

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Public Schools

CDS Code: 15 10157 0156364

School Year: 2025-26

LEA contact information:

Dr. Ric Esquivel

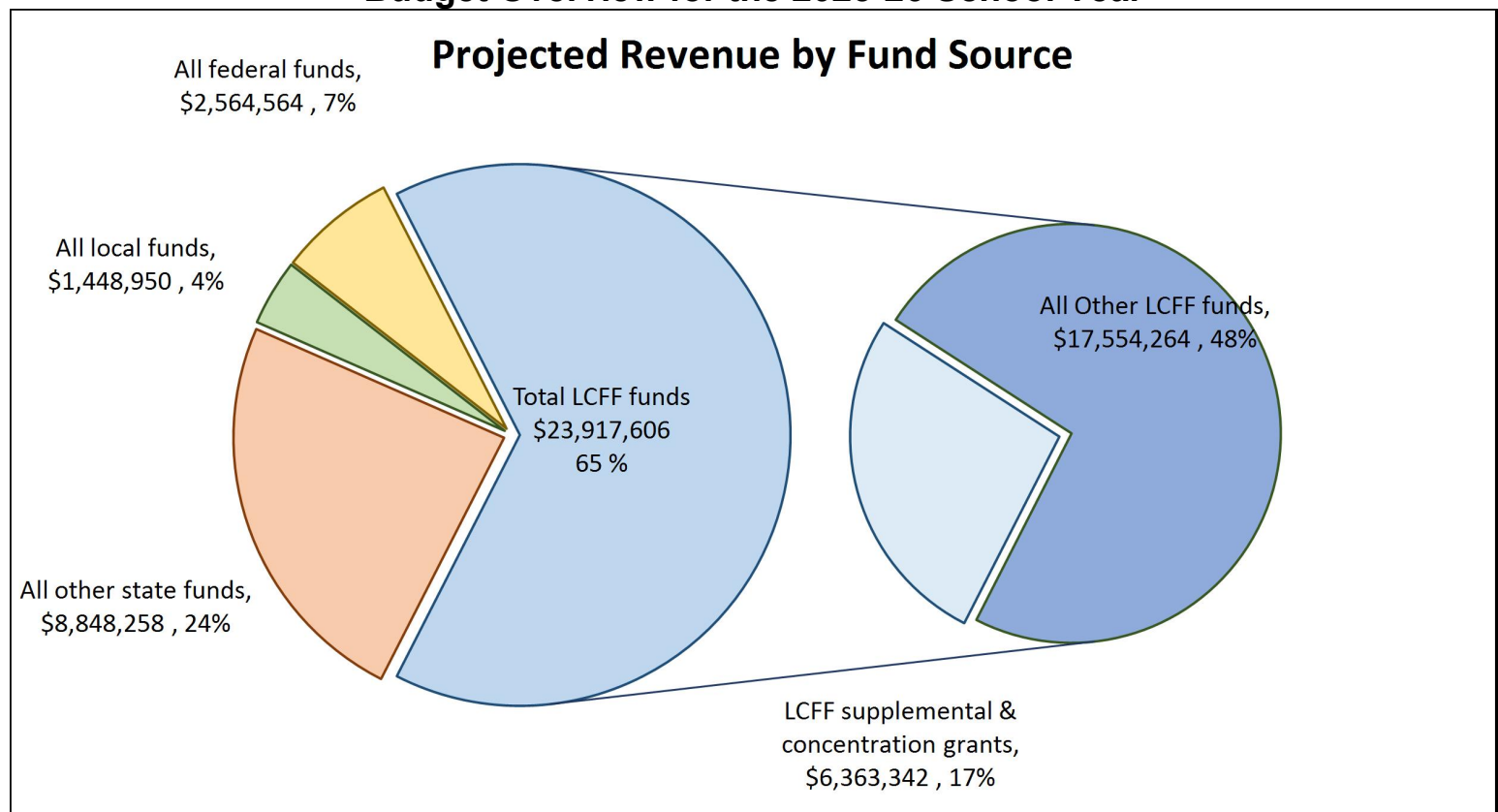
Superintendent

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(661) 432-7880

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 2025-26 School Year

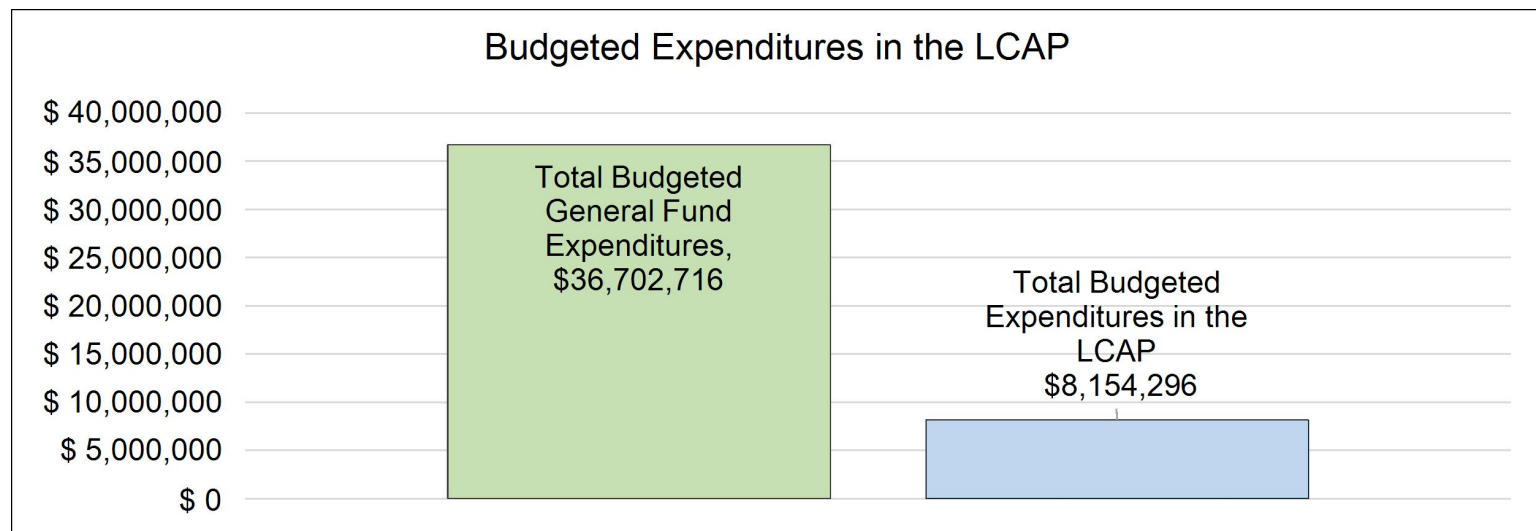


This chart shows the total general purpose revenue Grow Public Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grow Public Schools is \$36,779,378, of which \$23,917,606 is Local Control Funding Formula (LCFF), \$8,848,258 is other state funds, \$1,448,950 is local funds, and \$2,564,564 is federal funds. Of the \$23,917,606 in LCFF Funds, \$6,363,342 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Grow Public Schools plans to spend for 2025-26. 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 Public Schools plans to spend \$36,702,716 for the 2025-26 school year. Of that amount, \$8,154,296 is tied to actions/services in the LCAP and \$28,548,420 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the Local Control and Accountability Plan (LCAP) at Grow Public Schools encompass various essential costs that support the overall operation and environment of our schools. These include investments in curriculum development, program-specific materials, and professional development for educators. Ensuring our teachers have access to up-to-date resources and ongoing training is vital for fostering effective instruction. Additionally, expenditures for food programs and campus maintenance are critical to maintaining a safe and supportive environment for students. While these costs are necessary for the smooth functioning of our schools, they fall outside the specific goals outlined in the LCAP, which focuses primarily on improving student achievement and engagement.

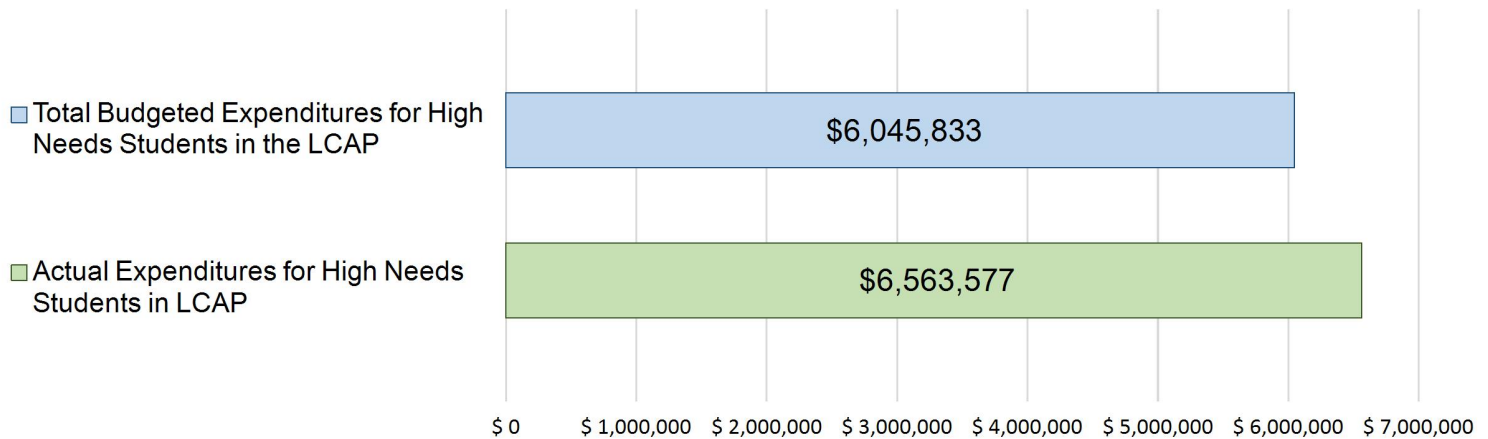
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Grow Public Schools is projecting it will receive \$6,363,342 based on the enrollment of foster youth, English learner, and low-income students. Grow Public Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Grow Public Schools plans to spend \$6,492,505 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 2024-25

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



This chart compares what Grow Public Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grow Public Schools 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 2024-25, Grow Public Schools's LCAP budgeted \$6,045,833 for planned actions to increase or improve services for high needs students. Grow Public Schools actually spent \$6,563,577 for actions to increase or improve services for high needs students in 2024-25.



# 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 Public Schools                 | Dr. Ric Esquivel<br>Superintendent | resquivel@growpublicschools.org<br>(661) 432-7880 |

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

#### Overview of Grow Public Schools

Grow Public Schools (GPS) was founded with the mission of providing high-quality education to students in Kern County’s communities. The initiative began with Barbara Grimm-Marshall, former co-owner of Grimmway Farms, who discovered through an educational grant program that many students in Kern County lacked proficiency in core subjects and were not adequately prepared for college and careers.

In response, she launched Grimmway Academy (now GPS) and the Edible Schoolyard—a unique educational model designed to combine academic excellence with enrichment opportunities. Grow Academy Arvin opened in 2011 under the authorization of the Kern County Superintendent of Schools, and Grow Academy Shafter followed in 2017 with approval from Richland School District.

In February 2024, the Kern County Board of Education approved a countywide benefit charter petition, consolidating Grow Academy Arvin and Grow Academy Shafter under one authorizer, with Grow Public Schools serving as the LEA. As a result, the 2024–2025 school year marks the first year GPS is operating as a unified LEA.

Based on the comprehensive needs assessment conducted through the analysis of our 2024–2025 Local Control and Accountability Plan (LCAP) data, our school identified ongoing academic achievement gaps among key student groups, including English learners, socioeconomically disadvantaged students, and students with disabilities. The needs assessment also revealed systemic barriers and a lack of coherence in how support services were delivered under the Targeted Assistance School (TAS) model. The LCAP data further emphasized the importance of adopting a more unified and schoolwide approach to intervention, professional development, and instructional

strategies. As a result, the school determined that transitioning to a Schoolwide Program (SWP) model would better support all students by allowing greater flexibility in the use of Title I resources. This shift aligns with the school's equity-focused goals and ensures compliance with federal requirements for implementing an SWP based on a data-driven needs assessment.

For 2025 - 2026, we are transitioning from a Targeted Assistance School (TAS) model to a Schoolwide Program (SWP) model in order to better meet the academic, social, and emotional needs of all students within our school community. This shift will allow us to use Title I funds and other resources in a more inclusive and holistic way, ensuring that every student, regardless of their background, receives the support they need to succeed.

### School Descriptions and Student Demographics

#### Grow Academy Arvin (TK-8)

Location: Arvin, Kern County (15 miles southeast of Bakersfield)

Enrollment: 807 students

Demographics (2024 CA Dashboard and CALPADS):

Unduplicated pupil count: 91.4% (CALPADS)

95% Hispanic

89.8% socioeconomically disadvantaged

42.6% English learners

9.2% students with disabilities

0% foster youth / 1% homeless

Staffing: 137 employees, including:

48 teachers, 21 small group instructors and aides

Principal, Assistant Principal, Dean of Culture, Special Education Coordinator

Academic Coach, Counselor, and School Social Worker

### Community Context

Kern County is now classified as a medium metropolitan county under the updated urban-rural classification system.

2023 U.S. Census Bureau data reports Arvin's population at 19,364.

A major agricultural hub producing carrots, potatoes, grapes, peaches, and plums.

31.7% poverty rate, compared to California's overall poverty rate of 12%.

Only 4.3% of adults (25 or older) hold a bachelor's degree or higher.

Severe air pollution challenges, impacting student attendance and health (California Air Resources Board).

#### Grow Academy Shafter (TK-8)

Location: Shafter, Kern County (18 miles northwest of Bakersfield)

Enrollment: 810 students

Demographics (2024 CA Dashboard and CALPADS):

Unduplicated pupil count: 81.7% (CALPADS)

89.1% Hispanic  
79.8% socioeconomically disadvantaged  
21.5% English learners  
6.3% students with disabilities  
0.2% foster youth  
Staffing: 123 employees, including:  
43 teachers, 21 small group instructors and aides  
Principal, Assistant Principal, Dean of Culture, Special Education Coordinator  
Two Academic Coaches, Counselor, and School Social Worker

#### Community Context:

2023 U.S. Census Bureau data reports Shafter’s population at 21,915.  
Agricultural and logistics hub, producing almonds, pistachios, cotton, grapes, carrots, and potatoes.  
Major employers include Target and Walmart distribution centers.  
21.3% poverty rate, compared to California’s overall poverty rate of 12%.  
10.7% of adults (25 or older) hold a bachelor’s degree or higher.  
Limited access to healthcare and mental health services, with Omni Family Health and Adventist Health Community Care as primary providers.  
High cumulative air pollution burden, impacting student attendance and well-being (California Air Resources Board).

## Reflections: Annual Performance

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

### 2023 Dashboard Analysis

Grow Public Schools has reviewed the 2023 California School Dashboard and identified key performance indicators that will remain unchanged throughout the 2024-2027 LCAP cycle. This reflection highlights student groups that received the lowest performance level (red) on one or more state indicators.

Student groups at Grow Academy Arvin receiving a red performance indicator include:

English learners (ELA, math, and English Learner Progress Indicator)

Students with disabilities (ELA and math)

Student groups at Grow Academy Shafter receiving a red performance indicator include:

English learners (English Learner Progress Indicator)

Students with disabilities (math and suspension)

Actions to Address Areas of Concern

Grow Public Schools is addressing the suspension rate and the academic and language acquisition needs of English learners and students with disabilities through:

Conditions of Learning (Actions 1.1 - 1.6)

Student Achievement (Actions 2.1 - 2.4, 2.6 - 2.8)

Engagement (Actions 3.1, 3.6, 3.8)

2024 Dashboard Analysis

An analysis of the Grow Academy Arvin 2024 School Dashboard shows the following overall performance on state indicators -

ELA: 37 points below standard, improved performance 7.3 points (yellow)

Math: 71.3 points below standard, improved performance 11.6 points (yellow)

English Learner Progress Indicator: 61% progressing one or more levels on the English language assessment (ELPAC), 20.6% increase (blue)

Science: 14.6 points below standard, improved 4.6 points (no performance color for science in 2024)

Chronic Absenteeism: 18.1%, declined 6.6% (yellow)

Suspension Rate: 2.8%, increased 2.2% (orange)

An analysis of the Grow Academy Shafter 2024 School Dashboard shows the following overall performance on state indicators -

ELA: 21.4 points below standard, improved performance 2 points (orange)

Math: 50.5 points below standard, improved performance 21.9 points (yellow)

English Learner Progress Indicator: 39.4% progressing, declined 4.6% (orange)

Science: 16 points below standard, maintained performance (+0.8 points), no performance color

Chronic Absenteeism: 14.1%, declined 3.2% (yellow)

Suspension Rate: 1.5%, declined 0.5% (green)

Student Groups in Red (2023) and Current Status (2024)

For Grow Academy Arvin -

English Learners

ELA: improved to yellow (-78.7 points to -57.7 points)

Math: improved to yellow (-108.5 points to -92 points)

English Learner Progress Indicator: improved to blue (40.4% progressing to 61%)

Students with disabilities:

ELA: remained red (-106.1 points to -125 points)

Math: remained red (-136 points to -148.7 points)

For Grow Academy Shafter -

English Learners

English Learner Progress Indicator: declined (44% progressing to 39.4%)

Students with Disabilities

Math: improved to yellow (-137 points to -93.5 points)

Suspension: remained red (9.1% to 8.9%)

Local Data Analysis

Long Term English Learners (LTELs) are English learners who have not reclassified to English language proficient status after 6 years of instruction. In May of 2024, 27% of English learners were LTELs. As of March 2025, the percent of LTELs has decreased to 23.8%, a decline of 3.2%.

When the LCAP was written, STAR Early Literacy, STAR Reading, and STAR Math were selected as local indicators and the results were analyzed by student group. The decision to transition from using both NWEA and STAR to exclusively utilizing NWEA as the universal screener was made to streamline the assessment system org-wide, reduce redundancy, and ensure consistency in data collection. NWEA provides comprehensive, adaptive assessments that offer reliable, nationally normed data aligned with state standards. This shift allows for

clearer, more actionable insights to guide instruction and interventions, minimizes testing fatigue for students, and simplifies data analysis for staff. Ultimately, using a single, robust tool enhances efficiency and supports more targeted decision-making to improve student outcomes.

A comparison of NWEA reading and math data from the winter of 2023 to the winter of 2024 for Grow Public Schools (both Grow Academy Arvin and Grow Academy Shafter) indicates that English learners increased from 54% to 59% performing in the bottom band in math. In reading, the percent of English learners in the bottom band increased 4%, from 53 to 57%. Grade level data also shows fewer students keeping pace in 2024 compared with 2023.

