

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Academy Shafter

CDS Code: 15 63578 0135186

School Year: 2023-24

LEA contact information:

Lacie Harris

Principal

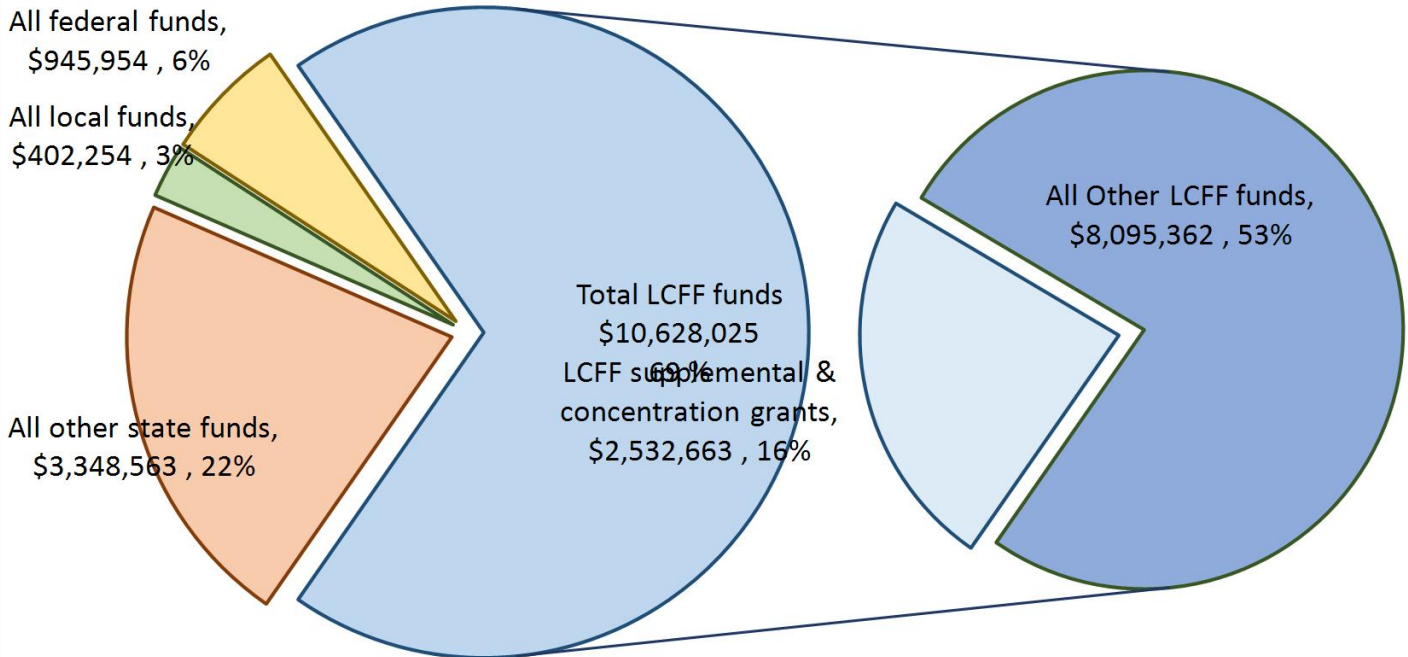
Lharris@growpublicschools.org

661-630-7220

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

## Budget Overview for the 2023-24 School Year

### Projected Revenue by Fund Source

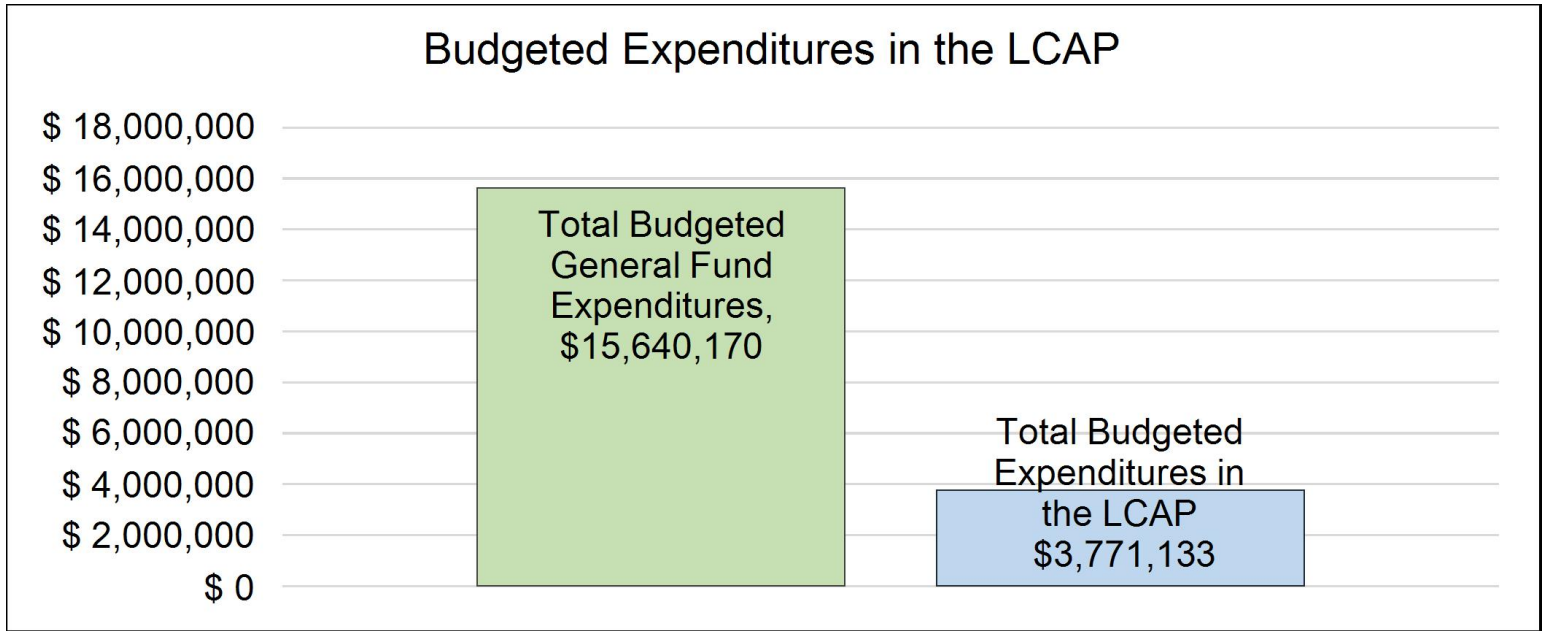


This chart shows the total general purpose revenue Grow Academy Shafter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grow Academy Shafter is \$15,324,796, of which \$10,628,025 is Local Control Funding Formula (LCFF), \$3,348,563 is other state funds, \$402,254 is local funds, and \$945,954 is federal funds. Of the \$10,628,025 in LCFF Funds, \$2,532,663 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Grow Academy Shafter plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

