

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Academy Arvin

CDS Code: 15101570124040

School Year: 2023-24

LEA contact information:

Jenny Bard

Principal

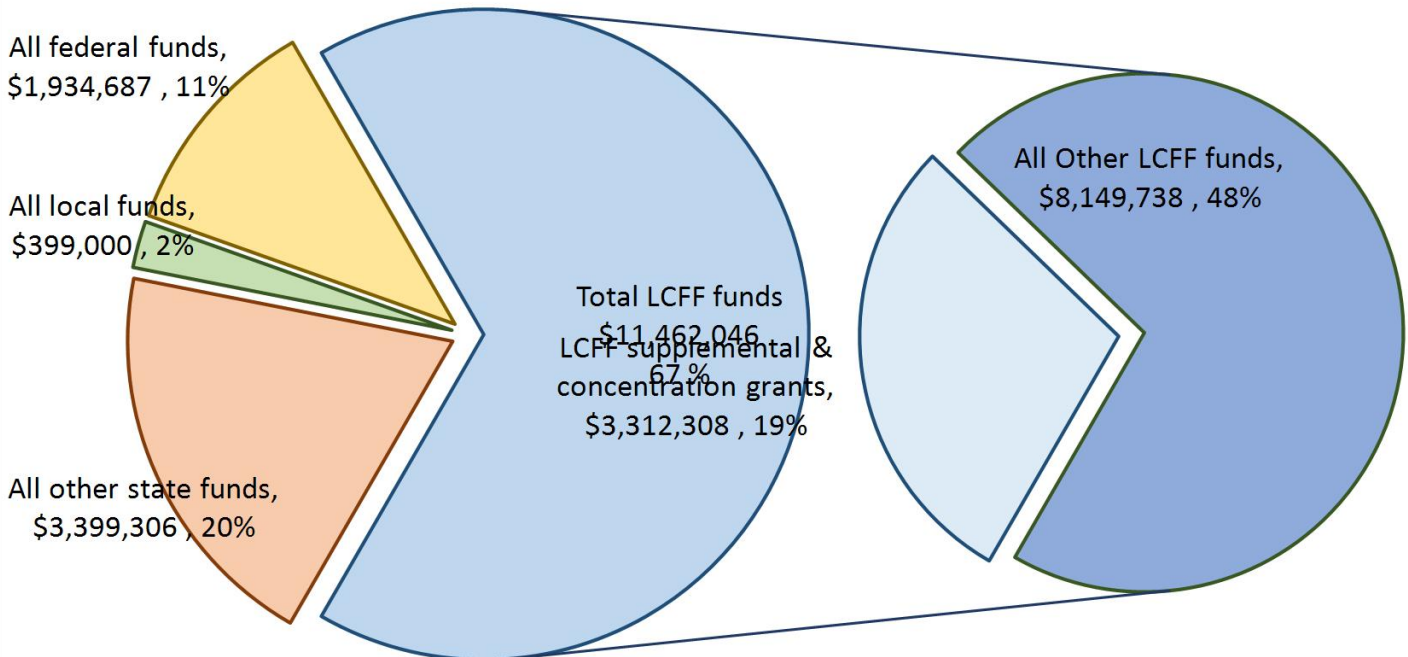
jbard@growpublicschools.org

661-855-8200

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

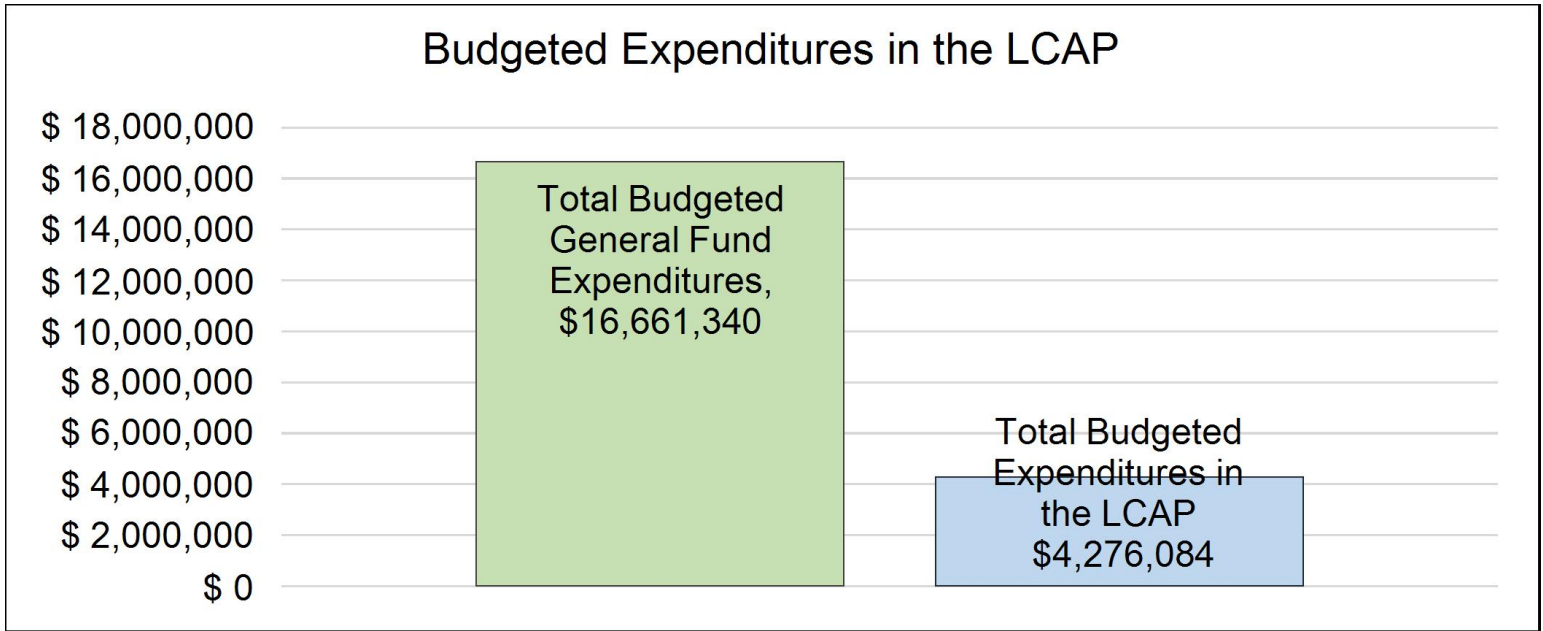


This chart shows the total general purpose revenue Grow Academy Arvin expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grow Academy Arvin is \$17,195,039, of which \$11,462,046 is Local Control Funding Formula (LCFF), \$3,399,306 is other state funds, \$399,000 is local funds, and \$1,934,687 is federal funds. Of the \$11,462,046 in LCFF Funds, \$3,312,308 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Grow Academy Arvin plans to spend for 2023-24. 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 Arvin plans to spend \$16,661,340 for the 2023-24 school year. Of that amount, \$4,276,084 is tied to actions/services in the LCAP and \$12,385,256 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

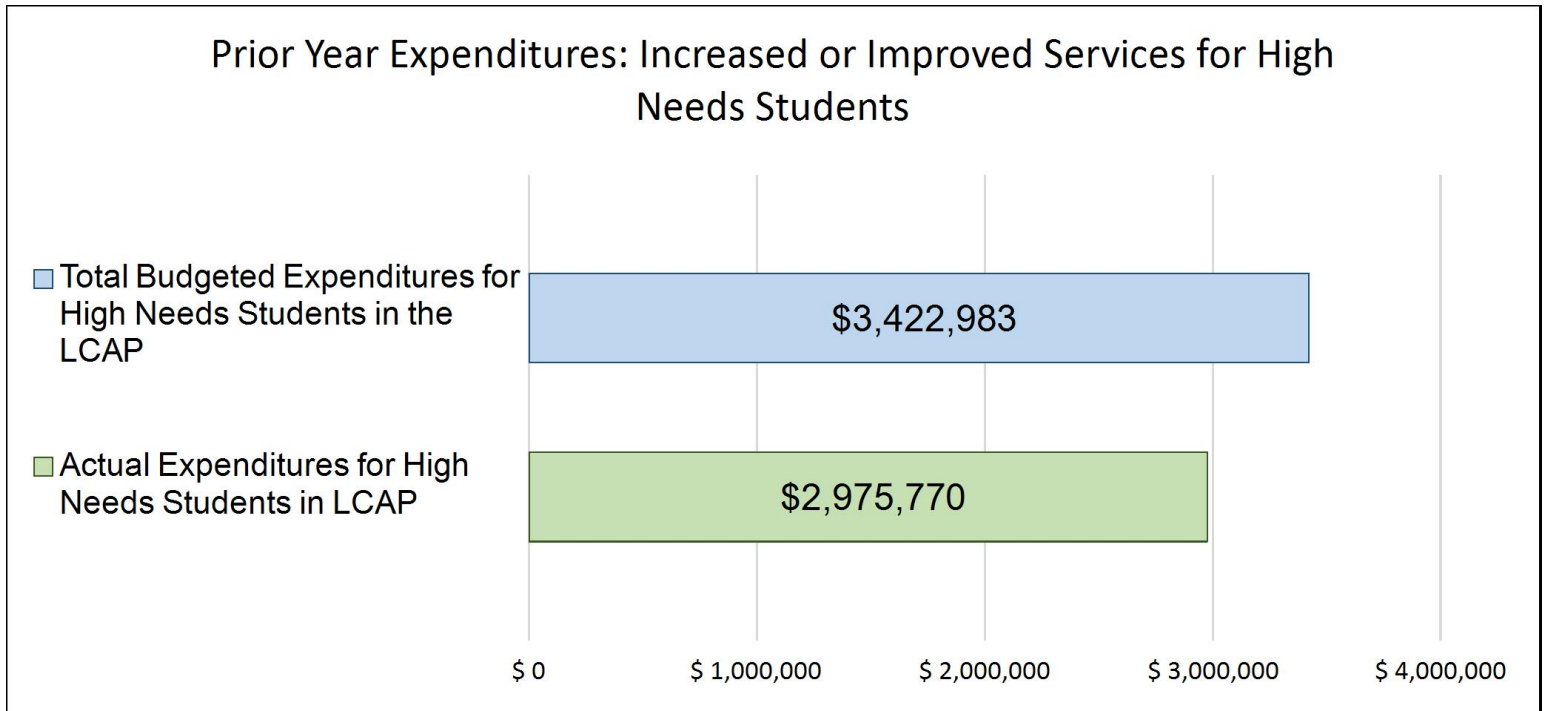
General fund expenditures not in the LCAP include some classroom books and supplies not tied to LCAP actions, custodial supplies, other non-instructional supplies, student technology, conference fees, and supplies for internal professional learning experiences.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Grow Academy Arvin is projecting it will receive \$3,312,308 based on the enrollment of foster youth, English learner, and low-income students. Grow Academy Arvin must describe how it intends to increase or improve services for high needs students in the LCAP. Grow Academy Arvin plans to spend \$3,415,542 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 2022-23



This chart compares what Grow Academy Arvin 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 Arvin 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 2022-23, Grow Academy Arvin's LCAP budgeted \$3,422,983 for planned actions to increase or improve services for high needs students. Grow Academy Arvin actually spent \$2,975,770 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-447,213 had the following impact on Grow Academy Arvin's ability to increase or improve services for high needs students:

High needs students were not significantly impacted by the difference between budgeted expenditures and actual expenditures. The difference was a result of a few actions across the school's three goals. The school underspent on actions 1.6 Professional Development, 1.7 College Readiness, 1.11 After School Tutoring, and 1.16 Teacher Development Initiative. As a result of sharing professional development contracts with our Grow Academy Shafter location, the anticipated costs were much lower. Additionally, our College Readiness activities are planned for the end of year and therefore are not yet reflected in our spend to date. As for tutoring, we were able to provide tutoring for our unduplicated students however, associated costs were allocated to allotment from the Expanded Learning Opportunity grant. Lastly, we did launch our teacher residency program this year. Initially we anticipated there would be 7 residents on campus, however, due to unforeseen circumstances only 4 completed the program on the Grow Academy Arvin campus.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

Grow Academy (GA) is a TK-8 public charter school designed to serve students in the greater Arvin community in grades TK-8 who are at-risk of achieving below basic proficiency in state examinations. The goal of GA is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. Grow Academy Arvin enrolls approximately 90 students per grade per year in grades Kindergarten through 8th, and 15 students in our transitional kindergarten program, with an end goal of educating over 800 students annually in grades TK-8. Our student population is 42% English learner (EL), 92% Socioeconomically Disadvantaged and 8% students with disabilities. 95.6% of our students are Hispanic. GA is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness. Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is grown in the garden and prepared in the kitchen. Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being.

We at GA are motivated by four core values:

- *High Expectations
- *Health and Wellness
- *Perseverance
- *Joy

The following goals encompass our vision:

- *Providing a school choice for families for scholars 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 the 9th grade.

*Educating our scholars to be self-motivated, competent, and lifelong learners, and who have a deep love of reading.

*Providing the parents in the Arvin Community an educational pathway to position their children to be eligible for attending a four-year college.

*Including a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future. Encouraging our students to become leaders in their community and to return to Kern County (and specifically to Arvin) to help others achieve their goals.

Reflections: Successes

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

Goal 1: Dynamic learning experience for higher academic achievement

Dashboard Data

- Reduced percentage of ineffective teachers from 42.6% to 23% (metric 1A)
- Maintained 100% of students with access to standards aligned materials (metric 1B)
- Maintained “Standard Met” for implementation of academic standards (metric 2A)
- Grow Academy Arvin received a status of “Medium” for English Learner progress with 52.4% of students making progress towards English language proficiency (metric 4E)

CAASPP Data

- Increased ELA proficiency from 27.05% to 34.55% for all students (metric 4A)
- Increase math proficiency from 17.59% to 19.85% for all students (metric 4A)
- Increased ELA proficiency for multilingual learners from 8.29% to 17.74% (metric 4A)
- Increased ELA proficiency for economically disadvantaged students from 24.21% to 31.98% (metric 4A)

Local Data

- Maintained 100% of students with access to Math, ELA, Intervention, and Enrichment courses (metric 7A)
- 100% of multilingual learners had access to high quality designated (30/day) and integrated ELD Instruction (metric 2B)

Action 1.1 Intervention and Enrichment was critical to many of the successes aligned above (metric 1B, metric 2A, metric 4E, metric 4A, metric 7A, and metric 2b). Multilingual learners who have unique language development needs and economically disadvantaged students both had increased small group instruction to help increase their achievement. This was made possible with the addition of small group instructors in core classes and access to the lab where designated ELD instruction occurred.

Action 1.2 Intervention and Coordinator was also instrumental in the growth in student achievement (metric 4E and metric 4A). Our intervention coordinator regularly reviewed data with teachers to help create targeted groups for intervention. Furthermore, they were able to help co-design lesson plans that leveraged student strengths and further developed areas of need.

Action 1.3 Library Program helped ensure that students had access to a wide variety of texts that were aligned to standards (metric 1B) thereby increasing engagement and motivation to continue developing skills.

Action 1.4 Educational Software ensured that students had access to online learning platforms (OLPs). We attribute the growth in achievement and language development (metric 4E and 4A) to students being able to master skills at their own pace. If they were below the grade level standard they had ample practice at requisite skills to build success over time to tackle grade level skills. Similarly, if students were exceeding grade level standards the OLPs challenged students to continue developing their skills and prepare for upcoming content.

Action 1.6 Professional Development enabled both teachers and small group instructors alike to receive guidance and support to attend to the needs of diverse learners in their classroom. For example, small group instructors received explicit professional learning and coaching related to co-teaching strategies. They then implemented these practices in the classroom to facilitate small group instruction.

Action 1.9 English Learner Student Success 54.2% of students making language development progress (metric 4E). Our multilingual learner students had access to Chromebooks and additional specialized software to practice speaking, listening, and writing skills. This was coupled with differentiated materials they used with a teacher for designated instruction during the lab portion of the school day.

Action 1.12 Art & Music Programs helped the school achieve 100% of students have access to a broad program of study (metric 7A). Often multilingual learners and economically disadvantaged students receive supplemental instruction while other students receive enrichment. Grow Academy Arvin employs two full-time enrichment teachers which enables art and music to be available to all students. This is especially important for our economically disadvantaged students who otherwise might not be able to afford such an experience.

Action 1.13 Instructional Coaches are content experts who are able to support teachers in the creation of differentiated lesson plans that attend to the needs of multilingual learners and economically disadvantaged students. It is for this reason that our students' achievement grew on the state assessments (metric 4A).