For students with disabilities, 71% of students scored in the bottom band in the winter of 2023 compared to 69% in 2024 for math; for reading, the percent of students with disabilities in the bottom band decreased from 62 to 59%. The percent of students with disabilities keeping pace improved for one grade level from 2023 to 2024 in math and for two grade levels in reading.

## Key Challenges and LCAP Alignment

### Performance Trends from the 2024 California School Dashboard

#### Grow Academy Arvin:

Suspension rates declined significantly for all student groups.

Chronic absenteeism decreased, especially among English learners, Hispanic students, and low-income students.

English learners and students with disabilities remain in the lowest performance level for CAASPP ELA and Math.

#### Grow Academy Shafter:

CAASPP ELA and Math scores increased for all students, English learners, and socioeconomically disadvantaged students.

Chronic absenteeism declined by 11.8%, showing improvement across all student groups.

Students with disabilities continue to have lower CAASPP Math scores and require targeted intervention.

Suspension rates remain a concern for students with disabilities.

How GPS is Addressing These Challenges in the LCAP:

Priority 1: Improving ELA & Math Achievement for English Learners and Students with Disabilities

Implementing targeted intervention programs, such as small-group instruction and structured literacy models.

Strengthening designated and integrated ELD instruction.

Priority 2: Reducing Chronic Absenteeism & Supporting Student Well-Being

Expanding mental health resources and family engagement programs.

Implementing attendance incentives and proactive interventions.

Priority 3: Reducing Suspension Rates & Strengthening Positive School Culture

Expanding restorative practices and behavioral intervention supports.

Providing professional development for staff on trauma-informed instruction.

The district currently does not have any Learning Recovery Emergency Block Grant (LREBG) funds to report.

## Reflections: Technical Assistance

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

In the 2024–25 school year, Grow Academy Shafter became eligible for Differentiated Assistance (DA), as determined by student group performance across multiple state priorities over two consecutive years. Eligibility for DA occurs when one or more student groups meet the state’s criteria in at least two different state priority areas.

Under State Priority 4: Student Achievement, several student groups demonstrated significant academic needs. In 2023, Students with Disabilities (SWD) performed at the orange indicator in English Language Arts (ELA) and the red indicator in mathematics. English Learners were also in the red indicator on the English Language Progress Indicator (ELPI). Although SWD performance improved in 2024—moving into the yellow indicator in both ELA and math—Long-Term English Learners (LTELs), a newly reported student group, were identified at the red indicator in both ELA and math. Additionally, LTELs remained in the red indicator on the ELPI, even as the overall English Learner group advanced to orange.

Under State Priority 6: School Climate, LTELs were also identified in the red indicator for suspension rates in 2024. Since LTELs were in the red indicator across both Priority 4 and Priority 6, Grow Academy Shafter met the eligibility threshold for Differentiated Assistance.

Grow Public Schools is currently engaged in the DA process in partnership with the Riverside County Office of Education, with a specific focus on improving outcomes for English Learners, particularly LTELs. To date, the Differentiated Assistance Team has completed an initial root cause analysis, made recommendations on research based practices, English learner reclassification criteria, and designated supports for English learners and dually identified English learners, and suggested professional development content. As the work continues, we will focus on implementing research-based practices, identifying and monitoring short-term measures of effectiveness, and making data-informed adjustments to improve instruction and student support systems. Working in conjunction with Differentiated Assistance providers to specifically address the needs of Long Term English Learners (LTELs), the LEA will update the reclassification criteria for dually identified English learners and provide professional development on testing accommodations and designated and intergrated ELD tied directly to the core curriculum.

Currently, Action 2.9, EL Task Force, supports Long Term English Learners.

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers and Other School Personnel                | <p>In February 2025, feedback was provided through in-person conversations, as well as anonymously in the LCAP Staff Survey.</p> <p>In April 2025, the California School Staff Survey was given.</p>                                                                                                                                                                                                                                                                                                                       |
| Home Office Administration and Site Administration | <p>In February 2025, via Zoom, home office administrators and site administrators (principal and assistant principal) reviewed data and reflected on practices over the past year. Feedback was provided throughout the conversation, as well as anonymously in the LCAP Staff Survey.</p>                                                                                                                                                                                                                                 |
| Parents and Community Members                      | <p>In January 2025, the Strategic Planning Steering Committee and the Parent Advisory Council provided input on academic excellence (Goal 2), college and career empowerment (Goal 2), and health &amp; wellness (Goals 1 and 3).</p> <p>In March 2025, home office staff members reviewed the LCAP and associated data with parents who attended the monthly Coffee &amp; Conversation meeting, held at Grow Academy Arvin and Grow Academy Shafter, collecting survey responses after discussing each goal together.</p> |

| Educational Partner(s) | Process for Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>A lunch drop-in via Zoom was held later that day. The facilitators and parents engaged in a discussion about LCAP items of interest to the participants. Input was collected both during the conversation and anonymously through the LCAP Parent Survey.</p> <p>In March 2025, principals discussed the LCAP School Site Council members and sought feedback via the LCAP Parent Survey and the LCAP Staff Survey.</p> <p>In April 2025, the California School Parent Survey was given.</p> |
| Students               | <p>In March 2025, school leaders conducted empathy interviews with a group of students to gather age-appropriate feedback related to the 3 LCAP goals.</p> <p>In April 2025, the California Healthy Kids Survey was given to students in grades 5 and 7.</p>                                                                                                                                                                                                                                    |

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

As a result of this year’s engagement process—including input from staff, families, the Arvin and Shafter School Site Councils, and site leaders—the development of the 2025–26 LCAP for Goals 1–3 was meaningfully shaped by educational partner feedback. In response, the LEA implemented a series of refinements across all three goals to better monitor progress, address needs, and ensure alignment with effective, equity-driven practices.

**Metric Adjustments**

Metric 1.11 was added to Goal 1 to track CAASPP academic performance, previously exclusive to Goal 2, recognizing its link to teaching conditions and access to standards-aligned instruction.

Metric 1.12 was added to monitor supports for students experiencing homelessness under Action 1.7, reflecting input from site leaders and families who highlighted increased needs among this population.

Metric 2.2 was refined to include English learner group data in the baseline and outcome targets, with reporting transitioned from DataQuest to the California School Dashboard to align with updated state practices.

Metric 2.3 retained NWEA MAP as the primary progress monitoring tool, now disaggregated using KIDS data and updated to reflect targets for gap closure in math and reading.

Metrics 2.4 and 2.5 were removed to eliminate redundancy; their functions are now consolidated under Metric 2.3 for streamlined reporting on both reading and math. Metric 2.8 was newly added to reflect Long-Term English Learner performance using the ELPI, in response to increased stakeholder attention to this subgroup and the importance of tracking reclassification progress. Metric 3.11 was added to Goal 3 to reflect the engagement and academic benefits of science programs such as Edible Schoolyard. This metric incorporates CAST science data to highlight connections between student engagement, science learning, and wellness. Additionally, duplicate metrics in the Increased or Improved Services section were streamlined so that each action is now monitored using one state and one local metric, where available.

### Action Adjustments

**Action 1.1** was revised to reduce instructional coaches from 3 to 2 FTE with the addition of a Reading Specialist, reflecting instructional staff input on early literacy priorities.

**Action 1.4** discontinued Instruction Partners and Core Learning, retaining only the most impactful elements. These changes reflect teacher feedback about actionable practices and align with educational partner analysis highlighting recent gains in math achievement. Professional learning will now expand into early literacy, ELD, UDL, and math frameworks via the KCSOS Math Summit.

**Action 1.6** was realigned in response to family input requesting hands-on math supports. Math manipulatives were shifted from LCAP funding to the Extended Learning Opportunities Program, which will now expand access in alignment with the new K–5 math curriculum. Funding for teachers to purchase supplementary materials was also added, based on input from instructional staff.

**Action 1.7** was newly added to expand supports under the McKinney-Vento Act, in response to feedback from families, site leaders, and partner organizations about growing needs among students experiencing homelessness.

**Action 2.1** Increased K–2 aide staffing from 14 to 17 in response to strong primary teacher feedback on the impact of low student–teacher ratios, and parent praise for small group instruction as a key driver of student growth and engagement.

**Action 2.2** was revised to reduce the total number of Small Group Instructors from 17 to 14, reallocating instructional materials funding to Action 1.6. This adjustment reflects family and staff feedback prioritizing support in high-need areas, with an increase in SGIs for grades K–2 balanced by a reduction in upper grades.

**Action 2.3** Updated to include platforms such as Second Step, Next Gen Math, Text Help, Learning Plus, Class Link, IXL, and Possip—tools frequently cited by teachers as more responsive to student needs. Lexia and Goalbook were removed.

**Action 2.4** Removed references to the COST model and strengthened integration of MTSS structures, reflecting partner input on the importance of consistent tiered support across both academic and behavior systems. Based on survey feedback requesting clearer information on tutoring, this action now explicitly states includes after-school tutoring. Tutoring is coordinated outside the school day by site teams using academic data and teacher input. These refinements respond to family and staff input urging more proactive behavioral supports and deeper investments in PBIS implementation. Staff identified the need for clearer behavioral frameworks, more consistent expectations, and improved clarity around SEL practices. In response, this action deepens alignment to the PBIS Framework while explicitly integrating Social-Emotional Learning (SEL) strategies. Additionally, staff voiced a need for more timely access to student support services such as behaviorists and counseling; this action addresses that by expanding the team’s capacity to respond promptly to student needs.

**Action 2.5** Added a Director of Alumni and Family Supports to better guide students through high school and postsecondary transitions, an area frequently emphasized by families.

**Action 2.6** Revised the title and responsibilities of the intervention lead to reflect assessment coordination duties, aligned with updated organizational charts and administrator feedback.

**Action 3.3** was expanded to include electives in the arts and music, in response to family feedback emphasizing the lack of access to such enrichment experiences outside of school—especially in rural communities.

**Action 3.5** (Educational Field Trips) was removed from the LCAP and transitioned to the Extended Learning Opportunities Program. This shift retains the action’s intent while reflecting adjustments in funding alignment. Families emphasized the importance of hands-on, real-world learning experiences—especially for students who may not otherwise have access to museums, college campuses, or career-related excursions. Their feedback reinforced the value of continuing this action, even if funded outside the LCAP.

**Action 3.6** (Family and Community Engagement) was reaffirmed as a key strategy, with continued emphasis on ParentSquare and inclusive outreach. Families asked for clearer academic communication and meaningful involvement opportunities, which this action supports. In response to requests for improved accessibility, Zoom access will now be offered for key evening events to ensure broader participation across family schedules and needs. Based on staff input, efforts will also be strengthened to streamline and communicate attendance incentives more clearly, improving family awareness of attendance expectations and supports.

**Action 3.7** was revised so that academic coaches and the FACE team now co-lead family events such as math and literacy nights, where all attendees receive take-home instructional kits. The prior APTT-specific kits were removed to reduce redundancy and improve impact. Parents expressed appreciation for home learning materials and events that support academic understanding. This action reflects their desire for meaningful, interactive opportunities to engage in their child’s learning.

Across all three goals, Grow Public Schools made targeted refinements to metrics, actions, and expenditures based on meaningful engagement with educational partners. Input from staff, families, students, and advisory groups shaped priorities such as early literacy, small group instruction, integrated MTSS supports, expanded SEL and behavioral structures, and equitable access to hands-on learning experiences. These changes demonstrate a clear throughline from stakeholder feedback to action planning and resource alignment, reflecting Grow Public Schools' ongoing commitment to equity, transparency, and continuous improvement.

### **Prioritization**

During the first year of this three-year LCAP cycle, Grow Public Schools continued aligning LCAP development with the organization's evolving strategic direction. While a new strategic plan is currently in development, priorities for 2025–26 were informed by updated themes that build on—but go beyond—the earlier *Seeds for Success* framework.

Stakeholder input was gathered through ongoing engagement with the Parent Advisory Council, Student Advisory Council, Community Schools Grow Advisory Council (GAC), ELAC, School Site Councils, and staff leadership teams. These groups surfaced key priorities such as expanding student support services, strengthening small group instruction, improving SEL structures, and enhancing family communication.

# 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)<br>Priority 2: State Standards (Conditions of Learning)<br>Priority 7: Course Access (Conditions of Learning) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|

An explanation of why the LEA has developed this goal.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>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.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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<br><br>Source: Grow Public Schools' | 2023-2024<br><br>Average Rubric Score: 1 | 2024 - 2025<br><br>Average Rubric Score: 1.5 |                | 2026-2027<br><br>Average Rubric Score: 3.5 | +0.5 on average rubric score     |

| Metric # | Metric                                                                                                                                                                                     | Baseline                                                                                          | Year 1 Outcome                                                                                    | Year 2 Outcome | Target for Year 3 Outcome                                            | Current Difference from Baseline |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------|----------------------------------|
|          | ELD Implementation Rubrics<br><br>State Priority 2B English Learner Programs/Services                                                                                                      |                                                                                                   |                                                                                                   |                |                                                                      |                                  |
| 1.2      | Standards Implementation<br><br>Source: Grow Public Schools' Teaching and Learning Framework<br><br>State Priority 2A Implementation of Standards for All                                  | 2023-24<br>100% of teachers are implementing state standards for all                              | 2024 - 2025<br><br>100% of teachers are implementing state standards for all                      |                | 2026-27<br>100% of teachers are implementing state standards for all | no change                        |
| 1.3      | Teaching Assignments Monitoring Outcomes by Full-Time Equivalent (FTE)<br><br>Source:<br><br>CALPADS Staffing Report 4.1<br><br>State Priority 1A<br><br>Teacher Credential and Assignment | May 2024<br><br>Total Teachers: 85<br><br>Intern: 5%<br><br>Ineffective: 14%<br><br>Incomplete 0% | May 2025<br><br>Total Teachers: 85<br><br>Intern: 5%<br><br>Ineffective: 14%<br><br>Incomplete 0% |                | May 2027<br>Intern: 5%<br>Ineffective: 14%<br>Incomplete: 0%         | no change                        |

| Metric # | Metric                                                                                                                      | Baseline                                                                                                                                                | Year 1 Outcome                                                                                                                                              | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                               | Current Difference from Baseline |
|----------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          |                                                                                                                             |                                                                                                                                                         |                                                                                                                                                             |                |                                                                                                                                                         |                                  |
| 1.4      | <p>Materials</p> <p>Source: SARC</p> <p>State Priority 1B</p> <p>Access to Standard Materials for All</p>                   | <p>2023-24</p> <p>0% of students are without access to their own copies of standards-aligned instructional materials for use at school and at home.</p> | <p>2024 - 2025</p> <p>0% of students are without access to their own copies of standards-aligned instructional materials for use at school and at home.</p> |                | <p>2026-27</p> <p>0% of students are without access to their own copies of standards-aligned instructional materials for use at school and at home.</p> | no change                        |
| 1.5      | <p>Facilities</p> <p>Source: SARC</p> <p>State Priority 1C</p> <p>Facilities in Good Repair</p>                             | <p>2023-24</p> <p>0 instances where facilities do not meet the "Good Repair" standard.</p>                                                              | <p>2024 - 2025</p> <p>0 instances where facilities do not meet the "Good Repair" standard.</p>                                                              |                | <p>2026-27</p> <p>0 instances where facilities do not meet the "Good Repair" standard.</p>                                                              | no change                        |
| 1.6      | <p>Broad Course of Study</p> <p>Source: Master Schedule</p> <p>State Priority 7A</p> <p>Access to Broad Course of Study</p> | <p>2023-24</p> <p>100% have access to a broad course of study.</p>                                                                                      | <p>2024 - 2025</p> <p>100% have access to a broad course of study.</p>                                                                                      |                | <p>2026-27</p> <p>100% have access to a broad course of study.</p>                                                                                      | no change                        |
| 1.7      | <p>Rate of students in need of interventions who receive supplementation instructional services.</p>                        | <p>2023-24</p> <p>100% of students in need of interventions receive supplemental instructional services.</p>                                            | <p>2024 - 2025</p> <p>100% of students in need of interventions</p>                                                                                         |                | <p>2026-27</p> <p>100% of students in need of interventions receive</p>                                                                                 | no change                        |

| Metric # | Metric                                                                                                                                                                                                                                          | Baseline                                                                                    | Year 1 Outcome                                                                                      | Year 2 Outcome | Target for Year 3 Outcome                                                                   | Current Difference from Baseline |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------|----------------------------------|
|          | Source: Master Schedule<br><br>State Priority 7B<br><br>Unduplicated Programs/Services                                                                                                                                                          |                                                                                             | receive supplemental instructional services.                                                        |                | supplemental instructional services.                                                        |                                  |
| 1.8      | Rate of SWD served inside the regular classroom for at least 80% of the day<br><br>Rate of SWD served inside the regular classroom for at least 80% of the day<br><br>Source: CALPADS<br><br>State Priority 7C<br><br>Programs/Services for SWD | 2023-24<br>100% of SWD are served inside the regular classroom for at least 80% of the day. | 2024 - 2025<br><br>100% of SWD are served inside the regular classroom for at least 80% of the day. |                | 2026-27<br>100% of SWD are served inside the regular classroom for at least 80% of the day. | no change                        |
| 1.9      | Teaching and Learning Framework                                                                                                                                                                                                                 | 2023-24                                                                                     | 2024 - 2025                                                                                         |                | 2026-27<br>100% of teachers are evaluated                                                   | no change                        |