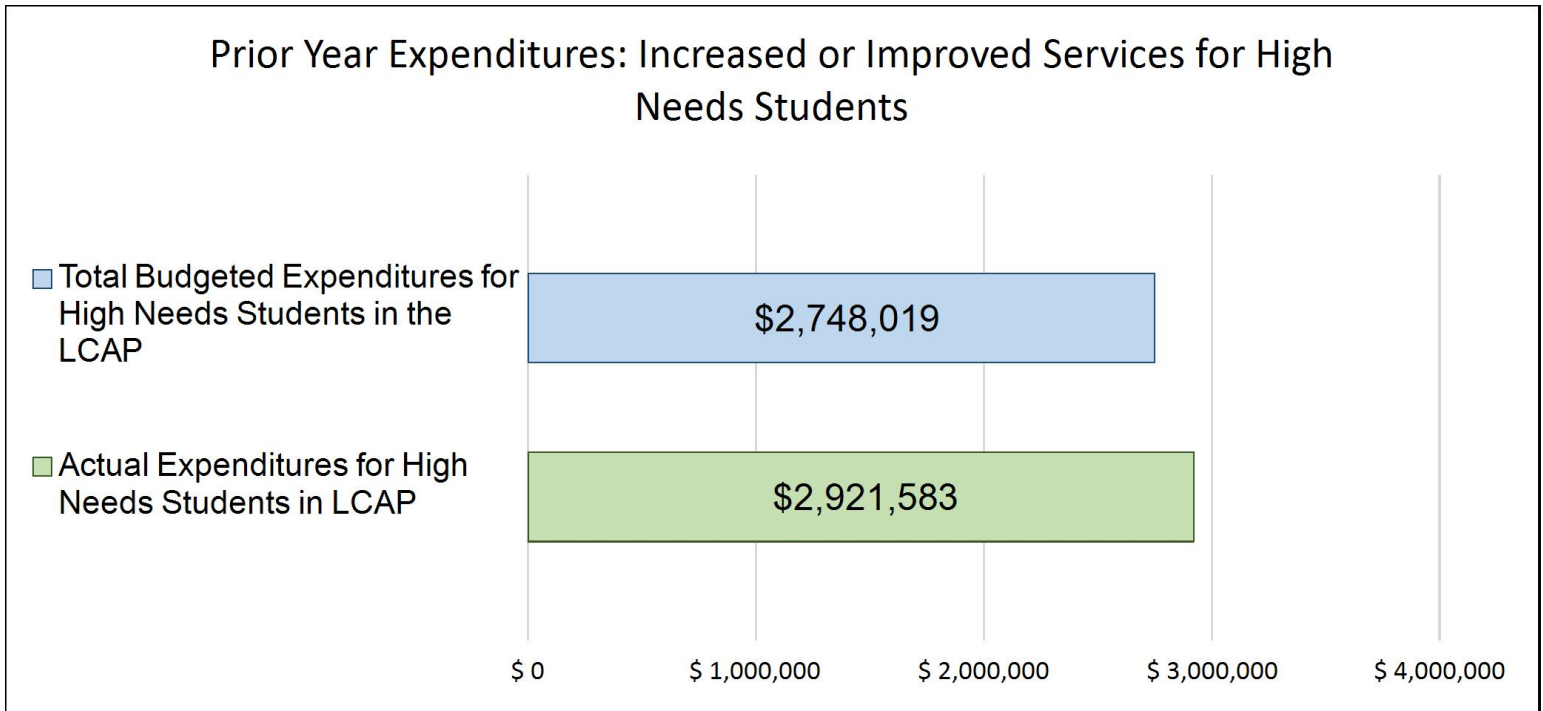
The text description of the above chart is as follows: Grow Academy Shafter plans to spend \$15,640,170 for the 2023-24 school year. Of that amount, \$3,771,133 is tied to actions/services in the LCAP and \$11,869,037 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Grow Academy Shafter is projecting it will receive \$2,532,663 based on the enrollment of foster youth, English learner, and low-income students. Grow Academy Shafter must describe how it intends to increase or improve services for high needs students in the LCAP. Grow Academy Shafter plans to spend \$2,998,443 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 Shafter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grow Academy Shafter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Grow Academy Shafter's LCAP budgeted \$2,748,019 for planned actions to increase or improve services for high needs students. Grow Academy Shafter actually spent \$2,921,583 for actions to increase or improve services for high needs students in 2022-23.

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

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

GA Shafter enrolls approximately 90 students per grade each year in Kindergarten through eighth grades, with an end goal of educating just over 815 students annually in grades TK-8. Our student population is 22.5% English learner (EL), 80% socioeconomically disadvantaged, and 5% special education. 87% of our students are Hispanic.

GA Shafter is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness.

Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is grown in the garden and prepared in the kitchen.

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

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

- High Expectations
- Health and Wellness

- Perseverance
- Joy

The following goals encompass our vision:

- Providing school choice for families that have limited English Language skills and are economically disadvantaged.
- Enabling incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they are promoted to 9th grade.
- Educate our scholars to be self-motivated, competent, and lifelong learners, and have an authentic love of reading.
- Providing the parents in the Shafter community an educational pathway to position their children to be eligible for attending a four-year college.
- Include a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future.
- Encouraging our students to become leaders in their community and to return to Kern County (and specifically to the Shafter area) to help others achieve their goals.

## Reflections: Successes

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

Goal 1: Dynamic learning experience for higher academic achievement

### Dashboard Data

100% of teachers meet credentialing requirement (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 Shafter received a status of “Medium” for English Learner progress with 54.2% of students making progress towards English language proficiency (metric 4E)

### CAASPP Data

Increased ELA proficiency for economically disadvantaged students from 32% to 33% (metric 4A)

Maintained math proficiency for economically disadvantaged students at 19% (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 1.11 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 1.13 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 “Very Low” status for suspension rates (metric 6A)  
Maintained a “Standard Met” for local indicator Parent and Family Engagement

#### CAASPP Data

Increased ELA proficiency for economically disadvantaged students from 32% to 33% (metric 4A)  
Maintained math proficiency for economically disadvantaged students at 19% (metric 4A)

#### Local Data

Maintained a 90% of parents attending school meetings for Parents of Grow Academy (POGA) 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)  
During the 2022-2023 school year active parent participation in school site activities and events for students with disabilities has exceeded 75% (metric 3C)  
Increased average daily attendance rate from 91.19% to 94.15% (metric 5A)  
Decreased Chronic Absentee rate from 8.51% to 6.34% (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 Family Engagement 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 2.5 Teacher Training for Family Home visits and 2.7 Student Incentives 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 2.7 Quarterly 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 2.9 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 2.10 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

98.8% 5th grade participation rate across all Physical Fitness tested components (metric 8A).

97.6% 7th grade participation rate across all Physical Fitness tested components (metric 8A).

80% of students agree that ESY taught the importance of taking personal responsibility to protect the environment

68% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.

74% 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.

84% of students agreed they can use a knife safely in the kitchen.

78% of students agreed that the ESY taught them how to live a healthy lifestyle.

65% of students agreed they can make healthier food choices as a result of their participation in the ESY.

78% of students agreed they feel comfortable trying new foods

60% 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 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 Shafter 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 3.2 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.

Action 3.5 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.

### Continued Success

As we plan for the 2023-2024 school year, Grow Academy Shafter 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, 1.11, 1.13, 1.16, 1.17 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, 2.4, 2.6, 2.7, and 2.9

Finally for goal 3 will continue actions 3.1, 3.2, 3.3, and 3.5 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 Shafter provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 40%—relative to services provided to all students. Grow Academy Shafter’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

- ELA proficiency decreased from 38.11% to 36.93% for all students (metric 4A)
- Math proficiency decreased from 24.03% to 21.99% for all students (metric 4A)
- ELA proficiency decreased for multilingual learners from 16.83% to 11.92% (metric 4A)
- Math proficiency decreased for multilingual learners from 6.93% to 5.5% (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

- Maintained reclassification rate of 44%r (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 1.11 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)

There are two areas Grow Academy Shafter 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 1.19 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, 3.2, 3.3 and 3.5 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 four 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 Shafter 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 Shafter will purchase supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material (Action 1.11). These are supplemental materials that will be used as part of Grow Shafter 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) 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 Shafter 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 Shafter 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 Shafter 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 Shafter 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 2.9). To celebrate and encourage parent participation of EL, Foster, and SED students, we will offer a Parent Appreciation Night (2.10). 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 Shafer and surrounding areas.

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

Based on feedback from our educational partners, GA Shafter 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 Shafter 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 3.5) . 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 Shafter 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 3.2). 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 Shafter is a single school LEA and is not in CSI.

### ***Support for Identified Schools***

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

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

### ***Monitoring and Evaluating Effectiveness***

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

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



# 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 is committed to the idea that meaningful educational partner engagement is an integral part of developing an effective strategic plan. As such, Grow Academy Shafter 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 Shafter 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 Shafter utilizes the LCAP to serve as its School Plan for Student Achievement (SPSA) as defined by Education Code Section 52062, the establishment of a School Site Council is optional. The School Site Council is made up of parents, administrators, and students. Dates of engagement included 4/27, 1/26, 12/8.

