LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Academy Arvin

CDS Code: 15101570124040

School Year: 2024-25

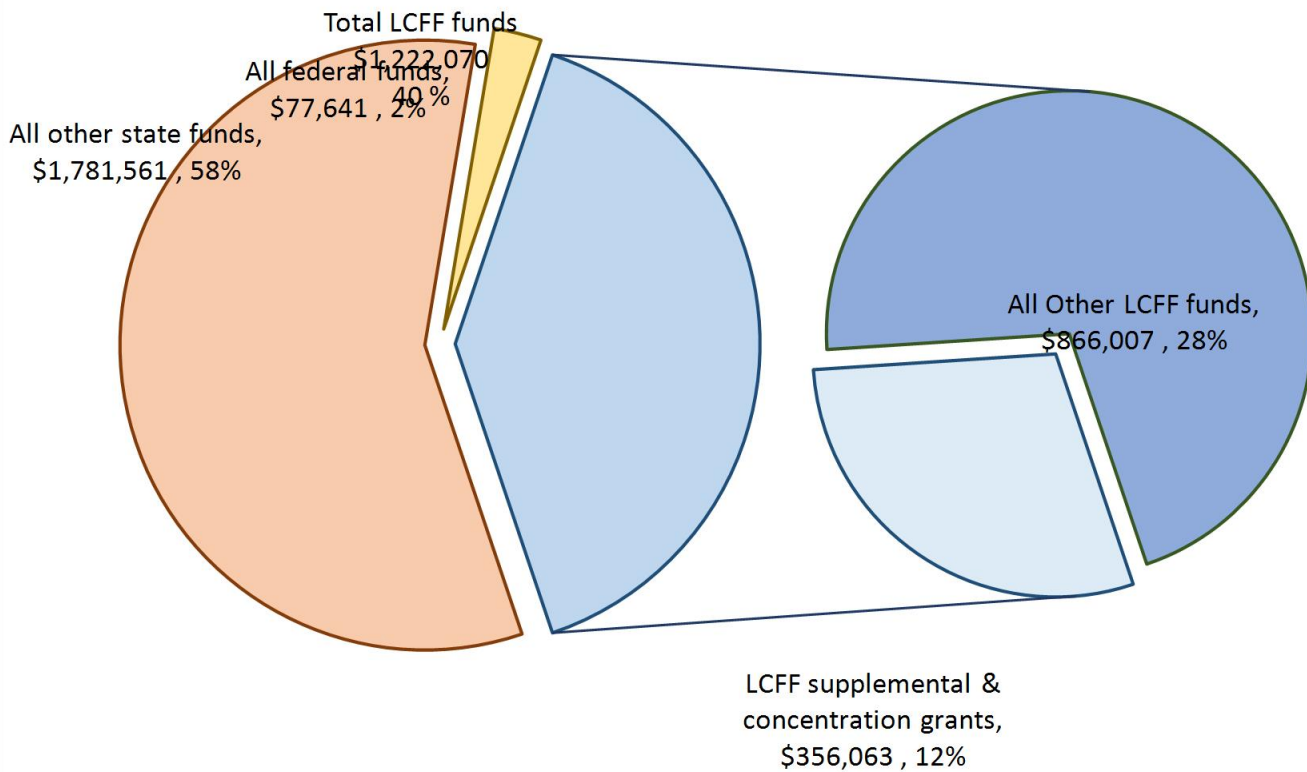LEA contact information:

Jenny Bard

Principal

jbard@growpublicschools.org

661-855-8200

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

- Total LCFF funds $1,222,070 40%
- All federal funds, $77,641 , 2%
- All other state funds, $1,781,561 , 58%
- All Other LCFF funds, $866,007 , 28%
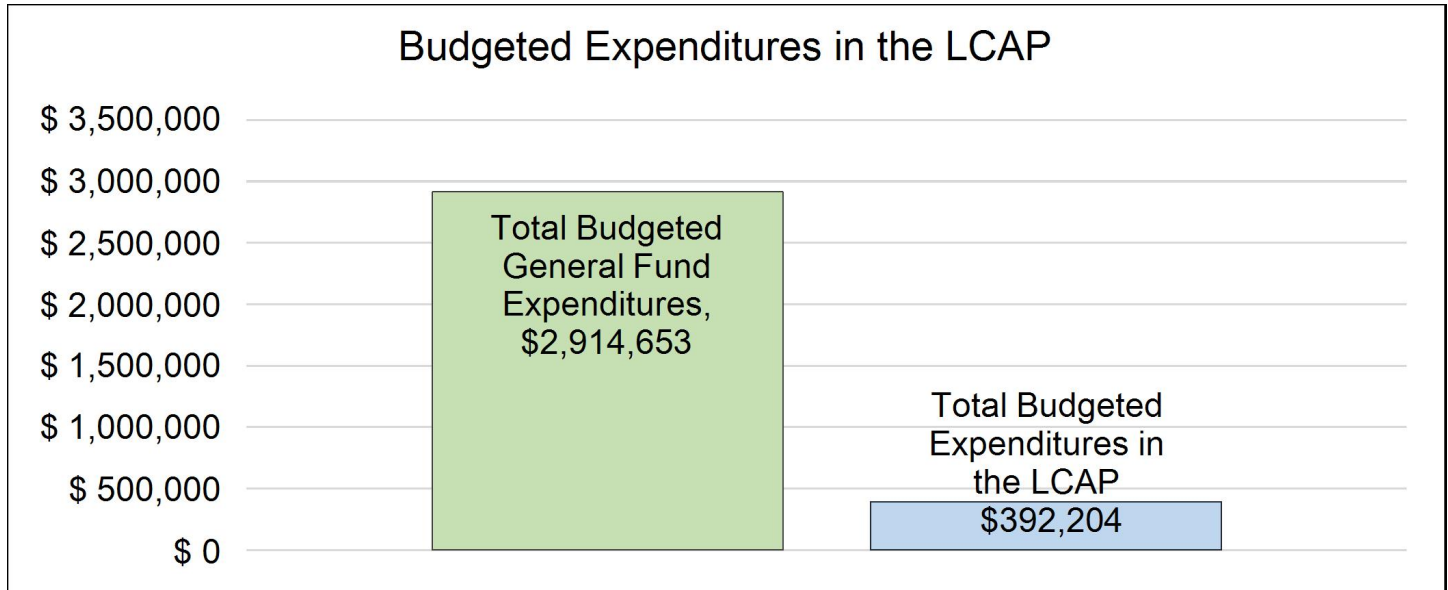- LCFF supplemental & concentration grants, $356,063 , 12%

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

The text description for the above chart is as follows: The total revenue projected for Grow Academy Arvin is $3,081,272, of which $1,222,070 is Local Control Funding Formula (LCFF), $1,781,561 is other state funds, $0 is local funds, and $77,641 is federal funds. Of the $1,222,070 in LCFF Funds, $356,063 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.

Budgeted Expenditures in the LCAP

Amount	
$ 3,500,000	
$ 3,000,000	
$ 2,500,000	Total Budgeted General Fund Expenditures, $2,914,653
$ 2,000,000	
$ 1,500,000	
$ 1,000,000	Total Budgeted Expenditures in the LCAP
$ 500,000	$392,204
$ 0	

This chart provides a quick summary of how much Grow Academy Arvin plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Grow Academy Arvin plans to spend $2,914,653 for the 2024-25 school year. Of that amount, $392,204 is tied to actions/services in the LCAP and $2,522,449 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
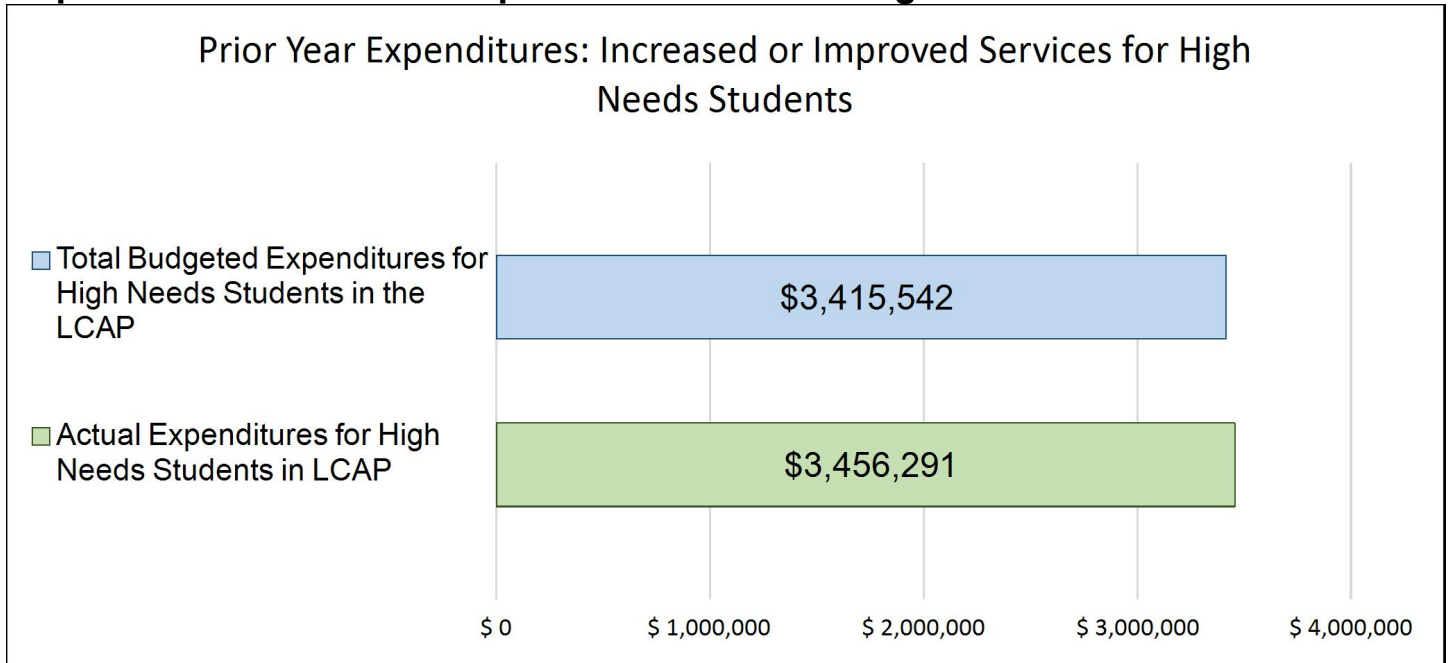
General fund expenditures not included in the LCAP cover costs such as teacher salaries, instructional materials, and facility operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Grow Academy Arvin is projecting it will receive $356,063 based on the enrollment of foster youth, English learner, and low-income students. Grow Academy Arvin must describe how it intends to increase or improve services for high needs students in the LCAP. Grow Academy Arvin plans to spend $392,204 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High
Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $3,415,542

□ Actual Expenditures for High Needs Students in LCAP — $3,456,291

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000

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

The text description of the above chart is as follows: In 2023-24, Grow Academy Arvin's LCAP budgeted $3,415,542 for planned actions to increase or improve services for high needs students. Grow Academy Arvin actually spent $3,456,291 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: Teachers are appropriately assigned and fully credentialed in subject areas	2020-2021 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Total Teachers: 27 Intern: 13% Ineffective: 42.6% Incomplete: 3.7% As compared to Kern County Ineffective: 6.4% Incomplete: 5.8% (DataQuest Teaching Assignment Report 2020-2021)	2020-2021 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Total Teachers: 27 Intern: 13% Ineffective: 42.6% Incomplete: 3.7% As compared to Kern County Ineffective: 6.4% Incomplete: 5.8% (DataQuest Teaching Assignment Report 2020-2021)	2022-2023 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Total Teachers: 39 Intern: 21% Ineffective: 23% Incomplete: 0% (Self-reflection on local indicator data)	2023-2024 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Total Teachers: 40 Intern: 8% Ineffective: 15% Incomplete: 0%	100 % of teachers will be appropriately assigned and fully credentialed in subject areas
1B: Students have access to standards-aligned instructional	100% of students have access to	100% of Students had access to standards-aligned instructional	In 2022-2023 100% of students have access to standards-	100% of students have access to their own copies of	100% of students will have access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
materials for every student	standards-aligned instructional materials as indicated in the Self-Reflection Tool for Local Indicators (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	materials as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	aligned instructional materials. (Self-reflection on local indicator data)	standards-aligned instructional materials for use at school and at home. 2023 CA Dashboard Basics: Teachers, instructional materials, and facilities	standards-aligned instructional materials as indicated in the Self-Reflection Tool for Local Indicators
1C: School Facilities in "Good Repair" per CDE's Facility Inspection Tool	All facilities have an overall rating of "exemplary" as affirmed in the CDE's Facility Inspection Tool (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	All facilities had an overall rating of "exemplary" as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	During the 2022-2023 school year all facilities had an overall rating of "exemplary". (Self-reflection on local indicator data)	No instances where facilities do not meet the "Good Repair" standard. 2023 CA Dashboard Basics: Teachers, instructional materials, and facilities	All facilities will have an overall rating of "exemplary" as affirmed in the CDE's Facility Inspection Tool
2A: Implementation of state board adopted academic content and performance standards for all students	In the 2020-2021 school year, this priority was met as measured on the CA Dashboard for Local Indicators (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	In the 2021-2022 school year this priority was met as measured on the CA Dashboard for Local Indicators (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	During the 2022-2023 school year this priority was met. According to the CA Dashboard the school received a "Standard Met" for implementation of academic standards.	2023 CA Dashboard Implementation of Academic Standards - standard met	In the 2021-2022 school year, this priority will be met as measured on the CA Dashboard for Local Indicators