| Metric # | Metric                                                                                                                                                                          | Baseline                                                                                                                                                                                | Year 1 Outcome                                                                                                           | Year 2 Outcome | Target for Year 3 Outcome                                                                               | Current Difference from Baseline                                                                                         |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|          | Source: Teacher Evaluations<br><br>Priority 2A                                                                                                                                  | 0% of teachers have yet been evaluated with the Teaching and Learning Framework, as it will be implemented in 2024-2025.                                                                | 0% of teachers have yet been evaluated with the Teaching and Learning Framework, as it will be implemented in 2024-2025. |                | using the Teaching and Learning Framework.                                                              |                                                                                                                          |
| 1.10     | Alder Program Completion Rate<br><br>Source: Local Data<br><br>Priority 1A                                                                                                      | 2023-24<br><br>Percent of residents who successfully complete Alder Program<br><br><br>100% of Alder residents successfully complete the program.                                       | 2024 - 2025<br><br>100% of Alder residents successfully complete the program.                                            |                | 2026-27<br>100% of Alder residents successfully complete the program.                                   | no change                                                                                                                |
| 1.11     | CAASPP distance from standard (DFS) in ELA and math for all and by student group<br><br>Source: CA Dashboard 5x5 Placements<br><br>State Priority 4A CAASPP Student Performance | 2023:<br>Grow Academy Arvin English Language Arts, 2023<br><br>Student groups at the orange indicator<br>All Students: -44.3 points<br>Low Income: -49.6 points<br>Hispanic: -46 points | 2024:<br><br>Grow Academy Arvin<br><br>English Language Arts<br><br><br>Student groups at the yellow indicator           |                | 2026:<br><br>Grow Academy Arvin<br><br>English Language Arts<br><br><br>Advance to the green indicator: | Grow Academy Arvin<br><br>English Language Arts (ELA)<br><br><br>All Students: +7.3 points (Moved from Orange to Yellow) |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                          | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        | <p>Student groups at the red indicator</p> <p>English Learners: -78.7 points</p> <p>Students with Disabilities: -106.4 points</p> <p>Grow Academy Arvin Math, 2023</p> <p>Student groups at the orange indicator</p> <p>All Students: -82.9 points</p> <p>Low Income: -89.1 points</p> <p>Hispanic: -82.9 points</p> <p>Student groups at the red indicator</p> <p>English Learners: -108.5 points</p> <p>Students with Disabilities: -136 points</p> <p>Student groups at the red indicator</p> <p>English Learners: -108.5 points</p> <p>Students with Disabilities: -136 points</p> <p>Grow Academy Shafter</p> | <p>All Students: -37</p> <p>Growth, +7.3</p> <p>English Learners: -57.7</p> <p>Growth, +21</p> <p>Low Income: -41.7</p> <p>Growth, +7.9</p> <p>Hispanic: -38</p> <p>Growth, +7.9</p> <p>Student groups at the orange indicator</p> <p>Long-Term English Learners: -77.2</p> <p>Growth, +7.4</p> <p>Student groups at the red indicator</p> <p>Students with Disabilities: -125</p> <p>Growth, -18.9</p> |                | <p>All students</p> <p>Low Income</p> <p>Hispanic</p> <p>Score no more than 5.0 points below standard AND increase by at least 3 points annually</p> <p>Advance to the yellow indicator (-5 to 9.9 points from standard):</p> <p>English Learners</p> <p>Students with Disabilities</p> <p>OR increase by at least 15 points annually for each of 3 years.</p> <p>Grow Academy Arvin</p> | <p>English Learners: +21 points (Moved from Red to Yellow)</p> <p>Low Income: +7.9 points (Moved from Orange to Yellow)</p> <p>Hispanic: +7.9 points (Moved from Orange to Yellow)</p> <p>Long-Term English Learners: +7.4 points (Orange)</p> <p>Students with Disabilities: -18.9 points (Dropped further into Red)</p> <p>Math</p> <p>All Students: +11.6 points (Moved from Orange to Yellow)</p> <p>English Learners: +16.5 points</p> |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                 | Year 1 Outcome                                                                                                                                | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                | Current Difference from Baseline                                                                                                                                         |
|----------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        | English Language Arts, 2023                                                                                                                                                                                                                                              |                                                                                                                                               |                | Math                                                                                                                                     | (Moved from Red to Yellow)                                                                                                                                               |
|          |        | Student groups at the yellow indicator<br>All Students: -23.5 points,<br>12.6 point growth<br>English Learners: -60.8 points,<br>4.4 points growth<br>Low Income: -30.8 points,<br>17 points growth<br>Hispanic: -27.8 points,<br>16 points growth<br>White: +8.4 points | Grow Academy Arvin<br><br>Math<br><br>Student groups at the yellow indicator<br>All Students: -71.3<br>Growth, +11.6<br>English Learners: -92 |                | Advance to the yellow indicator (-0.1 to -25 points from standard)<br><br>All Students<br>Low Income<br><br>Hispanic<br>English learners | Low Income: +13 points (Moved from Orange to Yellow)<br><br>Hispanic: +11.4 points (Moved from Orange to Yellow)<br><br>Long-Term English Learners: +7.3 points (Orange) |
|          |        | Student groups at the orange indicator<br>Students with Disabilities: -58.7 points                                                                                                                                                                                       | Growth, +16.5<br>Low Income: -76.1                                                                                                            |                | Students with Disabilities<br><br>OR increase by at least 15 points annually for each of 3 years.                                        | Students with Disabilities: -12.7 points (Dropped further into Red)                                                                                                      |
|          |        | Grow Academy Shafter Math, 2023                                                                                                                                                                                                                                          | Growth, +13<br>Hispanic: -71.5                                                                                                                |                |                                                                                                                                          | Grow Academy Shafter                                                                                                                                                     |
|          |        | Student groups at the yellow indicator<br>All Students: -72.4 points,<br>12.8 points growth<br>Low Income: -78.5 points,<br>17.1 points growth<br>Hispanic: -74.5 points,<br>16.6 points growth                                                                          | Growth, +11.4<br><br>Student groups at the orange indicator                                                                                   |                | Grow Academy Shafter<br><br>English Language Arts<br><br>Advance to the green indicator                                                  | English Language Arts (ELA)<br><br>All Students: +2 points (Still Orange)                                                                                                |

| Metric # | Metric | Baseline                                                                                                                                                                                                               | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        | <p>Student groups at the orange indicator<br/>English Learners: -99.9 points,<br/>5.6 points growth<br/>White: -60.6 points</p> <p>Student groups at the red indicator<br/>Students with Disabilities: -137 points</p> | <p>Long-Term English Learners: -135.1<br/>Growth, +7.3</p> <p>Student groups at the red indicator</p> <p>Students with Disabilities: -148.7<br/>Growth, -12.7</p> <p>Grow Academy Shafter</p> <p>English Language Arts</p> <p>Student groups at the yellow indicator</p> <p>Low Income: -27.7<br/>Growth, +3.1</p> <p>Students with Disabilities: -47.6<br/>Growth, +11.1</p> |                | <p>(+10 to +44.9 points from standard) OR increase at least 15 points annually for each of 3 years.</p> <p>All Students</p> <p>Low Income</p> <p>Hispanic</p> <p>White</p> <p>Advance to the yellow indicator (-5.0 to +9.9 points from standard) OR increase at least 15 points annually for each of 3 years.</p> <p>English Learners</p> <p>Students with Disabilities</p> <p>Grow Academy Shafter</p> | <p>English Learners: -6 points (Still Orange)</p> <p>Low Income: +3.1 points (Still Yellow)</p> <p>Hispanic: +2.7 points (Still Orange)</p> <p>White: -4.3 points (Still Yellow)</p> <p>Students with Disabilities: +11.1 points (Still Orange)</p> <p>Long-Term English Learners: -15.9 points (Red)</p> <p>Math</p> <p>All Students: +21.9 points (Moved from Orange to Yellow)</p> <p>English Learners: +14.8 points (Still Orange)</p> |

| Metric # | Metric | Baseline | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                         | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                 | Current Difference from Baseline                                                                                                                                                                                                                                                                       |
|----------|--------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        |          | <p>White: 4.1 pts. above</p> <p>Growth, -4.3</p> <p>Students at the orange indicator</p> <p>All Students: -21.4</p> <p>Growth, 2.0</p> <p>English Learners: -66.7; Growth, -6</p> <p>Hispanic: -25</p> <p>Growth, +2.7</p> <p>Students at the red indicator</p> <p>Long-Term English Learners: -109.1</p> <p>Growth, -15.9</p> <p>Grow Academy Shafter</p> <p>Math</p> |                | <p>Math</p> <p>Make progress within the yellow indicator. Increase at least 15 points annually for each of 3 years.</p> <p>All Students</p> <p>Low Income</p> <p>Hispanic</p> <p>Advance to the yellow indicator (-0.1 to -25 points from standard) OR increase at least 15 points annually for each of 3 years</p> <p>English Learners</p> <p>White</p> <p>Advance to the orange indicator (-25.1 to -95 points from standard) OR at least 15 points</p> | <p>Low Income: +21.7 points (Moved from Orange to Yellow)</p> <p>Hispanic: +21.4 points (Moved from Orange to Yellow)</p> <p>Students with Disabilities: +43.5 points (Moved from Red to Yellow)</p> <p>White: +24.8 points (Still in Yellow)</p> <p>Long-Term English Learners: +0.8 points (Red)</p> |

| Metric # | Metric | Baseline | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                    | Year 2 Outcome | Target for Year 3 Outcome            | Current Difference from Baseline |
|----------|--------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------|----------------------------------|
|          |        |          | <p>Students at the yellow indicator</p> <p>All Students: -50.5</p> <p>Growth, +21.9</p> <p>English Learners: -85.1</p> <p>Growth, +14.8</p> <p>Low Income: -56.8</p> <p>Growth, +21.7</p> <p>Students with Disabilities: -93.5</p> <p>Growth, +43.5</p> <p>Hispanic: -53.1</p> <p>Growth, +21.4</p> <p>White: -35.8</p> <p>Growth, +24.8</p> <p>Students at the red indicator</p> |                | growth annually for each of 3 years. |                                  |

| Metric # | Metric                                                                                                                                                                                                                                                                                                | Baseline | Year 1 Outcome                                         | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                          | Current Difference from Baseline |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          |                                                                                                                                                                                                                                                                                                       |          | Long-Term English Learners: -162.1<br><br>Growth, +0.8 |                |                                                                                                                                                                                                                                                                                                    |                                  |
| 1.12     | Percent of students identified as McKinney Vento that receive individualized contact from a FACE Liaison within 10 school days of enrollment or identification, with documented follow-up to ensure access to school supplies, transportation (if needed), and referrals to community based supports. | 0        | Metric added June 2025                                 |                | 100% of students identified as McKinney-Vento will receive individualized contact from a FACE Liaison within 10 school days of enrollment or identification, with documented follow-up to ensure access to school supplies, transportation (if needed), and referrals to community-based supports. | Metric added in 2025             |

## Goal Analysis [2024-25]

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.

Grow Public Schools made significant progress toward achieving Goal 1, with a combination of fully and partially implemented actions. Two actions, including the Teacher Development Initiative and the added math Instructional Materials, were fully implemented and effective, directly supporting improvements in staffing pipelines and student access to high-quality materials. Four actions, primarily focused on instructional support and leadership development, were partially implemented and achieved somewhat effective outcomes.

Substantive Differences Between Planned and Actual Implementation:

Substantive differences occurred in actions requiring deeper instructional support, coaching, and leadership development. Staffing capacity, time commitments, and

emerging site needs impacted the depth and consistency of implementation for instructional coaches, instructional leadership team development, and external consultant partnerships. Although core services were delivered, the district identified a need for greater system-wide coherence and deeper professional learning tied to curriculum and equity-focused practices.

**Challenges Experienced:**

Key challenges included limited staffing availability, the need for deeper curriculum implementation support, and the logistical demands of sustaining robust coaching and leadership development systems. Equity initiatives and data-driven instructional planning were launched, but full system alignment has not yet been achieved, particularly in supporting English learners at deeper levels.

**Successes Experienced:**

Despite challenges, Grow Public Schools successfully strengthened its beginning teacher pipeline and teacher retention, improved instructional materials access, and achieved measurable gains in student outcomes, including improved math proficiency among multiple student groups. Strategic partnerships with county and regional agencies expanded access to expertise in early literacy and intervention practices. The Teaching and Learning Framework was embedded into teacher goal-setting and formative feedback systems for the first time, laying a foundation for deeper instructional improvements in the coming year.

Overall, Goal 1 actions supported important instructional advancements while highlighting areas for continued focus on depth, alignment, and systemwide capacity-building.

1.1 The funding change is due to the decrease in coaches from 4 to 2.

1.2 The funding change is due to a decrease in the number of participants sent to the relay.

1.3 The funding change is due to salary adjustments.

1.4 The funding change is due to utilizing internal staff to facilitate professional development, which reduces consultant costs.

### 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.

Grow Public Schools conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The total budget for the 2024-2025 LCAP

Action 1.5 Induction, Credentials, and Teacher Assignments: The increase in estimated actual expenditures for the Teacher Induction Program is primarily due to an unanticipated rise in the number of participating teachers. The original budget projections were based on anticipated staffing levels; however, additional hires were made to meet instructional needs, resulting in a higher-than-expected number of induction-eligible teachers.

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

Grow Public Schools made notable progress toward achieving the expected outcomes outlined in Goal 1 through the implementation of multiple coordinated actions. Overall, the actions were largely effective in supporting teacher practice, student access to standards-aligned instruction, professional development, and the provision of supplemental instructional services.

As a result of Action 1.1 Instructional Coaches, we anticipated improvements in Metric 1.2 Standards Implementation, Metric 1.6 Broad Course of Study, Metric 1.9 Teaching and Learning Framework, and Metric 1.11 CAASPP Distance from Standard (Metric 2.1 last year).

For Metrics 1.2 and 1.6, 100% of teachers are implementing state standards for all, and 100% of students have access to a broad course of study. This year, 100% of teachers set goals within the Teaching and Learning Framework and received formative feedback from coaches and principals.

#### Metric 1.11 CAASPP Distance from Standard

Grow Academy Arvin made several advancements in ELA. For example, the English learner group gained 21 points, moving 2 levels, from red to yellow, and the All Students and Hispanic groups moved from orange to yellow with a gain of 7.3 points and 7.9 points. Similarly, the SED group gained moved 7.9 points closer to the ELA standard. Long-Term English Learners remained at orange with a gain of 7.4 points. The Students with Disabilities group dropped 18.9 points, remaining in red, and indicating that increased effective focus strategies are needed in this area.

Grow Academy Arvin also made several advancements in math, except for the Students with Disabilities group, which decreased by 12.7 points, remaining in red. The English learners group moved 2 levels from red to yellow with a gain of 16.5 points, while Long-Term English learners gained 7.3 points, remaining at orange. All other groups moved from orange to yellow, increasing 11.4 points (Hispanic group), 11.6 points (All Students), and 13 points (SED).

For Grow Academy Arvin, based on these outcomes, Action 1.1 was effective, with the exception of ELA and math results for Students with Disabilities.

Grow Academy Shafter showed some ELA gains on Metric 1.11, CAASPP Distance from Standard, particularly the Students with Disabilities group, which grew 11.1 points and remains in orange. All Students, Hispanic, and English Learners also remain in orange, with changes of +2, +2.7, and -6 points, respectively, while SED (+3.1 points) and White (-4.3 points) remained at yellow. In ELA, Long-Term English Learners declined 15.9 points, remaining at red.

Grow Academy Shafter made strong advancements on Metric 1.11 in the area of math. For example, Students with Disabilities moved 2 levels, from red to yellow, with a gain of 43.5 points. All Students (+21.9), SED (+21.7), and Hispanic (+21.4) all advanced a level, from orange to yellow. While English Learners and White remained at orange and yellow, they showed growth of 14.8 and 24.8 points, respectively. Long-Term English Learners gained 0.8 points, remaining at red.

Based on these outcomes for Grow Academy Shafter, Action 1.1 was moderately effective. The data indicates a need for increased attention on effective English learner instruction.

As a result of Action 1.2 Instructional Leadership Team Professional Development, we looked for improvements in Metric 1.1 ELD Implementation Rubrics, Metric 1.7 Rate of students in need of interventions who receive supplementation instructional services, 1.8 Rate of SWD served inside the regular classroom for at least 80% of the day, and 1.11 CAASPP DFS.

The score on the ELD Implementation Rubrics increased from 1.0 to 1.5. For Metrics 1.7 and 1.8, 100% of students in need of interventions receive supplemental instructional services, and 100% of SWD are served inside the regular classroom for at least 80% of the day.

Based on these outcomes, Action 1.2 Instructional Leadership Team Professional Development was moderately effective. A pattern that is emerging as we analyze metrics and their effectiveness is the need to ensure that actions focus generally on All Students, but deepen specifically to the needs of SWD and English learners, in particular.

As a result of Action 1.3 Teacher Development Initiative, we anticipated improvements in Metric 1.10 Alder Program Completion Rate and 1.11 CAASPP DFS. For Metric 1.10, all 13 Alder residents successfully completed the program. Across Grow Public Schools, the residents contributed to CAASPP results by reducing student to teacher ratios. Based on these outcomes, Action 1.3 was effective.

The effectiveness of Action 1.4 Academic Consultants is based on Metric 1.1 ELD Implementation Rubrics, Metric 1.7 Rate of students in need of interventions who receive supplementation instructional services, and Metric 1.11 CAASPP DFS. Similar to Action 1.2, this action was moderately effective, and we look forward to ensuring that our professional development and work with academic consultants places a greater emphasis on meeting the needs of English Learners and SWD moving forward.

As a result of Action 1.5 Induction, Credentials, and Teacher Assignment, we looked for evidence that Teaching Assignments Monitoring Outcomes (TAMO) by Full-Time Equivalent (Metric 1.3) showed improvement, as well as Metric 1.11 CAASPP DFS. Although this action is moderately effective based on these measures, we see promising data in our teacher retention rates, which will ultimately impact the percent of incomplete and intern status reported in TAMO.

As a result of Action 1.6 Instructional Materials, we expected to maintain Metric 1.4 Access to Standard Materials for All and to see improvements in Metric 1.11 CAASPP DFS, particularly in math, since the purchased instructional materials were math manipulatives.

For Metric 1.4, 0% of students are without access to their own copies of standards-aligned instructional materials for use at school and at home. A specific review of Math CAASPP DFS shows the following results across Grow Public Schools:

#### Grow Academy Arvin

All Students: +11.6 points (Moved from Orange to Yellow)

English Learners: +16.5 points (Moved from Red to Yellow)

Low Income: +13 points (Moved from Orange to Yellow)

Hispanic: +11.4 points (Moved from Orange to Yellow)

Long-Term English Learners: +7.3 points (Orange)

Students with Disabilities: -12.7 points (Dropped further into Red)

#### Grow Academy Shafter

All Students: +21.9 points (Moved from Orange to Yellow)

English Learners: +14.8 points (Still Orange)

Low Income: +21.7 points (Moved from Orange to Yellow)

Hispanic: +21.4 points (Moved from Orange to Yellow)

Students with Disabilities: +43.5 points (Moved from Red to Yellow)

White: +24.8 points (Still in Yellow)

Long-Term English Learners: +0.8 points (Red)

Based on these results, Action 1.4 was effective.

Overall, Grow Public Schools' actions were effective in establishing the foundational conditions necessary for improved student learning and educator practice under Goal 1. Continued systemwide focus on addressing the needs of dually identified English learners and students with disabilities will be critical for accelerating future progress.

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.

Based on reflection on prior implementation and review of educational partner feedback, Grow Public Schools has identified several adjustments to actions and metrics for Goal 1 in the coming year.