Action 1.16 Teacher Development Initiative has both short-term and long-term implications for supporting goal 1 and the achievement of students. This year, this action helped to ensure there was a low student to adult ratio in all core classes. This afforded more specialized instruction for our multilingual learners, economically disadvantaged students, and all students. Furthermore, this will have a long-term impact because the residents are immersed in the Grow pedagogy and way of instructing. As they earn their credential we are creating a pipeline of highly-qualified individuals who are poised to fill any vacancies in the program in upcoming years.

Goal 2: Collaborative parent partnerships to improve student achievement

Dashboard Data

- Maintained a “Medium” status for suspension rates (metric 6A)
- Maintained a “Standard Met” for local indicator Parent and Family Engagement

CAASPP Data

- Increased ELA proficiency from 27.05% to 34.55% for all students (metric 4A)
- Increase math proficiency from 17.59% to 19.85% for all students (metric 4A)
- Increased ELA proficiency for multilingual learners from 8.29% to 17.74% (metric 4A)
- Increased ELA proficiency for economically disadvantaged students from 24.21% to 31.98% (metric 4A)

Local Data

- Maintained a 90% of parents attending school meetings for Star Parents of Grow Academy (SPGA) and School Site Council (SSC) (metric 3A)
- Maintained a 90% rate of parent attendance for pre-registered parent events on campus (metric 3A)
- Increased ParentSquare reach rate to 99% (metric 3B)
- Maintained 100% events offered with translation services (metric 3B)
- Parents reported an average score of 8.6 (out of 10) when responding to the statement “Grow Academy treated me like a partner in my child’s education” (metric 6C)
- 100% of parent/guardians attended IEP meetings (metric 3C)
- Increased average daily attendance rate from 91.82% to 93.23% (metric 5A)
- Decreased Chronic Absentee rate from 9.15% to 7.39% (self-reported metric 5B)
- Maintained a 0% expulsion rate (metric 6B)
- School earned a 4.7 (out of 5) on the annual Culture/Climate survey (metric 6C)

Action 2.1 Student Success Team was a key action that was leveraged this year to engage parents in goal 2. As a result of have a school psychologist, a school counselor, and an assistant principal act as a united team to support some of our most at-risk families we saw improvement on a number of academic (metric 4a) and qualitative measures (e.g. metrics 3A, 3B, 3C, and 6C). This group was able to develop specific strategies for low income families such as home visits and multilingual learners such as additional language development services.

Both Actions 2.3 Parent Communications and 2.4 Interpreter had great success as was evident by the 99% ParentSquare reach rate. This enabled the school to stay in close contact with families. Which in turn yielded greater attendance to important events (metric 3A) on campus that helped to promote higher achievement of students (metric 4A).

Action 2.7 Positive Behavior Intervention contributed to a low suspension rate (metric 6A) and 0 students expelled (metric 6B) during the 22-23 school year as school personnel promoted desired behaviors on campus and approached student-adult relationships from a trauma-informed perspective.

Action 2.8 Educational Field Trips were one action that helped encourage daily attendance (metric 5A) which saw an improvement this year. Students who attended regularly were more likely to be aware of the opportunities and complete any work which helped deepen their experiences at educational field trips.

Action 2.11 Academic Parent Teacher Teams supported families being partners in their children's academic growth and success as was evident by the state assessment growth (metric 4A). For our low income families and our families who speak multiple languages the APTT provided educational resources to be used at home to help further a student's opportunity to practice skills needed to master grade level content.

Action 2.12 Parent Appreciation Night was the last action that contributed to the success of the program by ensuring parents continue to feel valued for the contributions they make on campus (metric 3A & metric 3C).

Goal 3: Promote Health & Wellness

Local Data

- 91.33% 5th grade participation rate across all Physical Fitness tested components (metric 8A).
- 98.74% 7th grade participation rate across all Physical Fitness tested components.
- 60% of students agree that ESY taught the importance of taking personal responsibility to protect the environment
- 63% of students students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration
- 67% of students agreed that they can read a recipe and make a dish for themselves.
- 73% of students agreed they can use a knife safely in the kitchen.
- 58% of students agreed that the ESY taught them how to live a healthy lifestyle.
- 53% of students agreed they can make healthier food choices as a result of their participation in the ESY.
- 68% of students agreed they feel comfortable trying new foods
- 55% of students agreed that they could take care of their own garden
- 100% of students in grades kindergarten through 6th grade had access to 12 Edible Schoolyard (ESY) Garden lessons and 12 ESY Kitchen lessons.

Action 3.1 Physical Education Activities was a successful initiative as measured by the Physical Fitness Test outcomes (metric 8A). Our SED students and English learner students benefitted greatly by having dedicated PE teachers at the lower elementary and upper elementary/Middle School level. These teachers received substantial professional learning on how to work with these students who are often at-risk for low participation rates. This action ensured students had a high-quality program including qualified teachers and an array of equipment.

Action 3.3 The Edible Schoolyard Program is one of the most highlighted features of the Grow program. We measure students championing health and wellness via participation in the annual lessons (metric 7B) and the annual ESY exit survey (metric 7B). Both of these indicators

show that students are thriving in this program and that there is efficacy in creating a culture of wellness on campus as is intended by Goal 3.

Continued Success

As we plan for the 2023-2024 school year, Grow Academy Arvin will continue to implement many of the actions listed above. In some cases, we are enhancing activities which will be discussed in a later section.

For goal 1 we plan on continuing actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.9, 1.12, 1.13, and 1.16 to ensure greater growth and academic achievement in the 23-24 school year.

For goal 2 to leverage family partnerships to enhance academic outcomes we will execute actions 2.1, 2.3, 2.7, 2.8, 2.11, and 2.12.

Finally for goal 3 will continue actions 3.1 and 3.3 to ensure a culture of wellness is a priority on campus.

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 rural demographic conditions and circumstances where our school is located pose distinct challenges for the students Grow serves – access to fully credentialed teachers in core subject areas (math, science & English and special education) as well as access to full English academic language along with literacy rich households, access to readily available tutors beyond the school day, technology, food/shelter & resources availability within the community, transportation, and sustained trauma and additional academic needs due to the COVID-19 pandemic. In addition to the foundational academic and social services that Grow provides to all of its students, additional actions and support are directed towards achieving the expected measurable outcomes of our English Learners, Foster/Homeless and Low Income priority groups of students. In addition to the basic services that Grow Academy provides to all students, without regard to their status as English Learners, Low income or Foster Youth, Grimmway Academy Arvin provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 40%—relative to services provided to all students. Grow Academy Arvin’s goal is that not only are students prepared for the academic rigors of secondary and higher education, but also augment above and beyond services ensuring equity-driven actions that address specific academic gaps, overall student and family engagement and the impact on proper nutrition has on lifelong health and well-being.

The LCAP goals and aforementioned actions will be measured through a variety of measurements, including NWEA, CAASPP, ELPAC, CA State Dashboard, site-based dashboards focused on student and engagement (attendance, chronic absenteeism) as well as school climate, social emotional learning and parent volunteerism satisfaction surveys.

Goal 1: Dynamic learning experience for higher academic achievement

Dashboard Data

- In “initial implementation” stage of Career Technical Education and “beginning development” stage of world languages within the implementation of academic standards local indicator (metric 2A)

CAASPP Data

- Math proficiency stayed the same for English learners from 4.21% in the 20-21 school year to 4.4% in the 21-22 school year (metric 4A).
- Math proficiency stayed the same for economically disadvantaged students from 16.23% in the 20-21 school year to 16.13% in the 21-22 school year (metric 4A).

Local Data

- Reclassification rate decreased to 35.8% from 36.8% in the previous year (Metric 4F)

Based on the aforementioned data we analyzed actions where we need to continue to improve practice. The biggest need that can be identified is more work about supporting our multilingual learner and economically disadvantaged students in the area of math. We will need to look at action 1.4 for educational software to see what individual math tools to which students have access. Additionally, we will need to evaluate the implementation of Action 1.1 and 1.2 to ensure we are aggregating the data effectively and providing high-quality small group interventions to these groups of students. Lastly, action 1.9 English Learner Student Success will continue to be enhanced so we have effective curricular resources to support language development which in turn should strengthen the reclassification rate.

Goal 2: Collaborative parent partnerships to improve student achievement

Dashboard Data

- Chronic Absenteeism status “Very High” (Metric 5B)

CAASPP Data

- Math proficiency stayed the same for English learners from 4.21% in the 20-21 school year to 4.4% in the 21-22 school year (metric 4A)
- Math proficiency stayed the same for economically disadvantaged students from 16.23% in the 20-21 school year to 16.13% in the 21-22 school year (metric 4A)

Local Data

- 12% families completed their hours of service (metric 3C)

There are two areas Grow Academy Arvin would like to attend based on the data above. The first is a better system by which to manage absences on campus. There is research to support that multilingual learner students and economically disadvantaged students are more

likely than their peers to miss school at higher rates. The school is carefully planning to provide resources and services to address these specific needs in the 23-24 school year. Secondly, while we discussed the academic achievement data needs above, looking at it from the perspective of engaging families it is clear we can do more to partner for student growth and achievement. For example, Action 2.1 Student Success Team was successful in creating a system, but perhaps we are not yet identifying the students who are most in need of additional services and supports. The data tells us that to ensure growth in math amongst our English Learners and economically disadvantaged students, more interventions or different interventions are needed.

Goal 3: Promote Health & Wellness

Local Data

- 7th and 8th grade students did not have equitable access to ESY Kitchen and Garden relative to their Kinder-6th grade peers.

Goal 3 was intended to increase awareness and ensure the health of some of our most at-risk students. The current ESY program does an excellent job of instilling the seed to table concept with students in the lower grades, however, there is not yet programming that supports the middle school students. This is incredibly important as middle school is a transitional period of time in life where more support and guidance around health and wellness is needed. If students are healthy and well then learning is more available to them.

Program Enhancements

To address Goal 1 needs and the identified math gaps we will continue to employ small group instructors and lab teachers (Action 1.1). To improve implementation we will ensure stronger professional development and training for this group, particularly around math strategies. We will partner both with Kern County Superintendent of Schools and Core Learning (Action 1.6) to provide these math supports to the instructional team. Another enhancement will be adding a New Teacher Coach to Action 1.13. The hope is that this teacher will be able to provide teachers in the first and second years of teaching more explicit guidance on how to support diverse learners in the classroom. We have also identified a need to better monitor the progress of groups of students. To address needs of students more effectively, we need a tool that will streamline the process of assessing students, grouping by need, delivering intervention, and monitoring progress. As such we intend to add Action 1.17 Assessment and Data Analysis Tools.

For Goal 2 will continue to implement many of the same actions with some enhanced implementation practices. We will be changing Action 2.1 SST to Coordination of Services Team. This group's primary function will be the same, to identify and support students in need of additional support. However, we will be adding a School Social Worker to the team who has expertise in providing services for priority populations like our English Learners and economically disadvantaged group. Furthermore, instead of having 2 assistant principals we have transitioned one to become a Dean of Student Culture. This person will focus on the tiered systems of support for PBIS to keep suspension and expulsion rates low (metric 6A and 6B). They will also oversee the attendance procedures on campus so that there is one person providing clarity and oversight over the process. We hope that this will continue to reduce the chronic absentee rate (metric 5B) on campus.

Lastly, for goal 3 we will continue providing actions 3.1, 3.3, and 3.4 but will be strengthening Action 3.3 Edible Schoolyard to ensure as our students continue to 7th and 8th grade (prioritizing our English Learners and economically disadvantaged students) will have access to

ongoing health and wellness experiences in the kitchen and garden.

LCAP Highlights

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

Through an analysis of our state and local data, and input from staff and educational partners, we identified the following areas of focus for the 2023- 24 school year:

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

Grow Academy Arvin will allocate funds to continue supporting English Learners, Foster Youth, and Low Income students through the following actions: Teacher Development Initiative (Action 1.16) was launched in 22-23 and had a deep impact on supporting diverse learners. We are slightly expanding the number of residents in the 23-24 school year, however, each Resident will continue to be 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. They will continue to earn a Master's Degree and Teaching Credential. They are supported by a Coordinator of Teacher residency who provides dedicated professional development to help oversee the implementation of intervention and enrichment activities benefiting unduplicated students and their families. 7 of our 22-23 residents will be returning as full-time teachers in the 23-24 school year. This is why we have added the New Teacher Coach to Action 1.13 to ensure in the transition to full-time teaching, former residents continue to receive high levels of support and feedback on their practice.

A core feature of the Grow model is the blended and personalized learning. As such Action 1.1 Intervention and Enrichment will continue to be a cornerstone of the Grow program. By decreasing the student to adult ratio, we take a collaborative approach to providing services to achieve positive academic, social and emotional learning outcomes. Additionally, we offer an intervention block daily titled Lab. It is in this space where we are able to differentiate further for our priority students. In an effort to help close the achievement gap for English Learners, GA Arvin will purchase supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material (Action 1.9). These are supplemental materials that will be used as part of Grow Arvin Academy's additional ELD support. Staff will receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting students and families (Action 1.6).

Also during Learning Lab we will utilize educational software to provide intervention and enrichment to our English Learners and economically disadvantaged students (Action 1.4). Examples of the academic software include: Lexia, Next Gen Math, ST Math, and Accelerated Reader.

Goal #2-Create collaborative partnerships with parents to improve student achievement. At Grow Academy (GA) Arvin. It is our belief that authentic parent engagement and education is instrumental in helping to close the achievement gap for unduplicated pupils.

We included action steps to support the expansion of our parent engagement opportunities. Based on feedback from parents, we will carry forward all programs and services identified in the 23-23 LCAP. GA Arvin will continue to utilize various forms of communication (in English & Spanish) to provide information to parents/guardians relating to their students' academic progress and social emotional learning needs. GA Arvin will implement digital communications platforms (i.e.,ParentSquare), and continue to invest in an Interpreter to provide translation services for our EL students and families.

To provide ongoing collaboration that helps to identify strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress, GA Arvin is enhancing the Student Success Team (SST) to become the Coordination of Services Team (COST) (Action 2.1) . The COST will add a School Social Worker to the team to work collaboratively with the school counselor, school psychologist, behaviorist, and assistant principal to enhance interventions for our students in need of tier 2 and tier 3 services (often our English learners and economically disadvantaged students).

Grow Academy Arvin will also continue partnering with parents during conferences to ensure families have resources and materials to help increase student academic learning through at-home practice (Action 2.11). To celebrate and encourage parent participation of EL, Foster, and SED students, we will offer a Parent Appreciation Night (2.12). We are excited to offer family cooking classes, family activities on campus such as the Spring Carnival, and community events. We will continue our partnership with Kern County Superintendent of Schools Children's Dental Health Network, Clinica Sierra Vista, and Adventist Health Bakersfield to increase access to healthcare for our families. We have established a partnership with Bank of America to provide financial literacy workshops, and will explore community partnerships to provide vision screening for students and English classes for parents. Finally, we will continue to expand our community outreach through partnerships with Kiwanis, Lions, and other community groups that provide programs and services for families of Arvin and surrounding areas.

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

Based on feedback from our educational partners, GA Arvin will continue its physical education program in an effort to encourage healthy living for students and improve pupil outcomes as measured by the State's Physical Fitness Test (PFT). GA Arvin will maintain a standardized Elementary Physical Education program for low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. Students in all grades will receive at least 10% more minutes of physical education each week than is required by the state. This will be accomplished through the dedication of two (2) Physical Education Teachers (Action 3.1) . GA 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 Arvin do not have healthy meal choices readily available to them. Each student will participate annually in 12 kitchen lessons and 12 garden lessons facilitated by the ESY Team (Action 3.3). GA will also continue to offer ESY kitchen and cooking classes, and expand the ESY Iron Chef challenge to 7th and 8th grade students. Based on feedback from parents, we will carry forward all programs and services identified in the 23-24 LCAP.

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

Comprehensive Support and Improvement

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

Schools Identified

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

Grow Academy has not been identified for CSI.

Support for Identified Schools

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

Grow Academy has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Grow Academy has not been identified for CSI.

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 Arvin (GA Arvin) is committed to the idea that meaningful educational partner engagement is an integral part of developing an effective strategic plan. As such, Grow Academy Arvin includes several educational partners to solicit feedback which helps influence the development of this LCAP for the 2022-23 school year. Our educational partners include: teachers, principals, administrators, other school personnel, parents, students, and SELPA administrators. At present Grow does not have local bargaining units for certificated or classified staff. GA Arvin solicited feedback through both in-person and virtual meetings with several educational partner groups and discussed goals, school data, as well as proposed actions and services that will help to close the academic achievement gap for unduplicated pupils. The following groups were actively involved in the LCAP development process described below:

Educational Partners at Large-This group is made up of parents, teachers, principals, administrators, and other school personnel.