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(Self-reflection on local indicator data)		
2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for the purposes of gaining academic content knowledge and English proficiency	100% of ELL students have access to high quality ELD Instruction and support materials. Additional designated ELD time is provided within LL and LC classes via credentialed instructors. 30 minutes of daily academic English language instruction provided within the ELD Designated Block. Additional 30 minutes on Mango Language Software. (Master Schedule-SIS)	100% of ELL students had access to high quality ELD Instruction and support materials. Additional designated ELD time is provided within LL and LC classes via credentialed instructors. 30 minutes of daily academic English language instruction provided within the ELD Designated Block. Additional 30 minutes on Mango Language Software. (Master Schedule/SIS)	In 2022-2023 100% of multilingual learners have access to high quality designated and integrated ELD instruction and support materials. Additional designated ELD time is provided within LL and LC classes via credentialed instructors. 30 minutes of daily academic English language instruction provided within the ELD Designated Block. (Self-reflection on local indicator data)	In 2023-2024,100% of multilingual learners have access to high quality designated and integrated ELD instruction and support materials. Required minutes for grade level of designated ELD during the lab block. (Self-reflection on local indicator data)	100% of ELL students will have access to high quality ELD Instruction and support materials
7A: Pupils have access to and are enrolled in a broad course of study including courses described for grades: 1-6 (English, Math,	100% of students have access to Math, ELA, Intervention and enrichment and elective courses	100% of students had access to Math, ELA, Intervention and enrichment and elective courses (Course Offerings-Parent/	During the 2022-2023 school year 100% of students had access to Math, ELA, Intervention and enrichment and elective courses.	During the 2023-2024 school year 100% of students had access to Math, ELA, Intervention and enrichment and elective courses.	100% of students will have access to Math, ELA, Intervention and enrichment and elective courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social Science, Science, Health, VAPA, other studies that are prescribed by the governing board)	(Course Offerings-Parent/Student Handbook)	Student Handbook)	(Course Offerings-Parent/ Student Handbook)	(Course Offerings-Parent/ Student Handbook)	
7B: Programs and services developed and provided to low income, English learner, and foster youth pupils	100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab. (Course Offerings-Parent/Student Handbook)	100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab (Course Offerings-Parent/Student Handbook)	During the 2022-2023 school year 100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab. (Course Offerings-Parent/Student Handbook)	During the 2023-2024 school year 100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab. (Course Offerings-Parent/Student Handbook)	100% of unduplicated students enrolled in appropriate programs and services will have their individual needs met
7C: Addresses the extent to which pupils have access to and are enrolled in: Programs and services developed and provided to students with disabilities.	100% of identified pupils have access to programs and services developed and provided to students with disabilities, as described through the IEP process. (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).	100% of identified special education students received adequate services as described in their IEP and evidence through GA Arvin's approach to Inclusion (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).	In the 2022-2023 school year 100% of identified special education students received adequate services as described in their IEP and evidenced through GA Arvin's approach to inclusion. (Fully credentialed SPED Co-Teachers in	In the 2023-2024 school year 100% of identified special education students received adequate services as described in their IEP and evidenced through GA Arvin's approach to inclusion. (Fully credentialed SPED Co-Teachers in	100% of identified pupils will have access to programs and services developed and provided to students with disabilities, as described through the IEP process.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			each Humanities and ELA Classroom)	each Humanities and ELA Classroom)	
4A: State Assessments	2019-2020 CAASSPP 46.49% of all students met or exceeded ELA standard 43.44% of low-income students met or exceeded the ELA standard 9.42% of ELs met or exceeded the ELA standard 33.40% of all students met of exceeded the Math standard 31.33% of low-income students met or exceeded the Math standard 7.24% of ELs met or exceeded the math standard 27.07% of all students met or exceeded the Science standard	2020-2021 CAASPP 27.03% of all students met or exceeded the ELA standard 24.21% of low-income students met or exceeded the ELA standard 37.79% of ELs met or exceeded the ELA standard 17.59% of all students met of exceeded the Math standard 16.23% of low-income students met or exceeded the Math standard 25.23% of ELs students met or exceeded the math standard 13.97% of all students met or exceeded the Science standard	2021-2022: English Language Arts: 34.55% of all students proficient (44.5 points below standard) 17.74% of multilingual learners proficient (59.9 points below standard) 31.98% of low income students proficient (51.4 points below standard) Math: 19.85% of all students proficient (81.8 points below standard) 4.4% of multilingual learners proficient (98.7 points below standard) 16.13% of low income students proficient (90.2 points below standard) Science: 8.28% all students	2022-2023 CAASPP ELA* 32.2% met/exceeded (44.3 points below standard**) 10.66% of ELs met/exceeded standards (78.7 points below standard) 30.39% of SED met/exceeded standards (49.6 points below standard) CAASPP Math 18.08% met/exceeded (82.9 points below standard) 5.59% of ELs met/exceeded standards (108.5 points below standard) 15.81% SED met/exceeded standards (89.1 points below standard) CAASPP Science 18.54% met/exceeded	60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments 30.8% of EL students will meet or exceed the ELA standard 50% of low-income students will meet or exceed the ELA standard 50% of students will meet or exceed the Math standard 40% of EL students will meet or exceed the Math standard 40% of low-income students will meet or exceed the Math standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	25.66% of low-income students met or exceeded the Science standard 2.27% of ELs met or exceeded the Science standard 2021 NWEA Map Growth 43% of all students met their Growth projection in Reading. 51% of all students met their Growth projection in Math	10.08% of low-income students met or exceeded the Science standard 18.60% of ELs met or exceeded the Science standard 2022 NWEA Map Growth 59% of all students met their Growth projection in Reading. 60% of all students met their Growth projection in Math."	4.41% multilingual learners 7.45% low income students (CA Dashboard)	0% of ELS met/exceeded 15.76% SED met/exceeded *Met/exceeded data source: DataQuest CAASPP data **Points below standard source: 2023 CA Dashboard	30% of all students will meet or exceed the Science standard 28% of low-income students will meet or exceed the Science standard 4% of EL students will meet or exceed the Science standard (2019 California Dashboard) 65 % of all students will meet their growth projection for NWEA Reading 65 % of all students will meet their growth projection for NWEA Math (NWEA Map)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4B: % of pupils that have successfully completed A-G requirements	N/A	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	N/A
4D: % of pupils that have successfully completed both B and C)	N/A	N/A	N/A	N/A	N/A
4E: % of ELs who make progress toward English proficiency (as measured by ELPAC)	34% of students are making progress towards English language proficiency (2019 CA Dashboard)	42.68% of students are making progress towards English language proficiency (ELPAC Summative Assessment Comparison between 2020-2021 and 2021-2022	2021-2022 52.4% of multilingual learners are making progress towards English language proficiency (2022 CA Dashboard)	2023 CA Dashboard 40.3% of ELs are making progress towards English language proficiency.	65% of of students are making progress towards English language proficiency (California Dashboard 2019)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4F: ELL reclassification rate	22.6% total reclassification rate (2020-21 CALPADS)	36.8% total reclassification rate (2021-22 CALPADS)	35.8% total reclassification rate (2022-23 CALPADS)	32.7% total reclassification rate (2023-24 CALPADS)	The reclassification rate will be at 45%
4G: % of pupils that pass AP exams with a score of 3 or higher	N/A	N/A	N/A	N/A	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	N/A
8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	100% of students have access to Math, ELA, intervention, enrichment and elective courses. (Course Offerings-Parent/Student Handbook	100% of students have access to Math, ELA, intervention, enrichment and elective courses. (Course Offerings-Parent/Student Handbook	During the 2022-2023 school year 100% of students have access to Math, ELA, intervention, enrichment and elective courses. (Course Offerings-Parent/Student Handbook)	During the 2023-2024 school year, 100% of students have access to math, ELA, intervention, enrichment, and elective courses. Course Offerings - Parent/Student Handbook	100% of students have will have access to Math, ELA, Intervention and enrichment and elective courses

Goal Analysis

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 2023-2024 school year Grow Academy Arvin identified 11 actions aligned to Goal #1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement.
Below is a brief description, by goal, of how an action was implemented or modified during the school year.

1.1 Intervention & Enrichment: All students in grades 3-8 participated in a lab block during the academic day; TK-2 students received intervention and enrichment in stations in self-contained classes.
1.2 Intervention Coordinator & Materials: The Intervention Coach fulfilled duties in supporting educators with implementation of intervention and enrichment.
1.3 Literacy Program: Implemented as designed for students to enhance and strengthen independent reading levels through additional texts and progress monitoring protocols.
1.4 Educational Software: Aligned to blended learning model, all students had access to a suite of online learning platforms as additional practice in math and language arts.
1.6 Professional Development: The school partnered with a variety of consultants related to the outlined professional development initiatives.
1.7 College Readiness: The school piloted Xello curriculum in addition to developing projects for students to explore a variety of colleges and universities.
1.9 English Learner Student Success: Curriculum and schedule was delivered to students as designed; however, in lieu of adopting ELLevation, the school developed an internal data system to monitor the progress of English learners.
1.12 Art & Music Program: Implemented as designed, all student had access to art and music throughout the school year.
1.13 Instructional Coaches for Teacher Support: Due to staff resignation, the humanities coach role remained open during the 2nd semester as a qualified candidate could not be identified.
1.16 Teacher Development Initiative: Arvin successfully hosted 7 teacher residents throughout the 23-24 school year.
1.17 OTUS: Successfully implemented. Educators continue to use the tool to assess and analyze students' academic strengths and needs.

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

GA Arvin conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2023-2024 LCAP Goal 1 was $2,647,596 while the estimated actual expenditures for the 2023-2024 LCAP Goal 1 was $2,613,465 for a difference of $34,131. Outlined below are the major identified differences with detailed explanations.

1.7 College Readiness: Within this action the school budgeted for Xello curriculum and college experience trips. The underspend difference in cost here is due to funding streams rather than programmatic shifts. The school was able to include college experiences during non-academic days such as grade level field trips during fall and spring camps, as such we were instead able to use ELO-P funds to provide this experience for students.

1.9 English Learner Student Success: This action item was roughly $5k over what was originally budgeted. A major investment this year was updating curriculum used specifically with our English Language Learners. We estimated costs of curriculum prior to the 23-24 initial ELPAC and due to slight shifts in population size we had to order additional curricular materials than originally anticipated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on the available data described below, Grow Academy Arvin continues to make progress towards achieving Goal 1. In pursuit of this goal, Grow Academy Arvin closely monitors the success of priority populations of students including English Language Learners, Foster Youth, and Low-Income Students. An explanation and reflection of how effective the specific actions were in making progress toward the goal is described below by metric.

1A: Positive impact made, as we continue to reduce the percent of interns and increase the percent of high quality teachers working with students. We have decreased both the percentage of teachers who are an intern and who are ineffective consistently over the 3 year LCAP cycle.