No changes have been made to the overall goal statement or target outcomes.

Metric Adjustments:

Although CAASPP measures (Metric 2.1) are featured predominantly in Goal 2, the Conditions of Learning detailed in Goal 1 are important factors underlying strong performance on assessments.

For this reason, the CAASPP measures (Metric 2.1 last year) will also appear in Goal 1, Metric 1.11. Metric 2.1 will be removed from Goal 1.

Metric 1.12 was added to go with the new McKinney-Vento Action (1.7)

#### Action Adjustments:

Action 1.1: Decrease from 3 FTE instructional coaches to 2 FTE instructional coaches.

Action 1.2: Update Cohort 2 to Cohort 3, including the new Chief Academic Officer and new coaches.

Action 1.3: Plan for 11 Alder teacher residents.

Action 1.4: Discontinue Instruction Partners and Core Learning.

Action 1.6: Discontinue math manipulatives in the LCAP, as funding by the Extended Learning Opportunities Program will expand instructional materials to include math manipulatives aligned to the new math curriculum for grades K–5, reflecting family survey feedback emphasizing the need for more hands-on math materials. Updated Action 1.6 to include teachers' stipends for classroom purchases.

Action 1.7: Added to address the needs of homeless youth under the McKinney Vento Act.

Updates were also be made to the Increased or Improved Services section, where each action will be monitored using one state and one local metric when available, streamlining prior duplications.

The following metrics were removed from the Increased or Improved Services section. They will remain in the Goals and Actions:

Action 1.1: Metric 1.2, 1.6, and 1.9

Action 1.2: Metric 1.7 and 1.8

Action 1.3: Metric 1.10

Action 1.4: Metric 1.7

Action 1.5: Metric 1.3

Action 1.6: Metric 1.4

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.

## Actions

| Action # | Title                                                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total Funds  | Contributing |
|----------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
| 1.1      | Instructional Coaches                                  | The LEA will employ instructional coaches (2 FTEs) who co-plan, observe, and coach classroom teachers to utilize the CA common core academic standards, frameworks, and approved instructional materials to design and implement high-quality lessons that are differentiated and include strategies to increase access to grade level standards and content for unduplicated pupils, students with disabilities, and all students. Instructional coaches will support individualized professional development as teachers advance along the Teaching and Learning Framework, providing access to a broad course of study. | \$88,934.00  | Yes          |
| 1.2      | Instructional Leadership Team Professional Development | The Chief Academic Officer (1) and Coaches (4) will attend cohort 3 of Relay Graduate School of Education's Instructional Leadership Professional Development (ILPD) in order to conduct classroom visits to collect observational data for unduplicated pupils and students with disabilities, and all students, on the appropriateness of the instructional materials, the students' ability to understand the associated state standards, and the degree of course access from an individual student's perspective.                                                                                                     | \$47,725.00  | Yes          |
| 1.3      | Teacher Development Initiative                         | In partnership with the Alder Graduate School of Education, the Coordinator of Teacher Residency will facilitate eleven (11) teacher residents. This model (developed by the Aspire charter network) combines immersive hands-on classroom practice with rigorous research-based                                                                                                                                                                                                                                                                                                                                           | \$776,920.00 | Yes          |

| Action # | Title                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Total Funds  | Contributing |
|----------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|          |                             | <p>coursework leading to a teaching credential and a Master's degree. Each resident receives a salary and is paired with a mentor educator for whom they provide support and increasing instructional responsibility.</p> <p>In conjunction with the Lead Teachers, Alder Residents will improve the adult to student ratio and increase small group instruction for unduplicated pupils and all students, improving academic outcomes. The program will provide a career pathway for Grow Public Schools' Aides and Small Group Instructors, and create a pipeline of skilled teachers who are familiar with the school and our students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |              |              |
| 1.4      | Academic Consultants        | <p>Schools will partner with a variety of reputable academic consultants to ensure teachers have the skillset and mindset to offer a high-quality broad course of study for all students and are equipped to accommodate the needs of English language learners, including Long Term English Language Learners, foster and homeless youth, and SED. Professional development will also be provided to teachers centered around English language acquisition. This action specifically addresses several of the red indicators (For Shafter, in ELA: students with disabilities; in math: English learners and students with disabilities. At Arvin, in ELA: students with disabilities; in math: English learners and students with disabilities) in the reflections section, including students with disabilities.</p> <p>While we will not continue with Instruction Partners, we have incorporated what we learned from the consultants to continue focused observations in early literacy, extending the work to instructional look-fors in English language development lessons, Universal Design for Learning (UDL), and classroom management components. We will continue KCSOS Math Summit Days for framework and planning.</p> | \$57,596.00  | Yes          |
| 1.5      | Induction, Credentials, and | The LEA provides a state-approved teacher induction program and ensures that teachers are fully credentialed in their assigned subject areas to provide the conditions for learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | \$108,825.00 | Yes          |

| Action # | Title                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total Funds | Contributing |
|----------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          | Teacher Assignments     | for unduplicated pupils and all studrnrs. Title II funds are being used for this action.<br><br>Title II funds in the amount of \$64,656 are being used to support this action.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |              |
| 1.6      | Instructional Materials | The LEA provides teachers with supplemental instructional materials funds that support student learning in the classroom.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | \$25,750.00 | Yes          |
| 1.7      | McKinney-Vento          | The LEA will provide targeted support for students experiencing homelessness, as identified under the McKinney-Vento Act, to ensure educational stability and access to academic and social-emotional resources. This includes a designated Homeless Liaison to coordinate services, transportation assistance, immediate school enrollment, access to school supplies, meals, clothing, and referrals to community agencies. Additionally, the LEA will monitor attendance, academic progress, and engagement to provide appropriate interventions and connect students with tutoring, counseling, and after-school programs as needed. This action ensures these students receive equitable access to instruction and the resources necessary to succeed academically.<br><br>Title I funds in the amount of \$30,274 are being used to support this action. | \$30,274.00 | No           |

# 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)<br>Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
|-----------------------------------------------------------------------------------------------------|

An explanation of why the LEA has developed this goal.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>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 (LTEs), and reclassification rates will improve.</p> |
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## 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 | 2023:<br>Grow Academy Arvin | 2024:          |                | 2026:<br>Grow Academy Arvin | Grow Academy Arvin               |

| 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        | English Language Arts, 2023                                            | Grow Academy Arvin                     |                | English Language Arts                                                                                                | English Language Arts (ELA)                                         |
|          | Source: CA Dashboard 5x5 Placements          | Student groups at the orange indicator<br>All Students: -44.3 points   | English Language Arts                  |                | Advance to the green indicator:<br>All students                                                                      | All Students: +7.3 points (Moved from Orange to Yellow)             |
|          | State Priority 4A CAASPP Student Performance | Low Income: -49.6 points<br>Hispanic: -46 points                       | Student groups at the yellow indicator |                | Low Income<br>Hispanic<br>Score no more than 5.0 points below standard<br>AND increase by at least 3 points annually | English Learners: +21 points (Moved from Red to Yellow)             |
|          |                                              | Student groups at the red indicator<br>English Learners: -78.7 points  | All Students: -37<br>Growth, +7.3      |                | Advance to the yellow indicator (-5 to 9.9 points from standard):<br>English Learners                                | Low Income: +7.9 points (Moved from Orange to Yellow)               |
|          |                                              | Students with Disabilities: -106.4 points                              | English Learners: -57.7<br>Growth, +21 |                | Students with Disabilities<br>OR increase by at least 15 points annually for each of 3 years.                        | Hispanic: +7.9 points (Moved from Orange to Yellow)                 |
|          |                                              | Grow Academy Arvin Math, 2023                                          | Low Income: -41.7                      |                | Grow Academy Arvin Math                                                                                              | Long-Term English Learners: +7.4 points (Orange)                    |
|          |                                              | Student groups at the orange indicator<br>All Students: -82.9 points   | Growth, +7.9                           |                | Advance to the yellow indicator (-0.1 to -25 points from standard)<br>All Students                                   | Students with Disabilities: -18.9 points (Dropped further into Red) |
|          |                                              | Low Income: -89.1 points<br>Hispanic: -82.9 points                     | Hispanic: -38<br>Growth, +7.9          |                |                                                                                                                      | Math                                                                |
|          |                                              | Student groups at the red indicator<br>English Learners: -108.5 points | Student groups at the orange indicator |                |                                                                                                                      |                                                                     |
|          |                                              | Students with Disabilities: -136 points                                | Long-Term English Learners: -77.2      |                |                                                                                                                      |                                                                     |

| Metric # | Metric | Baseline                                         | Year 1 Outcome                         | Year 2 Outcome | Target for Year 3 Outcome                                                                                                        | Current Difference from Baseline                                    |
|----------|--------|--------------------------------------------------|----------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
|          |        |                                                  | Growth, +7.4                           |                | Low Income                                                                                                                       |                                                                     |
|          |        |                                                  | Student groups at the red indicator    |                | Hispanic                                                                                                                         | All Students: +11.6 points (Moved from Orange to Yellow)            |
|          |        |                                                  | Students with Disabilities: -125       |                | English learners                                                                                                                 | English Learners: +16.5 points (Moved from Red to Yellow)           |
|          |        | Grow Academy Shafter English Language Arts, 2023 | Growth, -18.9                          |                | Students with Disabilities OR increase by at least 15 points annually for each of 3 years.                                       |                                                                     |
|          |        | Student groups at the yellow indicator           | Grow Academy Arvin                     |                | Grow Academy Shafter English Language Arts                                                                                       | Low Income: +13 points (Moved from Orange to Yellow)                |
|          |        | All Students: -23.5 points,                      | Math                                   |                | Advance to the green indicator (+10 to +44.9 points from standard) OR increase at least 15 points annually for each of 3 years.  | Hispanic: +11.4 points (Moved from Orange to Yellow)                |
|          |        | 12.6 point growth                                | Student groups at the yellow indicator |                | All Students                                                                                                                     | Long-Term English Learners: +7.3 points (Orange)                    |
|          |        | English Learners: -60.8 points,                  | All Students: -71.3                    |                | Low Income                                                                                                                       | Students with Disabilities: -12.7 points (Dropped further into Red) |
|          |        | 4.4 points growth                                | Growth, +11.6                          |                | Hispanic                                                                                                                         |                                                                     |
|          |        | Low Income: -30.8 points,                        | English Learners: -92                  |                | White                                                                                                                            |                                                                     |
|          |        | 17 points growth                                 | Growth, +16.5                          |                | Advance to the yellow indicator (-5.0 to +9.9 points from standard) OR increase at least 15 points annually for each of 3 years. | Grow Academy Shafter                                                |
|          |        | Hispanic: -27.8 points,                          | Low Income: -76.1                      |                |                                                                                                                                  |                                                                     |
|          |        | 16 points growth                                 | Growth, +13                            |                |                                                                                                                                  |                                                                     |
|          |        | White: +8.4 points                               |                                        |                |                                                                                                                                  |                                                                     |
|          |        | Student groups at the orange indicator           |                                        |                |                                                                                                                                  |                                                                     |
|          |        | Students with Disabilities: -58.7 points         |                                        |                |                                                                                                                                  |                                                                     |
|          |        | Grow Academy Shafter Math, 2023                  |                                        |                |                                                                                                                                  |                                                                     |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                            | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                  | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                       |
|----------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        | <p>Student groups at the yellow indicator<br/>All Students: -72.4 points,<br/>12.8 points growth<br/>Low Income: -78.5 points,<br/>17.1 points growth<br/>Hispanic: -74.5 points,<br/>16.6 points growth</p> <p>Student groups at the orange indicator<br/>English Learners: -99.9 points,<br/>5.6 points growth<br/>White: -60.6 points</p> <p>Student groups at the red indicator<br/>Students with Disabilities: -137 points</p> | <p>Hispanic: -71.5<br/>Growth, +11.4</p> <p>Student groups at the orange indicator</p> <p>Long-Term English Learners: -135.1<br/>Growth, +7.3</p> <p>Student groups at the red indicator</p> <p>Students with Disabilities: -148.7<br/>Growth, -12.7</p> <p>Grow Academy Shafter</p> <p>English Language Arts</p> <p>Student groups at the yellow indicator</p> |                | <p>English Learners<br/>Students with Disabilities</p> <p>Grow Academy Shafter<br/>Math<br/>Make progress within the yellow indicator. Increase at least 15 points annually for each of 3 years.<br/>All Students<br/>Low Income<br/>Hispanic</p> <p>Advance to the yellow indicator (-0.1 to -25 points from standard) OR increase at least 15 points annually for each of 3 years<br/>English Learners<br/>White</p> <p>Advance to the orange indicator (-25.1 to -95 points from standard) OR at least 15 points growth annually for each of 3 years.</p> | <p>English Language Arts (ELA)</p> <p>All Students: +2 points (Still Orange)</p> <p>English Learners: -6 points (Still Orange)</p> <p>Low Income: +3.1 points (Still Yellow)</p> <p>Hispanic: +2.7 points (Still Orange)</p> <p>White: -4.3 points (Still Yellow)</p> <p>Students with Disabilities: +11.1 points (Still Orange)</p> <p>Long-Term English Learners: -15.9 points (Red)</p> <p>Math</p> |

| Metric # | Metric | Baseline | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                             | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                                            |
|----------|--------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        |          | <p>Low Income: -27.7</p> <p>Growth, +3.1</p> <p>Students with Disabilities: -47.6</p> <p>Growth, +11.1</p> <p>White: 4.1 pts. above</p> <p>Growth, -4.3</p> <p>Students at the orange indicator</p> <p>All Students: -21.4</p> <p>Growth, 2.0</p> <p>English Learners: -66.7; Growth, -6</p> <p>Hispanic: -25</p> <p>Growth, +2.7</p> <p>Students at the red indicator</p> |                |                           | <p>All Students: +21.9 points (Moved from Orange to Yellow)</p> <p>English Learners: +14.8 points (Still Orange)</p> <p>Low Income: +21.7 points (Moved from Orange to Yellow)</p> <p>Hispanic: +21.4 points (Moved from Orange to Yellow)</p> <p>Students with Disabilities: +43.5 points (Moved from Red to Yellow)</p> <p>White: +24.8 points (Still in Yellow)</p> <p>Long-Term English Learners: +0.8 points (Red)</p> |

| Metric # | Metric | Baseline | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                        | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------|----------------------------------|
|          |        |          | <p>Long-Term English Learners: -109.1</p> <p>Growth, -15.9</p> <p>Grow Academy Shafter</p> <p>Math</p> <p>Students at the yellow indicator</p> <p>All Students: -50.5</p> <p>Growth, +21.9</p> <p>English Learners: -85.1</p> <p>Growth, +14.8</p> <p>Low Income: -56.8</p> <p>Growth, +21.7</p> <p>Students with Disabilities: -93.5</p> <p>Growth, +43.5</p> <p>Hispanic: -53.1</p> |                |                           |                                  |

| Metric # | Metric                                                                                                                                             | Baseline                                                                                                                                                                                                                                                  | Year 1 Outcome                                                                                                                                                              | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                              | Current Difference from Baseline                                                                                               |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                    |                                                                                                                                                                                                                                                           | <p>Growth, +21.4</p> <p>White: -35.8</p> <p>Growth, +24.8</p> <p>Students at the red indicator</p> <p>Long-Term English Learners: -162.1</p> <p>Growth,+0.8</p>             |                |                                                                                                                                                                                                                                        |                                                                                                                                |
| 2.2      | <p>CA Science Test Grades 5 &amp; 8</p> <p>Sources:<br/>CAASPP Assessments Tab for Science</p> <p>State Priority 4A CAASPP Student Performance</p> | <p>Grow Academy Arvin, 2022-2023<br/>18.54% met or exceeded standard<br/>SED: 15.76% met or exceeded standard (2.78% gap)<br/>EL: 0% met or exceeded standard (18.54% gap)</p> <p>Grow Academy Shafter, 2022-2023<br/>25.79% met or exceeded standard</p> | <p>Grow Academy Arvin, 2024</p> <p>21.9% met or exceeded standard<br/>SED: 19.87% met or exceeded standard (2.03% gap)<br/>EL: 6% met or exceeded standard (13.87% gap)</p> |                | <p>2026:<br/>Grow Academy Arvin<br/>All: 31% meet or exceed standard<br/>SED: 31% (no gap)<br/>EL: 20% (11% gap)</p> <p>Grow Academy Shafter<br/>All: 38% meet or exceed standard<br/>SED: 38% (no gap)<br/>EL: 29.68% (8.32% gap)</p> | <p>Grow Academy Arvin</p> <p>All: +3.36 percentage points<br/>SED: +4.11 (gap closed 0.75%)<br/>EL: +6% (gap closed 4.67%)</p> |

| Metric # | Metric                                                                                                                                                              | Baseline                                                                                                                                                                                                                           | Year 1 Outcome                                                                                                                                                                                        | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                       | Current Difference from Baseline                                                                                                                  |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                                     | SED: 21.31% met or exceeded standard (4.48% gap)<br>EL: 9.68% met or exceeded standard (16.11% gap)                                                                                                                                | Grow Academy Shafter, 2024<br><br>19.5% met or exceeded standard.<br><br>SED: 19.12% met or exceeded standard<br><br>(0.38% gap)<br><br>EL: 2.86% met or exceeded standard<br><br>(16.64% gap)        |                |                                                                                                                                                                 | Grow Academy Shafter<br><br>All: -6.29 percentage points<br><br>SED: -2.19<br><br>(gap closed 4.1%)<br><br>EL: -6.82<br><br>(gap increased 0.53%) |
| 2.3      | NWEA MAP (Measures of Academic Progress) for reading and math<br><br>Grades K-8<br><br>Source: School Profile Report<br><br>FY Source: KiDS<br><br>State Priority 8 | Winter 2023-2024<br>Grow Academy Arvin<br>NWEA Reading<br>Grades K-8<br><br>All: 25% in top 2 quintiles<br>ELs: 11% in top 2 quintiles (14% gap)<br>SED: 32% in top 2 quintiles<br><br>Winter 2023-2024<br>NWEA Math<br>Grades K-8 | Winter 2024-2025<br>Grow Academy Arvin<br>NWEA Reading<br>Grades K-8<br><br>All: 25%<br>ELs: 13% (12% gap)<br>SED: 32%<br><br>Winter 2024-2025<br>NWEA Math<br>Grades K-8<br><br>All: 22%<br>ELs: 16% |                | Winter 2026-2027<br><br>Grow Academy Arvin<br><br>NWEA Reading<br><br>Grades K-8<br><br>All: 33% in top 2 quintiles<br><br>ELs: 26% in top 2 quintiles (7% gap) | Grow Academy Arvin<br><br>NWEA Reading<br><br>All: no change<br><br>ELs: +2%<br><br>(gap closed 2%)                                               |