**Parents of Grow Academy (POGA),** is the parent advisory group, composed of parents/guardians of GA Shafter 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 Shafter students through ParentSquare via Google Forms and made available on Grow Academy'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 (PIM) and Coffee and Conversations were hosted on a rotational schedule: Early Morning, Evening and Afternoons. These meetings provided information, additional educational resources, answer questions, and solicit feedback on the effectiveness of distance learning and how we can improve services for our students.

#### 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. 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 Shafter students through ParentSquare via Google Form and made available on Grow Academy Shafter's Website.

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

#### Goal #1:

- Provide after school and enrichment opportunities to expand learning such as STEM, coding, theater, community service, chess club, tutoring/individualized supports, study groups (students & teachers)
- Consider Dual Immersion/Spanish classes for English language students and continued support for English Language Learner (parents & teachers)
- Expansion of library space (students & parents)
- 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:

- Increase communication and engagement through communication platforms and social media (principals, coaches, and parents)
- Increase family engagement, parent collaboration and parent feedback opportunities (POGA)
- Increase opportunities for teachers to connect with parents and inform on areas of academic needs (teachers)
- 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:

- Add water bottle refill stations throughout campus (parents)
- Increase music programs and extracurricular athletics for all grade levels (all)
- Increase social emotional learning opportunities to support healthy relationships between teacher and students and minimize behavior (counselor, parents, & teachers)

### 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, 1.17 college readiness, 1.1 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 Shafter will continue to allocate resources in an effort to help close the academic achievement gap for unduplicated pupils. GA Shafter 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 1.19 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, 2.4 increasing language access, 2.5 teacher training, 2.6 positive behavior intervention & supports framework, 2.9 parent conferences, and 2.10 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 2.7 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 3.5 physical education activities, 3.2 Edible Schoolyard Program, and 3.3 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 3.4, 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 personalized and inclusive learning experience that inspires all staff and students to achieve at high levels.

An explanation of why the LEA has developed this goal.

At Grow Academy Shafter, our mission is to close the opportunity gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. We accomplish this through a 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 Shafter 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.

In March we administered the Interim Comprehensive Assessment for both ELA and Math for all students grades 3rd through 8th (see grade level results in Reflections: Identified Needs section) . Additionally, we disaggregated the results by our priority groups of students to continuously improve our inclusive and personalized learning environment.

**ICA ELA Results for Priority Groups**

- 19% of multilingual learners demonstrated proficiency while an additional 28% nearly met the standard
- 22% of students with disabilities demonstrated proficiency while an additional 22% nearly met the standard

**ICA Math Results for Priority Groups**

- 11% of multilingual learners demonstrated proficiency while an additional 28% nearly met the standard
- 8% of students with disabilities demonstrated proficiency while an additional 26% nearly met the standard

These results indicate Grow Academy Shafter should continue to develop strategies to increase the achievement of our priority groups of students through an inclusive environment with varied opportunities for personalized learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: Teachers are appropriately assigned and fully credentialed for assignments	100 % of teachers are fully credentialed in subject areas (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.	100% of teachers appropriately assigned and fully credentialed for assignments. (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.	In 2022-2023 100 % of teachers are fully credentialed in subject areas. (CA Dashboard under Basics: Teachers, Instructional materials, and facilities)		100 % of teachers are appropriately assigned and fully credentialed in subject areas



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the CCSS & ELD standards for the purposes of gaining academic content knowledge and English proficiency	support materials. (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	(CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	integrated ELD instruction and support materials.  (CA Dashboard under Basics: Teachers, Instructional materials, and facilities)		support materials
7A: Pupils have access to and are enrolled in English, Math, Social Science, Science, Health, VAPA, other studies that are prescribed by the governing board for grades 1-6  Pupils have access to and are enrolled in English, Social Sciences, Foreign Language, PE, Science, Math, VAPA, Applied Arts, and CTE	100% of students have access to Math, ELA, Intervention and enrichment and elective courses (Course Offerings-Parent/Student Handbook)	100% of Students have access to Math, ELA, Intervention and enrichment and elective courses such as Art, Music, Choir, ESY Garden/Kitchen (Course Offerings-Parent/Student Handbook)	In 2022-2023 100% of Students have access to Math, ELA, intervention and enrichment courses (e.g. Art, Music, Choir, ESY Garden, and ESY Kitchen).  (Course Offerings-Parent/Student Handbook)		100% of students will have access to Math, ELA, Intervention and enrichment and extracurricular courses.
7B: Programs and services developed and provided to low	100% of unduplicated students received individualized learning	100% of unduplicated students received individualized learning	In 2022-2023 100% of unduplicated students received		100% of unduplicated students enrolled in appropriate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
income, English learner, and foster youth pupils	support based on their identified needs in the Learning Lab (Course Offerings-Parent/Student Handbook)	support based on their identified needs in the Learning Lab (Course Offerings-Parent/Student Handbook)	individualized learning support based on their identified needs in the Learning Lab and Literacy Block.  (Course Offerings-Parent/Student Handbook)		programs and services will have their individual needs met.
7C: Programs and services developed and provided to students with disabilities	100% of identified special education students received adequate services as described in their IEP and evidence through GA's approach to Inclusion (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).	100% of identified special education students received adequate services as described in their IEP and evidence through GA Shafter's approach to Inclusion (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).	In 2022-2023 100% of identified special education students received adequate services as described in their IEP and evidence through GA Shafter's approach to Inclusion.  (All education specialists co-teach with a multiple subject or single subject teacher)		100% of identified special education students will receive adequate services as described in their IEP and evidence through GA's approach to Inclusion (SPED Co-Teachers in each ELA Classroom).
4A: State Assessments	48.02% of all students met or exceeded the ELA standard  44.13% of low-income students met or exceeded the ELA standard	38.11% of all students met or exceeded the ELA standard  32.80% of low-income students met or exceeded the ELA standard	2022-2023:  36.93% or 36 points below standard (ELA) and 21.99% or 85.2 points below standard (Math) of all students met proficiency expectations		60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments  30.8% of EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	56.72% of EL Students met or exceeded the ELA standard	45.02% of EL students met or exceeded the ELA standard	33.5% or 47.8 points below standard (ELA)		students will meet or exceed the ELA standard
	35.71% of all students met or exceeded the Math standard	24.03% of all students met or exceeded the Math standard	and 19.33% or 95.6 points below standard (Math) of “economically disadvantaged” students met proficiency expectations		50% of low-income students will meet or exceed the ELA standard
	32.86% of low-income students met or exceeded the Math standard	19.43% of low-income students met or exceeded the Math standard	11.92% of 65.2 points below standard (ELA) and 5.5% or 105 points below standard (Math) of multilingual learners met proficiency expectations		50% of all students will meet or exceed the Math standard
	43.27% of EL students met or exceeded the math standard	29.58% of EL students met or exceeded the Math standard			40% of low-income students will meet or exceed the Math standard
	22.82% of all students met or exceeded the Science standard	27.71% of all students met or exceeded the Science Standard			30% of EL students will meet or exceed the math standard
	16.46% of low-income students met or exceeded the Science standard	26.77% of low-income students met or exceeded the Science Standard	21.02% of all students met Science proficiency expectations		30% of all students will meet or exceed the Science standard
	28.36% of EL students met or exceeded the Science standard (2018-2019 CA Dashboard)	35.48% of EL students met or exceeded the Science Standard (2020-2021 CA Dashboard)	17.21% of “economically disadvantaged” students met Science proficiency expectations		30% 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>2.78% of multilingual learners met Science proficiency expectations.</p> <p>(2021-2022 CA Dashboard)</p>		<p>15% of EL students will meet or exceed the Science standard</p> <p>60 % of students will be at or above 50th percentile in NWEA Reading</p> <p>(Grow Public Schools Board Approved Charter Petition 2021-2026)</p> <p>(2019 California Dashboard)</p>
4B: % of pupils that have successfully completed A-G requirements	N/A	N/A	N/A		N/A
4C: % of pupils that have successfully completed CTE pathways	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	38.2% of EL students are making progress towards English language proficiency (CA Dashboard )	41.62% of EL students are making progress towards English language proficiency (CA Dashboard)	In 2021-2022 54.2% of EL students are making progress towards English language proficiency (CA Dashboard)		65% of of students will make progress towards English language proficiency
4F: ELL reclassification rate	ELL reclassification rate at 34.1 % (CA Dashboard)	ELL reclassification rate at 44.7% (CA Dashboard)	2022-2023: ELL reclassification rate at 44% (CA Dashboard)		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
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