Grow Leaders PLC: This is a weekly meeting with school site leaders to review data and create action plans for their respective school sites.

School Site Council (SSC): Since Grow Academy Arvin 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. The School Site Council is made up of parents, administrators, and students. Dates of engagement included 4/27, 1/26, 12/8.

Star Parents of Grow Academy (SPGA), is the parent advisory group, composed of parents/guardians of GA Arvin students. This group meets approximately every month or more if planning for an upcoming event.

The English Learner Advisory Committee (ELAC) is a committee required by state regulations for any school that has twenty one or more English Learners enrolled. In addition, state regulations require that parents of English learners constitute at least the same percentage of the English Learner Advisory Committee membership as their children represent the student body. Members of the English Learner Advisory Committee give advice and feedback to the principal regarding English learner programs. The ELAC is made up of intervention staff, school counselor, teachers, and parents. Dates of engagement included: 4/27, 1/26, 12/8.

Kern County SELPA-

In addition to the above educational partner groups that helped to provide feedback relating to the three goals identified for the LCAP, a meeting took place with the Executive Director of the Kern County Consortium SELPA on March 29, 2022. The purpose of this meeting was to ensure that students with disabilities have access to fully-credentialed Teachers, standards-aligned instructional materials, and school facilities. The consultation addressed the following areas: Access to basic services State standards Student achievement Parent engagement Student engagement School climate Course access.

In addition to in-person and virtual educational partner meetings, surveys (available in English and Spanish) were also administered to all parents/guardians of GA Arvin students through ParentSquare via Google Forms and made available on Grow Academy Arvin's Website.

A presentation of the Draft LCAP for the 2023-2024 School Year will be shared via public hearing June 12, 2023 and a final draft will be submitted to the Grow Public Schools Board of Directors during its regular board meeting on June 27, 2023.

To further engage our educational partners, GAA implemented the ParentSquare communications platform, phone app or web-based communications platform for the 22-23 school year. As of this school year, 948 parents of GAA were utilizing ParentSquare for ongoing 2 way communication with a reach rate of 99%. The overall parent engagement rate was 96%. ParentSquare and our social media presence (Facebook and Twitter) have allowed educational partners to communicate directly and offer feedback to school leadership. To accommodate the various schedules of our educational partners, Parent Informational Meetings and Coffee and Conversations were hosted on a rotational schedule: Early Morning, Evening and Afternoons. These meetings provided information, additional educational resources, answer questions, and solicit feedback on the effectiveness of distance learning and how we can improve services for our students.

A summary of the feedback provided by specific educational partners.

Each of the above mentioned educational partners and governance groups were given the opportunity to provide feedback on the LCAP through many meetings and surveys throughout the 22-23 school year. The presentation included information about the Local Control Funding Formula (LCFF), LCFF Base Grant, LCFF Supplemental & Concentration Grants, Budget Overview for Parents Update, 22-23 Expenditures Plan, and LCAP Goals and Actions. Educational partners were given the opportunity to provide input on the goals, actions, and suggestions for new strategies that ultimately aim to increase and/or improve services for unduplicated pupils (SED, Foster Youth, English Learners)

A survey available in English and Spanish was also administered to all parents/guardians of GA Arvin students through ParentSquare via Google Form and made available on Grow Academy Arvin's Website.

The results of the survey and feedback section have been aggregated here and organized by goal.

Goal #1:

- Provide after school tutoring and enrichment to expand and support learning (teachers & families)
- Continue to support library opportunities, book collections, and resources within each classroom to promote independent reading (families & principals)
- Increase College readiness opportunities like individualized tutoring, college field trips, career exploration opportunities, and explicit high school readiness tools (teachers, staff, families, & principals)
- Tools to compare formative state assessment data with local standards-based grades (coaches & teachers)
- Greater support for new or new-to-Grow teachers for working with priority populations (principals)

Goal #2:

- Provide and increase on-going communication and advance notice to all families in English and Spanish (families)

- Increase family engagement, parent collaboration and parent feedback opportunities in English and Spanish to encourage academic success of all scholars (school leadership team, teachers, families, & SSC)-
- Expand educational field trips (families & students)
- Identify local community resources that would be of benefit to families especially related to mental health (principals & staff)

Goal #3:

- Increase extra curricular activities such as music, dance, art and sports for all grade levels (families & students)
- Continue to promote Health & Wellness including social & emotional well-being (families & students)
- Increase Edible School Yard engagement opportunities (teachers, families, & students)

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

Based on the growth during the 22-23 school year Grow will continue Action 1.1 intervention and enrichment, 1.2 intervention coordinator and materials, 1.4 education software, 1.6 professional development, 1.7 college readiness, 1.9 English learner student success, and 1.16 teacher development initiative.

Goal 1 Additions & Modifications:

Based on the analysis of data and educational partner feedback received related to Goal 1, GA Arvin will continue to allocate resources in an effort to help close the academic achievement gap for unduplicated pupils. GA Arvin intends to respond in the following ways. An important support parents identified was college readiness via individualized support for their students beyond the regular school day. We are in the process of expanding our afterschool program with the funds allocated through the Expanded Learning Opportunity grant. So while we will continue to make tutoring a priority, we have removed Action 1.11 from the LCAP. We will however, continue and strengthen Action 1.1, 1.2, and 1.16 which all promote data-driven small group instruction made possible by a lower student to adult ratio.

Both families and our principals wanted to ensure students were inspired to read independently. As such we are maintaining the commitment to our literacy program by updating our centralized library with texts that represent a variety of reading levels and are culturally responsive (Action 1.3). Based on their feedback we have also decided to enhance classroom libraries to ensure students always have immediate access to a range of books. Lastly, we will be adding Accelerated Reader to Action 1.4 as a way to incentivize a reading culture on campus and monitor individual student progress.

Principals reflected that certain teachers needed more support with meeting the needs of EL, foster youth, and SED. As such, a New Teacher Coach was added to Action 1.13. This person will have a focused caseload of teachers to help them acclimate to the Grow model through cycles of observation and feedback.

The last recommendation related to goal 1 was the newly added Action 1.17 Assessment and Data Analysis tools. Coaches and teachers expressed at multiple intervals throughout the year looking at so much data was a cumbersome task. To better serve EL, foster youth, and

SED by identifying specific needs and creating intervention and enrichment groups we will purchase OTUS. This will enable teachers to create rigorous assessments, compare these to 3rd party data sources, make dynamic groups, and progress monitor the growth of students.

Based on successes and feedback from the 22-23 school year the following goal 2 actions will be continued into the upcoming school year: action 2.3 family and community engagement, 2.5 increasing language access, 2.6 teacher training, 2.7 positive behavior intervention & supports framework, 2.11 parent conferences, and 2.12 parent appreciation night.

Goal 2 Additions & Modifications:

After reviewing input from educational partners related to Goal 2, the most significant update that we have made is to Action 2.1. Families and school personnel alike want to increase collaborative opportunities to create services plans that increase student growth. One parent stated, “My child has been behind for two years. Each year we feel like we have to advocate for them all over again with their new teacher.” By shifting to a COST model the hope is that there is a system in place to monitor students year over year to ensure no student falls through the cracks. This cross-functional team supports the academic growth and success of all students in collaboration with families. By adding a school social worker we hope they will lead the system to identify struggling students, devise comprehensive action plans, and monitor the progress of students with the support of families. We hope this will be a more proactive model and will increase communication with families.

Another area that was expanded in response to feedback was Action 2.8 Educational Field Trips. Students and families were very excited this year for the return of off site experiences, they expressed a desire to have more in the 23-24 school year. We have increased funds to ensure that every grade level is able to take at least one trip annually. The additional funds allocated will cover additional bus costs and entrance fees.

We will continue to monitor the impact of goal 3 by implementing action 3.1 physical education activities, 3.3 Edible Schoolyard Program, and 3.4 promote health and wellness.

Goal 3 Additions & Modifications:

Students and parents expressed that they would like more enrichment activities for students. While we are removing Action 3.6, we remain committed to providing engaging clubs and activities for students. Moving forward this will be funded through our Expanded Learning Opportunity grant. Additionally, families and students provided positive feedback about the school’s focus on wellness and access to the Edible Schoolyard. As such there are no major changes to goal 3. The school will continue to provide programming to students and families to ensure they are lifelong advocates of health and wellness. We will adapt the Edible Schoolyard schedule in the 23-24 school year so that middle school students have access to electives that extend the learning for the structured K-6 program.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

At Grow Academy Arvin, our mission is to close the opportunity gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. We accomplish this through a data-driven model based on inquiry-based rigorous instruction, a connection to environmental stewardship, health, and wellness, and a student-centered and personalized learning framework. This provides the conditions for students to grow and excel academically, emotionally and physically, while enrolled in our school and in preparation for 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 on grade level by the 3rd grade
- Excellent Attendance
- Proficiency ELA and Math as measured by successful completion of coursework and meeting or exceeding state assessment expectations

At the core of Grow Academy Arvin are the 4 core values and beliefs that guide our everyday practice.

Core Values

- High Expectations
- Joy
- Perseverance
- Health & Wellness

Beliefs

- Every child can have a bright future
- Every teacher can be successful
- Every parent can be engaged
- Every community can flourish

Our educators understand that every student on campus has unique strengths and needs and that all students can and will be successful. It

is our responsibility to create an environment where students have multiple opportunities to demonstrate their skills and mastery. This is why we have worked to create structures for personalized learning opportunities that take students from where they are to grade level proficiency and beyond. Grade level teams, in collaboration with the instructional leadership team, carefully case manage students by reviewing weekly assessments and strategically plan for upcoming instruction. A full inclusion campus, students with disabilities and multilingual learners are a particular focus for our team.

2021-2022 CAASPP Results

- 34.55% (ELA), 19.85% (math), 8.28% (science) of all students met or exceeded the proficiency expectations
- 14% (ELA), 4% (math), and 0% (science) of students with disabilities met or exceeded the proficiency expectations
- 17.74% (ELA), 4.4% (math), and 4.41% (science) of multilingual learners met or exceeded proficiency expectations
- 31.98% (ELA), 16.13% (math), and 7.45% (science) of “economically disadvantaged” students met or exceeded proficiency expectations

ICA 2023 Results

- 39% (ELA) and 19% (math) of all students met or exceeded the proficiency expectations
- 18% (ELA) and 11% (math) of students with disabilities met or exceeded the proficiency expectations
- 21% (ELA) and 8% (math) of multilingual learners met or exceeded proficiency expectations

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.

Grow Academy Arvin will integrate the 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 recent assessment results will be used to create a personalized online intervention plan for that student. 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 who will deliver intervention curriculum and collect data on student progress. Students in tier two who do not make adequate growth will enter the Student Success Team (SST) process while continuing to receive tier two supports in addition to more intensive interventions and 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 Grow Academy Arvin to serve the most struggling students more effectively than traditional elementary schools.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: Teachers are appropriately assigned and fully credentialed in subject areas	<p>2020-2021 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)</p> <p>Total Teachers: 27 Intern: 13% Ineffective: 42.6% Incomplete: 3.7%</p> <p>As compared to Kern County</p> <p>Ineffective: 6.4% Incomplete: 5.8%</p> <p>(DataQuest Teaching Assignment Report 2020-2021)</p>	<p>2020-2021 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)</p> <p>Total Teachers: 27 Intern: 13% Ineffective: 42.6% Incomplete: 3.7%</p> <p>As compared to Kern County</p> <p>Ineffective: 6.4% Incomplete: 5.8%</p> <p>(DataQuest Teaching Assignment Report 2020-2021)</p>	<p>2022-2023 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)</p> <p>Total Teachers: 39</p> <p>Intern: 21% Ineffective: 23% Incomplete: 0%</p> <p>(Self-reflection on local indicator data)</p>		<p>100 % of teachers will be appropriately assigned and fully credentialed in subject areas</p>
1B: Students have access to standards-aligned instructional materials for every student	<p>100% of students have access to standards-aligned instructional materials as indicated in the Self-Reflection Tool for Local Indicators (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)</p>	<p>100% of Students had access to standards-aligned instructional materials as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)</p>	<p>In 2022-2023 100% of students have access to standards-aligned instructional materials.</p> <p>(Self-reflection on local indicator data)</p>		<p>100% of students will have access to standards-aligned instructional materials as indicated in the Self-Reflection Tool for Local Indicators</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C: School Facilities in “Good Repair” per CDE’s Facility Inspection Tool	All facilities have an overall rating of "exemplary" as affirmed in the CDE's Facility Inspection Tool (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	All facilities had an overall rating of “exemplary” as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	During the 2022-2023 school year all facilities had an overall rating of “exemplary”. (Self-reflection on local indicator data)		All facilities will have an overall rating of "exemplary" as affirmed in the CDE's Facility Inspection Tool
2A: Implementation of state board adopted academic content and performance standards for all students	In the 2020-2021 school year, this priority was met as measured on the CA Dashboard for Local Indicators (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	In the 2021-2022 school year this priority was met as measured on the CA Dashboard for Local Indicators (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	During the 2022-2023 school year this priority was met. According to the CA Dashboard the school received a “Standard Met” for implementation of academic standards. (Self-reflection on local indicator data)		In the 2021-2022 school year, this priority will be met as measured on the CA Dashboard for Local Indicators
2B: How the programs and services will enable English Learners to access the CCSS & ELD	100% of ELL students have access to high quality ELD Instruction and support materials.	100% of ELL students had access to high quality ELD Instruction and support materials. Additional designated	In 2022-2023 100% of multilingual learners have access to high quality designated and integrated ELD		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
standards for the purposes of gaining academic content knowledge and English proficiency	Additional designated ELD time is provided within LL and LC classes via credentialed instructors. 30 minutes of daily academic English language instruction provided within the ELD Designated Block. Additional 30 minutes on Mango Language Software. (Master Schedule-SIS)	ELD time is provided within LL and LC classes via credentialed instructors. 30 minutes of daily academic English language instruction provided within the ELD Designated Block. Additional 30 minutes on Mango Language Software. (Master Schedule/SIS)	instruction and support materials. Additional designated ELD time is provided within LL and LC classes via credentialed instructors. 30 minutes of daily academic English language instruction provided within the ELD Designated Block. (Self-reflection on local indicator data)		
7A: Pupils have access to and are enrolled in a broad course of study including courses described for grades: 1-6 (English, Math, Social Science, Science, Health, VAPA, other studies that are prescribed by the governing board)	100% of students have access to Math, ELA, Intervention and enrichment and elective courses (Course Offerings-Parent/Student Handbook)	100% of students had access to Math, ELA, Intervention and enrichment and elective courses (Course Offerings-Parent/Student Handbook)	During the 2022-2023 school year 100% of students had access to Math, ELA, Intervention and enrichment and elective courses. (Course Offerings-Parent/Student Handbook)		100% of students will have access to Math, ELA, Intervention and enrichment and elective courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 identified needs in the Learning Lab. (Course Offerings-Parent/Student Handbook)	100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab (Course Offerings-Parent/Student Handbook)	During the 2022-2023 school year 100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab. (Course Offerings-Parent/Student Handbook)		100% of unduplicated students enrolled in appropriate programs and services will have their individual needs met
7C: Addresses the extent to which pupils have access to and are enrolled in: Programs and services developed and provided to students with disabilities.	100% of identified pupils have access to programs and services developed and provided to students with disabilities, as described through the IEP process. (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 Arvin’s approach to Inclusion (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).	In the 2022-2023 school year 100% of identified special education students received adequate services as described in their IEP and evidenced through GA Arvin’s approach to inclusion. (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom)		100% of identified pupils will have access to programs and services developed and provided to students with disabilities, as described through the IEP process.
4A: State Assessments	2019-2020 CAASSPP 46.49% of all students met or exceeded ELA standard	2020-2021 CAASPP 27.03% of all students met or exceeded the ELA standard	2021-2022: English Language Arts:		60 % of all students will meet or exceeded the Common Core