| Metric # | Metric                      | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                    | Current Difference from Baseline                                                                                                                                                                                                      |
|----------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Pupil Outcomes (Local Data) | <p>All: 23% in top 2 quintiles<br/>ELs: 19% in top 2 quintiles (4% gap)<br/>SED: 24% in top 2 quintiles</p> <p>Grow Academy Shafter Winter 2024<br/>NWEA Reading Grades K-8</p> <p>All: 28% in top 2 quintiles<br/>ELs: 7% in top 2 quintiles (21% gap)<br/>SED: 31% in top 2 quintiles</p> <p>Winter 2023-2024<br/>NWEA Math Grades K-8</p> <p>All: 26% in top 2 quintiles<br/>ELs: 11% in top 2 quintiles (15% gap)<br/>SED: 27% in top 2 quintiles</p> <p>Baseline 2023-2024<br/>Source: KiDS<br/>Grow Academy Arvin<br/>NWEA Reading</p> | <p>(6% gap)<br/>SED: 24%</p> <p>Grow Academy Shafter<br/>Winter 2025<br/>NWEA Reading Grades K-8</p> <p>All: 30%<br/>ELs: 12% (18% gap)<br/>SED: 31%</p> <p>Winter 2024-2025<br/>NWEA Math Grades K-8</p> <p>All: 30%<br/>ELs: 21% (9% gap)<br/>SED: 28%</p> <p>2024-2025<br/>Source: KiDS<br/>Grow Academy Arvin<br/>NWEA Reading Grades K-8<br/>All Students: 34.75% at or above the 50th percentile.<br/>Foster Youth: 50% at or above the 50th percentile</p> |                | <p>SED: 38% in top 2 quintiles</p> <p>NWEA Math, Grades K-8</p> <p>35% in top 2 quintiles</p> <p>ELs: 33% in top 2 quintiles (2% gap)</p> <p>SED: 36% in top 2 quintiles</p> <p>Grow Academy Shafter</p> <p>Winter 2026-2027<br/>NWEA Reading Grades K-8</p> | <p>SED: no change</p> <p>NWEA Math</p> <p>All: -1%</p> <p>ELs: -3% (gap increased 2%)</p> <p>SED: no change</p> <p>Grow Academy Shafter</p> <p>NWEA Reading</p> <p>All: +2%</p> <p>ELs: +5% (gap closed 3%)</p> <p>SED: no change</p> |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                         | Current Difference from Baseline                                                      |
|----------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|          |        | <p>Grades K-8</p> <p>All Students: 38.58% at or above the 50th percentile.<br/>Foster Youth: no data for 2023-2024</p> <p>NWEA Math Grades K-8</p> <p>All Students: 34.75% at or above the 50th percentile.<br/>Foster Youth: no data for 2023-2024</p> <p>Baseline 2023-2024<br/>Grow Academy Shafter<br/>NWEA Reading Grades K-8</p> <p>All Students: 42.93% at or above the 50th percentile.<br/>Foster Youth: 50% at or above the 50th percentile (no gap)</p> <p>NWEA Math Grades K-8<br/>All Students: 40.04% at or above the 50th</p> | <p>(no gap).</p> <p>NWEA Math Grades K-8 All Students: 26.43% at or above the 50th percentile.<br/>Foster Youth: 50% at or above the 50th percentile (no gap).</p> <p>Grow Academy Shafter NWEA Reading Grades K-8 All Students: 40.86% at or above the 50th percentile<br/>Foster Youth: 33.33% at or above the 50th percentile (7.53% gap).</p> <p>NWEA Math Grades K-8 All Students: 36.17% at or above the 50th percentile.<br/>Foster Youth: 20% at or above the 50th percentile (16.17% gap).</p> |                | <p>All: 37% in top 2 quintiles</p> <p>ELs: 27% in top 2 quintiles<br/>(10% gap)</p> <p>SED: 38% in top 2 quintiles</p> <p>NWEA Math, Grades K-8</p> <p>All: 35% in top 2 quintiles</p> <p>ELs: 30% in top 2 quintiles<br/>(5% gap)</p> <p>SED: 36% in top 2 quintiles</p> <p>Winter 2026-2027</p> | <p>NWEA Math</p> <p>All: +4%</p> <p>ELs: +10%<br/>(gap closed 6%)</p> <p>SED: =1%</p> |

| Metric # | Metric | Baseline                                                                                          | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Current Difference from Baseline |
|----------|--------|---------------------------------------------------------------------------------------------------|----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          |        | percentile.<br>Foster Youth:<br>16.66% at or above<br>the 50th percentile<br>(23.38 percent gap). |                |                | <p>Grow Academy<br/>Arvin</p> <p>NWEA Reading<br/>Grades K-8</p> <p>In 2023-2024, the<br/>baseline year,<br/>Grow Academy<br/>Arvin did not have<br/>a Foster Youth<br/>group. Had there<br/>been one, the<br/>purpose of this<br/>goal is to close<br/>achievement gaps<br/>between student<br/>groups and the All<br/>Students group.</p> <p>In 2024-2025,<br/>Arvin had an FY<br/>group, but there<br/>was not an<br/>achievement gap<br/>for reading, nor for<br/>math.</p> |                                  |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                                  | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          |        |          |                |                | <p>The target for 2026-2027 is to maintain no achievement gap between FY and the All Students group.</p> <p>Grow Academy Shafter</p> <p>Winter 2026-2027</p> <p>NWEA Reading</p> <p>Grades K-8</p> <p>In 2023-2024, there was not a gap between All Students and the FY group in reading. Had there been one, the purpose of this goal is to close achievement gaps between student groups and the All Students group.</p> |                                  |

| Metric # | Metric                                                                                                                          | Baseline                                                                                      | Year 1 Outcome                                                               | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                         | Current Difference from Baseline |
|----------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          |                                                                                                                                 |                                                                                               |                                                                              |                | <p>NWEA Math</p> <p>Grades K-8</p> <p>In 2024-2025, there was a 23.38% gap between the percent of All Students at or above the 50th percentile and the FY group.</p> <p>The target for 2026-2027 is to reclose the gap between FY and the All Students group.</p> |                                  |
| 2.4      | <p>STAR Early Literacy and STAR Reading, Grades K-2</p> <p>Source: KiDS</p> <p>State Priority 8 Pupil Outcomes (Local Data)</p> | <p>2023-2024 Winter</p> <p>All Schools</p> <p>STAR Early Literacy and</p> <p>STAR Reading</p> | <p>We did not administer STAR Early Literacy and STAR Reading in Year 1.</p> |                | <p>Winter 2026-2027 Grow Academy Arvin NWEA Reading Grades K-8</p> <p>All: 33% in top 2 quintiles<br/>           ELs: 26% in top 2 quintiles (7% gap)<br/>           SED: 38% in top 2 quintiles</p>                                                              | No available data                |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                                             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                         | Current Difference from Baseline |
|----------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|          |        | Kindergarten, STAR Early Literacy<br><br>All students: 42nd percentile<br><br>English Learners<br>29th percentile<br>31% gap<br><br>Foster Youth<br>66th percentile<br>no gap<br><br>Socio-Economically Disadvantaged 40th percentile<br>5% gap<br><br>Students with Disabilities<br>15th percentile |                |                | NWEA Math, Grades K-8<br><br>35% in top 2 quintiles<br>ELs: 33% in top 2 quintiles (2% gap)<br>SED: 36% in top 2 quintiles<br><br>Grow Academy Shafter Winter 2026-2027 NWEA Reading Grades K-8<br><br>All: 37% in top 2 quintiles<br>ELs: 27% in top 2 quintiles (10% gap)<br>SED: 38% in top 2 quintiles<br><br>NWEA Math, Grades K-8<br><br>All: 35% in top 2 quintiles<br>ELs: 30% in top 2 quintiles (5% gap)<br>SED: 36% in top 2 quintiles |                                  |

| Metric # | Metric | Baseline                       | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                                               | Current Difference from Baseline |
|----------|--------|--------------------------------|----------------|----------------|-----------------------------------------------------------------------------------------|----------------------------------|
|          |        | 64% gap                        |                |                | Average STAR Reading<br>EL: 3.2<br>Foster Youth: 3.0<br>Homeless Youth: 4.5<br>SED: 4.5 |                                  |
|          |        | Homeless Youth                 |                |                |                                                                                         |                                  |
|          |        | 26th percentile                |                |                |                                                                                         |                                  |
|          |        | 38% gap                        |                |                |                                                                                         |                                  |
|          |        | 1st Grade, STAR Early Literacy |                |                |                                                                                         |                                  |
|          |        | All students: 28th percentile  |                |                |                                                                                         |                                  |
|          |        | English Learners               |                |                |                                                                                         |                                  |
|          |        | 21st percentile                |                |                |                                                                                         |                                  |
|          |        | 25% gap                        |                |                |                                                                                         |                                  |
|          |        | Foster Youth: no data          |                |                |                                                                                         |                                  |
|          |        | SED                            |                |                |                                                                                         |                                  |
|          |        | 26th percentile                |                |                |                                                                                         |                                  |

| Metric # | Metric | Baseline                      | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|-------------------------------|----------------|----------------|---------------------------|----------------------------------|
|          |        | 7% gap                        |                |                |                           |                                  |
|          |        | SWD                           |                |                |                           |                                  |
|          |        | 16th percentile               |                |                |                           |                                  |
|          |        | 43% gap                       |                |                |                           |                                  |
|          |        | Homeless Youth                |                |                |                           |                                  |
|          |        | 24th percentile               |                |                |                           |                                  |
|          |        | 14% gap                       |                |                |                           |                                  |
|          |        | 2nd Grade, STAR Reading       |                |                |                           |                                  |
|          |        | All students: 45th percentile |                |                |                           |                                  |
|          |        | English learners              |                |                |                           |                                  |
|          |        | 38th percentile               |                |                |                           |                                  |
|          |        | 16% gap                       |                |                |                           |                                  |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                           | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------------------------|----------------------------------|
|          |        | <p>Foster Youth</p> <p>no baseline data</p><br><p>SED</p> <p>44th percentile</p> <p>2% gap</p><br><p>SWD</p> <p>28th percentile</p> <p>38% gap</p><br><p>Homeless Youth</p> <p>8th percentile</p> <p>82% gap</p><br><p>3rd Grade, STAR Reading</p> |                |                |                           |                                  |

| Metric # | Metric | Baseline                      | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|-------------------------------|----------------|----------------|---------------------------|----------------------------------|
|          |        | All students: 35th percentile |                |                |                           |                                  |
|          |        | ELs                           |                |                |                           |                                  |
|          |        | 22nd percentile               |                |                |                           |                                  |
|          |        | 37% gap                       |                |                |                           |                                  |
|          |        | Foster Youth                  |                |                |                           |                                  |
|          |        | no baseline data              |                |                |                           |                                  |
|          |        | SED                           |                |                |                           |                                  |
|          |        | 33rd percentile               |                |                |                           |                                  |
|          |        | 6% gap                        |                |                |                           |                                  |
|          |        | SWD                           |                |                |                           |                                  |
|          |        | 24th percentile               |                |                |                           |                                  |
|          |        | 31% gap                       |                |                |                           |                                  |
|          |        | Homeless Youth                |                |                |                           |                                  |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                    | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------------------------|----------------------------------|
|          |        | 40th percentile<br><br>no gap<br><br><br>4th Grade, STAR Reading<br><br>All students: 34th percentile<br><br><br>ELs<br><br>21st percentile<br><br>39% gap<br><br><br>Foster Youth<br><br>1st percentile<br><br>97% gap<br><br><br>SED<br><br>33rd percentile<br><br>3% gap |                |                |                           |                                  |

| Metric # | Metric | Baseline                                                                                                                                                                                                                             | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------------------------|----------------------------------|
|          |        | SWD<br>11th percentile<br>68% gap<br><br>Homeless Youth<br>58th percentile<br>no gap<br><br>5th Grade, STAR Reading<br>All students: 30th percentile<br><br>ELs<br>22nd percentile<br>27% gap<br><br>Foster Youth<br>15th percentile |                |                |                           |                                  |

| Metric # | Metric | Baseline                      | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|-------------------------------|----------------|----------------|---------------------------|----------------------------------|
|          |        | 50% gap                       |                |                |                           |                                  |
|          |        | SED                           |                |                |                           |                                  |
|          |        | 29th percentile               |                |                |                           |                                  |
|          |        | 3% gap                        |                |                |                           |                                  |
|          |        | SWD                           |                |                |                           |                                  |
|          |        | 14th percentile               |                |                |                           |                                  |
|          |        | 53% gap                       |                |                |                           |                                  |
|          |        | Homeless Youth                |                |                |                           |                                  |
|          |        | 95th percentile               |                |                |                           |                                  |
|          |        | no gap                        |                |                |                           |                                  |
|          |        | 6th Grade, STAR Reading       |                |                |                           |                                  |
|          |        | All students: 27th percentile |                |                |                           |                                  |
|          |        | ELs                           |                |                |                           |                                  |

| Metric # | Metric | Baseline                                                                                                                                                                                     | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------------------------|----------------------------------|
|          |        | 8th percentile<br>70% gap<br><br>Foster Youth<br>no data<br><br>SED<br>25th percentile<br>7% gap<br><br>SWD<br>4th percentile<br>85% gap<br><br>Homeless Youth<br>24th percentile<br>11% gap |                |                |                           |                                  |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|---------------------------|----------------------------------|
|          |        | 7th Grade, STAR Reading<br><br>All students: 24th percentile<br><br>ELs<br>12th percentile<br>50% gap<br><br>Foster Youth<br>9th percentile<br>63% gap<br><br>SED<br>23rd percentile<br>4% gap<br><br>SWD<br>15th percentile<br>37.5% gap |                |                |                           |                                  |

| Metric # | Metric | Baseline                                                 | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------------------------------------------------------|----------------|----------------|---------------------------|----------------------------------|
|          |        | Homeless Youth<br>no data                                |                |                |                           |                                  |
|          |        | 8th Grade, STAR Reading<br>All students: 23rd percentile |                |                |                           |                                  |
|          |        | ELs<br>10th percentile<br>56.5% gap                      |                |                |                           |                                  |
|          |        | Foster Youth<br>no data                                  |                |                |                           |                                  |
|          |        | SED<br>22nd percentile<br>4% gap                         |                |                |                           |                                  |

| Metric # | Metric                                                           | Baseline                                                                                                                                                                           | Year 1 Outcome                             | Year 2 Outcome | Target for Year 3 Outcome                                                                                     | Current Difference from Baseline |
|----------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------|----------------------------------|
|          |                                                                  | SWD<br>6th percentile<br>74% gap<br><br>Homeless Youth<br>34th percentile<br>no gap<br><br>Average STAR Reading<br>EL: 2.2<br>Foster Youth: 2.0<br>Homeless Youth: 3.6<br>SED: 3.0 |                                            |                |                                                                                                               |                                  |
| 2.5      | STAR Math<br>Grades K-8<br><br>Source: Renaissance<br>Priority 8 | Winter 2023<br>Grow Public Schools<br>STAR Math<br><br>Kindergarten Average<br>Percentile<br>42.1 All Students                                                                     | We did not administer STAR Math in Year 1. |                | 2026:<br>Annually, 100% of the unduplicated student cohorts and students with disabilities cohorts will close | No available data                |

| Metric # | Metric | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                                                       | Current Difference from Baseline |
|----------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|-------------------------------------------------------------------------------------------------|----------------------------------|
|          |        | 12th EL<br>18th SED<br>no data Foster Youth<br>18th SWD<br><br>1st Grade Average Percentile<br>46.1 All Students<br>41st EL<br>44th SED<br>53rd Foster Youth<br>32nd SWD<br><br>2nd Grade Average Percentile<br>40.1 All Students<br>34th EL<br>40th SED<br>no data Foster Youth<br>27th SWD<br><br>3rd Grade Average Percentile<br>41.0 All Students<br>30th EL<br>39th SED<br>no data Foster Youth<br>19th SWD<br><br>4th Grade Average Percentile<br>33.2 All Students<br>24th EL<br>32nd SED<br>6th Foster Youth<br>12th SWD |                |                | achievement gaps by 10 percentage points relative to the performance of the All Students group. |                                  |

| Metric # | Metric                                                         | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 1 Outcome                  | Year 2 Outcome | Target for Year 3 Outcome                               | Current Difference from Baseline                  |
|----------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|---------------------------------------------------------|---------------------------------------------------|
|          |                                                                | 5th Grade Average Percentile<br>31.8 All Students<br>23rd EL<br>31st SED<br>27th Foster Youth<br>15th SWD<br><br>6th Grade Average Percentile<br>30.2 All Students<br>15th EL<br>28th SED<br>no data Foster Youth<br>5th SWD<br><br>7th Grade Average Percentile<br>22.3 All Students<br>10th EL<br>20th SED<br>24th Foster Youth<br>12th SWD<br><br>8th Grade Average Percentile<br>30.0 All Students<br>15th EL<br>28th SED<br>no data Foster Youth<br>8th SWD |                                 |                |                                                         |                                                   |
| 2.6      | English Learner Progress Indicator<br><br>Source: CA Dashboard | 2023:<br>Grow Academy Arvin<br>40.3% progressing (red)<br><br>Grow Academy Shafter                                                                                                                                                                                                                                                                                                                                                                               | 2024:<br><br>Grow Academy Arvin |                | 2026:<br>Grow Academy Arvin<br>At least 45% progressing | Grow Academy Arvin<br><br>Moved from red to blue. |

| Metric # | Metric                                                                                                                                                                  | Baseline                                                                                                | Year 1 Outcome                                                                                                   | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                         | Current Difference from Baseline                                                      |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|          | State Priority 4E English Learner Progress                                                                                                                              | 44% progressing (red)                                                                                   | 61% progressing (blue)<br><br>Grow Academy Shafter<br><br>39.4% progressing (orange)                             |                | annually, AND at least 2 percentage points increase annually (green)<br><br>Grow Academy Shafter<br>At least 45% progressing annually, AND at least 2 percentage points increase annually (green) | +20.7%<br><br>Grow Academy Shafter<br>Moved from red to orange<br><br>-4.6%           |
| 2.7      | English Learner Reclassification Rate<br><br>Source: Kern Integrated Data System (KiDS) Reclassification Rate<br><br>State Priority 4F English Learner Reclassification | Rate as of 4/16/2024<br><br>All Schools 7.76%<br>Grow Academy Arvin 8.24%<br>Grow Academy Shafter 6.67% | Rate as of 3/13/2025<br><br>All Schools 7.86%<br><br>Grow Academy Arvin 5.13%<br><br>Grow Academy Shafter 13.92% |                | 2026-27: 16% of English learners meet criteria for reclassification annually.                                                                                                                     | All Schools +0.1%<br><br>Grow Academy Arvin -3.11%<br><br>Grow Academy Shafter +7.25% |
| 2.8      | Long Term English Learners (LTELs)<br><br>Source: Kern Integrated Data System (KiDS) CA Dashboard, English Learner Progress Indicator<br><br>State Priority 4E          | As of May 24, 2024<br><br>27% Long Term English Learners<br>CA Dashboard ELPI not available             | As of March 13, 2025<br><br>23.8% Long Term English Learners                                                     |                | 2026-27: 15% Long Term English Learners<br><br>Arvin: Maintain LTEL ELPI at green or blue on the CA Dashboard                                                                                     | 3.2% fewer Long Term English Learners                                                 |

| Metric # | Metric                   | Baseline | Year 1 Outcome                                                                                                                                                                         | Year 2 Outcome | Target for Year 3 Outcome                           | Current Difference from Baseline |
|----------|--------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------|----------------------------------|
|          | English Learner Progress |          | <p>Grow Academy Arvin</p> <p>58 LTELs</p> <p>79.3% of LTELs are making progress (blue)</p> <p>Grow Academy Shafter</p> <p>30 LTELs</p> <p>36.7% of LTELs are making progress (red)</p> |                | Shafter:<br>Reach green or blue on the CA Dashboard |                                  |

## Goal Analysis [2024-25]

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.