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	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)	In 2022-2023 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	<p>The intent of this action is to enhance and improve intervention and enrichment opportunities for unduplicated pupils. A primary driver of intervention within GA Shafter 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.</p> <p>GA Shafter 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>	\$858,789.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<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	Targeted Academic Support for Unduplicated Students	Combined with action 2.01 in a previous iteration	\$0.00	No
1.3	Literacy Programs	<p>Grow Academy Shafter 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 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. Additionally, we are allocating funds to support the participation of scholars in literacy events sponsored throughout the county.</p> <p>GAS 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.</p>	\$85,427.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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.</p> <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>	\$76,217.00	Yes
1.5	Success for All	Incorporated and expanded action 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>	\$167,718.00	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 7B, metric 7C, metric 4A, metric 4E, metric 4F, and metric 8A.		
1.7	Summer Academic Program	Combined with action 1.01 in a previous iteration.	\$0.00	No
1.8	Provide Fall and Spring Intersessions to Support Unduplicated Students	Combined with action 1.01 in a previous iteration.	\$0.00	No
1.9	Expand After School Program	Action in practice. Removed from 23-24 LCAP due to funding through a different source.	\$0.00	No
1.10	School-Wide Literacy Initiatives	This action was combined with 1.03 in a previous iteration.	\$0.00	No
1.11	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</p>	\$11,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>such as reclassification and monitoring of recently reclassified students.</p> <p>Curriculum, consumables, and license 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 7A, metric 7B, metric 4A, metric 4E, metric 4F, and metric 8A.</p>		
<b>1.12</b>	Co-teaching Model	Action in practice. Removed from LCAP in a previous iteration due to funding through a different source.	\$0.00	No
<b>1.13</b>	Instructional Coaches for Teacher Support	<p>Grow Academy Shafter employs a literacy coach, a STEM coach, an Intervention Coach, a Special Education Coordinator, 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.</p> <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>	\$493,507.00	Yes
<b>1.15</b>	Small Group Instructors in Lab Classes	Action Incorporated into 1.01 in a previous iteration.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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>	\$329,140.00	Yes
1.17	College Readiness	<p>Grow Academy Shafter 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). 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> <p>College readiness materials and supplies contribute to this action.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	After School Tutoring	Action in practice. Removed from the 23 -24 LCAP due to funding through a different source.	\$0.00	No
1.19	Assessment and Data Analysis Tools	<p>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 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>	\$8,625.00	Yes

## 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 Shafter identified 9 actions aligned to Goal #1: Provide a personalized and inclusive learning experience that inspires all staff and students to achieve at high levels. 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.
- 1.11 English Learner Student Success: Multilingual learners had multiple opportunities to receive integrated and designated instruction, ultimately increasing their access to grade level content.
- 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.
- 1.18 After School Tutoring: Teachers provided multiple opportunities for students to receive additional support with content. This increased students' growth in the academic content areas.

#### Challenges:

- 1.1 Intervention & Enrichments: 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.
- 1.17 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 Shafter conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2022-2023 LCAP Goal 1 was \$1,639,750. The estimated actual expenditures for the 2022-2023 LCAP Goal 1 was \$1,867,061 for a difference of -\$227,311. Outlined below are the identified differences with detailed explanations.



1.1 Intervention & Enrichment: For this action we overspent by \$368,000 as a result of hiring additional small group instructors for all of our core subjects. As we reviewed formative data, it became clear that our high needs students required more individualized attention. We decided that each core subject needed a dedicated second individual to support small group instruction responsive to students' data. The cost was more than anticipated during the budgeting season.

1.3 Literacy Program: There was a \$35,000 overspend for this action as it was a focus this year to develop a robust library for students to access. Accounting for the part-time library aide, inventory software, as well as a variety of leveled, culturally diverse texts we exceeded the budgeted expenditures.

1.4 Educational Software: As it relates to educational software we have a remaining balance of \$12,000 funds that have not yet been spent. While we want to continue to offer a variety of platforms for students to practice their skills, we also want to ensure that we are able to use the online learning platforms to provide us with more information about the progress of our students. This meant reducing the total number of platforms but increasing the quality of use for the ones we did purchase and use.

1.6 Professional Development: The school underspent on professional development not as a result of cutting opportunities for teachers, but rather the difference of \$37,000 was a result of cost savings from sharing the cost of contracts with the other Grow Academy campus.

1.11 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.

1.17 College Readiness: Our College Readiness activities are planned for the end of year and therefore are not yet reflected in our spend to date.

1.18 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.

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

In the 20-21 school year 38.11% of all students met or exceeded ELA proficiency expectations, this percentage slightly decreased in the 21-22 school year to 36.93%. However, 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 all students in English Language Arts. As measured by the March 2023 Interim Comprehensive Assessment (a smarter balanced designed tool) 44% of students met or exceeded proficiency. While the ICA is only a predictor of success on the end of year state assessment, we are confident that such actions as 1.1, 1.4, 1.5, 1.6, 1.13, 1.16 and 1.18 will directly contribute to the growth in student achievement. Additional adults in classrooms who are provided content-specific professional learning, ensures that our students participate in high-quality small group intervention. Further, access to engaging supplemental content via

digital platforms has enabled our students additional practice time in order to master core concepts. Success for All continues to be a lever that ensures reading gaps are addressed so that students can access complex, grade level texts. Lastly, with teachers participating in rigorous cycles of observation, coaching, and planning they are continuously improving their craft and increasing achievement of their students.

In the 20-21 school year 24.03% of all students met or exceeded Mathematics proficiency expectations, this percentage slightly decreased in the 21-22 school year to 21.99%. However, 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 all students in mathematics instructions. As measured by the March 2023 Interim Comprehensive Assessment (a smarter balanced designed tool) 24% of students met or exceeded proficiency. While the ICA is only a predictor of success on the end of year state assessment, we are confident that such actions as 1.1, 1.4, 1.6, 1.13, and 1.18 will directly contribute to the growth in student achievement. As was true for ELA, additional adults in classrooms enabled more focused intervention and enrichment groups to remediate and extend instruction for all students. Additionally, programs such as IXL Math created novel problems with which students could engage and practice their conceptual and problem solving skills in a gamified, digital format. Action 1.6 allowed us to partner with a KCSOS math consultant who enhanced our math classrooms by adding a math talk routine as a way to increase our students' thinking and sharing ideas about math. Additionally, we partnered with CORE learning to improve student engagement with their peers and the task. It is through these explicit actions that we have seen growth in our student's math skills.

Grow Academy Shafter also closely monitors the success of priority populations of students including English Language Learners, Foster Youth, Low-Income Students, and Students with Disabilities. Currently, the school does not have a large enough foster youth population that it is reported as a subgroup.

As it relates to our multilingual learners, 11.92% met or exceeded standards in ELA and 5.5% met or exceeded in math. Closing the achievement gap for this group of students has been a focus during the 22-23 school year. As of March, we increased ELA proficiency scores to 19% and 11% in math as measured by the ICA. We attribute actions 1.1 and 1.11 most closely to the growth observed. Multilingual learners are afforded more individualized attention through small group instruction structures and via the supplemental materials and resources aimed at their specific language learning needs.

“Economically disadvantaged” students within our system slightly underperformed all students in ELA with 33.5% proficiency and 19.33% in math. As most students enrolled at Grow Academy Shafter fall within this subgroup it is not typically a variable by which we disaggregate. The aforementioned activities listed for all students would also contribute to success for this group.