1B: The school continued to maintain high expectations for this metric. Intervention and Enrichment (1.1) ensured there were multiple opportunities to differentiate and provide access to grade level content while the Intervention Coordinator and Related Materials (1.2) provided support as teachers designed scaffolds for the content.

1C: While there were no actions aligned specifically; we continue to have facilities in good repair.

2A: The school continued to maintain high expectations for this implementation of state adopted content and performance standards. Professional Development (1.6) was a leading contributing for this metric as math consultants developed the capacity of the team to update pedagogy to align to the new CA math framework with an emphasis on the math practices. Similarly, PBLWorks facilitated a series of incorporating the NGSS standards and the CA history framework into classrooms through inquiry based learning.

2B: The school maintained that 100% of students had increased access to the common core and ELD standards through enhanced designated ELD structures of the lab (1.1).

7A: All students continued to have access to a broad course of study. Continued positive success of the metric can be attributed to Intervention & Enrichment (1.1) structures built into the academic day, the Literacy Program (1.3) that provided a variety of culturally relevant resources both in core content areas and the library, and the Art & Music Programs (1.12) that ensured students had regular access to elective courses.

7B: Maintained high expectations of 100% of English Language Learners receiving enhanced services and programs. Primarily Intervention & Enrichment (1.1) afforded the structure by which ELL students could participate in designated ELD services while Educational Software (1.4) ensured students had ample opportunities to practice content skills and standards at their level, and English Learner Student Success (1.9) enabled the school to more than adequately provide supplemental curriculum, software, and consumables for students in pursuit of developing their language skills across content areas.

7C: The school maintained 100% of students with disabilities having access to appropriate programs and supports. Instrumental in modifying and accommodating core classes to meet the needs of individual learners was Intervention Coordinator (1.2) who helped with data analysis to identify content strengths and gaps for this priority group. Additionally, Literacy Program (1.3) and Educational Software (1.4) actions ensured the school had a variety of practice tools for students to engage with content at their independent level and with support grade level content. Lastly, the Professional Development action (1.6) developed the capacity of teachers to differentiate math thinking classrooms, scaffold early literacy practices, and accommodate project based learning for students with disabilities.

4A: Dashboard data for priority 4A indicates that socioeconomically disadvantaged students received an indicator of orange signifying the priority group maintained proficiency in English Language. This is equitable to the performance of all students who also maintained proficiency while being 44.3 points below the standard. On the other hand, however, English Language Learners experience a decline of 18.8 points between the 21-22 and the 22-23 school year.

In math all students and socioeconomically disadvantaged maintained performance although outcomes continue to be more than 82 points below the standard. English Language Learners received an indicator of red as their performance declined by 9.8 point for a total of 108.5 points below standard. As a whole math continues to be a focus of the broader organization. With the new leadership, actions were reviewed and enhanced, and while we have not yet met our goal we have adjusted schoolwide structures that as strengthen will continue to positively impact student outcomes and achievement.

Contributing to this foundation for change is Intervention & Enrichment (1.1) that saw the return of a big lab where all grade level teachers are collaborating to address the individual needs of students, the Intervention Coordinator (1.2) which oversees the MTSS systems and will continue to refine data analysis practices to identify who will need additional intervention and/or enrichment, the Educational Software (1.4) that enables students to work independently freeing up teachers to pull small groups for remediation and extension, Professional Development (1.6) that ensures teachers have a broad toolbox from which to identify the best strategies to promote learning, English Learn Student Success (1.9) that allows for teachers to access supplemental curricular resources that make clear connections between the CA content standards and the English Language Development standards, Instructional Coaches (1.13) who continue to partner with teachers to help bridge their current practice to exemplary practice, the Teacher Development Initiative (1.16) that decreases the student to adult ratio in the classroom thereby expanding individualized learning opportunities and also ensures the sustainability of the school model by training future teachers, and lastly the Assessment & Data Analysis Tools (1.17) that quickly puts standards-based information at the fingertips of educators in order for them to make instructional adjustments and responds to the needs of students.

4E: Currently only 40.3% of English Language Learners are making progress towards English Language Proficiency and this percent declined by 12% between 22-21 and 22-23. Intervention and Enrichment (1.1) and English Language Learner Success (1.9) were both adjusted in the 23-24 school year to provide more focused support for this priority group. This is the first year the school implemented a

supplemental curriculum specifically aimed at bridging the content and ELD standards and so far have observed growth as measured through teacher observations of language usage.

4F: 32.7% reclassification rate. As is true with our ELPI metric above we enhanced services for ELLs as part of action Intervention and Enrichment (1.1) and English Language Learner Success (1.9). Implementing the Wonders curriculum during designated instruction increased the focus on ELD standards but perhaps limited students

8A: All students continued to have access to embedded intervention and enrichment in alignment to the school's MTSS policies. Continued positive success of the metric can be attributed to Intervention & Enrichment (1.1) structures built into the academic day, the Literacy Program (1.3) that provided a variety of culturally relevant resources both in core content areas and the library, and Educational Software (1.4) that ensured students had ample opportunities to practice grade level skills and content.

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.

Based on reflections of prior practice over this 3-year LCAP term, several changes to the planned goals, metrics, desired outcomes, and actions will be reflected in the coming year. Due to the structural updates of the LCAP and reorganization of goals, actions from Goal 1 during the 21-24 cycle have been dispersed into Goal 2 during the 24-27 LCAP cycle.

Action 1.1 Intervention and Enrichment will be discontinued in the 24-27 LCAP.
Action 1.2 Intervention Coordinator and Related Materials will be discontinued in the new LCAP.
Action 1.3, Literacy Programs will carry over into the new LCAP, placed under Pupil Outcomes (Goal 2). We will monitor this action for effectiveness based on STAR Early Literacy and STAR Reading scores.
Action 1.4, Educational Software, will be carried over and placed under Goal 2, Pupil Outcomes. We will monitor this action for effectiveness based on CAASPP scores.
Action 1.6, Professional Development will be discontinued in the 24-27 LCAP.
Action 1.7 College Readiness will be discontinued in the LCAP.
Action 1.9 English Learner Student Success will be expanded in the newly created LCAP under Goal 2. This action will focus exclusively on English learners. A newly created English Task Force will convene to further study the specific programmatic needs of English learners. We will measure effectiveness of this action using the CA Dashboard ELPI results, Reclassification rates and percent of students who are Long Term English Learners .
Action 1.12 Art and Music will appear in goal 3 of the new LCAP, with metrics including Kelvin Survey results and chronic absenteeism rates.
Action 1.13 Instructional Coaches for Teacher Support will be discontinued in the 24-27 LCAP.
Action 1.16 Teacher Development Initiative will be discontinued in the 24-27 LCAP.
Action 1.17 Assessment and Data Analysis Tools will be carried over to goal 2 of the new LCAP and measured by achievement distance from standards on the CAASPP.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A: Efforts to seek parent input in making decisions for district and school sites	All parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws have a 90% attendance rate of all meetings throughout the school year. (SPGA Meeting Minutes)

All parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws have a 90% attendance rate of all meetings throughout the school year. | For 2021-2022 all parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws had a 90% attendance rate of all meetings throughout the school year. (SPGA Meeting Minutes)

For 2021-2022 all parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws had a 90% attendance rate of all meetings | For 2022-2023 all parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws had a 90% attendance rate of all meetings throughout the school year.

(SPGA Meeting Minutes)

For 2022-2023 all parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws had a 90% attendance rate of all meetings | For 2023-2024, 9 parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws had a 90% attendance rate of all meetings throughout the school year.

(SPGA Meeting Minutes)

For 2023-2024 7 parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws had a 90% attendance rate of all meetings | All parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws will have a 100% attendance rate of all meetings throughout the school year. (SPGA Meeting Minutes)

All parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws will have a 100% attendance rate of all meetings throughout the school year. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(SSC Meeting Minutes) All parents who sign up to attend evening programs (i.e., cooking classes, workshops) have a 90% attendance rate (Sign-In Sheets)	throughout the school year. (SSC Meeting Minutes) For 2021-2022 all parents who sign up to attend evening programs (i.e., cooking classes, workshops) had a 90% attendance rate (Sign-In Sheets)	throughout the school year. (SSC Meeting minutes) For 2022-2023 all parents who sign up to attend evening programs (i.e., cooking classes, workshops) had a 90% attendance rate (Sign-In Sheets)	throughout the school year. (SSC Meeting minutes) For 2023-2024 100 parents who signed up to attend evening programs (i.e., cooking classes, workshops) had a 100% attendance rate (Sign-In Sheets)	(SSC Meeting Minutes) All parents who sign up to attend evening programs (i.e., cooking classes, workshops) will have a 100% attendance rate (Sign-In Sheets)
3B: How district promotes participation of parents for unduplicated pupils	1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall parent engagement rate is 95%. 28% of parents use the provided Spanish translation for two-way communication (2020-2021 ParentSquare Dashboard)	In the 2021-2022 school year, 930 parents of GAA utilized ParentSquare for ongoing 2-way communication with reach rate of 98%. The overall parent engagement rate was 99%. (2021-2022 ParentSquare Dashboard)	In the 2022-2023 school year, 804 parents of GAA utilized ParentSquare for ongoing 2-way communication with a reach rate of 99%. The overall parent engagement rate was 99%. (2022-2023 ParentSquare Dashboard)	In the 2023-2024 school year, 1007 parents of GAA utilized Parent Square for ongoing 2-way communication with a reach rate of 98%. The overall parent engagement rate was 40.2%. (2023-2024 ParentSquare Dashboard)	Will provide translation services 100 % of the time for parents/guardians Will achieve 100% parent engagement rate via ParentSquare

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Translation services were offered at 100% of parent events.	Translation services were offered at 100% of parent events.	
6C: Other local measures on sense of safety and school connectedness	Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement "Grow Academy treated me like a partner in my child's education" was 8.5 (on a 10 point Likert scale	Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement "Grow Academy treated me like a partner in my child's education" was 8.5 (on a 10 point Likert scale	Based on the Parent Survey completed at the end of the 2022-2023 school year, the average of all responses as to whether they agree with the following statement "Grow Academy treated me like a partner in my child's education" was 8.6 (on a 10 point Likert scale).	Based on the Parent Survey completed at the end of the 2023-2024 school year, the average of all responses as to whether they agree with the following statement "Grow Academy treated me like a partner in my child's education" was 8.8 (on a 10 point Likert scale).	Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement "Grow Academy treated me like a partner in my child's education" will be 10 (on a 10 point Likert scale)
3C: How district will promote parental participation in programs for students with disabilities	0 hours of in-person volunteer opportunities. (Suspended due to COVID)

(Google Forms Volunteer Spreadsheets In-Kind Donation Spreadsheets) | For 2021-2022 there were zero (0) hours of in-person volunteer opportunities. (Suspended due to COVID)

(Google Forms Volunteer Spreadsheets In-Kind Donation Spreadsheets) | Parent/guardian attended 100% of IEP and 504 of meetings held by the school.

During the 2022-2023 school year 12% of parents completed their hours of service. | Parent/guardian attended 100% of IEP and 504 of meetings held by the school.