### Overall Implementation:

Grow Public Schools made considerable progress toward implementing Goal 2, with a mix of fully and partially implemented actions. Five actions were fully implemented, and four were partially implemented.

All actions, regardless of implementation status, were rated as somewhat effective due to implementation challenges affecting depth, consistency, and systemwide alignment.

### Substantive Differences Between Planned and Actual Implementation:

Substantive differences occurred particularly in actions requiring coordination across leadership teams and intervention systems. While foundational structures were established in several areas, challenges such as leadership transitions, incomplete MTSS structure development, and gaps in intervention protocols limited full fidelity to original plans. Fully implemented actions often required mid-course adaptations, including shifting assessment systems and modifying intervention supports.

#### Challenges Experienced:

Key challenges included difficulties in staffing specialized roles like Reading Specialists, and the need for clearer entry and exit criteria for interventions. Leadership turnover also delayed the consistent rollout of systemwide structures intended to support students across academic and social-emotional domains.

#### Successes Experienced:

Despite these challenges, Grow Public Schools successfully implemented foundational elements across multiple areas. Intervention and enrichment programs were delivered with coaching and reflection components; educational software systems were established to support data-driven instruction; and professional learning structures, including project-based learning development and planning cycles, were embedded into instructional routines. Strategic planning was initiated for future English Learner support structures and MTSS frameworks, setting a foundation for more cohesive system development in subsequent years.

Overall, Goal 2 actions advanced key intervention, enrichment, and instructional support priorities while identifying targeted areas for refinement, leadership stabilization, and system coherence.

2.1 The funding change is due to salary and benefit increases.

2.3 The funding increase is due to the higher number of licenses.

2.4 The funding change is due to salary and benefit increases.

2.5 The cost is due to the addition of the Director of Alumni & Family Support position.

2.9 The funding increase is due to the addition of the Senior Innovation and Testing Coordinator position.

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.

Grow Public Schools conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2024-2025 LCAP

Action 2.2 Intervention & Enrichment: Grades 3-8: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to increases in compensation and benefits for Learning Lab teachers and Small Group Instructors (SGIs). To effectively implement data-driven instruction and targeted interventions aligned with the science of reading, Grow Public Schools invested in highly qualified staff to support English learners, unduplicated pupils, and students with disabilities. These increases were necessary to attract and retain skilled educators and to meet the academic and language development needs of all students.

Action 2.5 High School, College, and Career Readiness: The material differences between Budgeted and Estimated Actual Expenditures are due to cost savings in curriculum implementation. While Grow Public Schools remained committed to providing all students, particularly unduplicated pupils, with opportunities for critical thinking, collaboration, and enrichment, the school was able to utilize alternative materials that provided the same level of support at a much lower cost. This allowed for effective program delivery while maintaining instructional quality.

Action 2.8 Director of Learning and Innovation: The material differences between Budgeted and Estimated Actual Expenditures are due to an increase in compensation and benefits for the Director of Learning and Innovation. To attract and retain a highly qualified leader capable of driving instructional improvement and supporting the development of the Instructional Leadership Team, Grow Public Schools adjusted compensation beyond the original budget. This investment ensures continued high-quality professional learning and effective implementation of academic initiatives.

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

Grow Public Schools advanced toward achieving the outcomes in Goal 2 by carrying out a series of coordinated actions centered on intervention, enrichment, assessment systems, and academic support structures.

As a result of Actions 2.1 K-2 Intervention and Enrichment, we expected to see improvements in Metric 2.3 (NWEA MAP).

We had anticipated using Metric 2.4 STAR Early Literacy and STAR Reading; however, those metrics were discontinued mid-year. As a result, we are substituting Metric 2.3 NWEA MAP

. We also expected to see advances for English learners as measured by Metric 2.6 (ELPI), Metric 2.7 (Reclassification Rate), and Metric 2.8 (LTEs).

In literacy and mathematics interventions, NWEA MAP results from Winter 2024–25 showed stable or slightly improved performance compared to Winter 2023–24. Among all students, the percentage performing in the top two quintiles remained consistent in reading and improved slightly in math. English learners showed measurable gains in both subjects, particularly in math, and socioeconomically disadvantaged students largely maintained their performance levels. However, overall proficiency rates remain low, especially for English learners, indicating a continued need for differentiated instructional strategies.

In English learner outcomes, the English Learner Progress Indicator (ELPI) for Grow Academy Arvin moved from red to blue, with a gain of 20.7%. At Grow Academy Shafter, ELPI declined 4.6%.

and the overall reclassification rate was 7.86%. The proportion of English learners classified as long-term ELs remains high at 23.8%, underscoring the need for deeper, systemwide improvements in both designated and integrated English Language Development (ELD) instruction.

Based on these outcomes, Action 2.1 was somewhat effective.

For Action 2.2, 3-8 Intervention and Enrichment we utilized the same metrics as Action 2.1, with the addition of Metric 2.2 CAST, which is administered in grades 5 and 7.

Science outcomes, as measured by the CAST, showed positive growth at Grow Academy Arvin, where nearly all student groups improved their Distance from Standard scores in 2024. Conversely, Grow Academy Shafter demonstrated mixed results, with small gains for some subgroups but overall declines for English learners and All Students.

Overall, Action 2.2 was somewhat effective.

As a result of Action 2.3 Educational Software, Assessment, and Data Analysis Tools, Action 2.5 High School, College, and Career Readiness, and 2.6 Intervention Coordinator, we looked for gains in Metric 2.1 CAASPP DFS.

Grow Academy Arvin made several advancements in ELA. For example, the English learner group gained 21 points, moving 2 levels, from red to yellow, and the All Students and Hispanic groups moved from orange to yellow with a gain of 7.3 points and 7.9 points. Similarly, the SED group gained moved 7.9 points closer to the ELA standard. Long-Term English Learners remained at orange with a gain of 7.4 points. The Students with Disabilities group dropped 18.9 points, remaining in red, and indicating that increased effective focus strategies are needed in this area.

Grow Academy Arvin also made several advancements in math, except for the Students with Disabilities group, which decreased by 12.7 points, remaining in red. The English learners group moved 2 levels from red to yellow with a gain of 16.5 points, while Long-Term English learners gained 7.3 points, remaining at orange. All other groups moved from orange to yellow, increasing 11.4 points (Hispanic group), 11.6 points (All Students), and 13 points (SED).

For Grow Academy Arvin, based on these outcomes, Actions 2.3, 2.5, and 2.6 were effective, with the exception of ELA and math results for Students with Disabilities.

Grow Academy Shafter showed some ELA gains on Metric 2.1, CAASPP Distance from Standard, particularly the Students with Disabilities group, which grew 11.1 points and remains in orange. All Students, Hispanic, and English Learners also remain in orange, with changes of +2, +2.7, and -6 points, respectively, while SED (+3.1 points) and White (-4.3 points) remained at yellow. In ELA, Long-Term English Learners declined 15.9 points, remaining at red.

Grow Academy Shafter made strong advancements on Metric 2.1 in the area of math. For example, Students with Disabilities moved 2 levels, from red to yellow, with a gain of 43.5 points. All Students (+21.9), SED (+21.7), and Hispanic (+21.4) all advanced a level, from orange to yellow. While English Learners and White remained at orange and yellow, they showed growth of 14.8 and 24.8 points, respectively. Long-Term English Learners gained 0.8 points, remaining at red.

Based on these outcomes for Grow Academy Shafter, Actions 2.3, 2.5, and 2.6 were moderately effective. The data indicates a need for increased attention on effective English learner instruction.

As a result of Action 2.4 Multi-Tiered System of Supports Team, we anticipated growth in Metric 2.3 NWEA Reading and Math, which measures how effectively we are closing achievement gaps.

Based on year over year results, from Winter 2023-2024, to Winter 2024-2025, for Grades K-8, Grow Academy Arvin's NWEA results for the percent of students in the top 2 quintiles are as follows:

In reading, 25% of all students scored in the top 2 quintiles. Compared to All Students, 32% of SED scored in the top 2 quintiles (no gap), while 13% of English learners did so (12% gap between ELs and All Students). In 2023-2024, the gap between ELs and All Students was 14%, representing a closure of 2%.

For math, 22% of all students scored in the top 2 quintiles. Compared to All Students, 24% of SED scored in the top 2 quintiles (no gap), while 16% of English learners performed at that level (6% gap between ELs and All Students). In 2023-2024, the gap between ELs and All Students was 4%, showing that the raw percentage gap widened by 2%.

In Winter 2024-2025 on the reading assessment, 30% of all students at Grow Academy Shafter scored in the top 2 quintiles. Compared to All Students, 31% of SED scored in the top 2 quintiles (no gap), while 12% of English learners did so (18% gap between ELs and All Students). In 2023-2024, the gap between ELs and All Students was 21%, demonstrating a raw percentage gap closure of 3%, as the All Students group improved by 2% and ELs improved by 5%.

In math, 30% of all students scored in the top 2 quintiles. Compared to All Students, 28% of SED and 21% of ELs scored in the top 2 quintiles (2% and 9% gaps, respectively). In 2023-2024, the SED group outperformed the All Students group by 1%, while ELs were 15% behind the All Students group, demonstrating a raw percent gap closure of 6% for English learners, even as the All Students group improved from 26-30% in the top 2 quintiles.

Based on these results, Action 2.4 was somewhat effective at closing gaps in reading and ineffective in math for Grow Academy Arvin.

For Grow Academy Shafter, Action 2.4 was effective at closing gaps in both reading and math.

As a result of action 2.7 Literacy Program, we had anticipated using Metric 2.4 STAR Early Literacy and STAR Reading; however, those metrics were discontinued mid-year. As a result, we are substituting Metric 2.3 NWEA MAP (reading only) so that we can measure the effectiveness of this action across all grade levels. Based upon the analysis for Action 2.4 above, Grow Academy Arvin was somewhat effective at closing gaps in reading; Grow Academy Shafter was effective at closing gaps in reading.

As a result of Action 2.8 Director of Learning and Innovation, we looked for growth in Metric 2.1 CAASPP DFS and Metric 2.5 STAR Math (discontinued and replaced by Metric 2.3 NWEA MAP, math only). As detailed above, Metric 2.1 was shown to be effective at Grow Academy Arvin and moderately effective at Grow Academy Shafter.

For Metric 2.3 (math only), Grow Academy Arvin was ineffective at closing gaps in math, while Shafter's data showed the action effective. Overall, Action 2.8 is moderately effective.

Overall, Grow Public Schools' actions were moderately effective in promoting student achievement across ELA, math, and science under Goal 2. Continued focus on instructional quality, targeted literacy strategies, and English learner support will be essential to accelerate progress and close achievement gaps.

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.

Grow Public Schools has reflected on prior implementation of Goal 2 and has made targeted adjustments to better align interventions and assessment systems.

No changes have been made to the overall goal statement or target outcomes.

#### Metric Adjustments:

Metric 2.2: Added English learner group information to baseline and year 1; added an outcome goal for 2026-2027, noting gap closing goals that were present in the STAR metric; reporting will transition from DataQuest to the CA Dashboard to reflect the updated state reporting structure.

Metric 2.3 NWEA MAP will continue to be the primary assessment tool, with reporting refined using KIDS data disaggregated by student group; added an outcome goal for 2026-2027 related to English learners and SED, noting gap closing goals, as addition of the CA Science Test to the CA Dashboard means disaggregated data will be available next year.

Metric 2.4\* STAR Early Literacy and STAR Reading assessments will be removed. Metric 2.3 NWEA MAP (reading only) will replace STAR Early Literacy and STAR Reading Assessments

Metric 2.5\* STAR Math will be removed. Metric 2.3 NWEA MAP (math only) will replace STAR Math.

Metric 2.8: Performance for Long Term English Learners on the English Learner Progress Indicator (ELPI) from the CA Dashboard is a newly available metric added to the LCAP; added an outcome goal for 2026-2027.

\*The administration of STAR as a universal screener has been replaced with NWEA.

#### Action Adjustments:

Action 2.1: Remove references to "such as DIBELS" and STAR Reading; K-2 aide staffing increased from 14 to 17.

Action 2.2: Move supplemental instructional materials budget reference from 2.2 to 1.6; remove DIBELS language; reduce number of Small Group Instructors to 14.

Action 2.3: Added - Second Step, Next Gen Math, Text Help, Learning Plus, Class Link, IXL, Possip; Removed - Lexia and Goalbook

Action 2.4: Remove references to the Coordination of Services Team (COST) model; maintain focus on MTSS structures.

Action 2.5: Add the Director of Alumni and Family Supports to support unduplicated pupils.

Action 2.6: Update the Intervention Coordinator title to Assessment and Intervention Coordinator. Modify based on the updated organizational chart, possibly including roles such as Intervention/Assessment Coordinator, MTSS Coordinator, and ELD Specialist, aligned to CS Grant priorities.

Action 2.7: Remove references to Accelerated Reader; remove the Library Aide.

Updates were also be made to the Increased or Improved Services section, where each action will be monitored using one state and one local metric when available, streamlining prior duplications.

The following metrics were removed from the Increased or Improved Services section. They will remain in the Goals and Actions:

Action 2.2: Metric 2.2, 2.4, 2.5, 2.7, and 2.8

Action 2.9: Metric 2.8, 2.9

In addition, because the STAR metrics were discontinued, we are substituting as follows:

Action 2.1: Replace Metric 2.4 STAR Early Literacy and STAR Reading with Metric 2.3 NWEA MAP (reading only); Replace Metric 2.5 STAR Math with Metric 2.3 NWEA MAP (math only).

Action 2.2: Replace Metric 2.4 STAR Early Literacy and STAR Reading with Metric 2.3 NWEA MAP (reading only); Replace Metric 2.5 STAR Math with Metric 2.3 NWEA MAP (math only).

Action 2.7: Replace Metric 2.4 STAR Early Literacy and STAR Reading with Metric 2.3 NWEA MAP (reading only)

Action 2.8: Replace Metric 2.5 STAR Math with Metric 2.3 NWEA MAP (math only)

**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.**

## Actions

| Action # | Title                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total Funds    | Contributing |
|----------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
| 2.1      | Intervention and Enrichment: Grades K-2 | <p>With the support of seventeen K-2 aides, teachers provide strong tier 1 initial instruction and enrichment, as well as targeted tier 2 small group lessons to meet the needs of all students for intervention and language development, particularly unduplicated pupils. In addition, this action addresses the red indicator in the reflections section, for students with disabilities in the area of math. This action also targets our English learners with the emphasis on professional development for language development.</p> <p>Teachers use formative, interim, and summative assessment data to establish instructional priorities, and inform classroom instruction. They also use diagnostics for all students who score below grade level, with attention to the simple view of reading and Scarborough’s reading rope from the science of reading. Teachers actively engage students in monitoring their own progress toward established learning goals. Title 1 funds are utilized in this action.</p> <p>Title I funds in the amount of \$4,999 are being utilized for this action.</p> | \$653,849.00   | Yes          |
| 2.2      | Intervention & Enrichment: Grades 3-8   | The LEA provides students in grades 3-8 with humanities, STEM, and learning lab classrooms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | \$1,319,050.00 | Yes          |

| Action # | Title                                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total Funds  | Contributing |
|----------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|          |                                                         | <p>In order to close achievement gaps and to ensure that English learners meet reclassification criteria, teachers (7 Learning Lab FTE) and 14 Small Group Instructors (SGIs) provide strong tier 1 initial instruction and enrichment, as well as targeted, tier 2 small group lessons to meet the needs of all students for intervention and language development, particularly unduplicated pupils and students with disabilities. Teachers use formative, interim, and summative assessment data to inform classroom instruction. They also use diagnostics for all students, regardless of grade, whose testing results indicate that they are in need of intervention, with attention to the simple view of reading and Scarborough reading rope from the science of reading. Teachers actively engage students in monitoring their own progress toward established learning goals. Title I funds are utilized in this action.</p> <p>Title I funds in the amount of \$588,238 are being utilized for this action. An amount of \$62,160 in Title IV funds has been transferred to Title I.</p>                                                                                                                                                                             |              |              |
| 2.3      | Educational Software, Assessment, & Data Analysis Tools | <p>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.</p> <p>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 data to determine which priority groups of students need intervention and/or enrichment.</p> <p>These purchases include:NWEA, ST Math, OTUS, STAR Renaissance, Second Step, Next Gen Math, Text Help, Learning Plus, Class Link, IXL, Possip, Go Guardian</p> | \$338,525.00 | Yes          |