Lastly, we seek to understand the strengths and areas of need for our students with disabilities (SWD) who participate in our program within the general education classroom. The 2022 state assessments indicate the 20% of SWD met or exceeded ELA expectations and 12% met or exceeded in math. Internal assessments indicate that students have maintained 20% in ELA and have slightly decreased to 8% in math. To continue to close the achievement gap for these students we will need to further leverage 1.1 to ensure tiered interventions are employed to meet the needs of students. Additionally, our coaches (action 1.13) will play a critical role in supporting teachers to enhance their current instructional practices to offer increased modifications and accommodations to ensure all students have access to grade level material.

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:

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 and retitled Action 1.3 to include a more robust response to the literacy needs of students on campus. 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.

We have had a successful year partnering with educational consultants to enhance our math practices and co-teaching strategies. As identified, our math outcomes do not yet meet our high expectations. Therefore we would like to expand and continue the professional development support for the 23-24 school year. 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.

Lastly, the data for our multilingual learners shows that only 11.92% (ELA) and 5.5% (Math) met proficiency expectations. We would like to add an additional coach to the instructional leadership team (action 1.13) so that our intervention coordinator, literacy, and STEM coaches can increase supports related to increasing access to grade level content for our multilingual learners. This new teacher coach would focus on teachers within their first and second year of teaching 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. We have also reduced Action 1.16 which contributed to teacher residents as we will not need as many this year for classroom support.

Removed:

While we will continue to offer academic support after school (action 1.11), we will be funding through the Expanded Learning Opportunities Grant and therefore will remove from the LCAP.

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 Otus as a tool for teachers we will save time on the data aggregation and be able to focus more on the analysis and acting on the information.

**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.

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

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A: Efforts to seek parent input and making decisions at the school site.	Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc. 80% participation rate. (Sign-In Sheets, Zoom Attendance Logs)	Parents have participated in all School Governance meetings (PoGA, ELAC, GPS Board of Directors), as well as school-planned activities (Sign-In Sheets, Zoom Attendance Logs)	During the 2022-2023 school year parents have participated in all School Governance meetings (PoGA, ELAC, SSC, and GPS Board of Directors Meeting), as well as school-planned activities  (Attendance Logs)		Will continue to achieve 80% rate of parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee
3B: How the school promotes participation of students for unduplicated pupils.	895 parents of GA Shafter are utilizing ParentSquare for ongoing two-way communication with an overall parent engagement rate of 96% 22% of parents use the provided spanish translation for two-way communication (ParentSquare Dashboard)	885 parents of GAS are currently utilizing The current overall parent engagement rate is 99%. 21.5% of parents use the provided Spanish translation for two-way communication (ParentSquare Dashboard)	During the 2022-2023 904 parents of GAS are currently utilizing ParentSquare. The current overall parent engagement rate is 99%. 27% of parents use the provided Spanish translation for two-way communication.  (ParentSquare Dashboard)		Will Maintain weekly Community Comet parent newsletters used to communicate volunteer opportunities disseminated via Parent Square. Read rate metrics collected within Parent Square.
3B: How the school promotes participation of parents for unduplicated students.	Provided translation services for parents/guardians 100 % of the time	Translation services have been provided for 100% of parent/guardian meetings/conferences	During the 2022-2023 translation services have been provided for 100% of parent/guardian		Will provide translation services for parents/guardians 100 % of the time.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(ParentSquare Notifications, Meeting Agendas, Zoom Live Translations)	. Both in person and via teleconference (ParentSquare Notifications, Meeting Agendas, Zoom Live Translations)	meetings/conferences .		
3C: How district will promote parental participation in programs for students with disabilities	75% active involvement of parents at all school site activities and events including those with students who have exceptional needs. (Sign-In Sheet/Survey Data)	Active parent participation in school site activities and events for students with disabilities has exceeded 75% (Sign-In Sheets/Survey Data)	During the 2022-2023 school year active parent participation in school site activities and events for students with disabilities has exceeded 75%. (Sign-In Sheets/Survey Data)		Will achieve 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.
5A: School attendance rates	Average Daily Attendance rate is 91.6% (CALPADS)	Average Daily Attendance rate is 91.19% (Infinite Campus SIS)	In the 2022-2023 school year 94.15% (Infinite Campus SIS)		Maintain school attendance rate to be at 97% or above
5B: Chronic absenteeism rates	Chronic Absenteeism Rate is 10.9 % (CA Dashboard)	Chronic Absenteeism Rate is 8.51 % (Infinite Campus SIS)	29.1% Chronically Absent in 21-22 (CA Dashboard)  In the 2022-2023 school year 6.34% as of May 2023.		Chronic Absenteeism Rate will be 5% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(Infinite Campus SIS)		
5C: Middle school dropout rates	Middle School Drop Out rate 0% (CA Dashboard)	Middle School Drop Out rate is 0% (CA Dashboard)	In the 2022-2023 school year Middle School Drop Out rate is 0%. (CA Dashboard)		Middle School Drop Out rate will be 0%
5D: High school drop out rates	N/A	N/A	N/A		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)	Suspension rate is 0% (CA Dashboard)	Suspension rate of 0.2% in the 2021-2022 school year (CA Dashboard)		Maintain Suspension rate to be less than 2%
6B: Pupil expulsion rates	Expulsion rate is 0% (CA Dashboard)	Expulsion rate is 0% (CA Dashboard)	Expulsion rate is 0% (DataQuest)		Maintain Expulsion rate to be less than 1%
6C: Schoolwide and classroom culture metrics	Minimum average of 3.6 (out of 5) combined on the	Kelvin Pulse Data 2022 Spring SEL Student Survey	School earned a 4.7 (out of 5) on the annual		At least a 4.0 (out of 5) average combined on the annual Fall and



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)</p>	<p>yielded a 53% favorable rate, 36% participation rate (N=302). The following dimensions were measured:            Social Awareness/Social Competence=62% favorable; Self-Management=57% favorable; Growth Mindset=56% favorable; Perseverance=55% favorable; Self-awareness=53% favorable; Self-efficacy=50% favorable; Curiosity=43% favorable;            Staff Culture and Climate Survey yielded a 56% favorable rate, 55% participation rate (N=83). The following dimensions were measured for staff:            Environment=61% favorable; Students=57% favorable;</p>	<p>Culture/Climate survey (metric 6C)</p>		<p>Spring Panorama student Culture/Climate Survey.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Teachers=45% favorable</p> <p>Student Culture/Climate and Equity &amp; Inclusion Survey yielded a 57% favorable, 82% participation rate (N=685). The following dimensions were measured:</p> <p>Undefined (“At your school, how often do students from different races, ethnicities, or cultures hang out with each other?”=93% favorable; Rigorous Expectations=70% favorable; Diversity &amp; Inclusion=70% favorable; Fairness=61% favorable</p> <p>Teacher-Student Relationships=59% favorable; Learning Strategies=56% favorable; Cultural Awareness &amp; Action=54% favorable; Sense of Belonging=50%</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>favorable; School Safety=47% favorable; Engagement=45% favorable</p> <p>(Kelvin Pulse Data 2022 Spring SEL Student Survey)</p>			
4A: State Assessments	<p>48.02% of all students met or exceeded the ELA standard</p> <p>44.13% of low-income students met or exceeded the ELA standard</p> <p>56.72% of EL Students met or exceeded the ELA standard</p> <p>35.71% of all students met or exceeded the Math standard</p> <p>32.86% of low-income students met or exceeded the Math standard</p>	<p>38.11% of all students met or exceeded the ELA standard</p> <p>32.80% of low-income students met or exceeded the ELA standard</p> <p>45.02% of EL students met or exceeded the ELA standard</p> <p>24.03% of all students met or exceeded the Math standard</p> <p>19.43% of low-income students met or exceeded the Math standard</p>	<p>2022-2023:</p> <p>36.93% or 36 points below standard (ELA) and 21.99% or 85.2 points below standard (Math) of all students met proficiency expectations</p> <p>33.5% or 47.8 points below standard (ELA) and 19.33% or 95.6 points below standard (Math) of “economically disadvantaged” students met proficiency expectations</p> <p>11.92% of 65.2 points below standard (ELA)</p>		<p>60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>30.8% of EL students will meet or exceed the ELA standard</p> <p>50% of low-income students will meet or exceed the ELA standard</p> <p>50% of all students will meet or exceed the Math standard</p> <p>40% of low-income students will meet or exceed the Math standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	43.27% of EL students met or exceeded the math standard	29.58% of EL students met or exceeded the Math standard	and 5.5% or 105 points below standard (Math) of multilingual learners met proficiency expectations		30% of EL students will meet or exceed the math standard
	22.82% of all students met or exceeded the Science standard	27.71% of all students met or exceeded the Science Standard	21.02% of all students met Science proficiency expectations		30% of all students will meet or exceed the Science standard
	16.46% of low-income students met or exceeded the Science standard	26.77% of low-income students met or exceeded the Science Standard	17.21% of “economically disadvantaged” students met Science proficiency expectations		30% of low-income students will meet or exceed the Science standard
	28.36% of EL students met or exceeded the Science standard (2018-2019 CA Dashboard)	35.48% of EL students met or exceeded the Science Standard (2020-2021 CA Dashboard)	2.78% of multilingual learners met Science proficiency expectations. (2021-2022 CA Dashboard)		15% of EL students will meet or exceed the Science standard
					60 % of students will be at or above 50th percentile in NWEA Reading (Grow Public Schools Board Approved Charter Petition 2021-2026) (2019 California Dashboard)

