations for educational software and tool kits for parents to help students.  
Continue to offer summer, spring, and fall intercessions.  
Enhance the quality of the afterschool program.

With respect to Goal 2: Create collaborative partnerships to improve student achievement, the following recommendations were made based on the educational partner group type below:

#### Staff Members-February 23, 2022:

Less time in lit block and add a writing block.  
Provide a Career Day, incorporating portfolio projects and bringing in community partners to discuss their work, college fair (before/after school).  
Decrease the class sizes.  
Mandatory weekly Professional Learning Communities and designated time to collaborate and share best practices.  
Increase parent-teacher involvement.  
Reinforce the Mutual Promise, encouraging parents to assist the students at home with behavioral issues.  
Partner with colleges, universities, and industry to provide guest speakers to discuss college and career-readiness.  
Continue to offer and expand sports programs as an incentive tool.

Reinstate the home visits and increase communication between teachers and parents.

Parents of Grow Academy (PoGA)-March 28, 2022

The Parents of Grow Academy suggested carrying forward the suggestions made by the PoGA from the 21-22 LCAP, and add the following:  
Continued partnership with the Shafter Learning Center and other schools.

Partner with local businesses to provide employment and job training programs in the community.

English Language Advisory Committee (ELAC)-March 28, 2022

Student incentives, invitation to school events.

Bring back the student clubs to struggling students (i.e., Rising Comets)

Keep the Co-teaching model and provide more small group instructions for students who are struggling academically.

More involvement of school leadership to assist with academic plans for scholars.

Make kids feel safe by bringing back recess coaches.

Encourage the school leadership to be more visible and to get to know the scholars better.

With respect to Goal 3: Provide an environment that encourages healthy lifestyles, the following recommendations were made based on the educational partner group type below:

Staff Members-February 23, 2022:

Continue to offer the salad and fruit bar for students and staff.

Bring back cooking classes in the ESY, including more time for middle school in the ESY, family nights in the garden.

Participate in more community events that encourage healthy lifestyles (i.e., farmers markets, career days).

Encourage healthy breakfast options (i.e. No Poptarts)

Increase subject content relating to healthy lifestyles, such as mental health awareness, substance abuse programs.

Consider increasing the portion size of lunch offered to students, and offer an afterschool snack and dinner program.

Increase community partnerships for environmental stewardship initiatives, such as guest speakers on recycling.

Encourage the participation of physical fitness competitions.

Promote community involvement in afterschool enrichment programs.

Encourage Cafe staff to continue lunch-checking efforts.

Model healthy eating behavior for students.

Bring back “Worldly Wednesday” to offer culturally diverse meals for students.

Reiterate the importance of the Health and Wellness Policy during new teacher onboarding.

Participate in events that encourage health and wellness (i.e., runs/walks for causes, guest speakers)

Partner with the community to offer yoga, karate, cross fit, bootcamp.

Engage parents and scholars for school beautification projects.

Explore the feasibility of converting some of the fields into hard/tarmac playgrounds suitable for tetherball, basketball, volleyball, etc.

Allow students to have input on food choices, encourage them to bring recipes from home.

Parents of Grow Academy (PoGA)-March 27-28, 2022

The Parents of Grow Academy suggested carrying forward the suggestions made by the PoGA from the 21-22 LCAP, and add the following:  
Consider producing and selling cookbooks of the recipes that are used in the ESY Kitchen, providing an ESY coloring book.  
Add more seating in the garden area and handwashing stations or an outdoor kitchen.  
Reintroduce fruit and vegetables stations during lunch, and add a wood fire pizza oven for the garden class.  
Install more age and developmentally appropriate play structures.

English Language Advisory Committee (ELAC)-March 28, 2022

Increase the frequency of the ESY programs for scholars.

More kid friendly food, have students complete a survey on what they would like to see in the cafe.

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The goals of the 2021-2024 LCAP for Grow Academy Shafter are a direct reflection of educational partner input. The goals for the 22-23 LCAP remain unchanged from the last LCAP (21-22). All three goals were developed through educational partner input as part of the original Charter Petition submitted and approved by the Richland School District (Charter Authorizing Agent). While some of the actions may have been changed to adapt to the evolving needs of the students and families over the 2021-2024 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 educational partners relating to Goal 1, Grow Academy Shafter will be increasing funding to support English Learners, Foster Youth, and Low Income students. The educational partner groups suggested carrying forward the actions from the 21-22 LCAP, and identified other opportunities to increase and improve services for unduplicated pupils. These are highlighted below.

Grow Academy Shafter will be increasing funding to support English Learners, Foster Youth, and Low Income students. Intervention and enrichment programs will improve through the dedication of seven (7) Small Group Instructors (SGIs), a decrease of five (5) SGIs from the previous school year. However, we will add seven (7) Teacher Residents in partnership with the Alder Graduate School of Education (GSE). The Alder GSE Program is a residency model (developed by the Aspire charter network) that combines immersive hands-on practice in the classroom with a rigorous curriculum of research-based coursework, consisting of in-person seminars as well as online instruction. Each Resident is paired with an expert mentor educator, spending four days a week in the classroom participating in hands-on-teaching and one day a week spent in collaboration with a regional cohort. Residents earn a Master's Degree and Teaching Credential in the following areas: Single Subject Math, Single Subject Science, Single Subject English, Single Subject History, Multiple Subject, Special Education (mild to moderate, RSP, and Physical Education). Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting students and families. To adhere to the requirements described in GA Shafter's Universal Pre Kindergarten Plan, we will be adding two (2) new Transitional Kindergarten Classroom Teachers (TK), one (1) Kinder Aide, and one (1) TK Aide. The TK Classroom Teachers will work collaboratively with other teachers, the Edible Schoolyard, and learning lab staff within our blended learning model and provide an effective classroom environment that reflects the goals of Grow Academy. The TK Teacher will provide developmentally appropriate learning experiences for students to assist them in transitioning to kindergarten based on state

standards, providing hands-on learning experiences in the Edible Schoolyard, and reflecting a collaborative working relationship with staff at all levels. To address the continued need of promoting literacy for ELL students, GA Shafter will continue to dedicate one (1) full time Literacy Specialist. The Literacy Specialist will design and coordinate reading programs and intervention strategies to increase student academic growth, and continuously monitor, track and analyze student achievement data in order to identify additional needs. GA Shafter will also be investing in culturally appropriate novels and research material in order to increase student academic Growth, especially for unduplicated students. In response to educational partner 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: Rosetta Stone, NWEA, Pear Deck, Ellevation, Lexia Reading (Greenfield Learning), IXL Math and Reading, Next Gen Learning, Alexandria, and SFA. To promote literacy, GA Shafter will expand the library by purchasing more books and continue our partnership with the Shafter Library and Learning Center.

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 continue academic enrichment activities, GA Shafter will provide after school tutoring for unduplicated students who score in the lowest 30% in Math or ELA. Finally, GA Shafter will begin to offer a Transitional Kindergarten (TK) program, implement the Expanded Learning Opportunity Program (ELOP) and continue its Art & Music programs to promote academic enrichment.

Consistent from all educational partner groups was the need to continue after school enrichment programs and offer more activities and programs. GA Shafter will utilize the Expanded Learning Opportunity Program funding to expand the afterschool program, including arts, music, sports, student-led clubs (i.e., chess, coding, robotics and agriculture). Project-based learning opportunities will be provided, including hands-on science, life skills, and additional ESY classes for middle school students. GA Shafer will also construct an outdoor pizza oven to remain consistent with its sister campus in Arvin which will help expand the ESY academic content for SED students. Additional outdoor physical activities will be offered as well such as nature hikes at Wind Wolves, charity walks/runs, and other family friendly activities. SED Students will participate in a 1-day CAMP Keep this school year, with plans to participate in the regular 1-week Camp KEEP program in the 22-23 school year. GA Shafter is also exploring a partnership with the Nature Corps and the Panorama Vista Preserve to participate in nature preservation STEM camps benefitting EL and SED students. To address the academic achievement gaps for EL and SED students, GA Shafter will expand the fall, spring, and summer academic intersessions, and will partner with industry to offer after school tutoring and mentoring programs. Finally, to encourage positive behavior, leadership skills, and academic performance, GA Shafter will continue to offer field trips for EL and SED students. Some of the field trips included: Career Expo and STEMPosium, CSUB Softball Game, Universal Studios, Murray Family Farms, and Camp KEEP. Staff will explore college and technical school visits as well for the 22-23 school year.

Goal 2: Create collaborative partnerships with parents to improve student achievement. Based on the feedback received from educational partners relating to Goal 2. Based on the feedback received from educational partners relating to Goal 2, Grow Academy Shafter will be increasing funding to support parents/guardians of English Learners, Foster Youth, and Low Income students. The educational partner groups suggested carrying forward the actions from the 21-22 LCAP, and identified other opportunities to increase and improve services for unduplicated pupils. These are highlighted below:

GA Shafter will strive to improve the overall integration of programs and services for unduplicated students through the Assistant Principal (AP) of Student Services. The AP of Student Services will work with students and parents/guardians to increase the various forms of

communications in order to identify the most effective strategies that help to improve academic outcomes for unduplicated pupils. 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 education information nights and school culture initiatives that support the success of all students. The AP of Student Services also cultivates community partnerships to provide counseling and social services to struggling families.