During the 2023-2024 school year 42% of parents completed their hours of service. | Will achieve 80% of parents, including parents of students with disabilities completed 30+ hours of parent service. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A: School attendance rates	Average Daily Attendance rate is 91.6% (CALPADS)	For 2021-2022 the current Average Daily Attendance Rate 91.82% (Infinite Campus SIS)	For 2022-2023 the current Average Daily Attendance Rate 93.23%. (Infinite Campus SIS)	For 2023-2024, the current Average Daily Attendance Rate is 93%. (Aeries SIS)	Average Daily Attendance rate will be 97%
5B: Chronic absenteeism rates	Chronic Absenteeism Rate is 10.9 % (CA Dashboard)	For 2021-2022 the Chronic Absenteeism Rate is 9.15% (Infinite Campus SIS)	For 2022-2023 the Chronic Absenteeism Rate is 7.39% (Infinite Campus SIS) 2021-2022 CA Dashboard • All students 36.7% (very high) • English Learners 37.6% (Very High) • Socioeconomically Disadvantaged 38.5% (Very High)	For 2023-2024 the Chronic Absenteeism Rate is 17% (Aeries SIS) 2022-2023 CA Dashboard • All students 24.7% (very high), decline of 12% • English Learners 23.3% (Very High), decline of 14.3% • Socioeconomically Disadvantaged 25.2% (Very High), decline of 13.2%	Chronic Absenteeism Rate will be 5% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5C: Middle school drop out rate	Middle School Drop Out rate 0% (Local Student Information System)	For 2021-2022 the Middle School Drop Out rate is 0% (Infinite Campus SIS)	For 2022-2023 the Middle School Drop Out rate is 0%. (Infinite Campus SIS)	For 2023-2024 the Middle School Drop Out rate is 0%. (Aeries SIS)	Middle School Drop Out rate will be 0%
5D: High school drop out rates	N/A	N/A	N/A	N/A	N/A
5E: High school graduation rates	N/A	N/A	N/A	N/A	N/A
6A: Pupil suspension rates	Suspension rate is 0% (CA Dashboard)	For 2021-2022 the Suspension rate is 0% (Infinite Campus SIS)	In the 2021-2022 school year the Suspension rate for all students is 1.8% (medium), 2.2% for multilingual learners (medium), and 1.9% for socioeconomically disadvantaged (medium). (CA Dashboard)	In the 2022-2023 school year the Suspension rate for all students is 0.6% (low), a decline of 1.2% 0.8% for multilingual learners (low), a decline of 1.4% and 0.6% for socioeconomically disadvantaged (low), a decline of 1.2% (2023 CA Dashboard)	Suspension rate will be 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6B: Pupil expulsion rates	Expulsion rate is 0% (Local Student Information System)	For 2021-2022 the Expulsion rate is 0% (Infinite Campus SIS)	For 2021-2022 the Expulsion rate is 0% (CA Dashboard)	For 2022-2023 the Expulsion rate is 0% (CA Dashboard)	Expulsion rate will be 0%
6C: Other local measures	At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)	At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)	During the 2022-2023 school year the school reached an 4.7 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Panorama Student Culture/ Climate Survey Results)	During the 2023-2024 school year the school reached a 4 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Panorama Student Culture/ Climate Survey Results)	At least a 4.0 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey.
4A: State Assessments	2019-2020 CAASSPP 46.49% of all students met or exceeded ELA standard 43.44% of low-income students met or exceeded the ELA standard 9.42% of ELs met or exceeded the ELA standard	2020-2021 CAASPP 27.03% of all students met or exceeded the ELA standard 24.21% of low-income students met or exceeded the ELA standard 37.79% of ELs met or exceeded the ELA standard	2021-2022: English Language Arts 34.55% of all students proficient (44.5 points below standard) 17.74% of multilingual learners proficient (59.9 points below standard) 31.98% of low income students proficient	2022-2023 CAASPP ELA* 32.2% met/exceeded (44.3 points below standard**) 10.66% of ELs met/exceeded standards (78.7 points below standard) 30.39% of SED met/exceeded	60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments 30.8% of EL students will meet or exceed the ELA standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	33.40% of all students met of exceeded the Math standard 31.33% of low-income students met or exceeded the Math standard 7.24% of ELs met or exceeded the math standard 27.07% of all students met or exceeded the Science standard 25.66% of low-income students met or exceeded the Science standard 2.27% of ELs met or exceeded the Science standard 2021 NWEA Map Growth 43% of all students met their Growth projection in Reading.	17.59% of all students met of exceeded the Math standard 16.23% of low-income students met or exceeded the Math standard 25.23% of ELs students met or exceeded the math standard 13.97% of all students met or exceeded the Science standard 10.08% of low-income students met or exceeded the Science standard 18.60% of ELs met or exceeded the Science standard 2022 NWEA Map Growth 59% of all students met their Growth projection in Reading.	(51.4 points below standard) Math: 19.85% of all students proficient (81.8 points below standard) 4.4% of multilingual learners proficient (98.7 points below standard) 16.13% of low income students proficient (90.2 points below standard) Science: 8.28% all students 4.41% multilingual learners 7.45% low income students (CA Dashboard)	standards (49.6 points below standard) CAASPP Math 18.08% met/exceeded (82.9 points below standard) 5.59% of ELs met/exceeded standards (108.5 points below standard) 15.81% SED met/exceeded standards (89.1 points below standard) CAASPP Science 18.54% met/exceeded 0% of ELS met/exceeded 15.76% SED met/exceeded *Met/exceeded data source: DataQuest CAASPP data **Points below standard source: CA Dashboard	50% of low-income students will meet or exceed the ELA standard 50% of students will meet or exceed the Math standard 40% of EL students will meet or exceed the Math standard 40% of low-income students will meet or exceed the Math standard 30% of all students will meet or exceed the Science standard 28% of low-income students will meet or exceed the Science standard 4% of EL students will meet or exceed the Science standard (2019 California Dashboard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	51% of all students met their Growth projection in Math	60% of all students met their Growth projection in Math."			65% of all students met their Growth projection for Reading 65% of all students met their Growth projection for Math (NWEA Map)

Goal Analysis

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 2023-2024 school year Grow Academy Arvin implemented 8 actions associated with collaborating with parents to increase student achievement. The successes and challenges are described below.

Successes:
2.1 Coordination of Services Team: This team grew in capacity this year becoming more effective in using data to respond to the academic, behavioral, and socio-emotional needs of students on campus. They were able to hold regular meetings, review priority students, and collaborate to create support plans to ensure greater success on campus.
2.3 Family and Community Engagement: The school launched the pilot workshop series Loving Solutions that was held over the span of multiple weeks. With 25 parents graduating from the program the school is excited to expand offerings in the upcoming years.
2.5 Increasing Language Access: This year all individual parent engagements and events were covered by individual translation services or listening devices to ensure all families were able to participate.
2.6 Teacher Training: This year 91% of families completed their beginning of the year home visit an initiative supported by this action.

2.7 Positive Behavior Intervention: The culture leadership completed a TFI at the beginning of the year in order to continue improving PBIS systems on campus. This year enhanced protocols and a revised behavior matrix resulted in lower office discipline referrals and suspensions.

2.12 Parent Appreciation Night: This year 42% of families met the goal of engagement hours. We are excited at this increase and attribute this to the new parent engagement tracking system and dashboard that were created. This has enabled FACE liaisons to target our disengaged families and figure out what supports and resources they might need.

Challenges:
2.8 Educational Field Trips: While the intent was to ensure that all students were able to attend high-quality educational field trips an ongoing challenge is securing sufficient transportation. Due to the limited number of buses available at a reasonable cost, the team identified a need to develop a plan much earlier in the year.

2.11 Parent Conferences & At-Home Learning Materials: The school continues to have a high rate of participation in parent conferences. That being said, the school identified a need to schedule them differently. Currently, we have one conference in the first semester between quarter 1 and 2. Then next set of conferences occurs later in spring. Moving forward the team would like to align conferences with critical assessment periods. For example, following the winter administration of NWEA or prior to end of year testing preparation. In this way the team feels they can better collaborate with parents to create meaningful academic support plans for students.

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

GA Arvin conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2023-2024 LCAP Goal 2 was $990,682 while the estimated actual expenditures for the 2023-2024 LCAP Goal 2 was $994,162, for a difference of $3,480. Outlined below are the identified differences with detailed explanations.

2.6 Teacher Training: The overall budgeted expenditures for this action item only amounted to $2,400. We estimated this cost to cover any training and mileage reimbursement for teachers to be able to prioritize visiting every family prior to the beginning of the year. Due to carpooling we overestimate expenses resulting in an underspend of about $1k. This did not effect the impact of the action.

2.11 Parent Conferences & At-Home Learning Materials: Initially we estimate the cost of purchasing manipulatives and printing materials that parents and scholar could use at home. The kits that were made this year did include some manipulative but also had a greater emphasis on pairing these manipulatives with digital resources. As such we underspent by about $1k in total materials costs. This did not effect the impact of the action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

Priority 3A: To evaluate the school's efforts to include parent feedback on school decisions we measured success via participation of the Star Parents of Grow Academy board, School Site Council members attendance, as well as family participation rates at key events. The school was able to maintain high performance across these 3 indicators. We attribute this success to engaging with families at the onset of the year (2.6), enhancement of PBIS protocols (2.7), employing a variety of communication strategies related to important events on campus (2.11), as well as celebrating family partnerships (2.12).

Priority 3B: Another local metric to measure partnering with families to increase student achievement was participation of parents of unduplicated students. We sustained over 95% reach rate with ParentSquare, XX engagement rate, and translation was offered at 100% of parent events. Associated actions that were effective in implementation and contributed to progress included strengthen the coordination of services team to respond to diverse needs of unduplicated pupils (2.1), hiring FACE liaisons who proactively provide supports and resources by utilizing our internal dashboards (2.3), ensuring adequate resources for translation (2.5), home visits to establish meaningful relationships with families and align on school goals (2.6), strengthening PBIS protocols to enhance communication between school and the families of unduplicated students (2.7), parent conferences (2.11), as well as celebrating parent engagement through the end of year appreciation night (2.12).

Priority 3C: To attend to the needs of our students with disabilities, the school strives to ensure parent participation is strong from this priority group. We drastically increased the percent of families of students with disabilities who completed their annual service hours from 12% to 42% in the 23-24 school year. A few contributing actions to this growth include the COST team which included representation of employees who have the primary responsibility of working with students with disabilities (2.1), enhanced supports and PBIS resources for students with unique behavioral needs (2.3), as well as home visits that enable a team of parents, general education teachers, and education specialists align on goals for students with disabilities (2.6).

Priority 4A: While there was a slight decrease between the 21-22 and 22-23 school year in SBAC performance. We have spent this school year strengthening parent engagement to refocus on a culture of achievement and growth. Local assessments such as NWEA demonstrate that the 23-24 data will show growth across all priority groups. Actions from this year that will have made an impact include: the COST who overlaps with the MTSS team to ensure that students behavioral and academic needs are met through a holistic approach (2.1), increase parent's access to information and the school via translators and services (2.5), the addition of a behavior matrix to clearly outline classroom-managed and office-managed behaviors empowered teachers to develop more strategies for engage students in the classroom and responding to a variety of behavior which resulted in an increased focus on instruction (2.7), and lastly parent conferences and ongoing communication with family aligned to our standards-based grading practices ensure parents were equipped with timely information and resources in order to better support their student's growth and achievement 2.11)/

Priority 5A & 5B: This year we sustained an average daily attendance rate of 93% and decreased the rate of chronic absenteeism for all priority groups. Actions that were effective in helping to maintain this metric were the COST team (2.1) being utilized to work with students

who had poor attendance, the home visits at the beginning of the year to establish relationships between family and school to ensure child attended school regularly (2.6), the PBIS (2.7) the helped to create incentives for every day on time attendance, another incentive tool was the engaging educational field trips offered to students that encouraged them to be at school in order to participate (2.8), and lastly the consistent parent conferences ensured parents were provided information about their student's attendance and resources/support as needed to increase attendance (2.11).

Priority 6A& 6B: We saw a decline in pupil suspension over the course of the last school year and maintained 0 expulsions. We attribute this success to the following specific actions: the COST team (2.1) which helped to ensure students with behavioral needs received the supports required for growth, we also believe ensuring Spanish-speaking families were able to communicate more effectively with translators our preventive culture programming contributed to the reduction (2.5), as is true of many other metrics having teachers conduct home visits had a positive impact on the culture of the school and definitely lead to fewer serious discipline incidents (2.6), and with the updated tools such as the behavior matrix teachers were able to provide more appropriate consequences and interventions for lower level behaviors thereby reducing escalation (2.7).

Priority 6C: We saw an increase in families feeling a sense of safety and connectedness to the school via our annual survey. We believe the impactful actions to strengthen relationships with families included the addition of FACE liaisons (2.3), creating a more welcoming environment by increasing language access at events (2.5), home visits (2.6), and events that celebrate the dedication of families to be partners in their scholar's education (2.12).

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.

Based on reflections of prior practice over this 3-year LCAP term, several changes to the planned goals, metrics, desired outcomes, and actions will be reflected in the coming year.

Action 2.1 Coordination of Services Team will continue in the new LCAP, with STAR Early Literacy, STAR Reading, and STAR Math as the metrics to guide the team in providing a Multi-Tiered System of Supports.
Action 2.3 Family and Community Engagement will be discontinued.
Action 2.5 Increasing Language Access will be discontinued.
Action 2.6 Teacher Training for Family Home Visits will be discontinued
Action 2.7 PBIS will be discontinued
Action 2.8 Educational Field Trips will be discontinued.
Action 2.11 Parent Conferences and At Home Learning will be discontinued
Action 2.12 Parent Appreciation Night will be discontinued.