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coordination of Services Team	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.	\$701,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>GAS’ 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 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>		

Action #	Title	Description	Total Funds	Contributing
		<p>The School Counselor is responsible for promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.</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>		
2.3	Family and Community Engagement	<p>GAS 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, GAS seeks to eliminate barriers for Shafter families' access to resources. To this end, the school will employ a Family and Community Engagement (FACE) Liaison in the upcoming school year. They will serve as a bridge between the school and the families as well as link both to the broader Avin community.</p>	\$91,508.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Additionally, the school strives for frequent, timely communication with families. The school uses multimedia to communicate information &amp; 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>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. Software subscriptions fees, materials, and supplies contribute to this action.</p>		
2.4	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 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.</p>	\$12,500.00	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 6A, metric 6B, and metric 4A.		
2.5	Teacher Training for Family Home Visits	<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>	\$3,000.00	No
2.6	Positive Behavior Intervention & Support Framework	<p>In support of the school's MTSS framework, GA Shafter implements a Positive Behavior Intervention &amp; 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>GAS 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 tool helps to increase communication with families related to their child's behavior. Additionally, positive behaviors are incentivized through this paycheck system. With their</p>	\$17,878.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>earnings students are eligible for trips, celebrations, or items from the student store.            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>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.            Materials, curriculum, and training contribute to this action.</p>		
2.7	Educational Field Trips	<p>The core academic model for Grow Academy Shafter 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>	\$91,920.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	McKinney Vento Support (Director of Community Initiatives)	Position was removed in a previous iteration and incorporated into responsibilities of various Charter Management Organization (CMO) employees.	\$0.00	No
2.9	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>GAS 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>	\$2,000.00	Yes
2.10	Parent Appreciation Night	<p>Continue to celebrate and encourage parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night. Supplies and materials contribute to this action.</p> <p>We will evaluate the impact of this action by reflecting outcomes associated with metric 3A, metric 3B, metric 6C, and metric 3C.</p>	\$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 Shafter identified 8 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.

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

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

2.6 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.

2.7 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.

2.9 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.

2.10 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 Shafter 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 Shafter conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2022-2023 LCAP Goal 2 was \$736,271. The estimated actual expenditures for the 2022-2023 LCAP Goal 2 was \$653,573, for a difference of \$82,698. Outlined below are the identified differences with detailed explanations.

2.5 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.

2.7 Quarterly 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 \$13,000

2.9 APTT: The team underspent by \$1,300 for this action because the school utilized customized playlists that were available digitally, As such, the team did not have to spend on materials for at-home practice materials.

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

Based on the available data described below, Grow Academy continues to make progress towards achieving Goal 2. In pursuit of this goal, Grow Academy Shafter 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 (participation rate for POGA and SSC). 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 culture and climate survey in which the school earned a 4.7 out of 5. Both Action 2.1 and 2.10 were instrumental in the positive movement we saw in this metric. 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 2.9 empowers parents with resources that they can use at home to continue practicing the skills that will ensure their child's growth.

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 94% (metric 5A), reduced the chronic absenteeism rate to 6.34% (metric 5B), maintained a 0% drop out rate for middle school students (metric 5C), a low suspension rate of 0.2% (metric 6A), and no expulsions (metric 6B). This was accomplished through the following actions: action 2.1, action 2.4, action 2.6, and action 2.7. Action 2.5 created a solid foundation between the school and family through home visits, while connection was maintained through action 2.3 and 2.4. Furthermore, as family needs arose action 2.1 the COST team assisted with providing resources and support to mediate any challenges. Actions 2.6 and 2.7 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). The two most important actions for these successes were action 2.1 and action 2.9. 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.

#### Modifications:

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 and renaming it Coordination of Services Team. 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. 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.

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 expanding action 2.3 to include our plan for broader Family and Community engagement we will be better able to reach our disengaged families. This is particularly important for our priority groups of students such as our foster youth, multilingual learners, and students with disabilities. 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) our multilingual learners are not yet achieving at the same level as their peers. We have expanded action 2.4 and renamed it Increasing Language Access 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. We also have increased allocated funds for 2.8 Educational Field Trips to increase positive motivation for attending school and for promoting positive behaviors.

Lastly, we renamed action 2.9 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	Maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle.

An explanation of why the LEA has developed this goal.

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

In 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, cancer, chronic lower respiratory disease, diabetes, chronic liver disease, and Alzheimer’s. Obesity, mental health, and asthma were also identified as some of the top health problems facing our communities in the 2018 Community Health Survey. Coronary heart disease kills over 1,000 Kern County residents and is responsible for over 4,000 hospitalizations yearly. Although obesity may not be listed as a cause of death or reason for a hospital visit, this condition puts individuals at higher risk for stroke, heart disease, high blood pressure, diabetes, some cancers, and sleep disorders.

Therefore, reducing obesity in a population is likely to have far reaching impacts. While California as a whole meets the national objectives for reducing obesity in the population, Kern County continues to have a higher proportion of obese residents than the rest of the State and does not meet the Healthy People 2020 target.

Diet plays a key role as a risk factor for chronic diseases. Two criteria play an important role in ensuring a healthy diet: education and access. Having access to nutritious foods is a challenge in parts of Kern County. According to a 2017 University of California report titled, Kern County Food System Assessment: Indicators for a healthy food and agricultural economy report, between 30 percent and 55 percent of Kern County residents at or below 200% of the Federal Poverty Level (FPC) are food insecure. Food insecurity rates in Kern County generally exceeded rates for California. Currently, 100% of GA Shafter’s families qualify for Free and Reduced Lunch.

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

Each year we measure the effectiveness of the ESY 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:

80% of students agree that ESY taught the importance of taking personal responsibility to protect the environment

68% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.

74% 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.

84% of students agreed they can use a knife safely in the kitchen.

78% of students agreed that the ESY taught them how to live a healthy lifestyle.

65% of students agreed they can make healthier food choices as a result of their participation in the ESY.

78% of students agreed they feel comfortable trying new foods

60% 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.