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	43.44% of low-income students met or exceeded the ELA standard	24.21% of low-income students met or exceeded the ELA standard	34.55% of all students proficient (44.5 points below standard) 17.74% of multilingual learners proficient		Standards in ELA on Smarter Balanced Assessments
	9.42% of ELs met or exceeded the ELA standard	37.79% of ELs met or exceeded the ELA standard	(59.9 points below standard)		30.8% of EL students will meet or exceed the ELA standard
	33.40% of all students met or exceeded the Math standard	17.59% of all students met or exceeded the Math standard	31.98% of low income students proficient (51.4 points below standard)		50% of low-income students will meet or exceed the ELA standard
	31.33% of low-income students met or exceeded the Math standard	16.23% of low-income students met or exceeded the Math standard	Math: 19.85% of all students proficient (81.8 points below standard)		50% of students will meet or exceed the Math standard
	7.24% of ELs met or exceeded the math standard	25.23% of ELs students met or exceeded the math standard	4.4% of multilingual learners proficient (98.7 points below standard)		40% of EL students will meet or exceed the Math standard
	27.07% of all students met or exceeded the Science standard	13.97% of all students met or exceeded the Science standard	16.13% of low income students proficient (90.2 points below standard)		40% of low-income students will meet or exceed the Math standard
	25.66% of low-income students met or exceeded the Science standard	10.08% of low-income students met or exceeded the Science standard	Science: 8.28% all students 4.41% multilingual learners		30% of all students will meet or exceed the Science standard
	2.27% of ELs met or exceeded the Science standard	18.60% of ELs met or exceeded the Science standard	7.45% low income students (CA Dashboard)		28% of low-income students will meet or exceed the Science standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2021 NWEA Map Growth 43% of all students met their Growth projection in Reading.</p> <p>51% of all students met their Growth projection in Math</p>	<p>2022 NWEA Map Growth 59% of all students met their Growth projection in Reading.</p> <p>60% of all students met their Growth projection in Math."</p>			<p>4% of EL students will meet or exceed the Science standard</p> <p>(2019 California Dashboard)</p> <p>65 % of all students will meet their growth projection for NWEA Reading</p> <p>65 % of all students will meet their growth projection for NWEA Math</p> <p>(NWEA Map)</p>
4B: % of pupils that have successfully completed A-G requirements	N/A	N/A	N/A		N/A
4C: % of pupils that have successfully	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed CTE pathways					
4D: % of pupils that have successfully completed both B and C)	N/A	N/A	N/A		N/A
4E: % of ELs who make progress toward English proficiency (as measured by ELPAC)	34% of students are making progress towards English language proficiency (2019 CA Dashboard)	42.68% of students are making progress towards English language proficiency (ELPAC Summative Assessment Comparison between 2020-2021 and 2021-2022)	2021-2022 52.4% of multilingual learners are making progress towards English language proficiency (2022 CA Dashboard)		65% of of students are making progress towards English language proficiency (California Dashboard 2019)
4F: ELL reclassification rate	22.6% total reclassification rate (2020-21 CALPADS)	36.8% total reclassification rate (2021-22 CALPADS)	35.8% total reclassification rate (2022-23 CALPADS)		The 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		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4H: % of pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher)	N/A	N/A	N/A		N/A
8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	100% of students have access to Math, ELA, intervention, enrichment and elective courses. (Course Offerings-Parent/Student Handbook)	100% of students have access to Math, ELA, intervention, enrichment and elective courses. (Course Offerings-Parent/Student Handbook)	During the 2022-2023 school year 100% of students have access to Math, ELA, intervention, enrichment and elective courses. (Course Offerings-Parent/Student Handbook)		100% of students have will have access to Math, ELA, Intervention and enrichment and elective courses

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention and Enrichment	The intent of this action is to enhance and improve intervention and enrichment opportunities for unduplicated pupils. A primary driver of intervention within GA Arvin is the small group instruction that occurs both in the general education classroom and the Lab. Additional adults in these spaces enable the conditions to create specialized and flexible groupings to attend to the specific needs of students from socioeconomically disadvantaged backgrounds and multilingual learners. These additional staff members also participate in intersession and extended year opportunities to support students in need of additional instruction.	\$1,108,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>GA Arvin will employ (2) credentialed lab teachers, (18) classified support staff who will provide small group instruction in our TK-8 classrooms intended to accelerate learning for focused groups of students.</p> <p>Staff salaries and associated professional development materials contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 1A, metric 1B, metric 2A, metric 2B, metric 7A, metric 7B, metric 7C, metric 4A, metric 4E, and metric 4F.</p>		
1.2	Intervention Coordinator and Related Materials	<p>Intervention Coach will work closely with educators to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coach utilizes assessment data to help customize learning to student needs, in order to provide targeted individual and small group instruction. In some cases, scholars are provided supplemental curricular materials to remediate skills gaps. This collaborative approach to providing services will help to achieve positive academic, social and emotional learning outcomes.</p> <p>Staff salaries and materials contribute to this action.</p> <p>We will evaluate impact by reflecting on outcomes associated with metric 1B, metric 2A, metric 2B, metric 7A, metric 7B, metric 7C, metric 4A, metric 4E, metric 4F, and metric 8A.</p>	\$139,050.00	Yes
1.3	Literacy Program	<p>Grow Academy Arvin employs a part time literacy specialist who ensures students have access to culturally relevant and age appropriate texts. The role entails curating and adding to the school's collection of books, providing programming directly to students, and</p>	\$67,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>planning school wide literacy events (e.g. Read Across America activities).</p> <p>Additionally, our teachers must respond to the various literacy needs of students within their classroom. We also intend to supplement existing classroom libraries with additional leveled texts that will increase our students' access to fiction and non-fiction books. To monitor the progress we intend to implement a Benchmark Assessment System to diagnose the skills students need to advance their reading skills.</p> <p>GAA also seeks to increase the love of reading on campus by implementing an independent reading program. Adding Accelerated Reader to our campus will enable us to set individual, class, and schoolwide goals. Additionally, we are allocating funds to support the participation of scholars in literacy events sponsored throughout the county.</p> <p>Staff salaries, texts, assessment materials, and licensing fees contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting on outcomes associated with metric 1B, metric 2B, metric 7B, metric 7C, metric 4A, metric 4E, metric 4F, and metric 8A.</p>		
1.4	Educational Software	<p>To provide additional practice opportunities for students related to their individualized needs, the school utilizes a suite of educational online learning platforms. Students will have time to use these tools both in the general education classroom and during lab. Additionally, these online learning platforms allow teachers and administration to disaggregate the data to determine which priority groups of students need intervention and/or enrichment. During the 23 - 24 school year we intend to implement Freckle, Lexia, Next Gen Math, Accelerated Reader and ST Math.</p>	\$76,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Software license fees, technical assistance.</p> <p>We will evaluate impact by reflecting on outcomes associated with metric 1B, metric 2B, metric 7B, metric 7C, metric 4A, metric 4E, metric 4F, and metric 8A.</p>		
1.5	Success for All (SFA)	Incorporated and expanded action for the 23-24 school year, please see action 1.3.	\$0.00	No
1.6	Professional Development	<p>The school will provide specialized professional learning opportunities for teachers, residents, small group instructors, aides, and staff related to school wide initiatives. These initiatives include, but are not limited to, early literacy, thinking math classrooms, project-based learning, and co-teaching. This ongoing learning prepares teachers to adjust their instruction to increase access to our priority groups of students.</p> <p>Service contracts and conference fees contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting on outcomes associated with metric 1A, metric 2A, metric 2B, metric 7B, metric 7C, metric 4A, metric 4E, metric 4F, and metric 8A.</p>	\$167,718.00	Yes
1.7	College Readiness	Grow Academy Arvin prepares students to find success in high school, college, and beyond. To foster an environment in which students aspire to greatness, the school implements a comprehensive college and career readiness framework. This includes use of Xello software that helps students identify their strengths and talents and makes explicit connections to potential careers and educational pathways. Additionally, this plan includes trips to visit a variety of colleges. Lastly, our plan provides parent education around college systems, financial aid, and college and career preparation (both English and Spanish).	\$10,609.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Through these efforts we intend to increase the college going rates for our priority groups of students.</p> <p>College readiness materials and supplies contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting on outcomes associated with metric 2B, metric 7B, metric 7C, metric 4A, metric 4E, metric 4F, and metric 8A.</p>		
1.8	Professional Development	In a previous iteration of the LCAP, this action was combined with action 1.6	\$0.00	No
1.9	English Learner Student Success	<p>Multilingual learners in our program receive integrated support during core instruction to ensure access to grade level content. Additionally, in the 23-24 school year students receive designated ELD instruction during our Lab-Literacy Block-Math Leadership (LLM) portion of the day to continue their language development progress. In the upcoming school year we will begin a curriculum adoption process for a new ELD curriculum. Teachers will be piloting the state-approved Wonders curriculum for grades K-5.</p> <p>Additionally, the school utilizes ELLevation to help monitor student progress and enable collaboration amongst teachers working to support multilingual learners on campus. ELLevation will also ensure the school stays in compliance with multilingual learner requirements such as reclassification and monitoring of recently reclassified students.</p> <p>Curriculum, consumables, and license fees contribute to this action.</p>	\$11,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will evaluate the impact of this action by reflecting on outcomes associated with metric 1A, metric 2A, metric 2B, metric 7A, metric 7B, metric 4A, metric 4E, metric 4F, and metric 8A.		
1.10	Summer Academic Program	In a previous iteration of the LCAP, this action was included in action 1.1.	\$0.00	No
1.11	After School Tutoring	Action in practice. Removed during the writing of the 23-24 LCAP due to funding through a different source.	\$0.00	No
1.12	Art & Music Programs	<p>One (1) Music Teacher one (1) art teacher and one teacher who will both devote 50% of their time between Art and Music to provide academic enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students.</p> <p>Staff salaries and music and art materials, including instruments contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting on outcomes associated with metric 1A, metric 7A, and metric 8A.</p>	\$216,395.00	Yes
1.13	Instructional Coaches for Teacher Support	Grow Academy Arvin employs a humanities coach, a STEM coach, and a New Teacher Coach. Together this team makes up our Instructional Leadership Team. Their role on campus is to support rigorous high-quality core instruction. Each coach or coordinator works with a subset of teachers and engages in cycles of planning, observation, and reflection to strengthen practice. Additionally, this team provides whole group and individual professional learning related to school wide initiatives.	\$415,901.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Staff salaries contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting on outcomes associated with metric 1A, metric 2A, metric 2B, metric 7B, metric 7C, metric 4A, metric 4E, metric 4F, and metric 8A.</p>		
1.14	Digital Literacy PBL Teacher	In a previous iteration of the LCAP, this position was eliminated.	\$0.00	No
1.15	Intervention and Enrichment	In a previous iteration of the LCAP, this action was incorporated into 1.1.	\$0.00	No
1.16	Teacher Development Initiative	<p>In partnership with the Alder Graduate School of Education, the school will employ seven (7) teacher residents. This model (developed by the Aspire charter network) combines immersive hands-on classroom practice with rigorous research-based coursework leading to a teaching credential and a Master's degree. Each resident receives a salary and is paired with a mentor educator for whom they provide support and increasing instructional responsibility.</p> <p>Staff salaries and mentor professional development contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting on outcomes associated with metric 1A, metric 2A, metric 2B, metric 7B, metric 7C, metric 4A, metric 4E, metric 4F, and metric 8A.</p>	\$426,080.00	Yes
1.17	Assessment & Data Analysis Tools	Continuing to develop teacher's assessment and data fluency is a goal the leadership team believes will enable the school to achieve goal 1 and create personalized learning opportunities in an environment with	\$8,625.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>high expectations. We intend to implement OTUS in the upcoming school year to enhance how we monitor student progress. This tool is both an online assessment generator and enables teachers to make groups and monitor progress of these groups across multiple indicators.</p> <p>Licensing fees contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting on outcomes associated with metric 1B, metric 2A, metric 2B, metric 7B, metric 7C, metric 4A, metric 4E, and metric 4F.</p>		

Goal Analysis [2022-23]

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.

During the 2022-2023 school year Grow Academy Arvin identified 10 actions aligned to Goal #1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement. Although all actions in Goal 1 were implemented, there were challenges in fully implementing some actions. Some success and challenges are described below.

Successes:

- 1.1 Intervention & Enrichment: By reducing the student to adult ratio in our classrooms we saw an increase in achievement in our English Language Arts classes. This afforded more opportunities for personalized learning, intervention, and enrichment.
- 1.3 Library Program: With students returning to school full time we worked to ensure that all students had access to books. The library program reinvigorated our libraries so that a wide variety of levels and topics were available to students.
- 1.4 Educational Software: As a continuation of our lab program, student achievement grew because students have time to work on a variety of online platforms to practice skills for which they needed more time to get to mastery.
- 1.5 Success for All: This year over 80% of students increased their independent reading level as a result of literacy block which was supported by the Success for All curriculum.
- 1.6 Professional Development: With a particular focus on math, our teachers received ongoing professional learning and coaching to ensure classroom practices maximized student engagement.
- 1.9 English Learner Student Success: Multilingual learners had multiple opportunities to receive integrated and designated instruction, ultimately increasing their access to grade level content.

1.11 After School Tutoring: Teachers provided multiple opportunities for students to receive additional support with content. This increased students' growth in the academic content areas.

1.12 Art & Music Program: A hallmark of the Grow program, art and music continued this year so that all students had access to a diverse course of study.

1.13 Instructional Coaches for Teacher Support: In conjunction with professional development initiatives, all teachers received ongoing support from a coach. These cycles of planning, observation, and reflection impacted the efficacy of the instructional program on campus.

1.16 Teacher Development Initiative: In its inaugural year, the program had a number of successes but we are most proud to have offered 10 of the participants full-time teaching positions for the upcoming school year.

Challenges:

1.2 Intervention Coordinator & Materials: The Intervention Coordinator worked closely this year with teachers to oversee the implementation of enrichment and intervention within the classroom. Additionally, this role was to provide development to Small Group Instructors (SGIs) and residents to ensure they too would be able to successfully provide targeted intervention. However, the work with teachers on data collection, data analysis, and formation of small group intervention was higher than anticipated. Thus, in order to provide the professional development to SGIs and residents we had to shift those responsibilities amongst other members of the leadership team. Ultimately, the CMO hired a full time person to coordinate the development of this group in order that the Intervention Coordinator could focus exclusively on supporting teachers in adjusting instruction.

1.7 College Readiness: Instead of an onsite College Fair, students took a variety of field trips to visit colleges and universities throughout the state of California. This enabled the school to implement an ongoing culture of college as an option post-HS instead of one time event. In the future, a college fair will be one piece of the plan as we promote college and career readiness.

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.

GA Arvin conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2022-2023 LCAP Goal 1 was \$2,651,486. The estimated actual expenditures for the 2022-2023 LCAP Goal 1 was \$2,214,989 for a difference of \$436,497. Outlined below are the major identified differences with detailed explanations.

1.3 Library Program: This year the school sought to encourage reading by scheduling a library rotation in all grades. With students visiting the library regularly, the school spent an additional \$14,000 purchasing a variety of texts. In planning for the upcoming school year, we will increase the budget in anticipation of continuing to build out both the central and classroom libraries on campus.

1.6 Professional Development: The school underspent on professional development not as a result of cutting opportunities for teachers, but rather the difference of \$31,000 was a result of cost savings from sharing the cost of contracts with the other Grow Academy campus.

1.9 English Learner Success: This year was intended to be a pilot year for a new designated ELD curriculum. Sample materials were purchased and utilized throughout the year. The school intends to finalize the purchase of an entire set of new ELD curricular materials by year's end.

1.11 After School Tutoring: Multilingual learners, foster youth, and SED students had access and were encouraged to participate in the after school tutoring program held on campus. These students were specifically invited by their teachers in core subjects. However, teacher stipends for these hours came out of the ELO-P grant.

1.16 Teacher Development: The Alder residency program began this year with much success. Not only is the school helping to mold future educators with an eye towards supporting priority groups of students, but in the present those students are also receiving more individualized support within their classrooms. The \$134,000 difference for this action was a result of residents who decided not to partake in the program after the budgeting process had been concluded.

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

Based on the available data described below, Grow Academy Arvin continues to make progress towards achieving Goal 1. In pursuit of this goal, Grow Academy Arvin closely monitors the success of priority populations of students including English Language Learners, Foster Youth, and Low-Income Students. We consider the needs of these students first when allocating LCFF funds.