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

Goals and Actions

Goal

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

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)	64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity 20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition 37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength 1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength	64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity 20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition 37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength 1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength	PFT Results from 2022-2023 91.33% 5th grade participation rate across all Physical Fitness tested components 98.74% 7th grade participation rate across all Physical Fitness tested components.	PFT Results from 2023-2024 100% 5th grade participation rate across all Physical Fitness tested components 100% 7th grade participation rate across all Physical Fitness tested components.	The percentage of 5th and 7th grade students needing improvement in Aerobic Capacity will decrease by 5% The percentage of 5th and 7th grade students needing improvement in body composition will decrease by 3% The percentage of 5th and 7th grade students needing improvement in abdominal strength will decrease by 3% The percentage of 7th grade students needing improvement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength	49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength			in trunk extension strength will decrease by 3%
	16.1% of 5th graders; 58.9 % of 7th grade students need improvement on flexibility	16.1% of 5th graders; 58.9 % of 7th grade students need improvement on flexibility			The percentage of 5th grade and 7th grade students needing improvement in upper body strength will decrease by 5%
	32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity	32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity			The percentage of 5th grade and 7th grade students needing improvement on flexibility will decrease by 5%
	52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition	52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition			The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Aerobic Capacity will increase by 5%
	62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength	62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength			The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Body Composition will increase by 5%
	98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength	98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength			The percentage of 5th and 7th grade students meeting the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength 83.9% of 5th grade students; 41.1% of 7th met Healthy Fitness Zone for Flexibility (2018-2019 California Physical Fitness Report)	50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength 83.9% of 5th grade students; 41.1% of 7th met Healthy Fitness Zone for Flexibility (2018-2019 California Physical Fitness Report)			Healthy Fitness Zone for Abdominal Strength will increase by 5% The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Trunk Extension Strength will increase by 5% The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Upper Body Strength will increase by 5% The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Flexibility will increase by 5%
7B: Pupils have access to and are enrolled in: Programs	All SED, EL, and Foster Youth students enrolled in 6th grade	100 % of SED, EL, and Foster Youth students enrolled in	During the 2022-2023 school year 100 % of SED, EL, and Foster	During the 2023-2024 school year 100% of SED, EL, and Foster	The ESY enrichment activities aimed at increasing their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and services developed and provided to low income, English Learner and foster youth	will participate in daily Edible School Yard enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge. (CALPADS Attendance Report)	6th grade will participated in daily Edible School Yard enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge. (Infinite Campus/Master Schedule)	Youth students enrolled in 6th grade participated in daily Edible School Yard enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge. (Infinite Campus/Master Schedule)	Youth students enrolled in 6th grade participated in daily Edible School Yard enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety. The Iron Chef Challenge was not completed. (Aeries Master Schedule)	knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge will expand to include all 7th and 8th grade students. (CALPADS Attendance Report)
7B: Pupils have access to and are enrolled in: Programs and services developed and provided to low income, English Learner and foster youth	20 combined voluntary garden and kitchen classes were offered to families. Students were not required to attend (Zoom Participation Logs) 80% of parents want to cook healthier meals at home (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey)	151 Garden and 151 Kitchen classes were provided to K-8th grade students 10 Family garden and kitchen classes were provided (Infinite Campus SIS) Personal Responsibility & Environmental Stewardship-Over 84% of students agreed that the ESY taught the students about the importance	100% of students in grade Kindergarten through 6th grade had access to 12 Kitchen lessons and 12 Garden lessons. (2022-2023 Master Schedule) 60% of students agree that ESY taught the importance of taking personal responsibility to protect the environment	100% of students in grade Kindergarten through 6th grade had access to 11 Kitchen lessons and 11 Garden lessons. (2023-2024 Master Schedule) 64% of students agree that ESY taught the importance of taking personal responsibility to protect the environment	25 combined voluntary garden and kitchen classes will be offered to families. 90% of parents will report to want to cook healthier meals at home 75% of parents will make a positive change in health and wellness since attending GA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	65% of parents have made a positive change in health and wellness since attending GA (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey) 80% of students participate in the grocery shopping (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey	of taking personal responsibility to protect the environment; Supporting Local Farmers- 63% of students agreed that the ESY taught the students that seasonal produce is a way to help local farmers. Personal Reflections- 50% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden. Team Work-Over 77% of students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration Self-Confidence-66% of students agreed that they can read a recipe and make a dish for themselves.	47% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden. 63% of students students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration 67% of students agreed that they can read a recipe and make a dish for themselves. 73% of students agreed they can use a knife safely in the kitchen. 58% of students agreed that the ESY taught them how to live a healthy lifestyle.	55% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden. 64% of students students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration 65% of students agreed that they can read a recipe and make a dish for themselves. 75% of students agreed they can use a knife safely in the kitchen. 60% of students agreed that the ESY taught them how to live a healthy lifestyle.	85% of students will report to participate in grocery shopping

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Kitchen Safety-92% of students agreed they can use a knife safely in the kitchen. Health Lifestyles-62% of students agreed that the ESY taught them how to live a healthy lifestyle. Healthy Eating-41% of students agreed they can make healthier food choices as a result of their participation in the ESY. Food Variety-70% of students agreed they feel comfortable trying new foods Garden Maintenance-56% of students agreed that they could take care of their own garden (2021-2022 ESY Exit Survey)	53% of students agreed they can make healthier food choices as a result of their participation in the ESY. 68% of students agreed they feel comfortable trying new foods 55% of students agreed that they could take care of their own garden (2022-2023 ESY Exit Survey)	51% of students agreed they can make healthier food choices as a result of their participation in the ESY. 64% of students agreed they feel comfortable trying new foods 51% of students agreed that they could take care of their own garden (2023-2024 ESY Exit Survey)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A: School Attendance rates	For 2020-2021 Average Daily Attendance rate is 91.6% (CALPADS)	For 2021-2022 the current Average Daily Attendance Rate 91.82% (Infinite Campus SIS)	For 2022-2023 the current Average Daily Attendance Rate 93.23%. (Infinite Campus SIS)	For 2023-2024 the current Average Daily Attendance Rate 93%. (Aeries SIS)	Average Daily Attendance rate will be = 97%
5B: Chronic Absenteeism Rates	2020-2021 Chronic Absenteeism rate is 10.9% (CA Dashboard)	2021-2022 Chronic Absenteeism rate is 9.15% (CA Dashboard)	2020-2021 Chronic Absenteeism rate is 7.3% (Infinite Campus SIS) 2021-2022 Dashboard • All students 36.7% (very high) • English Learners 37.6% (Very High) • Socioeconomically Disadvantaged 38.5% (Very High)	For 2023-2024 the Chronic Absenteeism Rate is 17% (Aeries SIS) 2022-2023 CA Dashboard • All students 24.7% (very high), decline of 12% • English Learners 23.3% (Very High), decline of 14.3% • Socioeconomically Disadvantaged 25.2% (Very High), decline of 13.2%	Chronic Absenteeism Rate will be = 5%

Goal Analysis

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 2023-2024 school year Grow Academy Arvin identified 3 actions aligned to Goal #3: Provide an environment that encourages healthy lifestyles.

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

3.3 Edible Schoolyard Program: A continued highlight of the program, all students in grades K-6 participated in 12 kitchen and 12 garden lessons that reinforced a health lifestyle as well as STEM and ELA concepts. End of year survey data revealed that as a result of these experiences students are more likely to continue healthy habits in the future.

3.4 Promote Health & Wellness: This action is an extension of the Edible Schoolyard Program and thinks about how to engage the broader school community into the charge for leading more healthy lives. Through this action the school hosted a plant sale for family to grow vegetables, fruits, and herbs at home. In addition, this action enabled us to offer a health and wellness fair as well as market the mobile clinic that was on campus multiple times throughout the year.

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

GA Arvin conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2023-2023 LCAP Goal 3 was $637,806.00. The estimated actual expenditures for the 2023-2024 LCAP Goal 3 was $641,993, for a difference of $4,2187.00. Outlined below are the identified differences with detailed explanations.

3.1 Physical Education Activities: There was an overspend of about $7,798 for materials associated with this action. We attribute the different to underestimating the what PE supplies would need to be refreshed for the school year.

3.4 Promote Health & Wellness: Due to some additional grant funding, we were able to utilized additional funds to support health and wellness initiatives on campus. As a result we did not have to spend as many funds to support activities such as the Family Cooking nights, annual plant sale, and mobile clinic.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Priority 5A & 5B: Prior to the 23-24 school year we added attendance and chronic absentee rates to measure if our students were in fact "healthier" and thereby attending school more regularly. We saw our ADA rate maintain and saw a decline for all priority groups in chronic absenteeism. A strong physical education program ensured students exercised regularly and safely thereby building a stronger immune system and attending school more consistently (3.1). During kitchen and garden students learned more about where foods comes from thereby prompting them to make decisions about eating well-balanced meals again leading to stronger bodies and immune systems allowing them to reduce bouts of sickness (3.3). The health and wellness community initiative also increase family and community awareness around healthy lifestyles thereby promoting tools that empowered families with more preventive health tools and ensure students were at school regularly (3.4).

Priority 7B evaluates access to services for unduplicated students. The participation rates remain strong and survey results continue to depict that a majority of students are increasing their awareness and ability to lead more health lives. All actions (3.1, 3.3, & 3.4) create the conditions on campus where students thrive physically, mentally, and socio-emotionally. They are provided ample exercise opportunities, taught to expand their palettes to healthier options, as well as corresponding 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.

Priority 8A is analyzed through results of the physical fitness test. After COVID we have only reported participation rates. Both assessed grade levels reached a 100% participation rate this year as a result of the daily physical education students are provided (action 3.1).

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.

Based on reflections of prior practice over this 3-year LCAP term, several changes to the planned goals, metrics, desired outcomes, and actions will be reflected in the coming year.
Action 3.1 Physical Education will continue in the new LCAP in goal 3 with Chronic Absenteeism added as an extra metric.
Action 3.3 Edible School Yard Program will continue in the new LCAP in goal 3 with added metrics to monitor effectiveness. We will monitor California Science Test (CAST), Suspension rates and Chronic Absenteeism rates as we believe this action will produce a positive impact.
Action 3.4 Promote Health and Wellness will be discontinued.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - 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.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Barbara Grimm-Marshall, the founder of Grow Academy Arvin, is co-owner of Grimmway Farms, the largest carrot manufacturer in the world and a significant employer in Kern County. After offering an educational grant to local students, Barbara Grimm-Marshall discovered that many students living in Kern County's rural communities were not proficient in core subjects and lacked the skills to prepare them for college. Her vision of providing opportunities in rural communities was the impetus for the innovative Grimmway Academy (now Grow Academy) and the Edible Schoolyard, founded on the belief that children's education and enrichment is key to their success and the strength and future of our communities. Since inception, Grow Academy has been devoted to serving children in the rural communities of Kern County by providing a model of excellence and innovation, leading to college readiness and lifelong success.

From 2011 through June 2024, Grow Academy Arvin operated as a single school LEA under the authorization of the Kern County Board of Education. In February 2024, the Grow Public Schools' Countywide Benefit Petition was approved.

Grow Academy Arvin is a rural TK-8 charter school with an enrollment of 824 students. The unduplicated pupil count is 91.4% (CALPADS), 95.6% Hispanic (2023 CA Dashboard), 91.7% socioeconomically disadvantaged (2023 CA Dashboard), 42.6% English learners (2023 CA Dashboard), 7.3% students with disabilities (DataQuest), 0.7% foster youth and 0.6% homeless (2023 CA Dashboard). Grow Academy Arvin is staffed by 134 employees, including 49 teachers, 24 small group instructors and aides, the principal and dean of culture, a special education coordinator, an intervention coordinator, an academic coach, counselor, and school social worker.