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 Shafter 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>28.9% of 5th grade students need improvement in Aerobic Capacity</p> <p>25.6% of 5th grade students need improvement in Body Composition</p> <p>34.4% of 5th grade students need improvement in Abdominal Strength</p> <p>24.4% of 5th grade students need improvement in Trunk Extension Strength</p> <p>42.2% of 5th grade students need improvement on Upper Body Strength</p> <p>10.0% of 5th grade students need improvement in Flexibility</p>	New Action for the 22-23 School Year. GA Shafter will measure progress towards the goal through the CA Dashboard. Data will be reported in the GA Shafter SARC.	<p>CA Physical Fitness Data</p> <p>98.8% 5th grade participation rate across all Physical Fitness tested components (metric 8A).</p> <p>97.6% 7th grade participation rate across all Physical Fitness tested components (metric 8A).</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 5%</p> <p>The percentage of 5th and 7th grade students needing improvement in abdominal strength will decrease by 5%</p> <p>The percentage of 7th grade students needing improvement in trunk extension strength will decrease by 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>64.4% of 5th grade students are in the Healthy Fitness Zone for Aerobic Capacity</p> <p>64.4% of 5th grade students are in the Healthy Fitness Zone for Body Composition</p> <p>62.1% of 5th grade students are in the Healthy Fitness Zone for Abdominal Strength</p> <p>75.6% of 5th grade students are in the Healthy Fitness Zone for Trunk Extension Strength</p> <p>57.8% of 5th grade students are in the Healthy Fitness Zone for Upper Body Strength</p> <p>90.0% of 5th grade students are in the Healthy Fitness Zone for Flexibility</p>				<p>The percentage of 5th grade and 7th grade students needing improvement in upper body strength will decrease by 5%</p> <p>The percentage of 5th grade and 7th grade students needing improvement on flexibility will decrease by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Aerobic Capacity will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Body Composition will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Abdominal Strength will increase by 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2018-2019 California Physical Fitness Report)				<p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Trunk Extension Strength will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Upper Body Strength will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Flexibility will increase by 5%</p>
8A: Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing, various participation rates)	90 middle school students received physical education for at least 150-225 minutes per week throughout the school year.	120 middle school students received physical education for at least 150-225 minutes per week throughout the school year.	256 middle school students (6-8) received physical education for at least 150-225 minutes per week throughout the school year.		100% of student will participate in Physical Education classes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>630 elementary students (K-6) received physical education for at least 80-110 minutes per week throughout the school year (CALPADS Attendance Report)</p> <p>(CALPADS Attendance Report)</p>	<p>600 elementary students (K-5) received physical education for at least 80-110 minutes per week throughout the school year (CALPADS Attendance Report)</p>	<p>545 elementary students (K-5) received physical education for at least 80-110 minutes per week throughout the school year (CALPADS Attendance Report)</p>		
<p>Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing, various participation rates) (Priority #8a)</p>	<p>Number of parents participating in Family Cooking classes</p> <p>A total of 77 ESY lessons were provided in the 2020-2021 school year benefiting all K-5 students (CALPADS Attendance Report)</p>	<p>During the 2021-22 school year, A total of 144 ESY garden and 151 ESY kitchen lessons were provided benefitting K-8 grade students. (Infinite Campus SIS</p>	<p>100% of K-5 students participated in 100% of Edible Schoolyard Garden and Kitchen lessons.</p> <p>80% of students agree that ESY taught the importance of taking personal responsibility to protect the environment</p> <p>68% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.</p>		<p>Maintain 100% of students in K-5 to participate in 12 Edible Schoolyard lessons per year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>74% 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>84% of students agreed they can use a knife safely in the kitchen.</p> <p>78% of students agreed that the ESY taught them how to live a healthy lifestyle.</p> <p>65% of students agreed they can make healthier food choices as a result of their participation in the ESY.</p> <p>78% of students agreed they feel</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>comfortable trying new foods</p> <p>60% of students agreed that they could take care of their own garden</p> <p>100% of students in grades kindergarten through 6th grade had access to 12 Edible Schoolyard (ESY) Garden lessons and 12 ESY Kitchen lessons.</p>		

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Art + Music Programs	<p>One (1) Music and two (1) Art Teachers of Grow Academy Shafter is committed to providing enrichment programs that most students in the Shafter community are not able to afford outside of school, by providing music and Art enrichment courses for all students. Research suggests there is a positive correlation between arts/music participation and positive health and wellness outcomes. Over the past decade, health psychologists have cautiously begun looking at how the arts might be used in a variety of ways to heal emotional injuries, increase understanding of oneself and others, develop a capacity for self-reflection, reduce symptoms, and alter behaviors and thinking patterns. Music listening to facilitate relaxation and promote wellness: integrated aspects of our neurophysiological responses to music.</p> <p>Staff salaries are contributing to this action.</p>	\$222,667.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Edible School Yard Program	<p>Utilize the Edible Schoolyard program to create a learning experience for our unduplicated students in the kitchen &amp; garden, while promoting a healthy lifestyle. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. 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 Shafer 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> <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.</p>	\$393,712.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Promote Health and Wellness	<p>To promote healthy living, Grow Academy Shafter 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.</p>	\$10,000.00	Yes
3.4	Extra-curricular athletics programs	Removed from the 23-24 LCAP and funded through ELO-P grant.	\$0.00	No
3.5	Physical Education Activities	<p>Grow Academy will develop healthy students and improve pupil outcomes on fitness tests. GA will maintain a standardized elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity.</p> <p>Further, a total of two (2) PE teachers and one (1) PE Aide will continue to provide physical education instruction and 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.</p>	\$176,595.00	Yes



Action #	Title	Description	Total Funds	Contributing

## 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 Shafter identified 4 actions aligned to Goal #3: Provide an environment that encourages healthy lifestyles.

There were no major changes in implementation of the actions associated with this goal with the exception of 3.3 Health and Wellness 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 Shafter conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2022-2023 LCAP Goal 3 was \$836,118. The estimated actual expenditures for the 2022-2023 LCAP Goal 3 was \$910,019, for a difference of \$73,901. Outlined below are the identified differences with detailed explanations.

Action 3.3 Promote Health & Wellness: This action was underspent by \$9,000 for two reasons: the timing of health and wellness events that were scheduled for end of the year as a way to celebrate the testing season and the ESY taking leadership on hosting events which enabled them to leverage tools and materials they already had purchased or made.

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 98% and 97% in 7th grade. This is a result of the daily physical education students are provided (action 3.5).

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. Both actions 3.2 and 3.3 create the

conditions on campus where students thrive. 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:

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 3.3 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.

**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)
\$2,532,663	\$290,918

## 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
31.51%	0.00%	\$0.00	31.51%

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 Shafter 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, Grow Academy Shafter provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 40%—relative to services provided to all students. Grow Academy Shafter’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 65.2 points away from the standard. In Math these students are even further behind with a “very low” status and 105.4 points below the standard. For our low-income students there is a similar picture, they are 47 points below the standard in ELA and 95 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 1.19 Assessment & Data Tools are intended to create the structures and systems by which our unduplicated students are provided access to focused, small group instruction. By reducing the student to adult ratio and analyzing data the intent is that every child is known by need and is provided just-in-time instruction.

While 54.2% of our English learners are making progress in their English language development, we know that they will continue to need access to high-quality instruction and resources. Action 1.4 Educational Software is 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.

One focus of the upcoming school year is math achievement. 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. Furthermore, we know that only 19% of our low-income students achieved proficiency in math in the previous year. 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 are lowest amongst populations like the ones from which our English Learners and low-income students come. This is why it is important to begin exposing students to the possibilities after high school as soon as possible. Action 1.17 College Readiness is designed to promote college and career options post high school for students and their families. 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 students with disabilities (2.3%) have slightly higher suspension rates than our general population (0.2%). 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.

We seek to empower families of our unduplicated students through Action 2.3 Family & Community Engagement, 2.4 Increasing Language Access, Action 2.9 Parent Conferences & At-Home Learning Materials, and Action 2.10 Parent Appreciation Night. Due to language barriers and work schedules, it is often more challenging for families to participate in school events. 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 planning a variety of events, offering translation at every event, and incentivizing participation. When parents have a greater presence on campus there is more frequent communication with the instructional staff and students are more likely to have a stronger school experience.

Once families are engaged the school needs 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 because they are consistently reviewing academic and behavior data.

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 1.11- 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 2.4 - 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 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 Shafter does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent, so no additional funding has been added.