| Action #   | Title                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds    | Contributing |
|------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------|
|            |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |              |
| <b>2.4</b> | Multi-Tiered System of Supports Team       | <p>The MTSS Team members include the Assistant principal (2), Deans of Culture (2), school social workers (2), counselors (2), school psychologists (2), and behavioral specialists (2). The MTSS team provides a systematized approach to identifying students in need of additional academic and behavioral tiered support, to plan intervention and monitor student progress. The MTSS Team uses diagnostic, formative, interim, and summative assessment data to appropriately place and exit students from intervention and support programs.</p> <p>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. This action utilized Title III funds.</p> <p>Title III funds in the amount of \$62,160 are being utilized for this action.</p> | \$1,630,785.00 | Yes          |
| <b>2.5</b> | High School, College, and Career Readiness | <p>The Director of Alumni and Family Supports provides targeted guidance and support to Grow students and families, with a particular focus on unduplicated pupils, to promote high school, college, and career readiness. This includes facilitating access to high school options, coordinating alumni tracking systems, and connecting families with postsecondary planning resources to ensure students are prepared for and supported through key transitions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$173,950.00   | Yes          |

| Action #   | Title                                   | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Total Funds  | Contributing |
|------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                         | <p>In support of the development of 21st century skills, it is particularly relevant to unduplicated pupils that opportunities for critical thinking, collaborative learning, and enrichment are included as part of the curriculum.</p> <p>The LEA provides project-based learning (PBL) materials to all students in explorations class. PBLWorks supports the development of project based learning units aligned to the CA social studies standards as well as the Next Generation Science Standards (NGSS).</p>                                                                                                                                                                                                                                                                                                        |              |              |
| <b>2.6</b> | Intervention and Assessment Coordinator | The Intervention and Assessment Coordinator ensures the English learners, socioeconomically disadvantaged students, foster youth, and all students with achievement gaps are identified, effective intervention plans are developed and monitored, and that interventions are based on assessments and defined entry and exit points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$162,426.00 | Yes          |
| <b>2.7</b> | Literacy Program                        | <p>The LEA provides 1 part time literacy specialist who ensures 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).</p> <p>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 the specific needs of English learners, and to provide assessment and monitoring data to COST and the Intervention Coordinator.</p> | \$176,272.00 | Yes          |

| Action #   | Title                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Total Funds  | Contributing |
|------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                     | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              |              |
| <b>2.8</b> | Director of Learning and Innovation | The LEA provides a Director of Learning and Innovation (1 FTE) to provide professional learning, to support the development of the Instructional Leadership Team and to co-facilitate academic initiatives to increase the capacity of instructional staff members to meet the needs of students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | \$174,512.00 | Yes          |
| <b>2.9</b> | 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, particularly for Long Term English Learners. The LEA 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. Working in conjunction with Differentiated Assistance providers to specifically address the needs of Long Term English Learners (LTELs), the LEA updates the reclassification criteria for dually identified English learners and provides professional development on testing accommodations and designated and integrated ELD tied directly to the core curriculum. | \$16,936.00  | 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                   | 2023-24:              | 2024-25:            |                | 2026-27:                                                                | YTD Attendance                   |
|          | Priority 5A Attendance Rates | Grow Public Schools   | Grow Public Schools |                | At least 95.5% attendance rate for all students and all student groups. | 0.5% Improvement                 |
|          | Source: KiDS                 | YTD Attendance 94.15% |                     |                |                                                                         |                                  |

| Metric # | Metric                                                              | Baseline                                                                                                                                            | Year 1 Outcome                                                                                | Year 2 Outcome | Target for Year 3 Outcome                                                                    | Current Difference from Baseline                                                                                         |
|----------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|          | May 21, 2024                                                        |                                                                                                                                                     | YTD Attendance<br>(as of 5/26/25)                                                             |                |                                                                                              | All Students, +0.7%                                                                                                      |
|          |                                                                     | All students, 94%                                                                                                                                   | 94.65%                                                                                        |                |                                                                                              | English learners, +0.9%                                                                                                  |
|          |                                                                     | English learners, 94%                                                                                                                               |                                                                                               |                |                                                                                              | Foster Youth, -1.8%                                                                                                      |
|          |                                                                     | Foster Youth, 98%                                                                                                                                   | All students, 94.7%                                                                           |                |                                                                                              | Homeless, -2.3%                                                                                                          |
|          |                                                                     | Homeless, 95%                                                                                                                                       | English learners, 94.9%                                                                       |                |                                                                                              | SED, +0.6%                                                                                                               |
|          |                                                                     | SED, 94%                                                                                                                                            | Foster Youth, 96.2%                                                                           |                |                                                                                              | SWD, +1.3%                                                                                                               |
|          |                                                                     | SWD, 93%                                                                                                                                            | Homeless, 92.7%                                                                               |                |                                                                                              |                                                                                                                          |
|          |                                                                     |                                                                                                                                                     | SED, 94.6%                                                                                    |                |                                                                                              |                                                                                                                          |
|          |                                                                     |                                                                                                                                                     | SWD, 94.3%                                                                                    |                |                                                                                              |                                                                                                                          |
| 3.2      | Kelvin Survey<br><br>Priority 6C<br>Survey of Safety and<br>Climate | Spring 2024 Baseline<br>Data<br><br>Kelvin Survey, Percent<br>Favorable<br><br>Grow Academy Arvin<br><br>Average 75.64%<br><br>Grow Academy Shafter | Spring 2025<br><br>Kelvin Survey,<br>Percent Favorable<br><br>Grow Academy<br>Arin<br><br>79% |                | Spring 2027<br>Kelvin Survey<br><br>Arvin<br>Average 80.26%<br><br>Shafter<br>Average 81.52% | Grow Academy<br>Arvin<br><br>+3.36 percentage<br>points<br><br>Grow Academy<br>Shafter<br><br>+1.65 percentage<br>points |

| Metric # | Metric                                                                                                                                    | Baseline                                                                                                                                                                            | Year 1 Outcome                                                                                                                                                                           | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                               | Current Difference from Baseline                                                                    |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
|          |                                                                                                                                           | Average 78.35%                                                                                                                                                                      | Grow Academy Shafter<br><br>80%                                                                                                                                                          |                |                                                                                                                                                                                                                                                                                         |                                                                                                     |
| 3.3      | Participation Rates<br><br>CA Physical Fitness Test,<br><br>and Aerobic Capacity<br><br>Source: Local Data<br><br>Priority 8              | 2023-24:<br>100% participation on the CA Physical Fitness Test<br><br>92% of students in grades 5 and 7 showed at least 10% improvement in the mile walk/run or the 20 meter pacer. | 2024-25<br><br>100% participation on the CA Physical Fitness Test<br><br>92.5% of students in grades 5 and 7 showed at least 10% improvement in the mile walk/run or the 20 meter pacer. |                | 2026-27:<br>100% participation on the CA Physical Fitness Test for grades 5 and 7.<br><br>100% of all students and all student groups in grades 5 and 7 will improve aerobic capacity at least 10% as measured by the amount of time it takes to walk and/or run a prescribed distance. | No change in CA PFT participation rates.<br><br>0.5% more students showed at least 10% improvement. |
| 3.4      | Efforts the school district makes to seek parent input in making decisions for the LEA<br><br>Source: Cal-SCHLS Survey<br><br>Priority 3A | Spring 2024<br><br>Cal-SCHLS Survey Completion Rate<br><br>0 respondents<br><br>CA School Parent Survey (CSPS)                                                                      | California School Parent Survey (CSPS)<br><br>Grow Academy Arvin<br><br>22 respondents                                                                                                   |                | Spring 2027:<br><br>350 respondents on CA School Parent Survey                                                                                                                                                                                                                          | CSPS<br><br>Arvin +22 respondents<br><br>Shafter +19 respondents                                    |

| Metric # | Metric                                                                                       | Baseline                                                                                                                                                                                                                                                                             | Year 1 Outcome                                                                                                                                                                                                                                       | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                  | Current Difference from Baseline                                                                                                                                                                                                                               |
|----------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                              | (to be implemented starting in 2024-2025)                                                                                                                                                                                                                                            | Grow Academy Shafter<br><br>19 respondents                                                                                                                                                                                                           |                |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                |
| 3.5      | Suspension Rates<br><br>Priority 6A<br>Pupil Suspension Rates<br><br>Source:<br>CA Dashboard | 2022-23:<br><br>Arvin<br><br>All Students (blue, 0.6%)<br><br>English Learners (blue, 0.8%)<br><br>Students with Disabilities (blue, 0%)<br><br>Hispanic (blue, 0.6%)<br><br>SED (blue, 0.6%)<br><br>Shafter<br><br>All Students (orange, 2%)<br><br>English Learners (orange, 2.8%) | 2023-2024<br><br>Arvin<br><br>All (orange, 2.8%)<br><br>ELs (orange, 2.6%)<br><br>SWD (orange, 4.2%)<br><br>Hispanic (orange, 3%)<br><br>SED (orange, 2.9%)<br><br>LTEL (red, 7.8%)<br><br>Shafter<br><br>All (green, 1.5%)<br><br>ELs (green, 1.9%) |                | 2025-26:<br><br>Arvin<br><br>Maintain blue indicators on the CA Dashboard for each student group and for all students.<br><br>Shafter<br><br>Maintain blue indicator for the white student group.<br><br>Achieve green indicator for all students and all other student groups by reducing | Grow Academy Arvin:<br><br>The following student groups decreased from blue to orange, meaning that suspensions increased:<br><br>All Students, +2.2%<br><br>ELs, +1.8%<br><br>SWD, +4.2%<br><br>Hispanic, +2.4%<br><br>SED, +2.3%<br><br>Grow Academy Shafter |

| Metric # | Metric                                                            | Baseline                                                                                                                       | Year 1 Outcome                                                                                                                                                                                                                                                                    | Year 2 Outcome | Target for Year 3 Outcome                                                      | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                      |
|----------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                   | <p>Students with Disabilities (red, 9.1%)</p> <p>Hispanic (orange, 2.1%)</p> <p>SED (orange, 2.6%)</p> <p>White (blue, 0%)</p> | <p>SWD (red, 8.9%)</p> <p>Hispanic (green, 1.4%)</p> <p>SED (green, 1.7%)</p> <p>White (orange, 2.9%)</p> <p>LTEL (red, 9.4%)</p> <p>Long-Term English Learners (LTELs), a newly state identified student group, have an initial indicator or red for both Arvin and Shafter.</p> |                | <p>suspension rate to 0.6 to 1% AND showing declines in the rate annually.</p> | <p>The following student groups increased from orange to green, meaning that suspensions decreased:</p> <p>All Students, -0.5%</p> <p>ELs, -0.9%</p> <p>Hispanic, -.07%</p> <p>SED, - 0.9%</p> <p>SWD remained red, but the suspension rate decreased slightly, 0.2%.</p> <p>White students moved from blue to orange, meaning that suspensions increased (2.9%).</p> |
| 3.6      | Percent of families completing volunteer hours (Engagement Hours) | <p>2023-24:</p> <p>12%</p>                                                                                                     | <p>2024 - 2025</p> <p>12.62%</p>                                                                                                                                                                                                                                                  |                | <p>2026-27:</p> <p>36%</p>                                                     | +0.62%                                                                                                                                                                                                                                                                                                                                                                |

| Metric # | Metric                                                                                                               | Baseline                                                                                                                                                                                                                                                                                                                                                                                                       | Year 1 Outcome                                                                                                                                                                                                                     | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                                                                                                                                                                                                                 | Current Difference from Baseline                                                                                                                                                                                                                                                                             |
|----------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Priority 3B<br>Parent Participation - Unduplicated<br><br>Source: QR Code<br>Registration records and sign-in sheets |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                    |                |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                              |
| 3.7      | Chronic absenteeism rate<br><br>Priority 5B<br>Chronic Absenteeism<br><br>Source: CA Dashboard                       | 2022-23:<br>Arvin<br>Orange Indicator<br>38.3% Students with Disabilities<br><br>Yellow Indicator<br>24.7% All students<br>23.3% English learners<br>25.2% SED<br>24.2% Hispanic<br><br>Shafter<br>Orange Indicator<br>21.8% Students with Disabilities<br><br>Yellow Indicator<br>17.2% All students<br>17.8% white<br>17.3% Hispanic<br>21.3% English learners<br>20.4% SED<br><br>Source: 2023 CA Dashboard | 2024<br><br>Arvin<br><br>Orange Indicator<br><br>24.2% Students with Disabilities (-14.1%)<br><br>Yellow Indicator<br>18.1% All (-6.6%)<br>16.1% ELs (-7.2%)<br><br>19% SED (-6.2%)<br><br>17% Hispanic (-7.2%)<br><br>12.5% LTELs |                | 2025-26:<br>Arvin<br>Green Indicator<br>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 at least 1/2 percentage point.<br><br>Shafter<br>Green Indicator<br>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 | Grow Academy Arvin<br><br>SWD remained in the orange indicator, but achieved a 14.1% reduction in chronic absenteeism.<br><br>The following student groups remained at the yellow indicator, but showed reductions in chronic absenteeism:<br><br>All students (-6.6%)<br><br>ELs (-7.2%)<br><br>SED (-6.2%) |

| Metric # | Metric | Baseline | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                                                | Year 2 Outcome | Target for Year 3 Outcome      | Current Difference from Baseline                                                                                                                                                                                                                                                                                                                                                                  |
|----------|--------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |        |          | <p>LTEs, a new state designated student group, have a baseline of 12.5% chronic absenteeism (yellow).</p> <p>Shafter</p> <p>Yellow Indicator</p> <p>17.9% SWD (-4%)</p> <p>14.1% All (-3.1%)</p> <p>14.5% White (-3.3%)</p> <p>14.1% Hispanic (-3.2%)</p> <p>13.3% ELs (-8%)</p> <p>14.7% SED (-5.7%)</p> <p>LTEs, a new state designated student group, have a baseline of 15.6% chronic</p> |                | at least 1/2 percentage point. | <p>Hispanic (-7.2%)</p> <p>Grow Academy Shafter</p> <p>The SWD chronic absenteeism rate decreased by 4%, moving this student group from orange to yellow.</p> <p>The following student groups remained at the yellow indicator, but showed reductions in chronic absenteeism:</p> <p>All Students (-3.1%)</p> <p>White (-3.3%)</p> <p>Hispanic (-3.2%)</p> <p>ELs (-13.3%)</p> <p>SED (-5.7%)</p> |

| Metric # | Metric                                                                                                                                                 | Baseline            | Year 1 Outcome                                                         | Year 2 Outcome | Target for Year 3 Outcome                                          | Current Difference from Baseline                                        |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------------------------------------|----------------|--------------------------------------------------------------------|-------------------------------------------------------------------------|
|          |                                                                                                                                                        |                     | absenteeism (yellow).<br><br>Source: 2024 CA Dashboard                 |                |                                                                    |                                                                         |
| 3.8      | Middle School Dropout Rate<br><br>Priority 5C<br>MS Dropout Rate<br><br>Source: Aeries SIS                                                             | 2023-24:<br>0%      | 2024-25<br><br>0%                                                      |                | 2025-26:<br>0%                                                     | no change                                                               |
| 3.9      | Percent of families completing volunteer hours (Engagement Hours)<br><br>Priority 3C<br>SWD<br>Source: QR Code Registration records and sign-in sheets | 2023-24:<br><br>12% | 2024-25<br><br>Arvin 12.99%<br><br>Shafter 12.28%                      |                | 2026-27:<br>27.3%<br>(30% more families complete engagement hours) | Arvin +0.99%<br><br>Shafter +0.28%                                      |
| 3.10     | Pupil Expulsion Rates<br><br>Priority 6B<br><br>Source: Aeries SIS                                                                                     | 2023-24:<br>0%      | Grow Academy<br>Arvin<br><br>0.124%<br><br><br>Grow Academy<br>Shafter |                | 2026-27:<br>0%                                                     | Grow Academy<br>Arvin<br><br>-0.124%<br><br><br>Grow Academy<br>Shafter |

| Metric # | Metric                                                                                                                                             | Baseline                                                                                                                                                                                                                                                                                                                                 | Year 1 Outcome                                                                                                                                                                                                                                                                                                                                                        | Year 2 Outcome | Target for Year 3 Outcome                                                                                                                                                                                                                   | Current Difference from Baseline                                                                                                                                                                                                                                         |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                          | 0%                                                                                                                                                                                                                                                                                                                                                                    |                |                                                                                                                                                                                                                                             | no change                                                                                                                                                                                                                                                                |
|          |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                          | Grow Public Schools                                                                                                                                                                                                                                                                                                                                                   |                |                                                                                                                                                                                                                                             | Grow Public Schools                                                                                                                                                                                                                                                      |
|          |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                          | 0.067%                                                                                                                                                                                                                                                                                                                                                                |                |                                                                                                                                                                                                                                             | -0.067%                                                                                                                                                                                                                                                                  |
| 3.11     | CA Science Test<br>Grades 5 & 8<br><br>Sources:<br>CAASPP Assessments<br>Tab for Science<br><br>State Priority 4A<br>CAASPP Student<br>Performance | Grow Academy Arvin,<br>2022-2023<br><br>18.54% met or<br>exceeded standard<br><br>SED: 15.76% met or<br>exceeded standard<br>(2.78% gap)<br><br>EL: 0% met or<br>exceeded standard<br>(18.54% gap)<br><br>Grow Academy Shafter,<br>2022-2023<br><br>25.79% met or<br>exceeded<br>standard<br><br>SED: 21.31% met or<br>exceeded standard | Grow Academy<br>Arvin, 2024<br>21.9% met or<br>exceeded<br>SED: 19.87% met<br>or exceeded<br>standard<br>(2.03% gap)<br>EL: 6% met or<br>exceeded<br>(13.87% gap)<br><br>Grow Academy<br>Shafter, 2024<br>19.5% met or<br>exceeded<br>standard.<br>SED: 19.12% met<br>or exceeded<br>standard<br>(0.38% gap)<br>EL: 2.86% met or<br>exceeded standard<br>(16.64% gap) |                | 2026:<br><br>Grow Academy<br>Arvin<br><br>All: 31% meet or<br>exceed standard<br><br>SED: 31%<br>(no gap)<br><br>EL: 20%<br>(11% gap)<br><br>Grow Academy<br>Shafter<br><br>All: 38% meet or<br>exceed standard<br><br>SED: 38%<br>(no gap) | Grow Academy<br>Arvin<br><br>All: +3.36<br>percentage points<br><br>SED: +4.11<br><br>(gap closed<br>0.75%)<br><br>EL: +6%<br><br>(gap closed<br>4.67%)<br><br>Grow Academy<br>Shafter<br><br>All: -6.29<br>percentage points<br><br>SED: -2.19<br><br>(gap closed 4.1%) |

| Metric # | Metric | Baseline                                                                  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome     | Current Difference from Baseline       |
|----------|--------|---------------------------------------------------------------------------|----------------|----------------|-------------------------------|----------------------------------------|
|          |        | (4.48% gap)<br><br>EL: 9.68% met or exceeded standard<br><br>(16.11% gap) |                |                | EL: 29.68%<br><br>(8.32% gap) | EL: -6.82<br><br>(gap increased 0.53%) |

## Goal Analysis [2024-25]

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.