Based on feedback from our educational partners, we will continue to provide after school academic enrichment programs, GA Shafter will continue to employ eight (8) ASES Aides, and will add one (1) ASES Aide and one (1) ASES Coordinator. In-person professional development (PD) opportunities have resumed for ASES staff, and ASES staff will participate in PD workshops as needed. To adhere to the requirements described in GA Shafter's Expanded Learning Opportunity Program (ELOP), we will add one (1) full time ELOP Program Coordinator for the 22-23 school year. The ELOP (Expanded Learning Opportunity Program) Coordinator is responsible for developing and implementing the supplemental (before and after school) extended learning program across multiple sites. The ELOP Coordinator will also ensure Fall, Spring, Winter, and Spring intercessions are developed and implemented with age-appropriate programs for TK-6 including literacy enrichment, instructional interventions, and homework assistance. In collaboration with the Chief of Schools, principals, and ELOP Site Leads, the ELOP Coordinator develops daily programming and routines to standardize processes used at their designated school site, including program development, implementation, and measuring outcomes.

Consistent from all educational partner groups was the need to bring back parent engagement opportunities in partnership with the Parents of Grow Academy (PoGA). In addition to family engagement activities (i.e., movie nights, family BBQ day), GA Shafter will increase the number of in-person volunteer opportunities for parents and guardians. Examples of parent volunteer projects include: chaperoning field trips, helping to plan a family engagement event, and assisting with school culture activities.

Throughout the 21-22 school year, there were numerous parent engagement opportunities for SED and EL students. Some of these activities included the following: family BBQ, career day dress up, summer academy information sessions, Infinite Campus (SIS) Online Registration Portal workshops (English/Spanish), Family Meet-Ups at the Shafter Library, Ronald McDonald House Runnin 4 Ronald, and Teacher Appreciation Week. GA Shafter will continue these activities mentioned above and provide more parent engagement activities that improve the school culture and climate for unduplicated pupils as measured by the Local Indicators.

The use of multimedia will help to improve communication with parents and educational partners 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. GA Shafter will also 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 Parents of Grow Academy (PoGA), Governance, and other school site activities, and will provide Spanish only meetings (i.e., ELAC) for parents/guardians of English Learners. GA Shafter staff will maintain translation devices to be used in all parent and board meetings. GA Shafter staff will reinforce the Mutual Promise to build partnerships with parents for their students academic success. Finally, to encourage positive behavior, leadership skills, and academic performance, GA Shafter will continue to offer field trips for EL and SED students. Some of the field trips included: Career Expo and STEMPosium, CSUB Softball Game, Universal Studios, Murray Family Farms, and Camp KEEP. Staff will explore college and technical school visits as well for the 22-23 school year.

Goal 3: Provide an environment that encourages healthy lifestyles. Based on the feedback received from educational partners relating to Goal 3, Grow Academy Shafter will be increasing funding to support parents/guardians of English Learners, Foster Youth, and Low Income students. The educational partner groups suggested carrying forward the actions from the 21-22 LCAP, and identified other opportunities to increase and improve services for unduplicated pupils. These are highlighted below:

GA Shafter will continue to implement the Edible Schoolyard (ESY) program for unduplicated pupils. This program provides hands-on learning, sensory experience to students through garden and kitchen classrooms. At its heart, the Edible Schoolyard provides a dynamic and joyful learning experience for every child, where they are encouraged to discover and develop a healthy relationship with the food they eat. GA Shafter will dedicate six (6) ESY Teachers, three (3) full-time Café Aides, and eight (8) part-time Café Aides.

Consistent from all educational partner groups was the need to bring back family-friendly community events that promote a healthy lifestyle and the salad bar for students and staff. 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 Schoolyard Learning Kitchen. GA Shafter will continue to encourage healthier breakfast options, and provide an afterschool snack and dinner program. GA Shafter will also continue offering the salad and fruit bar students and staff. To promote cultural diversity and appreciation, staff will consider the return of “Worldly Wednesdays” where students get to try meals from different cultures and various continents. GA Shafter will continue to participate in events that promote health and wellness (i.e., farmers markets, walks/runs for causes, physical fitness competitions, Yoga, etc.) Translation services will be provided as well. In response to feedback relating to athletic programs, GA Shafter will continue to build and expand extracurricular athletics programs benefiting unduplicated students (i.e., Co-ed softball, basketball, soccer). Finally, GA Shafter will strive to increase community partnerships for environmental stewardship initiatives, such as guest speakers on recycling, capstone projects, etc. GA Shafter will also construct an outdoor pizza oven to remain consistent with its sister campus in Arvin which will help expand the ESY academic content for SED students. Additional outdoor physical activities will be offered as well such as nature hikes at Wind Wolves, charity walks/runs, and other family friendly activities.

# 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 2020-2021 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 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 Small Group Instructors Teacher Residents in partnership with the Alder Graduate School of Education (GSE) 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. To address the academic achievement gaps for EL and SED students, GA Shafter will expand the fall, spring, and summer academic intersessions, and will partner with industry to offer after school tutoring and mentoring programs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: Teachers are appropriately assigned and fully credentialed for assignments	100 % of teachers are fully credentialed in subject areas	100% of teachers appropriately assigned and fully credentialed for assignments.			100 % of teachers are appropriately assigned and fully credentialed in subject areas
1B: Students have access to standards-	100% of students have access to	100% of Students have access to			100% of students will have access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
aligned instructional materials for every student	standards-aligned instructional materials as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	standards-aligned instructional materials as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)			standards-aligned instructional materials
1C: School Facilities in “Good Repair” per CDE’s Facility Inspection Tool	All facilities have an overall rating of “exemplary” as affirmed in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	All facilities have an overall rating of “exemplary”			All facilities will have an overall rating of “exemplary” as indicated on the FIT report
2A: Implementation of state board adopted academic content and performance standards for all students	In the 2020-2021 the school year, all teachers participate in 164 professional development hours (GPS Board Approved School Calendar)	In the 2021-2022 school year, all teachers participated in 164 professional development hours (GPS Board Approved School Calendar)			100% of Math & English teachers will receive professional development in CCSS
2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for the	100% of ELL students have access to high quality ELD Instruction and support materials.	100% of Students have access to high quality ELD Instruction and support materials. (CA Dashboard under			100% of ELL students will have access to high quality ELD Instruction and support materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
purposes of gaining academic content knowledge and English proficiency	(CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	Basics: Teachers, Instructional materials, and facilities.)			
<p>7A: 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>	100% of students have access to Math, ELA, Intervention and enrichment and elective courses (Course Offerings-Parent/Student Handbook)	100% of Students have access to Math, ELA, Intervention and enrichment and elective courses such as Art, Music, Choir, ESY Garden/Kitchen (Course Offerings-Parent/Student Handbook)			100% of students will have access to Math, ELA, Intervention and enrichment and extracurricular courses.
7B: Programs and services developed and provided to low income, English learner, and foster youth pupils	100% of unduplicated students received individualized learning support based on their	100% of unduplicated students received individualized learning support based on their identified needs in the			100% of unduplicated students enrolled in appropriate programs and services will have their individual needs met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	identified needs in the Learning Lab	Learning Lab (Course Offerings-Parent/Student Handbook)			
7C: Programs and services developed and provided to students with disabilities	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 received adequate services as described in their IEP and evidence through GA Shafter'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).
4A: State Assessments	<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>44.13% of low-income students met or</p>	<p>38.11% of all students met or exceeded the Common Core Standards in ELA</p> <p>24.03% of all students met or exceeded the Common Core Standards in Math</p> <p>32.80% of low-income students met or exceeded the Common Core</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>Standards in ELA</p> <p>19.43% of low-income students met or exceeded the Common Core Standards in Math</p> <p>45.02% of EL students met or exceeded the Common Core Standards in ELA</p> <p>29.58% of EL students met or exceeded the Common Core Standards in Math</p> <p>27.71% of all students met or exceeded the Science Standard</p> <p>26.77% of low-income students met or exceeded the Science Standard</p> <p>35.48% of EL students met or exceeded the Science Standard (2020-2021 CA Dashboard)</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> <p>60 % of students will be at or above 50th</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					percentile in NWEA Reading  (Grow Public Schools Board Approved Charter Petition 2021-2026)  (2019 California Dashboard)
4B: % of pupils that have successfully completed A-G requirements	N/A	N/A			N/A
4C: % of pupils that have successfully completed CTE pathways	N/A	N/A			N/A
4D: % of pupils that have successfully completed both B and C)	N/A	N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E: % of ELs who make progress toward English proficiency (as measured by ELPAC)	38.2% of ELL students are making progress towards English language proficiency (California Dashboard 2019)	PENDING			65% of of students will make progress towards English language proficiency
4F: ELL reclassification rate	ELL reclassification rate at 34.1 % (CA Dashboard)	PENDING			Reclassification rate will be at 45%
4G: % of pupils that pass AP exams with a score of 3 or higher	N/A	N/A			N/A
4H: % of pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher)	N/A	N/A			N/A
8A: Pupil outcomes in subjects described in 51210/51220	100% of students have access to Math, ELA, intervention, enrichment and elective courses.	100% of students have access to Math, ELA, intervention, enrichment and elective courses.			100% of students have will have access to Math, ELA, Intervention and enrichment and elective courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(Course Offerings-Parent/Student Handbook)			