Dashboard data for priority 4A shows that multilingual learners increased ELA proficiency from 8.29% to 17.74% and economically disadvantaged students from 24.21% to 31.98%. Additionally, all students increased ELA proficiency from 27.05% to 34.55% while in math all students went from 17.59% to 19.85%. Additional priority 4A data indicates that 17.59% of all students met or exceeded Mathematics proficiency expectations, this percentage increased in the 21-22 school year to 19.85% (metric 4A). We believe the implementation of many of the actions associated with goal 1 during the 2022-2023 school year are positively impacting the growth and achievement of students. More specifically actions 1.1, 1.2, 1.4, 1.6, 1.13, and 1.16. The intervention coordinator (action 1.2) was responsible for actively reviewing data from sources such as our students online learning platforms (action 1.4). This enabled her to quickly identify which skills specific students for which students needed additional support or enrichment. As a result of Action 1.1 lab teachers were able to design small group instruction opportunities that addressed those identified data trends. Additionally, Action 1.6 provided all other teachers pedagogical strategies and support for using data to revise lesson plans thereby making them more accessible to all types of learners in the classroom. Teachers were held accountable to implementing these learnings through their ongoing relationship with an instructional coach (Action 1.13) who assisted with planning, reviewing student work, and providing feedback on lesson execution. Lastly, Action 1.16 also contributed to the conditions that lead to growth by reducing the student to adult ratio in class and thereby providing more individualized instruction.

For Priority 2B, 4E, and 4F the following actions were instrumental in English Learner progress measuring at 52.4%: 1.1, 1.2, 1.3, 1.4, 1.6, and 1.9. As mentioned 1.1 and 1.2 provided supplemental instruction to increase access to grade level content. While Actions 1.3 and 1.4 ensured that students have a variety of resources to increase their engagement with the content whether that be printed text or digital

platforms. Action 1.6 was a commitment to our English Learner students and all students to increase pedagogical knowledge to continue to better design instructional experiences for students. As mentioned above, action 1.9 contributed to progress on the metrics by ensuring students furthered their communication skills to be able to engage with content. Closing the achievement gap for this group of students has been a focus during the 22-23 school year through small group instruction structures and via the supplemental materials and resources aimed at their specific language learning needs. Our commitment as Kern County educators is to provide an educational experience that offers an innovative approach to closing the achievement gap and ensuring scholars have the best opportunity to thrive in college, career, and life. We cannot move the needle without engaging families to take an active role in the education system. As described in the analysis for goal 1 related to high expectations and student achievement, we have seen growth in student achievement during the 2022-2023 school year.

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.

Adjustments:

Based on the needs identified from metric 4A students particularly around math, our scholars should be receiving more small group instruction opportunities within their core classes. We have adjusted our model from previous years where each grade level had a lab class. In the upcoming school year there will just be two labs; a lab for lower elementary and one for middle school. As such we have reduced the number of lab teachers and increased the classified staff who will be present in core classes throughout the school. They will work closely with teachers to create tailored small group supports during independent practice components of instruction.

In response to data from the 22-23 school year, there are few actions we intend to modify or adjust our implementation for the 23-24 school year. The data from this year suggests that approximately 44% of our students will meet English Language Arts proficiency as measured by the state assessment. In response, we want to continue to develop our literacy program utilizing the principles of the science of reading. We have expanded Action 1.3 to include a more robust response to the literacy needs of students on campus and have renamed this action to Literacy Program. This expanded action will also include Action 1.5 Success for All whereby instead of limiting ourselves to one specific curriculum we are thinking about the materials and instruction that support reading instruction at grade level, at a scholar's instructional level, as well as opportunities to read at their independent level. Beyond continuing our library program, we know that we need more supporting targeting specific skills students need to become stronger readers. This is why we will use the Benchmark Assessment System to provide information to create small groups that can attend to student instructional reading level while continuing to provide access to grade level ELA content. Further, we want to enhance students' motivation to read independently by adding more options to classroom libraries and employing a tool to set goals and monitor student progress.

While students and teachers have access to a variety of online learning platforms this school year, it has been hard to track data from the plethora of tools being utilized. Next year we have decided to focus on fewer online learning platforms in order to support stronger implementation school wide. This is reflected in the expenditures for Action 1.4 Educational Software.

For Action 1.6 Professional development, conversations with our teacher educational partners indicated a successful year partnering with educational consultants to enhance our math practices and co-teaching strategies. Based on their feedback to continue development aligned to these priorities and as identified by our math outcomes, we would like to expand and continue the professional development support for the 23-24 school year. This is a significant increase in allocated funds from previous years. However, we believe we are more carefully aligning our needs as identified by performance (e.g. low math proficiency and 2nd grade students not yet reading on grade level) to identify outside consultants to help us grow our practice in these areas. Additionally, on the 21-22 state assessment only 33% of our students met grade level proficiency in ELA. Which indicated to the team a need to further develop our early literacy program to ensure students are reading on grade level by the end of 2nd grade. Additional partnerships with consultants this year will enable us to crystallize our vision for strong early literacy instruction. Lastly, we aim to ensure our students are equipped with 21st century skills by the time they leave our program. We nurture creativity, collaboration, communication, and critical thinking through project based learning. While this year we focused on core instruction, next year we intend to augment our program by empowering our elementary school teachers to incorporate more project based learning opportunities into their instructional plans. We will get support from a consultant to support the implementation of this initiative.

Data for our multilingual learners shows that only 11.92% (ELA) and 5.5% (Math) met proficiency expectations. For Action 1.13 we will hire an additional 1.5 coaches to the instructional leadership team so that our instructional leadership team includes the principal, the assistant principal, an intervention coach, 1.5 new teacher coaches, a literacy coach, and a STEM coach. As such this action will increase in funds from the previous year. This team is being trained on one common framework which we believe will lead to increased access to grade level content for our multilingual learners. Additionally, the new teacher coaches will focus on teachers within their first and second year of teaching such as our previous residents to ensure a strong foundation. We anticipate a portion of their work will be helping teachers to analyze data to understand the specific needs of our unduplicated population of students.

For Action 1.16 we increased funds due to additional residents being added to the program. We were intentional in our recruitment to identify residents who could eventually teach in high need areas such as math and special education. To accommodate this pipeline we had to adjust the cohort of residents that will be assigned to the Arvin campus in the upcoming year.

Removal:

Action 1.11 After School Tutoring has been removed as an action but will continue to be in practice. The school will utilize Expanded Learning Opportunity funds to support this academic intervention and enrichment program.

Additions:

One new action was added to the 23-24 plan that we believe will enhance our ability to respond to our student's personalized learning needs. This year we built our own academic dashboard to house historical data and track weekly quick check assessments. In doing so, we were able to create strategic small groups for whom we could target specific skills. By adding action 1.17 Assessment & Data Analysis Tools the schools will use Otus as a tool for teachers to save time on the data aggregation and be able to focus more on the analysis and implementation of targeted instruction.



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

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

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

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

GA Arvin approaches developing partnerships with parents through a collaborative parent teacher conference process. In doing so, we ask our teachers to serve as coaches to parents. We hope that families learn how to become more engaged in the academic success of their students, more knowledgeable members of the academic team by unpacking data on assessments, and are empowered to facilitate student learning at home.

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

In collaboration with families, Grow Academy Arvin plans to reach higher academic achievement through the actions within this goal. As is detailed in Goal #1, GA Arvin seeks to continuously improve the growth and achievement of it students. With a particular emphasis on math

and priority group performance, 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 in making decisions for district and school sites	<p>All parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws have a 90% attendance rate of all meetings throughout the school year. (SPGA Meeting Minutes)</p> <p>All parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws have a 90% attendance rate of all meetings throughout the school year. (SSC Meeting Minutes)</p> <p>All parents who sign up to attend evening</p>	<p>For 2021-2022 all parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws had a 90% attendance rate of all meetings throughout the school year. (SPGA Meeting Minutes)</p> <p>For 2021-2022 all parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws had a 90% attendance rate of all meetings throughout the school year. (SSC Meeting Minutes)</p>	<p>For 2022-2023 all parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws had a 90% attendance rate of all meetings throughout the school year. (SPGA Meeting Minutes)</p> <p>For 2022-2023 all parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws had a 90% attendance rate of all meetings throughout the school year.</p>		<p>All parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws will have a 100% attendance rate of all meetings throughout the school year. (SPGA Meeting Minutes)</p> <p>All parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws will have a 100% attendance rate of all meetings throughout the school year. (SSC Meeting Minutes)</p> <p>All parents who sign up to attend evening</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	programs (i.e., cooking classes, workshops) have a 90% attendance rate (Sign-In Sheets)	For 2021-2022 all parents who sign up to attend evening programs (i.e., cooking classes, workshops) had a 90% attendance rate (Sign-In Sheets)	(SSC Meeting minutes) For 2022-2023 all parents who sign up to attend evening programs (i.e., cooking classes, workshops) had a 90% attendance rate (Sign-In Sheets)		programs (i.e., cooking classes, workshops) will have a 100% attendance rate (Sign-In Sheets)
3B: How district promotes participation of parents for unduplicated pupils	1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall parent engagement rate is 95%. 28% of parents use the provided Spanish translation for two-way communication (2020-2021 ParentSquare Dashboard)	In the 2021-2022 school year, 930 parents of GAA utilized ParentSquare for ongoing 2-way communication with reach rate of 98%. The overall parent engagement rate was 99%. (2021-2022 ParentSquare Dashboard)	In the 2022-2023 school year, 804 parents of GAA utilized ParentSquare for ongoing 2-way communication with a reach rate of 99%. The overall parent engagement rate was 99%. (2022-2023 ParentSquare Dashboard) Translation services were offered at 100% of parent events.		Will provide translation services 100 % of the time for parents/guardians Will achieve 100% parent engagement rate via ParentSquare

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C: Other local measures on sense of safety and school connectedness	Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grow Academy treated me like a partner in my child’s education” was 8.5 (on a 10 point Likert scale)	Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grow Academy treated me like a partner in my child’s education” was 8.5 (on a 10 point Likert scale)	Based on the Parent Survey completed at the end of the 2022-2023 school year, the average of all responses as to whether they agree with the following statement “Grow Academy treated me like a partner in my child’s education” was 8.6 (on a 10 point Likert scale).		Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grow Academy treated me like a partner in my child’s education” will be 10 (on a 10 point Likert scale)
3C: How district will promote parental participation in programs for students with disabilities	0 hours of in-person volunteer opportunities. (Suspended due to COVID) (Google Forms Volunteer Spreadsheets In-Kind Donation Spreadsheets)	For 2021-2022 there were zero (0) hours of in-person volunteer opportunities. (Suspended due to COVID) (Google Forms Volunteer Spreadsheets In-Kind Donation Spreadsheets)	Parent/guardian attended 100% of IEP and 504 of meetings held by the school. During the 2022-2023 school year 12% of parents completed their hours of service.		Will achieve 80% of parents, including parents of students with disabilities completed 30+ hours of parent service.
5A: School attendance rates	Average Daily Attendance rate is 91.6% (CALPADS)	For 2021-2022 the current Average Daily Attendance Rate 91.82%	For 2022-2023 the current Average Daily Attendance Rate 93.23%.		Average Daily Attendance rate will be 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(Infinite Campus SIS)	(Infinite Campus SIS)		
5B: Chronic absenteeism rates	Chronic Absenteeism Rate is 10.9 % (CA Dashboard)	For 2021-2022 the Chronic Absenteeism Rate is 9.15% (Infinite Campus SIS)	For 2022-2023 the Chronic Absenteeism Rate is 7.39% (Infinite Campus SIS) 2021-2022 CA Dashboard <ul style="list-style-type: none"> All students 36.7% (very high) English Learners 37.6% (Very High) Socioeconomically Disadvantaged 38.5% (Very High) 		Chronic Absenteeism Rate will be 5% or less
5C: Middle school drop out rate	Middle School Drop Out rate 0% (Local Student Information System)	For 2021-2022 the Middle School Drop Out rate is 0% (Infinite Campus SIS)	For 2022-2023 the Middle School Drop Out rate is 0%. (Infinite Campus SIS)		Middle School Drop Out rate will be 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5D: High school drop out rates	N/A	N/A	N/A		N/A
5E: High school graduation rates	N/A	N/A	N/A		N/A
6A: Pupil suspension rates	Suspension rate is 0% (CA Dashboard)	For 2021-2022 the Suspension rate is 0% (Infinite Campus SIS)	In the 2021-2022 school year the Suspension rate for all students is 1.8% (medium), 2.2% for multilingual learners (medium), and 1.9% for socioeconomically disadvantaged (medium). (CA Dashboard)		Suspension rate will be 0%
6B: Pupil expulsion rates	Expulsion rate is 0% (Local Student Information System)	For 2021-2022 the Expulsion rate is 0% (Infinite Campus SIS)	For 2021-2022 the Expulsion rate is 0% (CA Dashboard)		Expulsion rate will be 0%
6C: Other local measures	At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey.	At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey.	During the 2022-2023 school year the school reached an 4.7 (out of 5) average combined on the annual Fall and Spring Panorama student		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
	(Spring 2017 Panorama Student Culture/ Climate Survey Results)	(Spring 2017 Panorama Student Culture/ Climate Survey Results)	Culture/Climate Survey. (Panorama Student Culture/ Climate Survey Results)		
4A: State Assessments	<p>2019-2020 CAASSPP 46.49% of all students met or exceeded ELA standard</p> <p>43.44% of low-income students met or exceeded the ELA standard</p> <p>9.42% of ELs met or exceeded the ELA standard</p> <p>33.40% of all students met or exceeded the Math standard</p> <p>31.33% of low-income students met or exceeded the Math standard</p> <p>7.24% of ELs met or exceeded the math standard</p>	<p>2020-2021 CAASPP 27.03% of all students met or exceeded the ELA standard</p> <p>24.21% of low-income students met or exceeded the ELA standard</p> <p>37.79% of ELs met or exceeded the ELA standard</p> <p>17.59% of all students met or exceeded the Math standard</p> <p>16.23% of low-income students met or exceeded the Math standard</p> <p>25.23% of ELs students met or exceeded the math standard</p>	<p>2021-2022:</p> <p>English Language Arts 34.55% of all students proficient (44.5 points below standard) 17.74% of multilingual learners proficient (59.9 points below standard) 31.98% of low income students proficient (51.4 points below standard)</p> <p>Math: 19.85% of all students proficient (81.8 points below standard) 4.4% of multilingual learners proficient (98.7 points below standard) 16.13% of low income students proficient (90.2 points below standard)</p>		<p>60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>30.8% of EL students will meet or exceed the ELA standard</p> <p>50% of low-income students will meet or exceed the ELA standard</p> <p>50% of students will meet or exceed the Math standard</p> <p>40% of EL students will meet or exceed the Math standard</p> <p>40% of low-income students will meet or</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>27.07% of all students met or exceeded the Science standard</p> <p>25.66% of low-income students met or exceeded the Science standard</p> <p>2.27% of ELs met or exceeded the Science standard</p> <p>2021 NWEA Map Growth 43% of all students met their Growth projection in Reading.</p> <p>51% of all students met their Growth projection in Math</p>	<p>13.97% of all students met or exceeded the Science standard</p> <p>10.08% of low-income students met or exceeded the Science standard</p> <p>18.60% of ELs met or exceeded the Science standard</p> <p>2022 NWEA Map Growth 59% of all students met their Growth projection in Reading.</p> <p>60% of all students met their Growth projection in Math."</p>	<p>Science: 8.28% all students 4.41% multilingual learners 7.45% low income students</p> <p>(CA Dashboard)</p>		<p>exceed the Math standard</p> <p>30% of all students will meet or exceed the Science standard</p> <p>28% of low-income students will meet or exceed the Science standard</p> <p>4% of EL students will meet or exceed the Science standard</p> <p>(2019 California Dashboard)</p> <p>65% of all students met their Growth projection for Reading</p> <p>65% of all students met their Growth projection for Math (NWEA Map)</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordination of Services Team	<p>The Coordination of Services Team (COST) works collaboratively in support of the schools multi-tiered systems of supports. This team reviews academic and culture data weekly to identify school, cohort, and individual student needs and creates a plan of support.</p> <p>Responding to the needs of community the following team members provided intervention, services, and resources to students and families: (1) School Psychologist, one (1) School Counselor, one (1) Dean of Student Culture, one (1) Behavior Specialist, one (1) School Social Worker, and one (1) Assistant Principal. This team will work with families to enhance the frequency of communication in order to identify the most effective strategies that aim to improve academics, while assessing behavioral and social-emotional progress.</p> <p>With support from the Instructional Leadership Team, COST will set 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.</p> <p>Our Assistant Principal works with teachers and academic coaches to ensure unduplicated students are receiving target academic support as indicated in a student's Individualized Learning Plan (ILP). A student's ILP is co-created by teachers, families, and the student to set 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.</p> <p>GAA' School Social Worker provides guidance and support for the school's implementation of the PBIS framework. This includes delivering professional learning to the school's staff as well as providing in-classroom support. As needed the School Social Worker is a trained mental health professional who can respond to the needs of students with individual or group counseling needs. Their support</p>	\$729,682.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>extends to working with families to access resources at home and within the school to ensure the child’s continued growth and achievement.</p> <p>The School Psychologist is responsible for the assessment and behavior management for students with emotional disabilities, learning disabilities, autism and behavioral challenges.</p> <p>The School Counselor is responsible for promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.</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> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 3A, metric 3B, metric 6C, metric 3C, metric 6A, metric 6B, metric 5A, metric 5B, and metric 4A.</p>		
2.2	McKinney Vento Support (Director of Community Initiatives)	In a previous iteration of the LCAP, the position was removed and incorporated into responsibilities of various Charter Management Organization (CMO) employees.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Family and Community Engagement	<p>GAA understands the importance of partnering with families to strengthen a student’s schooling experience. Ensuring that families have ample opportunities to participate in school events and advisory groups is a priority of the school. Further, GAA seeks to eliminate barriers for Arvin families' access to resources. To this end, the school will employ a Family and Community Engagement (FACE) Liaison in the upcoming school year who will be supported by a shared network FACE Coordinator. This team will build out a parent engagement strategy with a specific focus on engaging families of English learners, foster youth, and low income students. This group will continue to bridge the school and the families as well as link both to the broader Arvin community.</p> <p>Additionally, the school strives for frequent, timely communication with families. The school uses multimedia to communicate information & opportunities for parents (ParentSquare, phone dialer, letters home, and social media accounts). The school will also continue using Kickboard, which will provide parents with 24hr access to students' behavior reports, as well as increase teacher access to student information and parent communication.</p> <p>Lastly, the school calendars a variety of family events throughout the school year such as Literacy Fair and STEM Night. These opportunities celebrate learning and also serve to inform parents on ways to support and assist their children in their learning.</p> <p>Staff salaries, software subscriptions fees, materials, and supplies contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 3A, metric 3B, metric 6C, metric 3C, metric 6A, and metric 6B.</p>	\$154,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Parent Education	In a previous iteration of the LCAP, this action was combined with action 2.3.	\$0.00	No
2.5	Increasing Language Access	<p>The school will provide an interpreter for all of the school-based family engagement meetings that help to increase parent engagement for low-income students and multilingual learners. These meetings include but are not limited to the Star Parents of Grow Academy, School Site Council, the English Learner Advisory Committee, Back-to-School Night, and Spring Open House.</p> <p>Further the school utilizes translation headsets and will continue to ensure these are well maintained and additional sets are purchased relative to demand.</p> <p>Staff stipends and materials contribute to this action. We will evaluate the impact of this action by reflecting outcomes associated with metric 3A, metric 3B, metric 6C, metric 6A, metric 6B, and metric 4A.</p>	\$12,000.00	Yes
2.6	Teacher Training	<p>Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll.</p> <p>Training fees and mileage reimbursement for home visits contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 3A, metric 3B, metric 6C, metric 3C, metric 6A, metric 6B, metric 5A, and metric 5B.</p>	\$2,400.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Positive Behavior Intervention & Supports Framework	<p>In support of the school’s MTSS framework, GA Arvin implements a Positive Behavior Intervention & Supports (PBIS) framework. This includes explicit instruction related to social emotional (SEL) skills and schoolwide expectations, use of restorative practices, trauma-informed care, tiered interventions and services, as well as community building opportunities.</p> <p>GAA works towards a positive school climate by starting each day with a launch so that each student is primed and ready for the day. Similarly, the day concludes with a landing period as a way for the class to reflect on the event’s of the day. SEL lessons are incorporated into this time. Additionally, teachers help students monitor desired and undesired behaviors throughout the day via the Kickboard platform. This tools helps to increase communication with families related to their child’s behavior. Additionally, positive behaviors are incentivized through this paycheck system. With their earnings students are eligible for trips, celebrations, or items from the student store.</p> <p>Lastly, Friday gatherings occur weekly to build community within a classroom and/or a grade level team.</p> <p>The PBIS approach is research-based and focuses on such elements as building relationships based on trust and mutual respect. It is student centered and involves them in real problem solving and solution implementation. Restorative practices include circles and conferences that help students learn from their mistakes and make amends. The last element provides room for changing social norms through changing behavior rather than rules and policies.</p> <p>Materials, curriculum, and training contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 3A, metric 3B, metric 6C, metric 3C, metric 6A, metric 6B, metric 5A, metric 5B, and metric 4A.</p>	\$20,600.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Educational Field Trips	<p>The core academic model for Grow Academy Arvin speaks to the belief in hands-on learning. We believe opportunities for hands-on learning exist in the classroom but should be enhanced through educational field trips.</p> <p>In collaboration with leadership, each grade level reviews their scope and sequence for opportunities to extend learning beyond the classroom walls. At least once a year per grade level, GAA's intent is for learning to happen within the community and throughout the state.</p> <p>Entrance fees and transportation contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 5A, metric 5B, metric 5C, and metric 6C.</p>	\$61,050.00	No
2.11	Parent Conferences and At-Home Learning Materials	<p>Schools thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school.</p> <p>Parent conferences are held at intervals throughout the year to ensure families are aware of their student's progress. This is an intentional, systematic means of increasing student academic learning by enhancing the quality and quantity of parent- teacher interaction.</p> <p>GAA engages families in student learning by helping parents to understand their children's grade level goals and working 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. Families receive customized kits with relevant materials to practice grade level concepts at home.</p> <p>Parent conference supplies and at-home learning kit materials contribute to this action.</p>	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will evaluate the impact of this action by reflecting outcomes associated with metric 3A, metric 3B, metric 6C, metric 3C, metric 6A, metric 6B, metric 5A, metric 5B, metric 5C, and metric 4A.		
2.12	Parent Appreciation Night	Continue to celebrate and encourage parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night. We will evaluate the impact of this action by reflecting outcomes associated with metric 3A, metric 3B, metric 6C, and metric 3C.	\$7,500.00	No