Grow Academy Arvin is located in Kern County (fringe rural, 31), 15 miles southeast of Bakersfield. The city of Arvin, with a population of 21,300, is called "the garden in the sun". From Grimmway carrots, Gold Ribbon potatoes, and Di Giorgio grapes, peaches, and plums, Arvin grows a variety of fruits and vegetables. Arvin has a long agricultural history, dating back to the Arvin Federal Government Camp, built in 1936 to house migrants from Oklahoma during the Great Depression. Most of Arvin's current residents work in agriculture or the oil/energy industry. Over half of the residents of Arvin depend on agriculture as their primary source of income. Nearly 30 percent of Arvin's population lives in poverty (U.S. Census Bureau). Almost double California's overall poverty rate of 16.4 percent. Only 3 percent of adults (25 or older) have a bachelor's degree.

According to the California Air Resources Board, Arvin is highly affected by air pollution. Spanning 4.8 square miles in the southern-most portion of California's Central Valley. Arvin is located at the bottom of the air basin and surrounded by mountains on three sides. Thus, the City of Arvin is significantly affected by regional air pollution from the San Joaquin Valley and air pollution from oil and gas operations, pesticide, and agricultural operations. Poor air quality affects student attendance and the ability to focus on learning.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Grow Academy Arvin's annual performance on the Dashboard reveals several successes of note. For example, the suspension rate significantly declined for all students and for each student group (English learners, low income students, Hispanic students, and students with disabilities). Efforts to improve attendance yielded a decline in chronic absenteeism for students with disabilities, and a significant decline for all students and for Hispanic students, low income students, and English learners.
Grow Academy Arvin has achieved numerous successes, and is actively tackling the identified needs of students. However, there's still much ground to cover. It's crucial to note that English learners and students with disabilities have attained the lowest performance level on one or more state indicators on the 2023 Dashboard, signifying the ongoing work needed to ensure equitable outcomes for all. Specifically, both English learners and students with disabilities received a red indicator on the CA School Dashboard and need more effective instruction to attain additional points on the CAASPP ELA and math assessments, thus closing the achievement gap between these student groups and all students. In addition, English learners received a red indicator for their ELPI progress and require listening, speaking, reading, and writing instruction that effectively enables them to make annual progress on the language assessment.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Home Office Administrators	Reviewed academic performance data for homeless and foster youth, which are not currently student groups - discussed implications of countywide benefit charter.
Site Administrators	Arvin Principal and Dean of Culture reviewed 2023 CA Dashboard performance levels on state indicators and set goals based on state indicator trends and 5x5s. Site administrators used the Whole Child Resource Map to match LCAP goal areas to the state priorities based on model practices identified by the CDE. Site administrators also used the state priorities metrics resource to match actions and their measures.
Parents	Through a data walk, parents of English learners examined data for the applicable TK-8 state indicators specifically related to ELs and responded to guiding questions designed to spark conversation and questions, to articulate patterns, successes, and areas of growth, and to examine what might be contributing overall. They also provided input on LCAP survey questions specifically related to EL goals.
Community Schools Grow Advisory Council	From December 2023 through March 2024, this advisory council has convened three times to discuss the organization-wide needs and assets assessment, to plan actions and activities to meet the needs of the whole-child, to prioritize the actions and activities most relevant to the 2024-2027 LCAP, and to plan for collection of student input for the LCAP.
Teachers	In May 2024, teachers and other staff participated in the LCAP Staff Survey and the Leadership Advisory Council provided feedback on

Educational Partner(s)	Process for Engagement
	plans to carry over items from the previous LCAP and add new actions.
Other School Personnel: FACE Liaisons	In April 2024, the Family and Community Engagement Coordinator and Liaisons provided input on chronic absenteeism and parent engagement actions. They identified root causes for gaps in parent engagement and absenteeism, and shared what has been effective this year.
Parents of Students with Disabilities	In May 2024, schools implemented a process for gathering LCAP Family Survey data as part of the annual IEP.
Parents	In early March 2024, parents attending Coffee and Conversation provided input on the LCAP Family Survey and responded to the pilot version of the survey.
Students	From March to June 2024, the Community Schools Grow Advisory Council (specifically teachers and members of the school behavioral support teams), planned and carried out methods of collecting LCAP input, specifically among unduplicated pupils and students with disabilities.
Other School Personnel: Special Education Coordinators	In March 2024, via conversation and follow up emails, Special Education Coordinators provided input on MTSS, specifically as it relates to ELA and math core curriculum, early literacy, and dyslexia screening.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Many of the goals, metrics, actions, and budgeted expenditures in the LCAP were influenced by or developed in response to feedback from educational partners. Data from 327 Family LCAP Surveys indicates the following:
Families highlighted hands-on learning opportunities (Edible Schoolyard) and individualized attention based on students' needs (Coordination of Services Team & Multi-Tiered System of Supports) as conditions in place at the schools that ensure that their children are learning.
Parents indicated a need for the following enhancements to the learning conditions: additional books (Literacy Program) and online resources (Educational Software).

When asked about student outcomes, families stated a desire for more attention to specific subjects like reading, math, and English language learning (English Learner Task Force).

Throughout the survey, parents indicated a need for greater social emotional skills development. The Coordination of Services Team and Multi-Tiered System of Supports includes an extensive list of staff members, both academic and behavioral, who are tasked with identifying

barriers to learning, developing and monitoring plans, and implementing mental health and social emotional support. These actions will also support improved parent involvement, communication and transparency, and early intervention and counseling, all of which families noted as key factors in reducing suspensions.

Based on suggestions for improved attendance, actions such as Edible Schoolyard, Art/Music, Literacy Program, and Physical Education were maintained in the new LCAP, as these activities are frequently cited as motivating students to attend regularly.

The goals, metrics, actions, and budgeted expenditures in the LCAP were also influenced by or developed in response to feedback from instructional staff. After an analysis of CA Dashboard data, instructional staff was asked, "What do you and your colleagues need?" The key needs and requests included resources for English learners (EL) and training in EL strategies (English Learner Task Force), accurate data with a focus on student groups (Assessment and Data Analysis Tools).

Prioritization:

The Seeds for Success outlines 5 focus areas for Grow Public Schools, and it reflects hundreds of hours of meeting with diverse stakeholders, including staff, families, local communities, and educational partners. Through these engagements, we have cultivated a deep understanding of the obstacles to realizing our vision. More importantly, we identified these emerging themes to focus our attention and resources: Academic Excellent; Health and Wellness; Operational Excellence; Family and Community Engagement; and Talent Management. Grow Public Schools is currently developing a metric to track progress on the themes, goals, and actions associated with the Seeds for Success. In addition, GPS conducts a SWOT analysis each fall. The SWOT data is prioritized according to the Seeds for Success, and work groups further prioritize and track the progress toward the actions suggested in the SWOT analysis. In addition, ongoing input is collected by the Parent Advisory Council, the Leadership Advisory Council, the Student Advisory Council, the Community Schools Grow Advisory Council, the Instructional Leadership Team, principal meetings with home office staff, School Site Councils, and ELAC.

In addition, an extensive assets and needs assessment was undertaken by an external partner as part of GPS' application process for the Community Schools Grant, which resulted in the formation of the Community Schools Grow Advisory Council (GAC), with approximately 50 members, consisting of parents, school staff, and community members.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure equitable access to facilities, qualified teachers, instructional materials, grade level content standards, programs, and services fostering the optimal conditions for effective and comprehensive learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Based on educational partner feedback and current state and local data, Goal 1 was developed to enhance the conditions for learning through ongoing staff professional development and adoption of high-quality instructional materials to ensure that all students have equitable access to highly-qualified educators, rigorous academic resources and materials aligned to the California standards and frameworks, and well-maintained facilities. The actions support our commitment to equity and access. Our actions will also support the effectiveness of Grow Public Schools and the well-being of each student from a holistic perspective.

By providing ongoing professional development and coaching support, effective teachers will ensure access and mastery of a guaranteed and viable curriculum for each student, including research-based language acquisition instruction with effective instructional materials to support English learners as they become proficient English speakers, readers and writers. It will also provide earlier and increased access to grade level standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Development Implementation Rubrics Source: Grow Public Schools'	2023-2024 Average Rubric Score: 1			2026-2027 Average Rubric Score: 3.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELD Implementation Rubrics State Priority 2B English Learner Programs/Services					
1.2	Standards Implementation Source: Grow Public Schools' Teaching and Learning Framework State Priority 2A Implementation of Standards for All	2023-24 100% of teachers are implementing state standards for all			2026-27 100% of teachers are implementing state standards for all	
1.3	Teaching Assignments Monitoring Outcomes by Full-Time Equivalent (FTE) Source: CALPADS Staffing Report 4.1 State Priority 1A	May 2024 Total Teachers: 41 Intern: 2.4% Ineffective: 14.6% Incomplete 0%			May 2027 Intern: 5% Ineffective: 0% Incomplete: 0%	
1.4	Access to Standard Materials For All Source: SARC State Priority 1B	2023-24 0% percent of students are without access to their own copies of standards-aligned instructional materials			2026-27 0% percent of students are without access to their own copies of standards-aligned instructional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for use at school and at home.			materials for use at school and at home.	
1.5	Facilities Source: SARC State Priority 1C	2023-24 0 instances where facilities do not meet the "Good Repair" standard.			2026-27 0 instances where facilities do not meet the "Good Repair" standard.	
1.6	Broad Course of Study Source: Master Schedule State Priority 7A	2023-24 100% have access to a broad course of study.			2026-27 100% have access to a broad course of study.	
1.7	Percentage of students in need of interventions who receive supplementation instructional services. Source: Master Schedule State Priority 7B Unduplicated Programs/Services	2023-24 100% of students in need of interventions receive supplemental instructional services.			2026-27 100% of students in need of interventions receive supplemental instructional services.	
1.8	Percentage of SWD served inside the regular	2023-24 100% of SWD are served inside the			2026-27 100% of SWD are served inside the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	classroom for at least 80% of the day Source: CALPADS State Priority 7C	regular classroom for at least 80% of the day.			regular classroom for at least 80% of the day.	
1.9	Teaching and Learning Framework Source: Teacher Evaluations/ Local Data Priority 2A	2023-24 0% of teachers have yet been evaluated with the Teaching and Learning Framework, as it will be implemented in 2024-2025.			2026-27 100% of teachers are evaluated using the Teaching and Learning Framework.	
1.10	Alder Program Completion Rate Source: Local Data Priority 1A	2023-24 100% of Alder residents successfully complete the program.			2026-27 100% of Alder residents successfully complete the program.	
1.11	CAASPP distance from standard (DFS) in ELA and math Source: CA Dashboard State Priority 4A	English Language Arts, 2023 Student groups at the orange indicator All Students: -44.3 points Low Income: -49.6 points Hispanic: -46 points Student groups at the red indicator English Learners: -78.7 points				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: -106.4 points Math, 2023 Student groups at the orange indicator All Students: -82.9 points Low Income: -89.1 points Hispanic: -82.9 points Student groups at the red indicator English Learners: -108.5 points Students with Disabilities: -136 points				

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Instructional Materials	The LEA ensures that all students have access to supplemental instructional materials, including math manipulatives to support conceptual and hands-on learning. ' Metric 1.4 Access to Instructional Materials for All	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a personalized and inclusive learning experience that inspires all students to achieve at high levels.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on educational partner feedback, as well as current state and local data, Goal 2 was developed to support student achievement by providing a strong instructional program rooted in a multi-tiered system of supports. The actions support our commitment to provide a strong foundation in early literacy, to increase achievement for all students, particularly our English learners and students with disabilities, and to close achievement gaps. Our actions will also include an increased effort to support language acquisition.