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention and Enrichment	<p>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 seven (7) Small Group Instructors (SGI's), three (3) Kinder Aides, and seven (7) Teacher Residents. In partnership with the Alder Graduate School of Education (GSE), the Teacher Residency is a residency model (developed by the Aspire charter network) that combines immersive hands-on practice in the classroom with a rigorous curriculum of research-based coursework, consisting of in-person seminars as well as online instruction. Each Resident is paid with an expert mentor educator, spending four days a week in the classroom participating in hands-on-teaching and one day a week spent in collaboration with a regional cohort. Residents earn a Master's Degree and Teaching Credential in the following areas: Single Subject Math, Single Subject Science, Single Subject English, Single Subject History, Multiple Subject, Special Education (mild to moderate, RSP, and Physical Education).</p> <p>Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting unduplicated students and their families. Staff salaries and professional development contribute to this action.</p>	\$748,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Intervention Coordinator and Related Materials	Intervention Coordinator will work closely with the Small Group Instructors (SGIs) and Teacher Residents to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs and Teacher Residents 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. Staff salaries contribute to this action.	\$114,941.00	Yes
1.3	Literacy Programs	<p>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.</p> <p>Part time Literacy Specialist to support school-wide literacy initiatives. Staff salaries contribute to this action.</p>	\$77,603.00	No
1.4	Educational Software	Utilize software assessments and benchmarks in Learning Lab to identify individual learning needs in our students based on the data provided. Specifically, Rosetta Stone, NWEA, Pear Deck, Ellevation, Lexia Reading (Greenfield Learning), IXL Math and Reading, Next Gen Learning, Alexandria, and SFA. These platforms allow us to determine what students have learned and how to identify performance gaps. Software license fees, technical assistance.	\$58,470.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	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.	\$57,000.00	Yes
1.6	Professional Development	Provide Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development via Success for All and Kern County Superintendent of Schools Induction Program. 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.	\$91,024.00	Yes
1.7	College Readiness	Actively promote college readiness and awareness by: Conducting a "College Fair" Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college going rates of EL and Low income students. College readiness materials and supplies.	\$30,000.00	Yes
1.8	English Learner Student Success	Supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material. These are supplemental materials that will be used as part of Grow Academy Shafter additional ELD support. Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data,	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars. License fees, materials, consumables and training contribute to this action item.		
<b>1.9</b>	After School Tutoring	Four (4) teachers will receive stipends to provide after school tutoring to targeted students scoring in the lowest 30% in Math or ELA. This will help to close the performance gap for our unduplicated students.	\$10,000.00	Yes
<b>1.10</b>	Art + 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. Music listening to facilitate relaxation and promote wellness: integrated aspects of our neurophysiological responses to music. Staff salaries are contributing to this action.	\$279,928.00	Yes
<b>1.11</b>	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	\$213,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 action.		
1.12	Intervention + Enrichment (Lab Teachers)	Three (3) 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. Staff salaries contribute to this action.	\$229,090.00	Yes

## Goal Analysis [2021-22]

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

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

Any funds budgeted for actions or services that were not implemented, or implemented at a smaller scale were directly related to evolving needs of unduplicated pupils enrolled at GA Shafter. These funds were then reallocated to provide a dynamic learning experience for our students and families that aligns with the learning model and strategies identified in the GA Shafter Charter Petition approved and adopted by the Grow Public Schools Board of Directors and the Charter Authorizer, Richland School District. Most actions were implemented as plan or implemented with slight modifications. For Action 5-Success for All, professional development was provided virtually as travel restrictions were in place due to the COVID-19 spike in Omicron cases. Actions 7 and 8 were implemented and regular salaries were applied. Action 15-Small Group Instructors (SGIs) in Lab Classes was implemented with a slight modification. Hiring and retaining qualified substitutes for SGIs was challenging as many employees tested positive for COVID-19 and had to quarantine. Action 11-English Learner Student Success was implemented with a slight modification. There was a slight delay in the training and deployment of the new Ellevation software

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

There were material differences observed between a few budgeted expenditures and estimated actual expenditures, relating to improving and/or increasing services for unduplicated pupils. travel cost savings were realized for Action 5-Success for All since travel was restricted at the time. For Actions 7 and 8, only regular salaries were applied, yielding cost savings from stipends. Finally, for Action 15, GA Shafter was

underspent by \$100K hiring and retaining qualified substitutes for SGIs was challenging as many employees tested positive for COVID-19 and had to quarantine.

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

Grow Academy Shafter implemented the following actions to increase or improve services to support unduplicated students in an effort to provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement:

- Purchased and deployed new student Chromebooks for unduplicated students, including assistive technology for students with disabilities.
- Completed a Universal Pre Kindergarten Plan to help prepare for the Transitional Kindergarten implementation
- Developed a Expanded Learning Opportunity Plan to prepare for the expanded learning program implementation
- Supplied students with Chromebooks and hotspots to families without internet access who participated in the short-term Independent Study Program as a result of the pandemic
- Devoted an Independent Study Program Coordinator to the teachers, students, and families to manage the short-term Independent Study Program.
- Initiated Individualized Learning Plans using digital learning platforms
- Created a supplemental support program for students, based on the scholar's interim assessment results.
- Extended the services provided by Small Group Instructors, Teachers for Summer Academy and Kinder Camp,
- Provided supplemental materials and extended EL services
- Completed 164 hours of professional development
- Implemented a successful Summer Academy and Kinder Camp to provide supplemental instruction time for students.
- Summer SPED Intersessions were implemented for students needing additional targeted instructional support.

Grow Academy Shafter provided an outdoor instructional delivery environment through the installation of permanent shade structures. This reduced the opportunity for transmission of coronavirus while maintaining an engaged in-person instruction with social distancing honored

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.

Goal 1 of the 2021-2024 LCAP for Grow Academy Shafter are a direct reflection of educational partner input. Goal 1 for the 22-23 LCAP remain unchanged from the last LCAP (21-22). All three goals were developed through educational partner input as part of the original Charter Petition submitted and approved by the Richland School District (Charter Authorizing Agent). While some of the actions will change to adapt to the evolving needs of the students and families, the priorities remain the same. Some of the planned actions will carry forward, while other actions will be deleted based on feedback received from educational partners. The use of federal dollars and designated program plans like ELOP also influenced the decision to remove actions as they will no longer be funded through supplemental and concentration grants.

Based on feedback from educational partners, and results outcomes achieved for students, the following actions will carry forward unchanged:

- Action 3-Literacy Programs
- Action 4-Educational Software
- Action 5-Success for All
- Action 6-Professional Development
- Action 11-English Learner Student Success
- Action 13-Instructional Coaches for Teacher Support
- Action 14-Small Group Instructors

Action 1-Intervention and Enrichment services will carry forward with a modification. Services will improve through the dedication of (7) Small Group Instructors (SGI's), three (3) Kinder Aides, and seven (7) Teacher Residents. In partnership with the Alder Graduate School of Education (GSE), the Teacher Residency is a residency model (developed by the Aspire charter network) that combines immersive hands-on practice in the classroom with a rigorous curriculum of research-based coursework, consisting of in-person seminars as well as online instruction. Each Resident is paid with an expert mentor educator, spending four days a week in the classroom participating in hands-on-teaching and one day a week spent in collaboration with a regional cohort. Residents earn a Master's Degree and Teaching Credential in the following areas: Single Subject Math, Single Subject Science, Single Subject English, Single Subject History, Multiple Subject, Special Education (mild to moderate, RSP, and Physical Education).