Goal Analysis [2022-23]

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.

During the 2022-2023 school year Grow Academy Arvin identified 7 actions aligned to Goal #2: Create collaborative partnerships with parents to improve student achievement. Although all actions in Goal 2 were implemented, there were challenges in fully implementing some actions. Some success and challenges are described below.

Successes:

2.3 Family and Community Engagement: Schools offered multiple opportunities for parents and families to engage with the school via ParentSquare and events like Literacy Night.

2.5 Interpreter: At each individual or family engagement event a translator and/or a translation headset was provided.

2.6 Teacher Training: Grow Academy Arvin continued to prioritize establishing relationships with families via home visits at the beginning of the school year.

2.7 Positive Behavior Intervention: As was evident by the low suspension rate, students were held to high standards for schoolwide expectations. Utilizing the PBIS framework the school focused on teaching desired behaviors and reinforcing schoolwide expectations through restorative consequence and trauma-informed care.

2.8 Educational Field Trips: During the school year all students had the opportunity to engage in learning experiences off campus. This exposure to the context of the real-world helped to deepen our connection to families in services of their children's education.

2.11 Academic Parent Teacher Teams: At various intervals throughout the school year, parents were invited to campus to review their child's progress with a teacher. These ongoing conversations ensured parents were aware of their child's data and had resources to use at home to support their continued growth.

2.12 Parent Appreciation Night: This year we increased the number of families who met the goal of engagement hours as was evident by the end of year celebration to honor these families.

Challenges:

2.1 Student Success Team: This action was partially implemented. Utilizing a multi-tiered systems of support (MTSS) framework the student success team partnered with parents to ensure the continued growth and achievement of GA Arvin students. While the intent of this action did not change, we did find a need to expand the team who participated on this team. While our suspension data (metric 6A) was reasonably low, we noticed students experiencing many behavioral challenges throughout the year. To ensure appropriate intervention we added the behavior specialist to the team and hired a School Social Worker.

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.

GA Arvin conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2022-2023 LCAP Goal 2 was \$661,623.00. The estimated actual expenditures for the 2022-2023 LCAP Goal 2 was \$669,160.00, for a difference of \$7,537.00. Outlined below are the identified differences with detailed explanations.

2.6 Teacher Training: To initiate meaningful relationships with parents we ask that our teachers conduct home visits at the beginning of every school year. They are provided training about how to perform these with cultural sensitivity. One aspect of this training is to offer multiple locations where these visits can occur that help to lower families' affective filter. Many visits happened locally and therefore fewer dollars were spent in mileage reimbursement. The team underspent by \$900 for this action.

2.6 Positive Behavior Intervention: There was a mid-year transition in leadership. The new team worked to decrease minor behaviors by incentivizing desired behaviors on campus and reinforced schoolwide expectations. This led to an overspend of about \$9,500 which was spent on programming, experiences, and incentives for PBIS implementation.

2.7 Educational Field Trips: As was mentioned above, the mid-year leadership transition led to a number of systems being revisited. The new leadership team wanted to ensure equity for each grade level in educational field trips. Due to the high cost of bussing this led to an overspend of about \$33,000.

2.9 APTT: The team overspent by \$3,000 for this action to ensure all students had high-quality resource kits to take home to continue practicing requisite skills that would leave to grade-level mastery.

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

Based on the available data described below, Grow Academy Arvin continues to make progress towards achieving Goal 2. In pursuit of this goal, Grow Academy Arvin closely monitors the success of priority populations of students including English Language Learners, Foster Youth, and Low-Income Students. We consider the needs of these students first when allocating LCFF funds.

Local data for 3A and 3B demonstrates high participation of parents in decision-making groups and events on campus (90% attendance rate for SPGA and SSC). Additionally, 90% of parents who registered for family cooking classes attended. Two specific actions contributed to the aforementioned successes. Action 2.3 family and community engagement provided a multi-pronged strategy to ensure families received communication regarding family events (digitally and paper format). We also committed to having translators at every event (action 2.5) so that language would not become a barrier to families being invested and providing input related to the educational program. For metric 3B or participation of parents of our unduplicated pupils specifically we reflect on our ParentSquare reach rate of 99%, 99% engagement rate, and the commitment to translation services at all events.

Metric 6C is a commitment to provide a safe and connected school environment which we measure through parent and student surveys. Specifically we look to the prompt which states, "Grow Academy treated me like a partner in my child's education". With a score of 8.6 we continue to see growth in this area. Both Action 2.1 and 2.11 were instrumental in the positive movement we saw in this metric, while action 2.12 celebrated the success of family's contributions. The COST team is able to bring together diverse perspectives on a student's successes and needs while honoring the home perspective and including guardians in the process of creating an action plan for their child. Similarly, action 2.11 empowers parents with resources that they can use at home to continue practicing the skills that will ensure their child's growth and 2.12 again celebrate the impact of family's participation.

Metric 3C looks specifically to the engagement of families of children with disabilities. We had a 100% family participation rate at IEPs which is a product again of the communication structures at the school (Action 2.3 and 2.5)

We maintained a high ADA of 92% (metric 5A), reduced the chronic absenteeism rate to 7% (metric 5B), maintained a 0% drop out rate for middle school students (metric 5C), a low suspension rate of 1.8% (metric 6A), and no expulsions (metric 6B). This was accomplished through the following actions: action 2.1, action 2.5, action 2.6, action 2.7, and action 2.8. Action 2.6 created a solid foundation between the school and family through home visits, while connection was maintained through action 2.3 and 2.5. Furthermore, as family needs arose action 2.1 the COST team assisted with providing resources and support to mediate any challenges. Actions 2.7 and 2.8 were successful in motivating students to come to school everyday and practice the schoolwide expectations.

Lastly, we look to growth related to state assessments (metric 4A). Low income students drastically increased their ELA proficiency from 8.29% to 31.98% and their math went from 4.21% to 16.13%. In addition, overall we saw an increase in proficiency in both math (18% to 20%) and ELA (27% to 35%). The two most important actions for these successes were action 2.1 and action 2.11. 2.1 was the manifestation of the multi-tiered systems of support that Grow puts in place for students. The COST team takes a proactive approach in identifying which students are in need of additional support and collaborates with their families to develop a comprehensive plan. To complement this work the parent conferences were data meetings that served as early "warning" system. To address any emerging concerns, the teacher is able to

provide families with materials to support learning at home. While there was a slight decrease for multilingual learners we plan to leverage the aforementioned actions with additional enhancements for these students.

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.

Adjustments:

By reflecting on progress from the 23-24 school year, the leadership team identified an opportunity to strengthen the school's MTSS framework by expanding action 2.1 Student Success Teams. In the 2023-2024 school year we have expanded the action to include revised processes for students in need of tier 2 and 3 services thereby renaming it Coordination of Services Team. We will attend to the academic, behavioral, social-emotional, and mental health needs of all students and have added additional staff to be able to provide wraparound supports for students. Our unduplicated students are often most at-risk for not meeting grade level expectations. Therefore, we have created a robust team of individuals who collaborate to review both academic and culture data weekly in order to coordinate appropriate services for these students, monitor progress, and escalate interventions as necessary. The additionally funds cover the cost of new team members as well as annual updates to salary and benefits.

While parent engagement continues to be a strength of the program, we know that there is more we can do to ensure parents see themselves as partners in their child's education. By renaming and expanding action 2.3 to include our plan for broader Family and Community engagement we will be better able to reach our disengaged families. One element is hiring a Family and Community Engagement (FACE) Liaison on campus. Part of the expanded action will enable this person to provide additional family programming and support. This is particularly important for our priority groups of students such as our foster youth, multilingual learners, and economically disadvantaged families. The more opportunities to communicate with these groups enable us to enhance our program and respond to their unique needs.

As is evident from the data (11.92% (ELA) and 5.5% (Math) of multilingual learners met proficiency expectations (17.74% (ELA), 4.4% (math), and 4.41 (science) of multilingual learners met or exceeded proficiency expectations) our multilingual learners are not yet achieving at the same level as their peers. As such we renamed Action 2.5 to be more inclusive of Increasing Language Access for all families. Additionally, we will expanded action 2.4 to think about how we increase access for their families to better partner with the school. This starts by ensuring we have the tools and talent to effectively communicate with these families.

Students are increasingly reporting feeling safe and cared for on campus. Additionally, we know that when students feel safe and secure they are more likely to be able to attend to the task of learning. To help support continuous improvement for the school climate we have expanded action 2.6 to include the training and materials needed for implementation of our Positive Behavior Intervention and Supports framework. Further we want to continue to maintain a high ADA (metric 5A) and renaming action 2.8 to Educational Field Trips promotes the type of learning experiences we want students to have at Grow. We hope this encourages teachers to identify engaging opportunities for learning outside of the classroom thereby encouraging students to attend school regularly.

Lastly, we renamed action 2.11 to Parent Conferences and At-Home Learning Materials. We continue to believe that how we engage with families can promote an inclusive school community anchored on a shared belief for student success. We are exploring other parent teacher conference models for the 23-24 school year and thus wanted to create flexibility in how we approach 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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

We have seen in practice and through research that healthy students are more likely to find academic success and social emotional wellness in school. It is for this reason that Grow Academy Arvin strives to ensure every child on campus has to the tools, resources, and knowledge to lead a health lifestyle. The Community Health Assessment and Improvement plan published by the Kern County Department of Public Health 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. Unfortunately, the data indicates that our Kern county students are at higher risk for health related issues which could impede their success at school.

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 between 30% and 55% 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 collaboration with the Grimm Family Education Foundation, Grow Academy Arvin implements an Edible School Yard (ESY) program on campus. The impact of the GA ESY is not limited to physical health, research 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). Additionally, a 2013 review of literature and research by Portland State University also found positive impacts on direct academic and 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 a 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.

Established in 2017 GA Arvin ESY aimed to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy Arvin 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 through four assessments:

- 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 indicate:

- 60% of students agree that ESY taught the importance of taking personal responsibility to protect the environment
- 47% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.
- 63% of students students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration
- 67% of students agreed that they can read a recipe and make a dish for themselves.
- 73% of students agreed they can use a knife safely in the kitchen.
- 58% of students agreed that the ESY taught them how to live a healthy lifestyle.
- 53% of students agreed they can make healthier food choices as a result of their participation in the ESY.
- 68% of students agreed they feel comfortable trying new foods
- 55% of students agreed that they could take care of their own garden

The Grimm Family Education Foundation is stewarding a 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 utilizing similar programs to enhance educational equity with similar populations. This study represents a preliminary analysis and data collection is ongoing.