By providing a Multi-Tiered System of Supports (MTSS) framework, self-contained K-2 classrooms, the 3-8 Learning Lab, and professional learning and individualized coaching, an Intervention Coordinator, a Math Director, and computer-based assessments and data-analysis tools, there will be an increase in the capacity of teachers to meet the needs of students in tiers 1 and 2. In addition, the Instructional Leadership Team (ILT) will review and assess the effectiveness of the current inventory of diagnostics, early literacy and other instructional assessments, and accountability tools, as well as how these tools are used to inform the work of the Coordination of Services Team (COST) so that effective interventions can be planned and implemented early when students need additional support. In readiness for high school, college, and career, the LEA will provide educational software, Project Based Learning materials, and a literacy program. As a result of these actions, unduplicated pupils and all students will achieve at higher levels, a smaller percentage of students will become long-term English learners (LTELs), and reclassification rates will improve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP distance from standard (DFS) in ELA	English Language Arts, 2023			2026-27 English Language Arts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and math for all and by student group Source: CA Dashboard State Priority 4A	Student groups at the orange indicator All Students: -44.3 points Low Income: -49.6 points Hispanic: -46 points Student groups at the red indicator English Learners: -78.7 points Students with Disabilities: -106.4 points Math, 2023 Student groups at the orange indicator All Students: -82.9 points Low Income: -89.1 points Hispanic: -82.9 points Student groups at the red indicator English Learners: -108.5 points Students with Disabilities: -136 points			Advance to the green indicator: All students Low Income Hispanic Score no more than 5.0 points below standard AND increase by at least 3 points annually Advance to the yellow indicator (-5 to 9.9 points from standard): English Learners Students with Disabilities OR increase by at least 15 points annually for each of 3 years. Math Advance to the yellow indicator (-0.1 to -25 points from standard) All Students Low Income Hispanic English learners	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities OR increase by at least 15 points annually for each of 3 years.	
2.2	CA Science Test Source: CAASPP Assessments Tab for Science State Priority 4A	2022-2023 18.54% met or exceeded standard			2026 31% meet or exceed standard	
2.3	NWEA MAP (Measures of Academic Progress) for reading and math Grades K-8 Source: School Profile Report/Local Data State Priority 8	Winter 2023-2024 NWEA Reading Grades K-8, 765 students 25% (191 students) in top 2 quintiles Winter 2023-2024 NWEA Math Grades K-8, 764 students 26% (199 students) in top 2 quintiles			Winter 2026-2027 NWEA Reading, Grades K-8 33% of students in top 2 quintiles NWEA Math, Grades K-8 35% of students in top 2 quintiles	
2.4	STAR Reading Source: KiDS State Priority 8	2023-2024 Winter, STAR Reading 8th Grade, STAR Reading			Spring 2027 STAR Reading Annually, 100% of the unduplicated student cohorts	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: 23rd percentile ELs 10th percentile 56.5% gap Foster Youth no data SED 22nd percentile 4% gap SWD 6th percentile 74% gap Homeless Youth 34th percentile no gap			and students with disabilities cohorts will close achievement gaps by 10 percentage points relative to the performance of the All Students group.	
2.5	STAR Math Grade 8 Source: Renaissance Priority 8	STAR Math Winter 2023 8th Grade Average Percentile 30.0 All Students 15th EL 28th SED no data Foster Youth 8th SWD			2026-27 Annually, 100% of the unduplicated student cohorts and students with disabilities cohorts will close achievement gaps by 10 percentage points relative to the performance of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the All Students group.	
2.6	English Learner Progress Indicator Source: CA Dashboard State Priority 4E English Learner Progress	2022-23 40.3% progressing (red)			2025-26 At least 45% progressing annually, AND at least 2 percentage points increase annually (green)	
2.7	English Learner Reclassification Rate Source: Kern Integrated Data System (KiDS) Reclassification Rate State Priority 4F	Rate as of 4/16/2024 8.24%			2026-27 16% of English learners meet criteria for reclassification annually.	
2.8	Long Term English Learners (LTELs) Source: Kern Integrated Data System (KiDS) State Priority 4E English Learner Progress	As of May 24, 2024 27% Long Term English Learners			2026-27 15% Long Term English Learners	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Software, Assessment, & Data Analysis Tools	The LEA purchases quality educational software, assessment platforms and data analysis tools to provide information to educators about achievement, growth, and behaviors that lead to success for all students, particularly unduplicated pupils, who face the greatest barriers to optimal levels of achievement. In addition, this action addresses the red indicators in the reflections section, including students with disabilities. Educational software, assessment tools, and data analysis resources are instrumental in pinpointing instructional next steps and providing "just in time" instruction. In order 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	$6,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
		data to determine which priority groups of students need intervention and/or enrichment. These purchases include: NWEA, STAR (including Accelerated Reader and Freckle Math), Lexia, ST Math, a positive behavior management app, a student internet safety app, OTUS, and Goalbook.		
2.2	Coordination of Services Team and Multi-Tiered System of Supports	The Assistant Principal (1 FTE) facilitates the Coordination of Services Team (COST) to provide a systematized approach to identifying students in need of additional academic tiered support, to plan intervention and monitor student progress. Other members of the COST team include (but not funded in this action) Deans of Culture, school social workers, counselors, school psychologists, and behavioral specialists. The COST uses diagnostic, formative, interim, and summative assessment data to appropriately place and exit students from intervention and support programs. This action addresses ELA and math performance for all students, particularly English learners and students with disabilities, who are noted on the CA Dashboard with red indicators in these subject areas. It also addresses the progress of English learners in their language acquisition. The LEA utilizes a process for identifying English learners for special education that includes assessing students in their primary language. The LEA implements established standardized entrance and exit procedures for English learners, including English learners with disabilities.	$114,557.00	Yes
2.3	Literacy Program	The LEA provides 1 library aide (FTE) who ensure students have access to culturally relevant and age appropriate texts, particularly for unduplicated pupils, who may need a wider selection of high interest books written at an easier reading level. 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).	$15,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The LEA also provides a Reading Specialist Coach (1 FTE) who collaborates with classroom teachers to plan and deliver small group intervention instruction based on individualized needs, including language acquisition, and to provide assessment and monitoring data to COST and the Intervention Coordinator. Additionally, as teachers 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. The LEA 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. This action addresses the red indicators on the CA Dashboard: English/Language Arts and math performance for English learners and students with disabilities, and the English Learner Progress Indicator.		
2.4	English Learner Task Force	The LEA guides the development of an organization-wide English Learner Program Implementation Plan. Over the 3-year cycle, the LEA systematizes processes related to the English Learner program, provides staffing, and identifies and partners with reputable consultants and providers of data systems to ensure staff has the tools, knowledge, and techniques to support the monitoring and development of language and core subject matter knowledge for English learners and reclassified students.	$76.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide an environment that fosters parent input and participation while supporting high levels of student engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on educational partner feedback and current state and local data, Goal 3 was developed to provide an environment that fosters parent input and participation while supporting high levels of student engagement. The actions support our commitment to address the health and wellness, safety, and social-emotional well-being of all students, particularly unduplicated pupils. while providing meaningful parent involvement. Our actions will also support the increased efforts at school sites to provide a positive school climate and to earn the Bronze Implementation Award for Positive Behavioral Intervention and Supports (PBIS).

By providing PBIS, the Edible Schoolyard Program, Art and Music, Literacy, Physical Education, and academic field trips, students will be motivated to attend school because of our supportive and engaging programs. leading to higher attendance rates, fewer chronically absent students, and minimal suspension and expulsion rates. In addition, we will support families with parent workshops of interest, training to increase their understanding of the educational system, and information about the role they play in decision-making, resulting in greater parent and family engagement and participation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Priority 5A Source: KiDS May 21, 2024	94.15% All students, 94% English learners, 94% Foster Youth, 98% Homeless, 95%			At least 95% attendance rate for all students and all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED, 94% SWD, 93%				
3.2	Kelvin Survey Source: Local Data/ Survey of Safety and Climate Priority 6C	Spring 2024 Baseline Data Kelvin Survey, Percent Favorable Average 75.64%			Spring 2027 Kelvin Survey Average 80.26%	
3.3	Aerobic Capacity - percent of 8th graders who improve on the One Mile Run/Walk Source: Local Data Priority 8	2023-24 92%			2026-27 100%	
3.4	Cal-SCHLS Survey Source: Local Data/ Parent Input Priority 3A	Spring 2024 Cal-SCHLS Survey Completion Rate 0% CA School Parent Survey (CSPS) (to be implemented starting in 2024-2025)			70% completion rate on CA School Parent Survey	
3.5	Suspension Rates Source: CA Dashboard	All Students (blue) English Learners (blue) Students with Disabilities (blue) Hispanic (blue)			2026-27 Maintain blue indicators on the CA Dashboard for each student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6A	SED (blue) Source: CA Dashboard 2023			group and for all students. Achieve green indicator for all students and all other student groups by reducing suspension rate to 0.6 to 1% AND showing declines in the rate annually.	
3.6	Percent of families completing volunteer hours (Engagement Hours) Source: Local Data Priority 3B	2023-24 28%			2026-27 36% of families complete volunteer hours (30% more)	
3.7	Chronic absenteeism rate Priority 5B Source: CA Dashboard	2022-23 Orange Indicator 38.3% Students with Disabilities Yellow Indicator 24.7% All students 23.3% English learners 25.2% SED 24.2% Hispanic			2025-26 Green Indicator All students and all student groups maintain chronic absenteeism rates below 5% OR chronic absenteeism rates are between 5.1% and 10%, with annual declines of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2023 CA Dashboard			at least 1/2 percentage point.	
3.8	Middle School Dropout Rate Priority 5C Source: Aeries SIS	2023-24 0%			2026-27 0%	
3.9	Percent of families completing volunteer hours (Engagement Hours) SWD Priority 3C	2023-24 21%			2026-27 27.3% of families complete volunteer hours (30% more)	
3.10	Pupil Expulsion Rates Priority 6B Source: Aeries SIS	2023-24 0%			2026-27 0%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Edible Schoolyard Program	According to the 2022 U.S. News and World Report "Healthiest Communities" Rankings, Kern County is rated at 47/100 in the Food and Nutrition category, which measures food availability and the prevalence of diabetes and obesity. Across the state, 86.7% of residents have access to a large grocery store with a variety of healthy foods. However, 23.8% of Kern County residents rely on smaller shops and markets for their food supply. The prevalence of obesity is 35.5%, with diabetes at 13%, nearly 3% above the national average. Socio-economically disadvantaged students and their families often do not have healthy meal choices readily available to them. ESY Lead Educators (2 FTE) and ESY Instructors (4 FTE) will familiarize students and their families with healthy options they can replicate at home and promote a healthy lifestyle. They will create a positive learning experience with students, as well as their families, to reduce health issues and increase school attendance, student achievement, and a sense of belonging. In addition to health and wellness benefits, ESY staff will provide twelve 90-minute garden lessons and twelve 90-minute kitchen lessons for each cohort of students, providing a hands-on science learning experience that enhances access to core science content, particularly for unduplicated pupils and students with disabilities.	$82,016.00	Yes
3.2	Art and Music Programs	Music and Art teachers (4 FTE) will provide enrichment programs for all students, particularly socio-economically disadvantaged students.	$85,698.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Physical Education	The 2022 U.S. News and World Report "Healthiest Communities" Rankings includes a measure for Population Health. According to the report, the general health level of 26.7% of Kern County adults is in the poor or fair category, compared with 17.6% statewide. In addition, the life expectancy of Kern residents (77.5) is 4 years below that state (81.7). Grow Public Schools will develop healthy students and improve pupil outcomes on fitness tests. GA will maintain a standardized elementary Physical Education program, staffed by 2 FTEs, providing instruction and activities, and exceed the number of required physical education minutes.	$87,365.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$356,063	$46,024