The use of federal dollars and designated programs like Expanded Opportunity Learning Program and Grant, and/or government mandated programs influenced the decision to remove actions as they will no longer be funded through supplemental and concentration (S&C) grants. The actions being removed from S&C, will still be implemented for the 22-23 school year:

- Action 2-Targeted Academic Support for Unduplicated Students
- Action 7-Summer Academic Program
- Action 8-Provide Fall and Spring Intersessions to Support Unduplicated Students
- Action 9-Expand Afterschool Program-this will have its own plan for 22-23 (ELOP)
- Action 10-School Wide- Literacy Initiatives-duplicate, combined with Action -Literacy Programs
- Action 12-Co-Teaching Model-paid with SPED state and federal funds

Any new actions planned for implementation were a direct result of educational partner feedback received. These actions include the following:

- Action 15-Actively promote college readiness and awareness by conducting a "College Fair" Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college going rates of EL and Low income students.
- Action 16-Intervention Coordinator will work closely with the Small Group Instructors (SGIs) and Teacher Residents to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs and Teacher Residents customize learning to student needs, in order to provide individually targeted student instruction

Action 17-Art & 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. Music listening to facilitate relaxation and promote wellness:

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

# 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
3A: Efforts to seek parent input and making decisions at the school site.	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.	Parents have participated in all School Governance meetings (PoGA, ELAC, GPS Board of Directors), as well as school-planned activities (Sign-In Sheets, Zoom Attendance Logs)			Will continue to achieve 80% rate of parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3B: How the school promotes participation of students for unduplicated pupils.	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)	885 parents of GAS are currently utilizing The current overall parent engagement rate is 99%. 21.5% of parents use the provided Spanish translation for two-way communication (ParentSquare Dashboard)			Will Maintain weekly Community Comet parent newsletters used to communicate volunteer opportunities disseminated via Parent Square. Read rate metrics collected within Parent Square.
3B: How the school promotes participation of parents for unduplicated students.	Provided translation services for parents/guardians 100 % of the time	Translation services have been provided for 100% of parent/guardian meetings/conferences . Both in person and via teleconference (ParentSquare Notifications, Meeting Agendas, Zoom Live Translations)			Will provide translation services for parents/guardians 100 % of the time.
3C: How district will promote parental participation in programs for students with disabilities	75% active involvement of parents at all school site activities and events including those with students who have exceptional	Active parent participation in school site activities and events for students with disabilities has exceeded 75%			Will achieve 75% active involvement of parents at all school site activities and events including those with students who

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	needs. (Sign-In Sheet/Survey Data)	(Sign-In Sheets/Survey Data)			have exceptional needs.
5A: School attendance rates	Average Daily Attendance rate is 91.6% (CALPADS)	Average Daily Attendance rate is 91.19% (Infinite Campus SIS)			Maintain school attendance rate to be at 97% or above
5B: Chronic absenteeism rates	Chronic Absenteeism Rate is 10.9 % (CA Dashboard)	Chronic Absenteeism Rate is 8.51 % (Infinite Campus SIS)			Chronic Absenteeism Rate will be 5% or less
5C: Middle school dropout rates	Middle School Drop Out rate 0% (CA Dashboard)	Middle School Drop Out rate is 0% (CA Dashboard)			Middle School Drop Out rate will be 0%
5D: High school drop out rates	N/A	N/A			N/A
5E: High school graduation rates	N/A	N/A			N/A
6A: Pupil suspension rates	Suspension rate is 0% (CA Dashboard)	Suspension rate is 0% (CA Dashboard)			Maintain Suspension rate to be less than 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6B: Pupil expulsion rates	Expulsion rate is 0%	Expulsion rate is 0% (CA Dashboard)			Maintain Expulsion rate to be less than 1%
6C: Schoolwide and classroom culture metrics	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)	Kelvin Pulse Data 2022 Spring SEL Student Survey yielded a 53% favorable rate, 36% participation rate (N=302). The following dimensions were measured: Social Awareness/Social Competence=62% favorable; Self-Management=57% favorable; Growth Mindset=56% favorable; Perseverance=55% favorable; Self-awareness=53% favorable; Self-efficacy=50% favorable; Curiosity=43% favorable;			At least a 4.0 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Staff Culture and Climate Survey yielded a 56% favorable rate, 55% participation rate (N=83). The following dimensions were measured for staff: Environment=61% favorable; Students=57% favorable; Teachers=45% favorable</p> <p>Student Culture/Climate and Equity &amp; Inclusion Survey yielded a 57% favorable, 82% participation rate (N=685). The following dimensions were measured: Undefined (“At your school, how often do students from different races, ethnicities, or cultures hang out with each other?”=93% favorable; Rigorous Expectations=70% favorable; Diversity &amp; Inclusion=70% favorable;</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Fairness=61% favorable Teacher-Student Relationships=59% favorable; Learning Strategies=56% favorable; Cultural Awareness & Action=54% favorable; Sense of Belonging=50% favorable; School Safety=47% favorable; Engagement=45% favorable  (Kelvin Pulse Data 2022 Spring SEL Student Survey)			
4A: State Assessments	38.02% 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	38.11% of all students met or exceeded the Common Core Standards in ELA  24.03% of all students met or exceeded the Common Core Standards in Math  32.80% of low-income students met or exceeded the Common Core			60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments 30.8% of EL students will meet or exceed the ELA standard 50% of low-income students will meet or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>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 (2019 CA Dashboard)</p>	<p>Standards in ELA</p> <p>19.43% of low-income students met or exceeded the Common Core Standards in Math</p> <p>45.02% of EL students met or exceeded the Common Core Standards in ELA</p> <p>29.58% of EL students met or exceeded the Common Core Standards in Math</p> <p>27.71% of all students met or exceeded the Science Standard</p> <p>26.77% of low-income students met or exceeded the Science Standard</p> <p>35.48% of EL students met or exceeded the Science Standard (2020-2021 CA Dashboard)</p>			<p>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> <p>60 % of students will be at or above 50th percentile in NWEA Reading (Grow Public Schools Board Approved Charter Petition 2021-2026)</p> <p>(2019 California Dashboard)</p>

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Success Team	<p>Additionally, the Student Success Services Team 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 Student Success Services Team is made up of one (1) School Psychologist, one (1) School Counselor, one (1) Assistant Principal of Student Services, one (1) Behavior Specialist and one (1) Assistant Principal of Academics</p> <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>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.</p>	\$632,271.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>The Behavior Specialist provides leadership and direction to design, implement, coordinate and evaluate a comprehensive support program for specifically identified students and works with the students to adopt behaviors that increase academic performance and social/emotional development. The Behavior Specialist works cooperatively with teachers and leadership to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support staff in their implementation of positive behavior support in their classrooms; engaging parents in the student behavior intervention plan process.</p> <p>Staff salaries contribute to this action.</p>		
2.2	Parent Communications + Education	<p>Use multi-media to communicate information &amp; opportunities for parents. (Group texts, ParentSquare, phone dialer, letters home, etc). Increase access and use of phone dialer system by expanding this system to include teachers. Continue using Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication. Software subscriptions fees, materials, and supplies contribute to this action.</p> <p>We hold events such as Literacy Fair and STEM night - family events which celebrate learning and also serve to inform parents on ways to support, assist, and celebrate their children learning.</p>	\$16,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	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 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.	\$12,000.00	Yes
2.4	Teacher Training for 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
2.5	Positive Behavior Intervention	Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together". Purchases to stock "Student Store" to incentivize positive behavior. Getting Along Together is a program developed by the Success for All Foundation, Harvard University, and the University of Michigan that helps students build social and emotional skills (SEL) and apply them both in and out of the classroom. Getting Along Together has a three pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills. Using an Inside-Out Approach, the goal of Community Matters is to assist the school community in creating a positive school climate. This approach is research-based and focuses on such elements as building relationships based on trust and mutual respect. It is student centered and involves them in real problem solving and solution implementation. Restorative practices include circles and conferences that help students learn from their mistakes and make amends. The last element provides room for changing social norms through changing behavior rather than rules and policies.	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Educational 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.	\$48,000.00	No
2.7	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
2.8	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.	\$7,500.00	No

## Goal Analysis [2021-22]

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

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

Any funds budgeted for actions or services that were not implemented, or implemented at a smaller scale were directly related to evolving needs of unduplicated pupils enrolled at GA Shafter. These funds were then reallocated to provide a dynamic learning experience for our students and families that aligns with the learning model and strategies identified in the GA Shafter Charter Petition approved and adopted by the Grow Public Schools Board of Directors and the Charter Authorizer, Richland School District. Most actions were implemented as plan or implemented with slight modifications.

For both Action 2-Family Engagement and Action 6-Quarterly Field Trips; Based on guidelines established by the Centers for Disease Control and Prevention and the California Department of Public Health, restrictions were in place preventing large group gatherings such as family activities on campus and in-person field trips.

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

There were material differences observed between a few budgeted expenditures and estimated actual expenditures, relating to improving and/or increasing services for unduplicated pupils. transportation cost savings were realized for Action 6. Additionally, Action 1-Family Engagement activities didn't occur, so costs related to materials and supplies were saved.

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

Grow Academy Shafter implemented the following actions that were deemed effective in helping to create collaborative partnerships with parents to improve student achievement:

GA Shafter demonstrated its commitment to create meaningful partnerships with parents by creating and maintaining authentic opportunities to connect with our educational partners in both formal and informal settings. Some of these actions included:

Began the school year with the "Mutual Promise Night" to reaffirm 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. This included the establishment of our '21-'22 Parents of Grow Academy (POGA) parent group as well as our '21-'22 English Learner Advisory Committee (ELAC).