Based on the data above and feedback received from our educational partners, Grow Academy Arvin has prepared actions that will help to

maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle through this LCAP for the 2023-24 school year.

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>64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity</p> <p>20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition</p> <p>37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength</p> <p>1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength</p> <p>49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength</p>	<p>64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity</p> <p>20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition</p> <p>37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength</p> <p>1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength</p> <p>49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength</p>	<p>PFT Results from 2022-2023</p> <p>91.33% 5th grade participation rate across all Physical Fitness tested components</p> <p>98.74% 7th grade participation rate across all Physical Fitness tested components.</p>		<p>The percentage of 5th and 7th grade students needing improvement in Aerobic Capacity will decrease by 5%</p> <p>The percentage of 5th and 7th grade students needing improvement in body composition will decrease by 3%</p> <p>The percentage of 5th and 7th grade students needing improvement in abdominal strength will decrease by 3%</p> <p>The percentage of 7th grade students needing improvement in trunk extension strength will decrease by 3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	16.1% of 5th graders; 58.9 % of 7th grade students need improvement on flexibility	16.1% of 5th graders; 58.9 % of 7th grade students need improvement on flexibility			The percentage of 5th grade and 7th grade students needing improvement in upper body strength will decrease by 5%
	32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity	32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity			The percentage of 5th grade and 7th grade students needing improvement on flexibility will decrease by 5%
	52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition	52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition			The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Aerobic Capacity will increase by 5%
	62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength	62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength			The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Body Composition will increase by 5%
	98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength	98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength			The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Abdominal Strength will increase by 5%
	50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength	50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	83.9% of 5th grade students; 41.1% of 7th met Healthy Fitness Zone for Flexibility (2018-2019 California Physical Fitness Report)	83.9% of 5th grade students; 41.1% of 7th met Healthy Fitness Zone for Flexibility (2018-2019 California Physical Fitness Report)			The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Trunk Extension Strength will increase by 5% The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Upper Body Strength will increase by 5% The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Flexibility will increase by 5%
7B: Pupils have access to and are enrolled in: Programs and services developed and provided to low income, English	All SED, EL, and Foster Youth students enrolled in 6th grade will participate in daily Edible School Yard enrichment activities aimed at increasing their knowledge of	100 % of SED, EL, and Foster Youth students enrolled in 6th grade will participated in daily Edible School Yard enrichment activities aimed at increasing	During the 2022-2023 school year 100 % of SED, EL, and Foster Youth students enrolled in 6th grade participated in daily Edible School Yard enrichment activities		The ESY enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner and foster youth	food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge. (CALPADS Attendance Report)	their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge. (Infinite Campus/Master Schedule)	aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge. (Infinite Campus/Master Schedule)		Chef Challenge will expand to include all 7th and 8th grade students. (CALPADS Attendance Report)
7B: Pupils have access to and are enrolled in: Programs and services developed and provided to low income, English Learner and foster youth	<p>20 combined voluntary garden and kitchen classes were offered to families. Students were not required to attend (Zoom Participation Logs)</p> <p>80% of parents want to cook healthier meals at home (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey)</p> <p>65% of parents have made a positive change in health and wellness since attending GA</p>	<p>151 Garden and 151 Kitchen classes were provided to K-8th grade students 10 Family garden and kitchen classes were provided (Infinite Campus SIS)</p> <p>Personal Responsibility & Environmental Stewardship-Over 84% of students agreed that the ESY taught the students about the importance of taking personal responsibility to protect the environment;</p>	<p>100% of students in grade Kindergarten through 6th grade had access to 12 Kitchen lessons and 12 Garden lessons. (2022-2023 Master Schedule)</p> <p>60% of students agree that ESY taught the importance of taking personal responsibility to protect the environment</p> <p>47% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.</p>		<p>25 combined voluntary garden and kitchen classes will be offered to families.</p> <p>90% of parents will report to want to cook healthier meals at home</p> <p>75% of parents will make a positive change in health and wellness since attending GA</p> <p>85% of students will report to participate in grocery shopping</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey)</p> <p>80% of students participate in the grocery shopping (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey)</p>	<p>Supporting Local Farmers- 63% of students agreed that the ESY taught the students that seasonal produce is a way to help local farmers.</p> <p>Personal Reflections- 50% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.</p> <p>Team Work-Over 77% of students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration</p> <p>Self-Confidence-66% of students agreed that they can read a recipe and make a dish for themselves.</p> <p>Kitchen Safety-92% of students agreed they can use a knife safely in the kitchen.</p>	<p>63% of students students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration</p> <p>67% of students agreed that they can read a recipe and make a dish for themselves.</p> <p>73% of students agreed they can use a knife safely in the kitchen.</p> <p>58% of students agreed that the ESY taught them how to live a healthy lifestyle.</p> <p>53% of students agreed they can make healthier food choices as a result of their</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Health Lifestyles-62% of students agreed that the ESY taught them how to live a healthy lifestyle.</p> <p>Healthy Eating-41% of students agreed they can make healthier food choices as a result of their participation in the ESY.</p> <p>Food Variety-70% of students agreed they feel comfortable trying new foods</p> <p>Garden Maintenance-56% of students agreed that they could take care of their own garden</p> <p>(2021-2022 ESY Exit Survey)</p>	<p>participation in the ESY.</p> <p>68% of students agreed they feel comfortable trying new foods</p> <p>55% of students agreed that they could take care of their own garden</p> <p>(2022-2023 ESY Exit Survey)</p>		
5A: School Attendance rates	<p>For 2020-2021 Average Daily Attendance rate is 91.6%</p> <p>(CALPADS)</p>	<p>For 2021-2022 the current Average Daily Attendance Rate 91.82%</p> <p>(Infinite Campus SIS)</p>	<p>For 2022-2023 the current Average Daily Attendance Rate 93.23%.</p> <p>(Infinite Campus SIS)</p>		<p>Average Daily Attendance rate will be = 97%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5B: Chronic Absenteeism Rates	2020-2021 Chronic Absenteeism rate is 10.9% (CA Dashboard)	2021-2022 Chronic Absenteeism rate is 9.15% (CA Dashboard)	2020-2021 Chronic Absenteeism rate is 7.3% (Infinite Campus SIS) 2021-2022 Dashboard <ul style="list-style-type: none"> All students 36.7% (very high) English Learners 37.6% (Very High) Socioeconomically Disadvantaged 38.5% (Very High) 		Chronic Absenteeism Rate will be = 5%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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. Further, a total of two (2) PE teachers and one (1) PE Small Group Instructor will continue to provide physical education instruction and	\$182,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>activities. All students will exceed the number of required physical education minutes.</p> <p>Staff salaries, materials and playground equipment contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 8A, 5A, and 5B.</p>		
3.2	ESY Cooking Classes and Family Cooking Classes	Combined with action 3.3 in a previous LCAP iteration.	\$0.00	No
3.3	Edible Schoolyard Program	<p>Utilize the Edible Schoolyard program to create a learning experience for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. The team also hosts family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Socio-economically disadvantaged students and families in Arvin often do not have healthy meal choices readily available to them and classes offer opportunities to become familiar with healthy options they can replicate at home.</p> <p>At the elementary levels, the ESY Team will provide twelve 90-minute garden lessons and twelve 90-minute kitchen lessons for each cohort of students.</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. This action addresses these chronic health conditions in Kern County.</p>	\$445,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Grow Academy also strives to provide nutrition, cooking and gardening classes not only with students but also their families in an attempt to reduce health issues, increase school attendance and increase student achievement.</p> <p>Staff salaries, cooking supplies, curriculum, and other instructional materials contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 7B, 5A, and 5B.</p>		
3.4	Promote Health and Wellness	<p>To promote healthy living, Grow Academy Arvin will hold a variety of events to promote health and wellness. The intent is to increase awareness and provide opportunities for community organizations to showcase available resources. On campus events include the annual plant sale, but the school also participates in community-based health fairs as well.</p> <p>Materials supplies, and vendor booth fees contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 7B, 5A, and 5B.</p>	\$10,609.00	Yes
3.6	Extra-curricular athletics programs	Removed during the writing of the 23-24 LCAP with the plan to fund through ELO-P grant.	\$0.00	No

Goal Analysis [2022-23]

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.

During the 2022-2023 school year Grow Academy Arvin identified 4 actions aligned to Goal #3: Provide an environment that encourages healthy lifestyles.

Successes:

3.1 Physical Education Activities: All students received more than the minimum number of physical education therefore contributing to strong metrics for goal 3.

3.3 Edible Schoolyard Program: Students in grades K-6 participated in 12 kitchen and 12 garden lessons to better understand the seed to table concept. End of year survey data revealed that as a result of these experiences students are more likely to continue healthy habits in the future.

3.6 Extra-Curricular Programs: This year we offered a variety of after school sports. This was an opportunity to engage students in prosocial activities while promoting healthy habits.

Challenges:

There were no major changes in implementation of the actions associated with this goal with the exception of 3.4 Healthy Living. Health and wellness continues to be a core value on campus and is incorporated daily into practice. However, due to a transition in leadership we did not host a wellness fair this school year. Instead of a one day event, parents received ongoing communication related to community wellness resources, invitations to ESY family cooking classes, and flyers related to the spring and fall Farmers Markets.

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.

GA Arvin conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2022-2023 LCAP Goal 3 was \$615,776.00. The estimated actual expenditures for the 2022-2023 LCAP Goal 3 was \$607,521.00, for a difference of \$8,255.00. Outlined below are the identified differences with detailed explanations.

3.4 Promote Health and Wellness: There was an underspend of about \$2,000 on this action. We attribute this overestimating the cost of materials of events held on campus.

3.6 Extra-Curricular Athletics Programs: The school did not anticipate the high cost of transportation this school year. As such, there was an overspend of about \$24,000 to cover the cost of taking students to their various matches, games, and tournaments.

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

Metric 8A is analyzed through results of the physical fitness test. While these metrics are being updated we are using participation rates to demonstrate progress and continued growth. The 5th grade participation rate was 91.33% and 98.74% in 7th grade. This is a result of the daily physical education students are provided (action 3.1).

Metric 7B evaluates access to services for unduplicated students. To understand our progress here we administer an Edible SchoolYard exit survey to all 6th grade students. While there is some fluctuation year over year we acknowledge that for every indicator more than half our students report the ESY program positively contributing to their increased sense of health and wellness. For example, 58% of students agreed that the ESY taught them how to live a healthy lifestyle and 53% of students agreed they can make healthier food choices as a result of their participation in the ESY. Both actions 3.3 and 3.4 create the conditions on campus where students thrive physically, mentally, and socio-emotionally. They are taught to expand their palettes to healthier options, they are taught valuable cooking skills, and we provide resources and workshops to families so that these health and wellness values are carried into students' communities and everyday lives.

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.

Adjustments:

One adjustment for the entire goal is adding 5A School Attendance Rates and 5B Chronic Absenteeism Rate to help monitor the progress the school is making towards serving students. While students continue to make progress on the PFT and report positive outcomes from our ESY survey, health and wellness continues to be an identified need. Low-income students and multilingual learners have increased challenges within the community to ensure they have access to healthy food and wellness resources such as medical practitioners and counselors. As such Grow Academy Shafter will continue to expand and enhance action 3.4 to include a suite of events and resources to families. This in conjunction with Action 2.3 will enable the school to create more community partnerships and offerings beyond campus.

We will also be removing Action 3.6 because we have received the ELO-P grant and will be providing enrichment opportunities through this fund.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,312,308	\$416,478

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
40.92%	0.00%	\$0.00	40.92%

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.

Grow Academy Arvin is committed to closing the achievement and opportunity gap for the students participating in our educational program. As we devised actions to support our program, we carefully considered the needs of our foster youth, English learners, and low-income students. The rural demographic conditions and circumstances where our school is located pose distinct challenges for the students Grow serves – access to fully credentialed teachers in core subject areas (math, science & English and special education) as well as access to full English academic language along with literacy rich households, access to readily available tutors beyond the school day, technology, food/shelter & resources availability within the community, transportation, and sustained trauma and additional academic needs due to the COVID-19 pandemic. In addition to the foundational academic and social services that Grow provides to all of its students, additional actions and support are directed towards achieving the expected measurable outcomes of our English Learners, Foster/Homeless and Low Income priority groups of students. In addition to the basic services that Grow Academy provides to all students, without regard to their status as English Learners, Low income or Foster Youth, Grimmway Academy Arvin provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 40%—relative to services provided to all students. Grow Academy Arvin’s goal is that not only are students prepared for the academic rigors of secondary and higher education, but also augment above and beyond services ensuring equity-driven actions that address specific academic gaps, overall student and family engagement and the impact on proper nutrition has on lifelong health and well-being.

When planning actions tied to Goal 1, we looked at the data for our English Learners and low-income students to assess how their needs could best be addressed in the upcoming school year. Our English Learners were given a status level of “low” for English Language Arts Achievement and our 59.9 points away from the standard. In Math these students are even further behind with a “very low” status and 98.7 points below the standard. For our low-income students there is a similar picture, they are 51 points below the standard in ELA and 90 below in math. Therefore, many of the actions provided to all students started by ideating on what would best to close the achievement gap for our English Learners and low-income students.

Action 1.1 Intervention, Enrichment and Action 1.2 Intervention Coordinator & Related Materials, and Action 1.17 Assessment & Data Tools are intended to create the structures and systems by which our unduplicated students are provided access to focused, small group instruction. Reflecting on metric 4a we see that math proficiency for multilingual learners is 4.21% and for economically disadvantaged students it is 16.23%. By reducing the student to adult ratio in math classrooms and analyzing data the intent is that every child is known by need and is provided just-in-time instruction. We know that multilingual learner’s participation in a whole group setting might sometimes be inhibited by their language skills. Therefore, we create smaller group opportunities to increase their affective filter and encourage math discussion because we know that’s how new knowledge is processed and internalized. Action 1.3 enabled us to stock both our main library and our classroom libraries with a variety of texts that were accessible to our multilingual learners. By leveraging an array of texts we will close the gap between ELA proficiency for all students (34.5%) and English language learners ELA proficiency (17.74%). We plan to implement independent reading goals so that multilingual learners (and all students) are motivated to practice reading independently more often. Our formative monitoring tool will be Accelerated Reader and our summative tool will be the NWEA and CAASPP assessment data to show we are closing the achievement gap for literacy.

While 52.4% of our English learners are making progress in their English language development (metric 4E) , we know that they will continue to need access to high-quality instruction and resources. We will continue to implement actions as we witnessed a slight decrease in the reclassification rate from 36.8% to 35.8%. Action 1.4 Educational Software are intended to provide that opportunity for additional practice for our English Learners. Language barriers may impede their ability to stay focused during a whole group lesson in class. With the addition of these two actions, students have the flexibility to practice at their own pace thereby accelerating their learning. Similarly, research indicates that socioeconomically disadvantaged students might not always have the home resources such as access to technology that would help them practice new ideas and concepts. The access to technology at school ensures that they have ample practice of grade level content which we hope will increase their overall achievement.

One focus of the upcoming school year is math achievement (metric 4A). We believe one way to impact student growth and achievement in this area is to ensure students are dialoguing about math with each other and their teachers. For our English Language learners teachers will need additional strategies by which to elicit this collaboration amongst students. This is why we have partnered with two educational partners under Action 1.6 Professional Development to help us attend to the needs of our diverse learners. While there is growth in ELA for our multilingual learners and socio economically disadvantaged students, only 17% of MLLs and 32% of SED students are proficient. One

consultant is working with our team on Early Literacy with an emphasis on multilingual learners. So while all students will benefit from the strategies teachers gain during this partnership, a focus is how to build systems and structures that support learning for our multilingual students. Furthermore, we know that only 16% of our low-income students achieved proficiency in math in the previous year. The math partners we have chosen for the upcoming school year are helping our school to increase math engagement in the classroom and better engage in vertical planning. These are critically important for supporting the needs of our multilingual learners and our socio economically disadvantaged youth. Research indicates these groups have additional challenges with accessing the complex math language and at-home support for learning. These consultants will help us engage in a root cause analysis for these students to better design strategies to support their learning.

College acceptance and attrition rates for English Learners and low-income students are often lower relative to their peers; a 2012 study from Boston University found that only 18% of all English Language Learners matriculate to a 4-year college. This is why it is important to begin exposing students to the possibilities after high school as soon as possible. Action 1.7 College Readiness is designed to promote college and career options post high school for students and their families. While all students will benefit, the curriculum and experiences are tailored to challenges that our unduplicated students might face such as funding for college and attending a school outside of a child's hometown. There is a similar story for English learners and low-income students having access and thereby participating in art and music programs. In the community there may be language and/or cost barriers that limit what enrichment families have access. Action 1.12 enables us to bring these experiences directly to students, thereby eliminating obstacles to participation.