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



## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,210,249.00	\$93,879.00	\$140,000.00	\$327,005.00	\$3,771,133.00	\$3,254,026.00	\$517,107.00

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	\$606,230.00			\$252,559.00	\$858,789.00
1	1.2	Targeted Academic Support for Unduplicated Students	All	\$0.00				\$0.00
1	1.3	Literacy Programs	English Learners Foster Youth Low Income	\$85,427.00				\$85,427.00
1	1.4	Educational Software	English Learners Foster Youth Low Income	\$76,217.00				\$76,217.00
1	1.5	Success for All	All	\$0.00				\$0.00
1	1.6	Professional Development	English Learners Foster Youth Low Income	\$132,974.00			\$34,744.00	\$167,718.00
1	1.7	Summer Academic Program	All	\$0.00				\$0.00
1	1.8	Provide Fall and Spring Intersessions to Support Unduplicated Students	All	\$0.00				\$0.00
1	1.9	Expand After School 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	1.10	School-Wide Literacy Initiatives	All	\$0.00				\$0.00
1	1.11	English Learner Student Success	English Learners	\$11,137.00				\$11,137.00
1	1.12	Co-teaching Model	All	\$0.00				\$0.00
1	1.13	Instructional Coaches for Teacher Support	English Learners Foster Youth Low Income	\$399,628.00	\$93,879.00			\$493,507.00
1	1.15	Small Group Instructors in Lab Classes	All	\$0.00				\$0.00
1	1.16	Teacher Development Initiative	English Learners Foster Youth Low Income	\$189,140.00		\$140,000.00		\$329,140.00
1	1.17	College Readiness	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.18	After School Tutoring	All	\$0.00				\$0.00
1	1.19	Assessment and 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	\$661,591.00			\$39,702.00	\$701,293.00
2	2.3	Family and Community Engagement	All	\$91,508.00				\$91,508.00
2	2.4	Increasing Language Access	English Learners Foster Youth Low Income	\$12,500.00				\$12,500.00
2	2.5	Teacher Training for Family Home Visits	All	\$3,000.00				\$3,000.00
2	2.6	Positive Behavior Intervention & Support Framework	All	\$17,878.00				\$17,878.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Educational Field Trips	All	\$91,920.00				\$91,920.00
2	2.8	McKinney Vento Support (Director of Community Initiatives)	All	\$0.00				\$0.00
2	2.9	Parent Conferences and At-Home Learning Materials	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
2	2.10	Parent Appreciation Night	All	\$7,500.00				\$7,500.00
3	3.1	Art + Music Programs	English Learners Foster Youth Low Income	\$222,667.00				\$222,667.00
3	3.2	Edible School Yard Program	English Learners Foster Youth Low Income	\$393,712.00				\$393,712.00
3	3.3	Promote Health and Wellness	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.4	Extra-curricular athletics programs	All	\$0.00				\$0.00
3	3.5	Physical Education Activities	English Learners Foster Youth Low Income	\$176,595.00				\$176,595.00

**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
\$8,037,522	\$2,532,663	31.51%	0.00%	31.51%	\$2,998,443.00	0.00%	37.31 %	<b>Total:</b>	\$2,998,443.00
								<b>LEA-wide Total:</b>	\$85,427.00
								<b>Limited Total:</b>	\$11,137.00
								<b>Schoolwide Total:</b>	\$2,901,879.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Intervention and Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$606,230.00	
1	1.3	Literacy Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$85,427.00	
1	1.4	Educational Software	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$76,217.00	
1	1.6	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$132,974.00	
1	1.11	English Learner Student Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Grow Academy	\$11,137.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Shafter		
1	1.13	Instructional Coaches for Teacher Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$399,628.00	
1	1.16	Teacher Development Initiative	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$189,140.00	
1	1.17	College Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$10,000.00	
1	1.19	Assessment and Data Analysis Tools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grow Academy Shafter	\$8,625.00	
2	2.1	Coordination of Services Team	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$661,591.00	
2	2.4	Increasing Language Access	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$12,500.00	
2	2.8	McKinney Vento Support (Director of Community Initiatives)				Specific Schools: Grow Academy Shafter	\$0.00	
2	2.9	Parent Conferences and At-Home Learning Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$2,000.00	
3	3.1	Art + Music Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$222,667.00	
3	3.2	Edible School Yard Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy	\$393,712.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Shafter		
3	3.3	Promote Health and Wellness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$10,000.00	
3	3.5	Physical Education Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Shafter	\$176,595.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,212,139.00	\$3,430,647.00

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	\$742,751.00	\$1,111,530
1	1.2	Targeted Academic Support for Unduplicated Students			
1	1.3	Literacy Programs	No	\$77,603.00	\$113,241
1	1.4	Educational Software	Yes	\$58,470.00	\$46,041
1	1.5	Success for All	Yes	\$57,000.00	\$50,656
1	1.6	Professional Development	Yes	\$91,024.00	\$37,666
1	1.7	Summer Academic Program			
1	1.8	Provide Fall and Spring Intersessions to Support Unduplicated Students			
1	1.9	Expand After School Program			
1	1.10	School-Wide Literacy Initiatives			
1	1.11	English Learner Student Success	Yes	\$10,000.00	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	Co-teaching Model			
1	1.13	Instructional Coaches for Teacher Support	Yes	\$213,102.00	\$185,510
1	1.15	Small Group Instructors in Lab Classes			
1	1.16	Teacher Development Initiative	Yes	\$349,800.00	\$318,923
1	1.17	College Readiness	Yes	\$30,000.00	\$3,494
1	1.18	After School Tutoring	Yes	\$10,000.00	0
2	2.1	Student Success Team	Yes	\$632,271.00	\$542,633
2	2.3	Family Engagement	No	\$16,500.00	\$14,823
2	2.4	Interpreter	Yes	\$12,000.00	\$11,007
2	2.5	Teacher Training for Family Home Visits	No	\$3,000.00	\$1,500
2	2.6	Student Incentives	No	\$15,000.00	\$14,496
2	2.7	Quarterly Field Trips	No	\$48,000.00	\$60,987
2	2.8	McKinney Vento Support (Director of Community Initiatives)	Yes		

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	2.9	Academic Parent Teacher Team Meetings	Yes	\$2,000.00	\$621
2	2.10	Parent Appreciation Night	No	\$7,500.00	\$7,500
3	3.1	Art + Music Programs	Yes	\$279,928.00	\$320,243
3	3.2	Edible School Yard Program	Yes	\$370,608.00	\$395,096
3	3.3	Promote Health and Wellness	Yes	\$10,000.00	\$525
3	3.4	Extra-curricular athletics programs	Yes	\$15,000.00	\$17,055
3	3.5	Physical Education Activities	Yes	\$160,582.00	\$177,100



**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)
\$2,315,534	\$2,748,019.00	\$2,921,583.00	(\$173,564.00)	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	\$513,661.00	\$882,440	0	0
1	1.4	Educational Software	Yes	\$58,470.00	\$46,041	0	0
1	1.5	Success for All	Yes	\$57,000.00	50,656	0	0
1	1.6	Professional Development	Yes	\$60,000.00	\$6,642	0	0
1	1.11	English Learner Student Success	Yes	\$10,000.00	0	0	0%
1	1.13	Instructional Coaches for Teacher Support	Yes	\$213,102.00	\$185,510	0	0
1	1.16	Teacher Development Initiative	Yes	\$349,800.00	\$318,923	0	0
1	1.17	College Readiness	Yes	\$30,000.00	\$3,494	0	0
1	1.18	After School Tutoring	Yes	\$10,000.00	0	0	0
2	2.1	Student Success Team	Yes	\$595,868.00	\$506,230	0	0
2	2.4	Interpreter	Yes	\$12,000.00	\$11,007	0	0
2	2.8	McKinney Vento Support (Director of Community	Yes				

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)
		Initiatives)					
2	2.9	Academic Parent Teacher Team Meetings	Yes	\$2,000.00	\$621	0	0
3	3.1	Art + Music Programs	Yes	\$279,928.00	\$320,243	0	0
3	3.2	Edible School Yard Program	Yes	\$370,608.00	\$395,096	0	0
3	3.3	Promote Health and Wellness	Yes	\$10,000.00	\$525	0	0
3	3.4	Extra-curricular athletics programs	Yes	\$15,000.00	\$17,055	0	0
3	3.5	Physical Education Activities	Yes	\$160,582.00	\$177,100	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)
\$7,248,725	\$2,315,534	0.00%	31.94%	\$2,921,583.00	0.00%	40.30%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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



- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

### **Measuring and Reporting Results:**

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**



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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

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

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



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

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