GA Shafter was able host parent information meetings virtually and bring back the in-person monthly gatherings.

GA Shafter observed an increased participation of parents for school governance meetings

Increased use of ParentSquare for ongoing two-way communication with a 99% engagement rate.

Translation Services were provided 100% of the time for parents/guardians  
Active parent participation for students with disabilities exceeded 75%  
Chronic Absenteeism rate is 8.51%, reduced from 10.9% prior to the pandemic  
Suspension Rate is 0%

In November of 2021, Grow Academy Shafter hosted a Veteran's Day celebration where local veterans were honored through a ceremony and presentation from the ASB officers.

Initiated the cultural and programming norms that are known to offer for our scholars and families as a result of in-person instruction.  
Held a Drive-Thru Dental Screenings for students age 5 and under were made available in partnership with KCSOS, the Kern County Children's Dental Health Network, and First 5 Kern.

GA Shafter also brought back the safe return of intramural sports for eligible 7th and 8th students. Co-ed softball as well as girls and boys soccer and basketball were well received. Scholars were eager to demonstrate their athleticism while remaining committed to the academic rigor that helps them become college and career ready.

- School Field Trips: To reward positive behavior, leadership, and academic achievement, GA Shafter staff were happy to bring back "regular" school field trips. Students had the opportunity to attend various field trips. Some of the field trips included: Career Expo and STEMPosium, CSUB Softball Game, Universal Studios, Murray Family Farms, and Camp KEEP.
- Cultural Events: Halloween, Christmas Parade, Read Across America, Family Movie Nights, Family BBQ, and routine parent engagement activities

Grow Public Schools had the honor of winning the prestigious 2021 Beautiful Bakersfield Award in the category of education made possible by the Greater Bakersfield Chamber of Commerce. Grow Public Schools won for their efforts in helping to close the academic achievement gap for unduplicated pupils at Grow Academy Shafter during a global pandemic.

Also notable was the Shafter Chamber of Commerce's 73rd Annual Awards Banquet & State of the City Address. GA Shafter Literacy Specialist Katie Wiebe was awarded the Citizen of the Year Award for her involvement in the community, including the mural completed across from Shafter Learning Center and the Listen to Shafter network.

GA Shafter held its inaugural promotion ceremony to celebrate more than 80 students, and welcomed over 650 parents/guardians/family members in attendance on June 9, 2022. The promotion ceremony was also streamed live via YouTube.

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.

Goal 2 of the 2021-2024 LCAP for Grow Academy Shafter is a direct reflection of educational partner input. Goal 2 for the 22-23 LCAP remains unchanged from the last LCAP (21-22). All three goals were developed through educational partner input as part of the original Charter Petition submitted and approved by the Richland School District (Charter Authorizing Agent). While some of the actions will change to adapt to the evolving needs of the students and families, the priorities remain the same. Some of the planned actions will carry forward, while other actions will be deleted based on feedback received from educational partners. The use of federal dollars and designated program

plans like ELOP also influenced the decision to remove actions as they will no longer be funded through supplemental and concentration grants.

Based on feedback from educational partners, and results outcomes achieved for students, the following actions will carry forward with slight name changes:

Action 3-Interpreter

Action 4-Teacher Training for Home Visits (renamed to better reflect the intention)

Action 5-Student Incentives (renamed to Positive Behavior Intervention) to align with framework and best practices.

Action 6-Quarterly Field Trips (renamed to Educational Field Trips)

Action 8-Academic Parent Teacher Team Meetings

Action 9-Parent Appreciation Night

The use of federal dollars and designated programs like Expanded Opportunity Learning Program and Grant, and/or government mandated programs influenced the decision to remove actions as they will no longer be funded through supplemental and concentration (S&C) grants. The actions being removed from S&C, will still be implemented for the 22-23 school year:

Action 1-Student Success Team

Action 2-Family Engagement

Action 7-McKinney Vento Support

Any new actions planned for implementation were a direct result of educational partner feedback received. These actions include the following:

Action 10-Parent Communications & Education-Use multi-media to communicate information & opportunities for parents. (Group texts, ParentSquare, phone dialer, letters home, etc). Increase access and use of phone dialer system by expanding this system to include teachers. Continue using Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.

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

# 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, 100% 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)

The ESY survey results (2021-2022: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:  
Personal Responsibility & Environmental Stewardship-Over 84.5% of students agreed that the ESY taught the students about the importance of taking personal responsibility to protect the environment;

Supporting Local Farmers- 91.9% of students agreed that the ESY taught the students that seasonal produce is a way to help local farmers.

Personal Reflections-69% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.

Team Work-Over 77% of students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration

Self-Confidence-66.2% of students agreed that they can read a recipe and make a dish for themselves.

Kitchen Safety-93% of students agreed they can use a knife safely in the kitchen.

Health Lifestyles-73.3% of students agreed that the ESY taught them how to live a healthy lifestyle.

Healthy Eating-51.1% of students agreed they can make healthier food choices as a result of their participation in the ESY.

Food Variety-60.5% of students agreed they feel comfortable trying new foods

Garden Maintenance-49.3% of students agreed that they could take care of their own garden

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 Grimm Family Education Foundation is stewarding year 2 of a 7 year study in partnership with California State University Bakersfield's Doctoral Program in Educational Leadership (Ed.D.) Early research suggests that the authentic and engaging learning opportunities found in edible schoolyards and accompanying culinary kitchens empower academic achievement as measured by the commonly used NWEA MAP tests. As our schools serve low-socioeconomic communities, there are implications for furthering systematic equity in student achievement. This study represents a preliminary analysis and data collection is ongoing.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8A: Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing, various participation rates)	<p>28.9% of 5th grade students need improvement in Aerobic Capacity</p> <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</p>	RAW DATA RECEIVED-Need help with interpretation			<p>The percentage of 5th and 7th grade students needing improvement in Aerobic Capacity will decrease by 5%</p> <p>The percentage of 5th and 7th grade students needing improvement in body composition will decrease by 5%</p> <p>The percentage of 5th and 7th grade students needing improvement in abdominal strength will decrease by 5%</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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 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 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>
8A: Pupil outcomes in subjects described in 51210/51220 (ex:	90 middle school students received	120 middle school students received physical education for			100% of student will participate in Physical Education classes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CBM metrics, Physical Fitness Testing, various participation rates)	<p>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>at least 150-225 minutes per week throughout the school year.</p> <p>600 elementary students (K-5) received physical education for at least 80-110 minutes per week throughout the school year (CALPADS Attendance Report)</p>			
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>	<p>During the 2021-22 school year, A total of 144 ESY garden and 151 ESY kitchen lessons were provided benefitting K-8 grade students. (Infinite Campus SIS</p>			Maintain 100% of students in K-5 to participate in 12 Edible Schoolyard lessons per year

# Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Physical Education Activities	<p>Grow Academy will develop healthy students and improve pupil outcomes on fitness tests. GA will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low-income families being the most sedentary. The effectiveness of this action will be measured by local fitness scores at Grow Academy and the state fitness test when reinstated.</p> <p>Further, a total of two (2) PE teachers will continue to provide physical education instruction and activities. 630 K-6 students will receive physical education for at least 80-110 minutes per week throughout the school year, while 180 middle school students in each grade will receive physical education for at least 150-225 minutes per week throughout the school year. Staff salaries, materials and playground equipment contribute to this action.</p>	\$160,582.00	Yes
3.2	Healthy Living	<p>To promote healthy living, Grow Academy Shafter will hold an annual Wellness Fair for families to increase awareness and outreach about health and wellness, while building community partnerships. Grow Academy Shafter will hold two Farmers Markets on campus for families and community stakeholders. Materials supplies, and vendor booth fees contribute to this action.</p>	\$10,000.00	Yes
3.3	Edible School Yard Program + Family Cooking Classes	<p>Utilize the Edible Schoolyard program to create a learning experience for our unduplicated students in the kitchen &amp; garden, while promoting a healthy lifestyle. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. Socio-economically disadvantaged students and families in Shafter do not have healthy meal choices</p>	\$370,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>readily available to them. The ESY Team will provide a total of 154 garden lessons and 154 kitchen lessons will be provided to students. Salaries for both kitchen and garden staff, materials and supplies contribute to this action.</p> <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>		

Action #	Title	Description	Total Funds	Contributing
3.4	Extra-curricular athletics programs	Educational partners recommended providing extracurricular athletics to encourage attendance and improved academic performance, as well as reducing unwanted behaviors. Students' surveys show that they will be more engaged if school offered something that interested them and kept them engaged. Further, with limited access to organized youth sports in the city of Shafter due to its location, coupled with the average sports registration cost hovering over \$165 per child, Grow Academy Shafter, will continue to offer a free extracurricular athletics program benefitting low-income students. As stated in our student-athlete contract, in order to participate in these free extracurricular athletic activities students must achieve a 90% attendance rate or higher, have no disciplinary issues, and must represent Grow Academy with a high level of integrity and sportsmanship. Students may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation in extracurricular athletics for our SED students who may not have the financial means to participate outside the school setting. Equipment and supplies contribute to this action	\$15,000.00	Yes

## Goal Analysis [2021-22]

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

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

Any funds budgeted for actions or services that were not implemented, or implemented at a smaller scale were directly related to evolving needs of unduplicated pupils enrolled at GA Shafter. These funds were then reallocated to provide a dynamic learning experience for our students and families that aligns with the learning model and strategies identified in the GA Shafter Charter Petition approved and adopted by the Grow Public Schools Board of Directors and the Charter Authorizer, Richland School District. Most actions were implemented as plan or implemented with slight modifications. For Action 2-Edible Schoolyard and Action 3-Promote Health and Wellness, due to the COVID-19 pandemic and restrictions enforced relating to social gatherings and physical distancing, in-person family cooking classes and community events (i.e., wellness fair, farmers markets) did not occur.