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
41.115%	0.000%	$0.00	41.115%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** 1.1 Instructional Materials **Need:** Socioeconomically disadvantaged students are scoring below the all student group in math. Teachers state that additional manipulatives will assist students in developing concepts, leading to greater ability to represent ideas and think abstractly.	Manipulatives help make content more conceptual and provide engaging, hands on learning experiences that make the lesson more memorable and applicable to math problem solving. These actions will be provided on an LEA-wide basis because all students can benefit from these opportunities to improve their math skills.	Metric 1.4 Access to Instructional Materials for All Metric 1.11 CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Educational Software, Assessment, & Data Analysis Tools **Need:** According to the CA Dashboard, unduplicated pupil groups and students with disabilities are performing below standard in ELA and math. 100% of students in these groups are in the red and orange indicators. Teachers report that online learning platforms and assessments and data analysis tools streamline lesson planning and identification of the needs of individual students. **Scope:** LEA-wide	In addition to Tier 1 core and Tier 2 intervention, online learning platforms provide personalized, differentiated lessons and extra practice to unduplicated pupils. These tools allow for the disaggregation of data, making it possible to identify and address the needs of specific priority groups. This action is being provided principally to our unduplicated student groups, but we will provide it LEA-wide since these online platforms can address gaps and provide extra practice for all students.	Metric 2.1 CAASPP Distance From Standard
2.2	**Action:** Coordination of Services Team and Multi-Tiered System of Supports **Need:** While intervention is provided to all students daily in the learning lab and during small group instruction in primary classrooms, some students require closer monitoring and collaboration in order to increase achievement and well-being.	Assistant principals lead teams of educators and mental health professionals to address the needs of all students, including English learners, Foster youth and Low income, who face increased challenges. The impact of this team to assist effective instruction implementation and provide effective intervention when needed, is the reason why we are providing this action LEA wide.	Metric 2.4 STAR Early Literacy and STAR Reading Metric 2.5 STAR Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Teachers report that the COST team and MTSS bring awareness to families about student needs in the academic setting and how they can partner with teachers; they also report that the intervention and monitoring process highlights shorter term, incremental improvements that motivate students. The need for intervention is particularly acute among student groups performing below the All Student group: Grow Academy Arvin English Language Arts, 2023 All Students: -44.3 points Student groups performing below the All Students group English Learners: -78.7 points Grow Academy Arvin Math, 2023 All Students: -82.9 points Student groups performing below the All Students group Low Income: -89.1 points English Learners: -108.5 points Our educational partners echo the need for this team. **Scope:** 　LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Literacy Program **Need:** Student outcome data across the LEA indicates a need for increased achievement levels in reading, particularly among unduplicated pupils and students with disabilities. For example, 100% of these student groups are performing at a lower percentile than the All Students group as measured by STAR reading. Students indicate that the Literacy Specialist and the library engage them with books and encourage them to read just right books. **Scope:** LEA-wide	In order to grow as a reader, students must read text within their Zone of Proximal Development (ZPD). If the text is too easy, they will not learn how to read and understand more difficult words and ideas. If the text is too hard, students will struggle to read the words, to understand the ideas, or both. When frustration is too high, it is difficult for students to become better readers. All students will benefit from a reading Specialist Coach who collaborates with teachers on small group instruction, therefore we will provide this action LEA wide.	Metric 2.4 STAR Early Literacy and STAR Reading
3.1	**Action:** Edible Schoolyard Program **Need:** Kern County is rated at 47/100 in the Food and Nutrition category. In addition, less than 26% of students across the LEA are meeting or exceeding standards on the California Science Test (CAST). Our socioeconomically disadvantaged pupils scored lower than the all student group on CAST with 15.76% met or exceeding the standard. The greater majority of educational partners, including students, families, and staff, value the contributions the ESY makes to health and wellness and lifelong skills.	Health and wellness is a founding principle of Grow Public Schools. The California Healthy Kids Survey (CHKS) includes a section about student nutrition, allowing the LEA to deepen the ability to address students' health needs. This action will deepen students' knowledge around healthy food and should lead to greater attendance at school. In addition, Grow Public Schools emphasizes hands on learning experiences as a means to strengthen core subject matter knowledge, such as the science content measured on the CAST. We expect this action to positively impact our unduplicated students as well as our entire school population.	Metric 2.2 CAST Metric 3.1 Attendance Metric 3.2 Kelvin Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improved health and wellness is a prerequisite to better attendance, which is currently below the 95% rate. **Scope:** LEA-wide		
3.2	**Action:** Art and Music Programs **Need:** The availability of affordable, accessible art and music programs is limited, particularly in rural areas with higher populations of socio-economically disadvantaged students. During the LCAP development process, parents verified that the electives offered at Grow Academy Arvin allowed their children to explore, enjoy, and discover their talents in the arts. They mentioned the prohibitive costs of seeking these experiences outside of the school setting. For many families, distance was also a factor. Providing art and music programs will motivate students to improve attendance, which is currently below the 95% rate. According to the 2022-23 Dashboard, socioeconomically disadvantaged students at our Arvin campus are chronically absent at a higher rate than the all student group.	Arvin is a rural community. By offering art and music programs at Grow Public Schools, students are able to experience the benefits of these programs. We expect this action to increase attendance since this adds to the excitement of school. The LEA will provide this action LEA-wide since we want all students to experience art and music.	Metric 3.7 Chronic Absenteeism Metric 3.2 Kelvin Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.3	**Action:** Physical Education **Need:** The prevalence of heart disease in Kern County is 6.1% compared with the state rate of 4.9%. In addition, while chronic absenteeism has declined, significantly for some student groups, it is still very high for English learners, and socioeconomically disadvantaged students. Addressing high rates of chronic absenteeism will improve the overall attendance rate (94.15%). As educational partners, students reported that P.E. motivated them to come to school. Reasons included a break from academics, a chance to play sports, and a connection to the P.E. teacher. **Scope:** LEA-wide	Physical fitness reduces obesity, diabetes, and heart disease. The impact on this action should help students become healthier which will positively impact chronic absenteeism rates. All students will benefit from this focus on physical education and that is why we are providing this to all students.	Metric 3.3 Aerobic Capacity - percent of students who improve on the One Mile Run/Walk. Metric 3.7 Chronic Absenteeism

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** English Learner Task Force **Need:** Teachers report that additional resources are needed to adequately address the needs of English learners. Currently, 27% of English learners have not reclassified after 6 or more years of instruction. The English Learner Progress Indicator on the CA Dashboard is red (40.3% progressing). **Scope:** Limited to Unduplicated Student Group(s)	The Task Force will specifically identify root causes, reflect on current practices, research best practices, and update the English Learner Master Plan to ensure that students make regular and timely progress in learning English.	Metric 2.7 English Learner Progress Indicator Metric 2.8 Reclassification Rate Metric 2.9 Percent of students who are Long-Term English Learners

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

The additional grant funding will be used for the Assistant Principals to facilitate the Coordination of Services Team (COST, Action 2.2) to provide a systematized approach to identifying students in need of additional academic tiered support, to plan intervention and monitor student progress. The COST members include the Assistant principal, Deans of Culture, school social workers, counselors, school psychologists, and behavioral specialists. The COST uses diagnostic, formative, interim, and summative assessment data to appropriately place and exit students from intervention and support programs.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:14
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$866,007	356,063	41.115%	0.000%	41.115%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$392,204.00	$0.00	$0.00	$0.00	$392,204.00	$373,008.00	$19,196.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	1.1 Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.1	Educational Software, Assessment, & Data Analysis Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	$0.00	$6,426.00	$6,426.00				$6,426.00	
2	2.2	Coordination of Services Team and Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	$114,557.00	$0.00	$114,557.00				$114,557.00	
2	2.3	Literacy Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	$15,066.00	$0.00	$15,066.00				$15,066.00	
2	2.4	English Learner Task Force	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 School Year	$76.00	$0.00	$76.00				$76.00	
3	3.1	Edible Schoolyard Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$70,246.00	$11,770.00	$82,016.00				$82,016.00	
3	3.2	Art and Music Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	$85,698.00	$0.00	$85,698.00				$85,698.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	$87,365.00	$0.00	$87,365.00				$87,365.00	

2024-25 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
$866,007	356,063	41.115%	0.000%	41.115%	$392,204.00	0.000%	45.289 %	**Total:**	$392,204.00
								LEA-wide Total:	$392,128.00
								Limited Total:	$76.00
								Schoolwide Total:	$0.00

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	1.1 Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.1	Educational Software, Assessment, & Data Analysis Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,426.00	
2	2.2	Coordination of Services Team and Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,557.00	
2	2.3	Literacy Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,066.00	
2	2.4	English Learner Task Force	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$76.00	
3	3.1	Edible Schoolyard Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,016.00	
3	3.2	Art and Music Programs	Yes	LEA-wide	English Learners Foster Youth	All Schools	$85,698.00	

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 (%)
					Low Income			
3	**3.3**	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,365.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,276,084.00	$4,249,926.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention and Enrichment	Yes	$1,108,554.00	$1,086,568
1	1.2	Intervention Coordinator and Related Materials	Yes	$139,050.00	$141,027
1	1.3	Literacy Program	Yes	$67,310.00	$67,456
1	1.4	Educational Software	Yes	$76,217.00	$85,298
1	1.5	Success for All (SFA)	No	$0.00	$0.00
1	1.6	Professional Development	Yes	$167,718.00	$173,456
1	1.7	College Readiness	Yes	$10,609.00	$5,400
1	1.8	Professional Development	No	$0.00	$0.00
1	1.9	English Learner Student Success	Yes	$11,137.00	$16,861
1	1.10	Summer Academic Program	No	$0.00	$0.00
1	1.11	After School Tutoring	No	$0.00	$0.00

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	1.12	Art & Music Programs	Yes	$216,395.00	$222,441
1	1.13	Instructional Coaches for Teacher Support	Yes	$415,901.00	$396,764
1	1.14	Digital Literacy PBL Teacher	No	$0.00	$0.00
1	1.15	Intervention and Enrichment	No	$0.00	$0.00
1	1.16	Teacher Development Initiative	Yes	$426,080.00	$409,568
1	1.17	Assessment & Data Analysis Tools	Yes	$8,625.00	$8,625
2	2.1	Coordination of Services Team	Yes	$729,682.00	$727,719
2	2.2	McKinney Vento Support (Director of Community Initiatives)	No	$0.00	$0.00
2	2.3	Family and Community Engagement	Yes	$154,950.00	$155,257
2	2.4	Parent Education	No	$0.00	$0.00
2	2.5	Increasing Language Access	Yes	$12,000.00	$12,393
2	2.6	Teacher Training	No	$2,400.00	$1,500
2	2.7	Positive Behavior Intervention & Supports Framework	No	$20,600.00	$20,600

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	2.8	Educational Field Trips	No	$61,050.00	$68,000
2	2.11	Parent Conferences and At-Home Learning Materials	Yes	$2,500.00	$1,500
2	2.12	Parent Appreciation Night	No	$7,500.00	$7,500
3	3.1	Physical Education Activities	Yes	$182,022.00	$189,820
3	3.2	ESY Cooking Classes and Family Cooking Classes	No	$0.00	$0.00
3	3.3	Edible Schoolyard Program	Yes	$445,175.00	$448,673
3	3.4	Promote Health and Wellness	Yes	$10,609.00	$3,500
3	3.6	Extra-curricular athletics programs	No	$0.00	$0.00

2023-24 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)
$3,338,861	$3,415,542.00	$3,456,291.00	($40,749.00)	0.000%	0.000%	0.000%

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	$796,764.00	$784,619	0%	0%
1	1.2	Intervention Coordinator and Related Materials	Yes	$139,050.00	$141,027	0%	0%
1	1.3	Literacy Program	Yes	$67,310.00	$67,456	0%	0%
1	1.4	Educational Software	Yes	$76,217.00	$85,298	0%	0%
1	1.6	Professional Development	Yes	$55,949.00	$86,263	0%	0%
1	1.7	College Readiness	Yes	$10,609.00	$5,400	0%	0%
1	1.9	English Learner Student Success	Yes	$11,137.00	$16,861	0%	0%
1	1.12	Art & Music Programs	Yes	$216,395.00	$222,441	0%	0%
1	1.13	Instructional Coaches for Teacher Support	Yes	$294,225.00	$294,225.00	0%	0%
1	1.16	Teacher Development Initiative	Yes	$266,080.00	$266,080.00	0%	0%
1	1.17	Assessment & Data Analysis Tools	Yes	$8,625.00	$8,626	0%	0%
2	2.1	Coordination of Services Team	Yes	$665,925.00	$667,159	0%	0%
2	2.3	Family and Community Engagement	Yes	$154,950.00	$154,950	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Increasing Language Access	Yes	$12,000.00	$12,393	0%	0%
2	2.11	Parent Conferences and At-Home Learning Materials	Yes	$2,500.00	$1,500	0%	0%
3	3.1	Physical Education Activities	Yes	$182,022.00	$189,820	0%	0%
3	3.3	Edible Schoolyard Program	Yes	$445,175.00	$448,673	0%	0%
3	3.4	Promote Health and Wellness	Yes	$10,609.00	$3,500	0%	0%

2023-24 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)
$7,881,179	$3,338,861	0.000%	42.365%	$3,456,291.00	0.000%	43.855%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term 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]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    ▪ **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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
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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o 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.

    o Indicate the school year to which the baseline data applies.

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

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

   o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

   o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

   o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

   o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

   o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion 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.

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.

- 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 or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - 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.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

- 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.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

- Enter the action number.

- Provide a short title for the action. This title will also appear in the action tables.

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

- o **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.

  - o **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).

  - o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).

  o 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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**

    o 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)**

    o 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**

    o 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)**

    o 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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o 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 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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