Dashboard data also reveals that our English Learners (2.2%) and low-income students (1.9%) have slightly higher suspension rates than our general population (1.8%). To engage these students during classroom instruction our Instructional Coaches (Action 1.13) work with teachers to plan for activities that motivate students to participate in the learning. This includes setting clear expectations for behavior. While these systems and classroom supports are designed to promote learning for our most at-risk students, these structures support a well executed lesson for all students.

A core value of the Alder Residency program is developing cultural competencies and teaching through a culturally relevant framework. This is vital for our English learners and low-income students; that a program is designed specifically to their needs and is not a one-size fits all model. Action 1.16 Teacher Development Initiative is intended to develop a pipeline of educators who lead through this lens and therefore are better able to respond to the needs of the students in their classroom.

To monitor the effectiveness of goal 1 we look to the following dashboard indicators: metric 1a appropriately assigned and credentialed teachers, metric 1B access to standards-aligned materials, metric 2A implementation of standards, metric 2B programs and services for English learners, metric 7A access to a broad course of study, metric 7B services for English learners, low income, and foster youth, metric 7C services and programs for students with disabilities, metric 4A state assessments, metric 4E English proficiency, metric 4F reclassification rate, and metric 8A pupil outcomes.

Goal 2 focuses on collaborating with parents to increase growth and achievement. Ensuring that our families of our English learners and low-income students have a voice in program design is critical to Grow's continuous improvement and success. As identified in our needs section, Chronic Absenteeism (metric 5B) is very high for all students (36.7%), slightly higher for English learners (37.6%) , and even higher still for socioeconomically disadvantaged students (38.5%). Furthermore, as mentioned in goal 1, metric 4a indicates Math proficiency stayed nearly the same for English learners from 4.21% in the 20-21 school year to 4.4% in the 21-22 school year as well as with socioeconomically disadvantaged students staying at 16.23% in the 20-21 school year to 16.13% in the 21-22 school year.

We seek to empower families of our unduplicated students through Action 2.1 who, due to language barriers and work schedules, may find it more challenging to stay actively involved in a child's academic progress and school attendance. This may cause them to miss out on important resources and information. Grow seeks to remove these challenges to participating in their child's education by offering a mechanism to monitor the progress of students who might be in need of additional services. This is where Action 2.1 Coordination of Services team is vital to our English learners and low-income students. Data indicates they are further behind academically than their peers and have greater instances of behavioral challenges. This interdisciplinary team can now proactively engage with families because they are consistently reviewing academic and behavior data.

The work of the COST team is complemented by Action 2.3 Family and Community Engagement and Action 2.11 Parent Conferences & At-Home Learning Materials. Our unduplicated pupils' families may not have the same access to resources and information about how to continue learning within the home environment. Metric 4A shows that both in language arts and math our socioeconomically disadvantaged students and our multilingual learners are not achieving at the same level as their peers. In math particularly, 19.85% of all students were proficient compared to 16.13% of socioeconomically disadvantaged and 4.4% of multilingual learners. With math scores needing improvement we can provide parents opportunities such as STEM night to teach families games to play at home that will reinforce requisite skills for our students. We then follow this up with individual conversations at our parent conferences where students receive progress monitoring data and create actions plans with teachers about how to improve outcomes. Our parents become part of the solution to ensuring their student continues to make academic progress.

To monitor the effectiveness of goal 2 we look to the following dashboard indicators: metric 3A parent input, metric 3B parent participation for unduplicated students, metric 6C measures of school safety and connectedness, metric 3C parent participation for students with disabilities, metric 5A attendance rates, metric 5B chronic absenteeism rates, metric 5C middle school drop out rate, metric 6A suspension rates, metric 6B expulsion rates, and metric 6C parent culture/climate survey.

Goal 3 builds upon goal 1 and 2 because students that are healthy and are physically, mentally, and socio-emotionally well are able to more fully participate in their own learning. The actions attached to Goal 3 ensure our English learners and low-income who often are at greater risk for health and wellness challenges have access to high-quality programming. While the PFT test was amended to only include

participation results during the 22-23 school year, identified needs are based on trends within the county for populations similar to those we serve. As an approximation, according to 2019 data 44.5% of fifth graders were overweight or obese. Additionally, our chronic absentee rate remained at a very high level at 36.7% for all students, 37.6% English Learners, and 38.5% for socioeconomically disadvantaged students. This is a lasting impact of the COVID-19 pandemic. Our low socioeconomic families have less access to health care, particularly preventive medicine. This means they continue to be more susceptible to the COVID-19 virus and other seasonal ailments. In lieu of having preventive health resources in the community (e.g. farmers markets, nutritionists, recreation leagues) Grow seeks to provide increased access to physical activity as well as instruction on healthy food. Healthier students means less risk for illnesses that would keep students out of school for periods of time.

Action 3.1- Physical Education Activities Grow Academy Arvin (GA Arvin) will develop healthy students and improve pupil outcomes through fitness tests. GA Arvin will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. With fewer financial resources, students from low socio economic households may not be able to afford registration fees to play in local recreational leagues. To offset this barrier to sports and exercise within the community, Grow offers daily physical education instruction and as evidenced by the 22-23 physical fitness test participation rates (91% in 5th grade and 97% in 7th).

Action 3.3- Edible School Yard Utilize the Edible Schoolyard program to increase the learning experiences for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. While this action is an LEA-Wide Action and all students will benefit from this, we believe that specifically for Foster Youth, English Learners, and Low-Income students create an environment that encourages healthy lifestyles for. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. Socio-economically disadvantaged students and families in Arvin do not always have healthy meal choices readily available to them. Each year we aim to have 100% of grade levels (kindergarten - 6th grade) have access to 12 kitchen lessons and 12 garden lessons.

Action 3.4 extends the learning from the Edible Schoolyard to ensure there is a community focus on promoting health and wellness. As has been previously identified, families with less financial resources often have poorer health outcomes. In addition, families with language barriers may not have as easy access to information, resources, and services within their community. In order for our unduplicated students to thrive and be able to attend to learning we must also work towards creating a healthy environment. Through this action we offer family cooking classes and plant sales that reduce the economic barrier to leading a more healthy life.

For goal 3 we are using the following indicators to measure progress: metric 8A pupil outcomes on the physical fitness test, metric 7B unduplicated pupil access to services developed specifically for low income, English learners, and foster youth, metric 6C parent surveys, 5A school attendance rates, as well as 5B chronic absenteeism rates.

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

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required (40%) percentage increase as compared to all services for all students.

The following Goals/Actions are targeted for EL's, Foster and SED priority groups. Action 1.9- English Learner Student Success Supplemental educational materials and consumables for K-6 ELA teachers to increase our multilingual learners' access to grade level reading material. These are supplemental materials utilized during designated ELD instruction. Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars.

Action 2.5 - Increase Language Access

An interpreter will provide translation services through headset equipment for all of the school-based governance meetings that help to increase parent engagement for low-income students and multilingual learners. These meetings could include but are not limited to the Star Parents of Grow Academy, School Site Council, the English Learner Advisory Committee parent conferences. This action continued from the 2022 LCAP and has been proven to be effective based on the following result: Provided translation services 100% of the time for parents/guardians of low-income and EL students.

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 Arvin 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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:20.4	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:15.3	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,507,092.00	\$121,676.00	\$237,025.00	\$410,291.00	\$4,276,084.00	\$3,730,837.00	\$545,247.00

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	\$796,764.00			\$311,790.00	\$1,108,554.00
1	1.2	Intervention Coordinator and Related Materials	English Learners Foster Youth Low Income	\$139,050.00				\$139,050.00
1	1.3	Literacy Program	English Learners Foster Youth Low Income	\$67,310.00				\$67,310.00
1	1.4	Educational Software	English Learners Foster Youth Low Income	\$76,217.00				\$76,217.00
1	1.5	Success for All (SFA)	All	\$0.00				\$0.00
1	1.6	Professional Development	English Learners Foster Youth Low Income	\$55,949.00		\$77,025.00	\$34,744.00	\$167,718.00
1	1.7	College Readiness	English Learners Foster Youth Low Income	\$10,609.00				\$10,609.00
1	1.8	Professional Development	All	\$0.00				\$0.00
1	1.9	English Learner Student Success	English Learners	\$11,137.00				\$11,137.00
1	1.10	Summer Academic Program	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	After School Tutoring	All	\$0.00				\$0.00
1	1.12	Art & Music Programs	English Learners Foster Youth Low Income	\$216,395.00				\$216,395.00
1	1.13	Instructional Coaches for Teacher Support	English Learners Foster Youth Low Income	\$294,225.00	\$121,676.00			\$415,901.00
1	1.14	Digital Literacy PBL Teacher	All	\$0.00				\$0.00
1	1.15	Intervention and Enrichment	All	\$0.00				\$0.00
1	1.16	Teacher Development Initiative	English Learners Foster Youth Low Income	\$266,080.00		\$160,000.00		\$426,080.00
1	1.17	Assessment & Data Analysis Tools	English Learners Foster Youth Low Income	\$8,625.00				\$8,625.00
2	2.1	Coordination of Services Team	English Learners Foster Youth Low Income	\$665,925.00			\$63,757.00	\$729,682.00
2	2.2	McKinney Vento Support (Director of Community Initiatives)	All	\$0.00				\$0.00
2	2.3	Family and Community Engagement	English Learners Foster Youth Low Income	\$154,950.00				\$154,950.00
2	2.4	Parent Education	All	\$0.00				\$0.00
2	2.5	Increasing Language Access	English Learners	\$12,000.00				\$12,000.00
2	2.6	Teacher Training	All	\$2,400.00				\$2,400.00
2	2.7	Positive Behavior Intervention & Supports Framework	All	\$20,600.00				\$20,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Educational Field Trips	All	\$61,050.00				\$61,050.00
2	2.11	Parent Conferences and At-Home Learning Materials	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
2	2.12	Parent Appreciation Night	All	\$7,500.00				\$7,500.00
3	3.1	Physical Education Activities	English Learners Foster Youth Low Income	\$182,022.00				\$182,022.00
3	3.2	ESY Cooking Classes and Family Cooking Classes	All	\$0.00				\$0.00
3	3.3	Edible Schoolyard Program	English Learners Foster Youth Low Income	\$445,175.00				\$445,175.00
3	3.4	Promote Health and Wellness	English Learners Foster Youth Low Income	\$10,609.00				\$10,609.00
3	3.6	Extra-curricular athletics programs	All	\$0.00				\$0.00

2023-24 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
\$8,094,790	\$3,312,308	40.92%	0.00%	40.92%	\$3,415,542.00	0.00%	42.19 %	Total:	\$3,415,542.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$23,137.00
								Schoolwide Total:	\$3,392,405.00

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 Arvin	\$796,764.00	
1	1.2	Intervention Coordinator and Related Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$139,050.00	
1	1.3	Literacy Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$67,310.00	
1	1.4	Educational Software	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$76,217.00	
1	1.6	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy	\$55,949.00	

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 (%)
						Arvin		
1	1.7	College Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$10,609.00	
1	1.9	English Learner Student Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Grow Academy Arvin	\$11,137.00	
1	1.12	Art & Music Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$216,395.00	
1	1.13	Instructional Coaches for Teacher Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grow Academy Arvin	\$294,225.00	
1	1.16	Teacher Development Initiative	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grow Academy Arvin	\$266,080.00	
1	1.17	Assessment & Data Analysis Tools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grow Academy Arvin	\$8,625.00	
2	2.1	Coordination of Services Team	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$665,925.00	
2	2.3	Family and Community Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$154,950.00	
2	2.5	Increasing Language Access	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Grow Academy Arvin	\$12,000.00	
2	2.11	Parent Conferences and At-Home Learning Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$2,500.00	

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 (%)
3	3.1	Physical Education Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$182,022.00	
3	3.3	Edible Schoolyard Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$445,175.00	
3	3.4	Promote Health and Wellness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$10,609.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,928,885.00	\$3,491,670.00

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	\$1,349,642.00	\$1,207,948.00
1	1.2	Intervention Coordinator and Related Materials	Yes	\$133,039.00	\$141,358.00
1	1.3	Library Program	No	\$54,080.00	\$68,469.00
1	1.4	Educational Software	Yes	\$106,622.00	\$115,475.00
1	1.5	Success for All (SFA)	Yes	\$57,000.00	\$53,700.00
1	1.6	Professional Development	Yes	\$76,500.00	\$44,952.00
1	1.7	College Readiness	Yes	\$30,000.00	\$3,265.00
1	1.8	Professional Development		\$0.00	0
1	1.9	English Learner Student Success	Yes	\$61,000.00	\$5,098.00
1	1.10	Summer Academic Program		\$0.00	0
1	1.11	After School Tutoring	Yes	\$20,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Art & Music Programs	Yes	\$276,896.00	\$243,793.00
1	1.13	Instructional Coaches for Teacher Support	Yes	\$186,307.00	\$164,950.00
1	1.14	Digital Literacy PBL Teacher		\$0.00	0
1	1.15	Intervention and Enrichment		\$0.00	0
1	1.16	Teacher Development Initiative	Yes	\$300,400.00	\$165,981.00
2	2.1	Student Success Team	Yes	\$558,973.00	\$533,334.00
2	2.2	McKinney Vento Support (Director of Community Initiatives)		\$0.00	0
2	2.3	Parent Communications + Education	No	\$23,250.00	\$14,245.00
2	2.4	Parent Education		\$0.00	0
2	2.5	Interpreter	Yes	\$12,000.00	\$8,531.00
2	2.6	Teacher Training	No	\$2,400.00	\$1,500.00
2	2.7	Positive Behavior Intervention	No	\$15,000.00	\$24,570.00
2	2.8	Educational Field Trips	No	\$40,000.00	\$73,852.00
2	2.11	Academic Parent Teacher Teams (APTT)	Yes	\$2,500.00	\$5,628.00

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)
2	2.12	Parent Appreciation Night	No	\$7,500.00	\$7,500.00
3	3.1	Physical Education Activities	Yes	\$181,808.00	\$190,151.00
3	3.2	ESY Cooking Classes and Family Cooking Classes		\$0.00	0
3	3.3	Edible Schoolyard Program	Yes	\$408,968.00	\$370,096.00
3	3.4	Healthy Living	Yes	\$10,000.00	\$8,000.00
3	3.6	Extra-curricular athletics programs	Yes	\$15,000.00	\$39,274.00

2022-23 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)
\$2,964,575	\$3,422,983.00	\$2,975,770.00	\$447,213.00	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	\$1,061,378.00	\$919,684.00	0	0
1	1.2	Intervention Coordinator and Related Materials	Yes	\$133,039.00	\$141,358.00	0	0
1	1.4	Educational Software	Yes	\$106,622.00	\$115,475.00	0	0
1	1.5	Success for All (SFA)	Yes	\$57,000.00	\$53,700.00	0	0
1	1.6	Professional Development	Yes	\$39,000.00	\$7,452.00	0	0
1	1.7	College Readiness	Yes	\$30,000.00	\$3,265.00	0	0
1	1.9	English Learner Student Success	Yes	\$61,000.00	\$5,098.00	0	0
1	1.11	After School Tutoring	Yes	\$20,000.00	0	0	0
1	1.12	Art & Music Programs	Yes	\$276,896.00	\$243,793.00	0	0
1	1.13	Instructional Coaches for Teacher Support	Yes	\$186,307.00	\$164,950.00	0	0
1	1.16	Teacher Development Initiative	Yes	\$300,400.00	\$165,981.00	0	0
2	2.1	Student Success Team	Yes	\$521,065.00	\$533,334.00	0	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	2.5	Interpreter	Yes	\$12,000.00	\$8,531.00	0	0
2	2.11	Academic Parent Teacher Teams (APTT)	Yes	\$2,500.00	\$5,628.00	0	0
3	3.1	Physical Education Activities	Yes	\$181,808.00	\$190,151.00	0	0
3	3.3	Edible Schoolyard Program	Yes	\$408,968.00	\$370,096.00	0	0
3	3.4	Healthy Living	Yes	\$10,000.00	\$8,000.00	0	0
3	3.6	Extra-curricular athletics programs	Yes	\$15,000.00	\$39,274.00	0	0

2022-23 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)
\$7,382,829	\$2,964,575	0.00%	40.16%	\$2,975,770.00	0.00%	40.31%	\$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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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