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

There were material differences observed between a few budgeted expenditures and estimated actual expenditures, relating to maintaining a learning environment that promotes a creative, healthy, and conscientious lifestyle. Due to the COVID-19 pandemic and restrictions enforced relating to social gatherings and physical distancing, in-person family cooking classes and community events (i.e., wellness fair, farmers markets) did not occur. This resulted in cost savings for materials, supplies, vendor fees, marketing and promotion.

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

Grow Academy Shafter implemented the following actions to maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle for the 21-22 school year:

Provided a variety of elective courses, including in-person ESY kitchen and garden classes

Implemented and expanded extra-curricular co-ed athletic programs for students

Established ongoing community partnerships to provide dental health screenings for students ages 5 and under

Based on feedback from students and families, began to offer the salad and fruit bar to promote healthy lunch options

Participated in walks/runs for charity causes (i.e., "Running/Walking for Ronald") Expanded the afterschool sports program, and participated in physical fitness testing for the first time in 2 school years.

Planned and implemented the Spring Showcase event with a variety of fun, interactive physical and creative activities for students and families.

Explored partnership with Wind Wolves Nature Preserve and Nature Corps to participate in outdoor hiking and environmental stewardship activities.

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.

Goal 3 of the 2021-2024 LCAP for Grow Academy Shafter is a direct reflection of educational partner input. Goal 3 for the 22-23 LCAP remains unchanged from the last LCAP (21-22). All three goals were developed through educational partner input as part of the original Charter Petition submitted and approved by the Richland School District (Charter Authorizing Agent). While some of the actions will change to adapt to the evolving needs of the students and families, the priorities remain the same. Some of the planned actions will carry forward, while other actions will be deleted based on feedback received from educational partners. The use of federal dollars and designated program plans like ELOP also influenced the decision to remove actions as they will no longer be funded through supplemental and concentration grants.

Based on feedback from educational partners, and results outcomes achieved for students, the following actions will carry forward with slight modifications:

Action 1-Art and Music Programs-will carry forward as a Goal 1 Action (more appropriate fit)

Action 2-Edible Schoolyard Program-renamed as Edible Schoolyard Program and Family Cooking Classes

Action 3-Promote Health and Wellness-will carry forward unchanged

Any new actions planned for implementation were a direct result of educational partner feedback received. These actions include the following:

Action 4-Physical Education Activities-Grow Academy will develop healthy students and improve pupil outcomes on fitness tests. GA will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low-income families being the most sedentary. The effectiveness of this action will be measured by local fitness scores at Grow Academy and the state fitness test when reinstated.

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

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,379,669	\$279,336

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.85%	0.00%	\$0.00	32.85%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 32.85%—relative to services provided to all students.

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).

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

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 just over 800 students annually in grades K-8. Our student population is 22.5% English learner (EL), 80% socioeconomically disadvantaged, and 5% special education. 87% 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 seven (7) Small Group Instructors (SGI's), three (3) Kinder Aides, and seven (7) Teacher Residents. In partnership with the Alder Graduate School of Education (GSE), the Teacher Residency is a residency model (developed by the Aspire charter network) that combines immersive hands-on practice in the classroom with a rigorous curriculum of research-based

coursework, consisting of in-person seminars as well as online instruction. Each Resident is paid with an expert mentor educator, spending four days a week in the classroom participating in hands-on-teaching and one day a week spent in collaboration with a regional cohort. Residents earn a Master's Degree and Teaching Credential in the following areas: Single Subject Math, Single Subject Science, Single Subject English, Single Subject History, Multiple Subject, Special Education (mild to moderate, RSP, and Physical Education. Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting unduplicated students and their families. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

#### Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

- 38.11% of all students met or exceeded the ELA standard
- 45.02% of ELs met or exceeded the ELA standard
- 32.80% of low-income students met or exceeded the ELA standard
- 24.03% of all students met or exceeded the Math standard
- 29.58% of ELs students met or exceeded the math standard
- 19.43% of low-income students met or exceeded the Math standard
- 27.71% of all students met or exceeded the Science standard
- 35.48% of ELs met or exceeded the Science standard
- 26.77% of low-income students met or exceeded the Science standard

#### Action 2-Intervention Coordinator and Related Materials

The Intervention Coordinator will work closely with the Small Group Instructors (SGIs) and Teacher Residents to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs and Teacher Residents 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. This is a new action for 2022-23 school year and is a reflection of educational partner feedback and needs identify to improve services for unduplicated pupils. The success of this new action will be measured with the data below.

#### Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

- 38.11% of all students met or exceeded the ELA standard
- 45.02% of ELs met or exceeded the ELA standard
- 32.80% of low-income students met or exceeded the ELA standard
- 24.03% of all students met or exceeded the Math standard
- 29.58% of ELs students met or exceeded the math standard
- 19.43% of low-income students met or exceeded the Math standard
- 27.71% of all students met or exceeded the Science standard
- 35.48% of ELs met or exceeded the Science standard
- 26.77% of low-income students met or exceeded the Science standard

#### Action 3-Educational Software

GA Shafter will Utilize software assessments and benchmarks in Learning Lab to identify individual learning needs in our students based on the data provided. Specifically, Rosetta Stone, NWEA, Pear Deck, Ellevation, Lexia Reading (Greenfield Learning), IXL Math and Reading, Next Gen Learning, Alexandria, and SFA. These platforms allow us to determine what students have learned and how to identify performance gaps. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

#### Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

- 38.11% of all students met or exceeded the ELA standard
- 45.02% of ELs met or exceeded the ELA standard
- 32.80% of low-income students met or exceeded the ELA standard
- 24.03% of all students met or exceeded the Math standard
- 29.58% of ELs students met or exceeded the math standard
- 19.43% of low-income students met or exceeded the Math standard
- 27.71% of all students met or exceeded the Science standard
- 35.48% of ELs met or exceeded the Science standard
- 26.77% of low-income students met or exceeded the Science standard

#### Action 4-Success for All

GA Shafter will continue to implement the Success for All framework to promote social and emotional learning, which helps teachers set attainable goals focused on the students' individualized needs. We will 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. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

#### Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

#### Action 5-Professional Development

GA Shafter will 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. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

## Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

## 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

## Action 6-College Readiness

We will actively promote college readiness and awareness by: conducting a "College Fair" Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college going rates of EL and Low income students. This is a new action for 2022-23 school year and is a reflection of educational partner feedback and needs identify to improve services for unduplicated pupils. The success of this new action will be measured with the data below.

## Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

#### Action 7-After School Tutoring

Four (4) teachers will receive stipends to provide after school tutoring to targeted students scoring in the lowest 30% in Math or ELA. This will help to close the performance gap for our unduplicated students. This is a new action for 2022-23 school year and is a reflection of educational partner feedback and needs identify to improve services for unduplicated pupils. The success of this new action will be measured with the data below.

#### Academic Success

##### 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow

during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

#### Action 8-English Learner Student Success

GA Shafter 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. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

#### Academic Success

##### 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the

needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

#### Action 9-Art & 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. Music listening to facilitate relaxation and promote wellness: integrated aspects of our neurophysiological responses to music. This is a new action for 2022-23 school year and is a reflection of educational partner feedback and needs identify to improve services for unduplicated pupils. The success of this new action will be measured with the data below.

#### Academic Success

##### 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively

identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

#### Action 10-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. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

#### Academic Success

##### 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow

during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

#### Action 11-Intervention & Enrichment (Lab Teachers)

Three (3) 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 is a new action for 2022-23 school year and is a reflection of educational partner feedback and needs identify to improve services for unduplicated pupils. The success of this new action will be measured with the data below.

#### Academic Success

##### 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our

socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

Additionally, 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

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.

#### Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

- 38.11% of all students met or exceeded the ELA standard
- 45.02% of ELs met or exceeded the ELA standard
- 32.80% of low-income students met or exceeded the ELA standard
- 24.03% of all students met or exceeded the Math standard
- 29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard  
27.71% of all students met or exceeded the Science standard  
35.48% of ELs met or exceeded the Science standard  
26.77% of low-income students met or exceeded the Science standard

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 educational partner input received, the following actions for Goal 2 will be implemented in the 2022-2023.

#### Action 1-Student Success Teams

The Student Success Services Team 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 Student Success Services Team is made up of one (1) School Psychologist, one (1) School Counselor, one (1) Assistant Principal of Student Services, one (1) Behavior Specialist and one (1) Assistant Principal of Academics. 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. 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. 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. The Behavior Specialist provides leadership and direction to design, implement, coordinate and evaluate a comprehensive support program for specifically identified students and works with the students to adopt behaviors that increase academic performance and social/emotional development. The Behavior Specialist works cooperatively with teachers and leadership to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to

support staff in their implementation of positive behavior support in their classrooms; engaging parents in the student behavior intervention plan process. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

#### Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science 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 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. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

## Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

## 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

## Action 6-Academic Parent Teacher Teams (APPT)

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. Triannual Academic Parent

Teacher Team meetings to increase parent awareness and connection to grade level curriculum and student expectations. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

#### Academic Success 2021 NWEA Results

NWEA scores for the Fall of 2021 reflect test administration as compared to the Distance Learning program. Test data shows the percentage of students scoring at or above the 50% percentile on the Fall '21 NWEA Assessment. The goal for this school year was to have as many students as possible meet their growth targets. Based on the available test data, proficiency rates in some grade levels did indeed grow during the pandemic. This aligned with the focus of this school year to use many different types of formative assessments to effectively identify individual student learning needs. A core element of the New Teacher Center's Optimal Learning Environment (OLE) is meeting the needs of diverse learners, which is what being skilled with differentiated forms of assessment allows us to do with greater precision. For our socioeconomically disadvantaged students (SED) in the area of English Language Arts (ELA) The results of our comparative analysis of our Fall 2019 NWEA (MAP) Assessments to our Fall 2021 NWEA (MAP) Assessments identified that in many instances not only did our scholars far exceed growth expectations, but they also improved upon their Fall 2019 performance.

#### 2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Shafter decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Shafer was able to yield the following results, which are now available in the 2020-2021 California Dashboard:

2020-2021 California Dashboard reveals the following:

38.11% of all students met or exceeded the ELA standard

45.02% of ELs met or exceeded the ELA standard

32.80% of low-income students met or exceeded the ELA standard

24.03% of all students met or exceeded the Math standard

29.58% of ELs students met or exceeded the math standard

19.43% of low-income students met or exceeded the Math standard

27.71% of all students met or exceeded the Science standard

35.48% of ELs met or exceeded the Science standard

26.77% of low-income students met or exceeded the Science standard

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

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 ESY survey results (2021-2022: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

- Personal Responsibility & Environmental Stewardship-Over 84.5% of students agreed that the ESY taught the students about the importance of taking personal responsibility to protect the environment;
- Supporting Local Farmers- 91.9% of students agreed that the ESY taught the students that seasonal produce is a way to help local farmers.
- Personal Reflections-69% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.
- Team Work-Over 77% of students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration
- Self-Confidence-66.2% of students agreed that they can read a recipe and make a dish for themselves.
- Kitchen Safety-93% of students agreed they can use a knife safely in the kitchen.
- Health Lifestyles-73.3% of students agreed that the ESY taught them how to live a healthy lifestyle.
- Healthy Eating-51.1% of students agreed they can make healthier food choices as a result of their participation in the ESY.
- Food Variety-60.5% of students agreed they feel comfortable trying new foods
- Garden Maintenance-49.3% of students agreed that they could take care of their own garden

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 Grimm Family Education Foundation is stewarding year 2 of a 7 year study in partnership with California State University Bakersfield's Doctoral Program in Educational Leadership (Ed.D.) Early research suggests that the authentic and engaging learning opportunities found in edible schoolyards and accompanying culinary kitchens empower academic achievement as measured by the commonly used NWEA MAP tests. As our schools serve low-socioeconomic communities, there are implications for furthering systematic equity in student achievement. This study represents a preliminary analysis and data collection is ongoing.

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 2022-23 LCAP.

#### Action 1-Physical Education Activities

Grow Academy will develop healthy students and improve pupil outcomes on fitness tests. GA will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low-income families being the most sedentary. The effectiveness of this action will be measured by local fitness scores at Grow Academy and the state fitness test when reinstated. Further, a total of two (2) PE teachers will continue to provide physical education instruction and activities. 630 K-6 students will receive physical education for at least 80-110 minutes per week

throughout the school year, while 180 middle school students in each grade will receive physical education for at least 150-225 minutes per week throughout the school year. Based on the input received from educational partners and the need to improve physical fitness test scores for unduplicated pupils this is a new action for the 2022-23 school year. We will measure progress towards our goal through the California Dashboard. While the CA Physical Fitness Test was administered during the 2021-22 school year, data will be reported in Grow Academy Shafter's School Accountability Report Card (SARC).

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

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)

#### Action 2-Healthy Living

To promote healthy living, Grow Academy Shafter will hold an annual Wellness Fair for families to increase awareness and outreach about health and wellness, while building community partnerships. Grow Academy Shafter will hold two Farmers Markets on campus for families and community stakeholders. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below

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 ESY survey results (2021-2022: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

- Personal Responsibility & Environmental Stewardship-Over 84.5% of students agreed that the ESY taught the students about the importance of taking personal responsibility to protect the environment;
- Supporting Local Farmers- 91.9% of students agreed that the ESY taught the students that seasonal produce is a way to help local farmers.
- Personal Reflections-69% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.
- Team Work-Over 77% of students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration
- Self-Confidence-66.2% of students agreed that they can read a recipe and make a dish for themselves.
- Kitchen Safety-93% of students agreed they can use a knife safely in the kitchen.
- Health Lifestyles-73.3% of students agreed that the ESY taught them how to live a healthy lifestyle.
- Healthy Eating-51.1% of students agreed they can make healthier food choices as a result of their participation in the ESY.
- Food Variety-60.5% of students agreed they feel comfortable trying new foods
- Garden Maintenance-49.3% of students agreed that they could take care of their own garden

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 Grimm Family Education Foundation is stewarding year 2 of a 7 year study in partnership with California State University Bakersfield's Doctoral Program in Educational Leadership (Ed.D.) Early research suggests that the authentic and engaging learning opportunities found in edible schoolyards and accompanying culinary kitchens empower academic achievement as measured by the commonly used NWEA MAP tests. As our schools serve low-socioeconomic communities, there are implications for furthering systematic equity in student achievement. This study represents a preliminary analysis and data collection is ongoing.

### Action 3-Edible Schoolyard Program and Family Cooking Classes

GA Shafter will utilize the Edible Schoolyard program to create a learning experience for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. Socio-economically disadvantaged students and families in 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. Salaries for both kitchen and garden staff, materials and supplies contribute to this action. 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. 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. 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. 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. This action continued from the 2021-22 LCAP and has been proven to be effective based on the results below.

During the 2021-22 school year, a total of 144 ESY garden and 151 ESY kitchen lessons were provided benefitting K-8 grade students.

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 ESY survey results (2021-2022: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

- Personal Responsibility & Environmental Stewardship-Over 84.5% of students agreed that the ESY taught the students about the importance of taking personal responsibility to protect the environment;
- Supporting Local Farmers- 91.9% of students agreed that the ESY taught the students that seasonal produce is a way to help local farmers.
- Personal Reflections-69% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.
- Team Work-Over 77% of students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration
- Self-Confidence-66.2% of students agreed that they can read a recipe and make a dish for themselves.
- Kitchen Safety-93% of students agreed they can use a knife safely in the kitchen.
- Health Lifestyles-73.3% of students agreed that the ESY taught them how to live a healthy lifestyle.
- Healthy Eating-51.1% of students agreed they can make healthier food choices as a result of their participation in the ESY.
- Food Variety-60.5% of students agreed they feel comfortable trying new foods
- Garden Maintenance-49.3% of students agreed that they could take care of their own garden

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 Grimm Family Education Foundation is stewarding year 2 of a 7 year study in partnership with California State University Bakersfield's Doctoral Program in Educational Leadership (Ed.D.) Early research suggests that the authentic and engaging learning opportunities found in edible schoolyards and accompanying culinary kitchens empower academic achievement as measured by the commonly used NWEA MAP tests. As our schools serve low-socioeconomic communities, there are implications for furthering systematic equity in student achievement. This study represents a preliminary analysis and data collection is ongoing.

#### Action 4-Extra-curricular athletics programs

Educational partners recommended providing extracurricular athletics to encourage attendance and improved academic performance, as well as reducing unwanted behaviors. Students' surveys show that they will be more engaged if school offered something that interested them and kept them engaged. Further, with limited access to organized youth sports in the city of Shafter due to its location, coupled with the average sports registration cost hovering over \$165 per child, Grow Academy Shafter, will continue to offer a free extracurricular athletics program benefitting low-income students. As stated in our student-athlete contract, in order to participate in these free extracurricular athletic activities students must achieve a 90% attendance rate or higher, have no disciplinary issues, and must represent Grow Academy with a high level of integrity and sportsmanship. Students may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation in extracurricular athletics for our SED students who may not have the financial means to participate outside the school setting. Based on the input received from educational partners and the need to increase student participation in athletic programs and improve physical fitness test scores for unduplicated pupils, this is a new action for the 2022-23 school year. Ultimately, we will measure progress towards our goal through the California Dashboard. While the CA Physical Fitness Test was administered during the 2021-22 school year, data will be reported in Grow Academy Shafter's School Accountability Report Card (SARC).

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

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)

GA Shafter Student Athlete Participation by Sport

45 - Soccer

72 - Volleyball

53 - Basketball

82 - Softball

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Grow Academy Shafter does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent, so no additional funding has been added.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	19.1:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	14.5:1	N/A

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,915,622.00	\$296,517.00			\$3,212,139.00	\$2,756,505.00	\$455,634.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Intervention and Enrichment	English Learners Foster Youth Low Income	\$748,520.00				\$748,520.00
1	1.2	Intervention Coordinator and Related Materials	English Learners Foster Youth Low Income	\$114,941.00				\$114,941.00
1	1.3	Literacy Programs	All	\$77,603.00				\$77,603.00
1	1.4	Educational Software	English Learners Foster Youth Low Income	\$58,470.00				\$58,470.00
1	1.5	Success for All	English Learners Foster Youth Low Income	\$57,000.00				\$57,000.00
1	1.6	Professional Development	English Learners Foster Youth Low Income	\$60,000.00	\$31,024.00			\$91,024.00
1	1.7	College Readiness	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.8	English Learner Student Success	English Learners	\$10,000.00				\$10,000.00
1	1.9	After School Tutoring	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.10	Art + Music Programs	English Learners Foster Youth	\$279,928.00				\$279,928.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.11	Instructional Coaches for Teacher Support	English Learners Foster Youth Low Income	\$213,102.00				\$213,102.00
1	1.12	Intervention + Enrichment (Lab Teachers)	English Learners Foster Youth Low Income		\$229,090.00			\$229,090.00
2	2.1	Student Success Team	English Learners Foster Youth Low Income	\$595,868.00	\$36,403.00			\$632,271.00
2	2.2	Parent Communications + Education	All	\$16,500.00				\$16,500.00
2	2.3	Interpreter	English Learners Foster Youth Low Income	\$12,000.00				\$12,000.00
2	2.4	Teacher Training for Home Visits	All	\$3,000.00				\$3,000.00
2	2.5	Positive Behavior Intervention	All	\$15,000.00				\$15,000.00
2	2.6	Educational Field Trips	All	\$48,000.00				\$48,000.00
2	2.7	Academic Parent Teacher Team Meetings	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
2	2.8	Parent Appreciation Night	All	\$7,500.00				\$7,500.00
3	3.1	Physical Education Activities	English Learners Foster Youth Low Income	\$160,582.00				\$160,582.00
3	3.2	Healthy Living	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.3	Edible School Yard Program + Family Cooking Classes	English Learners Foster Youth Low Income	\$370,608.00				\$370,608.00
3	3.4	Extra-curricular athletics programs	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00

DRAFT

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$7,243,274	\$2,379,669	32.85%	0.00%	32.85%	\$2,748,019.00	0.00%	37.94 %	<b>Total:</b>	\$2,748,019.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$2,748,019.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Intervention and Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$748,520.00	
1	1.2	Intervention Coordinator and Related Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$114,941.00	
1	1.4	Educational Software	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$58,470.00	
1	1.5	Success for All	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$57,000.00	
1	1.6	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$60,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	College Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$30,000.00	
1	1.8	English Learner Student Success	Yes	Schoolwide	English Learners		\$10,000.00	
1	1.9	After School Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grow Academy Shafter	\$10,000.00	
1	1.10	Art + Music Programs	Yes	Schoolwide	English Learners Foster Youth Low Income		\$279,928.00	
1	1.11	Instructional Coaches for Teacher Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$213,102.00	
1	1.12	Intervention + Enrichment (Lab Teachers)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter		
2	2.1	Student Success Team	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$595,868.00	
2	2.3	Interpreter	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$12,000.00	
2	2.7	Academic Parent Teacher Team Meetings	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$2,000.00	
3	3.1	Physical Education Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$160,582.00	
3	3.2	Healthy Living	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Shafter		
3	3.3	Edible School Yard Program + Family Cooking Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$370,608.00	
3	3.4	Extra-curricular athletics programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grow Academy Shafter	\$15,000.00	

DRAFT

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,283,014.00	\$3,279,307.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention and Enrichment	Yes	\$373,114.00	\$423,212
1	1.2	Targeted Academic Support for Unduplicated Students	Yes	\$123,293.00	\$147,576
1	1.3	Literacy Programs	No	\$10,000.00	\$23,134
1	1.4	Educational Software	Yes	\$44,719.00	\$39,910
1	1.5	Success for All	Yes	\$48,100.00	\$61,321
1	1.6	Professional Development	Yes	\$56,000.00	\$31,192
1	1.7	Summer Academic Program	Yes	\$11,000.00	\$0
1	1.8	Provide Fall and Spring Intersessions to Support Unduplicated Students	No	\$2,500.00	\$0
1	1.9	Expand After School Program	No	\$176,120.00	\$183,135
1	1.10	School-Wide Literacy Initiatives	No	\$58,650.00	\$54,026

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	English Learner Student Success	Yes	\$27,375.00	\$20,375
1	1.12	Co-teaching Model	Yes	\$682,206.00	\$809,164
1	1.13	Instructional Coaches for Teacher Support	Yes	\$195,837.00	\$222,026
1	1.15	Small Group Instructors in Lab Classes	Yes	\$413,138.00	\$301,216
2	2.1	Student Success Team	Yes	\$359,563.00	\$389,640
2	2.3	Family Engagement	No	\$6,500.00	\$30
2	2.4	Interpreter	Yes	\$13,000.00	\$6,516
2	2.5	Teacher Training for Family Home Visits	No	\$3,000.00	\$0
2	2.6	Student Incentives	No	\$5,000.00	\$10,616
2	2.7	Quarterly Field Trips	No	\$45,000.00	\$6,028
2	2.8	McKinney Vento Support (Director of Community Initiatives)	Yes	\$15,000.00	\$0
2	2.9	Academic Parent Teacher Team Meetings	Yes	\$2,000.00	\$1,284
2	2.10	Parent Appreciation Night	No	\$7,000.00	\$2,409
3	3.1	Art and Music Programs	Yes	\$258,530.00	\$292,411

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Edible School Yard Program	Yes	\$341,369.00	\$253,086
3	3.3	Promote Health and Wellness	Yes	\$5,000.00	\$1,000

DRAFT

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,057,137	\$2,105,395.00	\$2,109,220.00	(\$3,825.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention and Enrichment	Yes	\$311,764.00	\$356,637		0%
1	1.2	Targeted Academic Support for Unduplicated Students	Yes	\$6,000.00	\$147,576		0%
1	1.4	Educational Software	Yes	\$44,719.00	\$39,910		0%
1	1.5	Success for All	Yes	\$48,100.00	\$61,321		0%
1	1.6	Professional Development	Yes	\$53,000.00	\$16,123		0%
1	1.7	Summer Academic Program	Yes	\$11,000.00	\$0		0.00%
1	1.11	English Learner Student Success	Yes	\$27,375.00	\$20,375		0%
1	1.12	Co-teaching Model	Yes				
1	1.13	Instructional Coaches for Teacher Support	Yes	\$195,837.00	\$222,026		0%
1	1.15	Small Group Instructors in Lab Classes	Yes	\$413,138.00	\$301,216		0%
2	2.1	Student Success Team	Yes	\$359,563.00	\$389,640		0%
2	2.4	Interpreter	Yes	\$13,000.00	\$6,615		0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	McKinney Vento Support (Director of Community Initiatives)	Yes	\$15,000.00	\$0		0%
2	2.9	Academic Parent Teacher Team Meetings	Yes	\$2,000.00	\$1,284		0%
3	3.1	Art and Music Programs	Yes	\$258,530.00	\$292,411		0%
3	3.2	Edible School Yard Program	Yes	\$341,369.00	\$253,086		0%
3	3.3	Promote Health and Wellness	Yes	\$5,000.00	\$1,000		0%

DRAFT

## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,410,823	\$2,057,137	0.00%	32.09%	\$2,109,220.00	0.00%	32.90%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

### Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### Required Descriptions:

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of

unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated

actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

#### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022