### Overall Implementation:

Grow Public Schools made strong progress in implementing Goal 3 actions designed to support student and family engagement. Most actions were fully implemented, with only two actions partially implemented. Fully implemented actions were generally effective, while partially implemented actions were somewhat effective due to staffing and system development challenges.

### Substantive Differences Between Planned and Actual Implementation:

Substantive differences emerged primarily in the implementation of the PBIS framework and the arts and music program. The PBIS framework was partially implemented due to leadership capacity and the need for a more cohesive systemwide structure. In the arts and music program, while art teacher staffing was fully achieved, challenges remained in securing qualified music instructors. Other actions, including physical education, family engagement, field trips, and home visits, were implemented largely as planned, supporting student well-being and connection.

### Challenges Experienced:

Key challenges included building a cohesive PBIS framework across sites, addressing leadership continuity, navigating music instructor shortages, and adapting home visit practices to meet diverse family preferences. In some cases, logistical complexities, such as multiple home visits for families with several students, required flexible scheduling solutions.

### Successes Experienced:

Grow Public Schools successfully built upon foundational structures to support student and family engagement. Home visits were conducted both at the beginning of the year and for attendance purposes, field trips enriched student experiences, and physical education programming was provided consistently. Family and community engagement events, including literacy and math nights featured take-home instructional materials. The Director of Student Support Services role, even as a part-time consultant, significantly advanced student-centered support systems across sites.

Overall, Goal 3 actions reflected Grow Public Schools' commitment to student wellness, expanded learning opportunities, and strong family-school partnerships, while identifying targeted areas for system coherence and staffing refinements.

3.3 The funding change is due to salary and benefit increases.

3.4 The funding change is due to salary and benefit increases.

3.8 The funding increase is due to the expanded at-home support check-ins planned for the coming 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.

Grow Public Schools conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budget for the 2024-2025 LCAP

Action 3.1 Positive Behavioral Intervention and Support Framework: The material differences between Budgeted and Estimated Actual Expenditures are due to higher-than-anticipated costs and increased participation in the implementation of the Positive Behavior Intervention and Supports program. This increase reflects the program's success and its broader impact in promoting positive behavioral, social, emotional, and mental health outcomes for all students, particularly unduplicated pupils and students with disabilities.

Action 3.3 Art and Music Programs: The material differences between Budgeted and Estimated Actual Expenditures are due to increases in compensation and benefits for Music and Art teachers. To attract and retain qualified educators who provide high quality enrichment for all students, particularly socioeconomically disadvantaged students, Grow Public Schools adjusted compensation levels, resulting in higher actual costs than originally budgeted.

Action 3.4 Physical Education: The material differences between Budgeted and Estimated Actual Expenditures are due to increased compensation and benefits for Physical Education teachers. To ensure students, particularly socioeconomically disadvantaged students, receive consistent access to high-quality physical education that supports their physical health, teamwork, and overall well-being,

Action 3.5 Educational Field Trips: The material differences between Budgeted and Estimated Actual Expenditures are due to increased costs associated with educational field trips driven by inflation and rising transportation and program fees. As Grow Public Schools continued its commitment to providing hands-on real-world learning experiences particularly for unduplicated pupils, costs exceeded initial projections. These experiences including college and career exposure remain a vital part of the academic model and support equitable access to extended learning opportunities across all grade levels.

Action 3.7 Family and Community Engagement: The material differences between Budgeted and Estimated Actual Expenditures are due to increased participation in parent engagement activities and inflation driven rises in associated costs. As Grow Public Schools expanded outreach efforts to strengthen family and community connections particularly for families of unduplicated pupils, additional resources were needed to support effective communication, interpreters, event facilitation, and materials. These factors led to higher actual expenditures than originally budgeted, reflecting the program's growing impact and commitment to equitable family involvement LEA wide.

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

Grow Public Schools made notable progress toward achieving the expected outcomes outlined in Goal 3 through the implementation of multiple coordinated actions supporting student engagement, wellness, attendance, and positive behavioral support.

As a result of Action 3.1 PBIS, we anticipated improvements in Metric 3.1 Attendance, Metric 3.2 Kelvin Survey, Metric 3.5 Suspension Rates, Metric 3.8 Middle-School Dropout Rate, Metric 3.10 Pupil Expulsion Rate

Attendance outcomes improved overall, with Grow Public Schools achieving 94.65% attendance, representing a 0.5% increase since baseline. All Student, English learners, SED, and SWD groups showed improvements in attendance, while homeless and foster youth declined at least one percent each. Grow Public Schools also recorded four months at or above 95% attendance, compared to only one month the prior year, demonstrating important movement toward the 95% annual goal and signaling the growing effectiveness of student engagement strategies.

The Kelvin Survey (Metric 3.2) showed notable gains in student perceptions of safety and climate. Grow Academy Arvin increased from a baseline of 75.64% favorable responses in Spring 2024 to 79% in Spring 2025—a gain of +3.36 percentage points, while Grow Academy Shafter increased from 78.35% in Spring 2024 to 80% in Spring 2025—a gain of +1.65 percentage points.

Overall, suspension outcomes reflected a mixed picture, demonstrating meaningful gains alongside areas requiring continued system refinement. Grow Academy Shafter showed strong improvements, moving multiple student groups from orange to green on the Dashboard. However, Grow Academy Arvin experienced some regression in suspension rates, with several student groups shifting from blue to orange. Suspension rates for students with disabilities and long-term English learners remained elevated across sites. These outcomes reinforce the importance of sustaining positive behavior supports while ensuring that equity-focused disciplinary practices are consistently embedded across all campuses.

The Middle School Dropout Rate remained consistently low at 0% across all reported years (2023–24 through 2025–26).

Pupil Expulsion Rates remained low across Grow Public Schools. Grow Academy Shafter maintained a 0% expulsion rate, while Grow Academy Arvin recorded one expulsion, resulting in a rate of 0.124% for 2026–27. The overall LEA rate rose slightly to 0.067%.

Action 3.1 was partially effective, demonstrating clear progress in attendance and school climate, while highlighting ongoing challenges in achieving consistent reductions in exclusionary discipline across all student groups.

As a result of Action 3.2 Edible Schoolyard, we expected growth in Metric 3.1 Attendance, Metric 3.2 Kelvin Survey and Metric 3.11 CAST

Science performance, as measured through the CA Science Test (CAST), showed substantial Distance from Standard (DFS) improvements at Grow Academy Arvin, while Grow Academy Shafter experienced smaller subgroup gains and overall declines among English learners and all students. These results suggest that while initial instructional shifts have yielded positive impacts at some sites, additional emphasis on cross-site consistency in science instruction will further strengthen academic achievement.

Action 3.2 was moderately effective, contributing to improved science outcomes at Grow Academy Arvin and reinforcing student engagement and wellness, as evidenced by positive attendance and climate data. However, inconsistent gains in CAST performance at Grow Academy Shafter—particularly among English learners—signal a need for strengthened cross-site alignment in science instruction to fully realize the intended academic benefits.

As a result of Action 3.3 Art & Music, we looked for growth in Metric 3.2 Kelvin Survey, Metric 3.7 Chronic Absenteeism

Chronic absenteeism rates showed encouraging downward trends. Both Grow Academy Arvin and Shafter reduced chronic absenteeism across nearly all student groups, including a 5–8 percentage point decrease for socioeconomically disadvantaged, Hispanic, and English learner students. These gains reflect the positive impact of proactive attendance initiatives, such as home visits and enhanced family engagement efforts. Continued monitoring and refinement of attendance supports will ensure that these early improvements are sustained and expanded in future years.

## **Acti**

on 3.3 was effective, supporting measurable reductions in chronic absenteeism among key student groups and contributing to improved school climate, as reflected in Kelvin Survey gains at both sites.

Action 3.4 P.E., we expected growth in Metric 3.1 Attendance and Metric 3.3 Physical Fitness Test Participation Rates and Aerobic Capacity improved

Participation in the CA Physical Fitness Test remained consistent at 100% for grades 5 and 7 across all years (2023–24 to 2026–27). The percentage of students demonstrating at least a 10% improvement in aerobic capacity—measured by the mile walk/run or 20-meter pacer—increased slightly from 92% in 2023–24 to 92.5% in 2024–25, representing a +0.5% gain.

Action 3.4 was effective.

As a result of Action 3.5 Educational Field Trips, we anticipated improvements in Metric 3.1 Attendance, Metric 3.2 Kelvin Survey

Action 3.5 was effective, contributing to improved attendance and stronger school climate perceptions. These gains align with educational partner feedback emphasizing the importance of experiential learning opportunities in supporting engagement and belonging.

As a result of Action 3.6 Family and Community Engagement, we looked for improvements in Metric 3.4 Cal-SCHLS Survey Completion Rate, Metric 3.6 Percent of Completed Engagement Hours (unduplicated), Metric 3.7 Chronic Absenteeism and Metric 3.9 Percent of Completed Engagement Hours (Students with Disabilities).

In Spring 2024, Grow Public Schools launched full implementation of the California School Climate, Health, and Learning Survey (Cal-SCHLS) system, establishing a new baseline for family and staff engagement metrics. While parent survey participation was low—22 responses at Arvin and 19 at Shafter—student and staff survey completion rates were significantly stronger. All 7th-grade classes at both schools met 100% of their target sample sizes, and staff participation was robust, with 86 total respondents across both sites. These results provide a foundation for setting future engagement benchmarks, with a 70% parent response target set for 2027.

Family volunteer participation rates among families of unduplicated pupils showed minimal growth in 2024–25, with Grow Academy Arvin increasing from 12% to 12.53% and Shafter rising slightly to 12.7%. While these gains indicate some improvement, the current rates remain well below the 2026–27 goal of 36%. Continued efforts will be needed to expand outreach, reduce barriers to participation, and encourage broader family engagement in school activities.

Family engagement among families of students with disabilities (SWD) showed slight increases in 2024–25. Participation at Grow Academy Arvin rose from 12% to 12.99%, and at Shafter from 12% to 12.28%. Although these represent incremental gains, they remain far from the 2026–27 target of 27.3%, signaling the need for more targeted supports and inclusive outreach strategies to better engage SWD families.

Action 3.6 was moderately effective. While parent survey participation remained low in its first year of implementation (22 responses at Arvin, 19 at Shafter), student and staff survey participation exceeded expectations—particularly among 7th graders, who achieved 100% participation at both sites. These results suggest that the foundational systems for gathering stakeholder input are functioning well with internal groups, but additional strategies are needed to boost parent voice.

Volunteer hour participation among unduplicated families and families of students with disabilities rose only slightly—by under 1 percentage point at each site. This modest growth, while a positive sign of incremental engagement, is far from the 2026–27 targets (36% for unduplicated, 27.3% for SWD). The data implies that current outreach efforts may not be fully resonating with harder-to-reach families.

As a result of Action 3.7 Parent Conferences and At-Home Learning Materials, we anticipated improvements in Metric 3.6 Engagement Hours for Unduplicated families, Metric 3.9 Percent of Completed Engagement Hours (Students with Disabilities).

Action 3.7 was somewhat effective. While parent conference participation and the distribution of at-home learning kits provided meaningful touchpoints for family involvement, overall engagement hour completion rates among unduplicated families and families of students with disabilities showed only marginal gains.

At Grow Academy Arvin, engagement among unduplicated families rose by just 0.53 percentage points (from 12% to 12.53%), while Shafter saw a similarly small increase to 12.7%. Among families of students with disabilities, participation increased by 0.99 percentage points at Arvin and 0.28 percentage points at Shafter. These incremental improvements suggest that while Action 3.7 offered valuable resources and events, additional supports may be necessary to translate participation in specific activities into broader, sustained engagement.

As a result of Action 3.8 Home Visits, we anticipated improvement in Metric 3.1 Attendance, Metric 3.4 Cal-SCHLS Survey Completion Rate, Metric 3.6 Engagement Hours for Unduplicated families, and Metric 3.9 Percent of Completed Engagement Hours (Students with Disabilities).

Action 3.8 was moderately effective. Home visits served as a key strategy to strengthen relationships between families and school staff, and the results suggest meaningful though mixed progress across the associated metrics.

Overall, Goal 3 actions were moderately effectively strengthened student engagement and attendance, contributing to a measurable reduction in chronic absenteeism across Grow Public Schools. Gains in school climate and wellness metrics, alongside consistent physical fitness participation and improved attendance rates, reflect meaningful progress. However, family engagement outcomes—particularly among unduplicated pupils and students with disabilities—show only modest improvement, highlighting the need for more targeted outreach and system refinements to ensure all families are fully supported and included.

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.

Grow Public Schools has reflected on prior implementation of Goal 3 and is making focused changes to strengthen behavioral supports, family engagement, and community outreach. No changes have been made to the overall goal statement or target outcomes.

#### Metric Adjustments:

Metric 3.1 was increased from 95% to 95.5% attendance.

Although CAST measures (Metric 2.2) are featured predominantly in Goal 2, the Edible Schoolyard Program (Action 3.2) contributes to both student engagement and science achievement.

For this reason, the CAST measure (Metric 2.2) will also appear in Goal 3, Metric 3.11.

#### Action Adjustments:

Actions 3.3 was revised to include electives.

Action 3.5, Educational Field trips, was removed from the LCAP. The field trips will be provided through the Extended Learning Opportunities Program.

Action 3.7 was revised: Coaches and the Family and Community Engagement (FACE) team now conduct literacy and math nights that include distributing take-home instructional materials.

The customized kits associated with Academic Parent-Teacher Teams (APTT) were removed from the action, as all attendees at the events received instructional kits instead.

Updates were also be made to the Increased or Improved Services section, where each action will be monitored using one state and one local metric when available, streamlining prior duplications.

The following metrics were removed from the Increased or Improved Services section. They will remain in the Goals and Actions:

Action 3.1: Metric 3.2, 3.5, 3.8, 3.10

|                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action 3.2: Metric 3.1, 3.2                                                                                                                                                                               |
| Action 3.3: Metric 3.2                                                                                                                                                                                    |
| Action 3.4: Metric 3.3                                                                                                                                                                                    |
| Action 3.5: Metric 3.2                                                                                                                                                                                    |
| Action 3.6: Metric 3.6, 3.9; due to changes in the way disaggregated data is calculated, the baselines for these metrics were adjusted from 28% to 12% for Metric 3.6 and from 21% to 12% for Mertic 3.9. |
| Action 3.7: Metric 3.9                                                                                                                                                                                    |
| Action 3.8: Metric 3.4, 3.6, 3.9                                                                                                                                                                          |

**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.**

## Actions

| Action # | Title                                                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total Funds | Contributing |
|----------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| 3.1      | Positive Behavioral Intervention and Support Framework | <p>The LEA guides the refinement of the organization's PBIS Framework Implementation Plan leading to meeting California PBIS Statewide Recognition Criteria. Over the 3-year cycle, the LEA will utilize the Kelvin Survey to reflect on program strengths, develop an action plan for continuous improvement, and will procure resources and identify partners with reputable PBIS consultants to ensure staff has the skillset and mindset to provide a classroom and school environment that support students’ behavioral, social, emotional, and mental health, particularly for unduplicated pupils and students with disabilities, who face additional barriers and challenges.</p> <p>The PBIS Team develops capacity to implement evidence-based schoolwide practices supporting students’ attendance, behavioral, academic, social, emotional, and mental health, particularly for</p> | \$41,399.00 | Yes          |

| Action #   | Title                            | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Total Funds  | Contributing |
|------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                  | unduplicated pupils and students with disabilities, who face additional barriers and challenges.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              |              |
| <b>3.2</b> | Edible Schoolyard Program        | <p>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.</p> <p>Socio-economically disadvantaged students and their families often do not have healthy meal choices readily available to them. ESY Lead Educators (4 FTE) and ESY Instructors (8 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.</p> <p>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.</p> | \$859,162.00 | Yes          |
| <b>3.3</b> | Art, Music and Elective Programs | Music, Art, and Electives (8 FTE) will provide enrichment programs for all students, particularly socio-economically disadvantaged students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | \$697,852.00 | Yes          |

| Action #   | Title                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Total Funds  | Contributing |
|------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|
|            |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              |              |
| <b>3.4</b> | Physical Education              | <p>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).</p> <p>Grow Public Schools will develop healthy students and improve pupil outcomes on fitness tests. GPS will maintain a standardized elementary Physical Education program, staffed by 4 FTEs, providing instruction and activities, and exceed the number of required physical education minutes.</p>                                                                                         | \$389,170.00 | Yes          |
| <b>3.5</b> | Educational Field Trips         | <p>Removed in 2025 -</p> <p>The core academic model speaks to the belief in hands-on learning. In addition to school-based hands-on learning, educational field trips, including college and career experiences leading to options requiring little or no college preparation, enhance learning experiences for students. This is especially important for unduplicated pupils, who may be the first in their families to go to college or complete job certifications.</p> <p>In collaboration with leadership, each grade level reviews their scope and sequence for opportunities to extend learning beyond the classroom walls. At least once a year per grade level, GPS' intent is for learning to happen within the community and throughout the state.</p> |              |              |
| <b>3.6</b> | Family and Community Engagement | <p>The Family and Community Engagement (FACE) Coordinator (1) and Liaisons (2) will serve as a bridge between schools, families, and the broader community to strengthen students' schooling experience, reduce chronic absenteeism, and provide greater access to resources for families. The FACE team emphasizes frequent, timely communication with families through Parent Square, Possip, and DTS. The schools use multimedia to</p>                                                                                                                                                                                                                                                                                                                         | \$370,675.00 | Yes          |

| Action # | Title | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Total Funds | Contributing |
|----------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|          |       | <p>communicate information &amp; opportunities to parents, including academic and behavioral information.</p> <p>The FACE team encourages parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night. They inform families about the availability, access, and use of video Student Score Reports (SSRs) for end of year CA English/Language Arts, math, and ELPAC assessments.</p> <p>The FACE team will inform families of the ample opportunities to participate in school events and advisory groups, such as Back to School Night, Coffee and Conversation, parent conferences, Literacy and STEM Night, Open House, and Family Educational Nights. These opportunities celebrate learning and also serve to inform parents on ways to support and assist their children in their learning. In particular, the FACE team will support increased attendance and participation in English Learner Advisory Committees (ELACs) and the involvement of more staff, parents, and scholars in all leadership committees.</p> <p>The FACE team will also support with attendance and communication as certificated staff and community partners create and provide ongoing opportunities for parents to learn about the state academic content standards, the curriculum and assessments, topics related to English language proficiency, and other educational and social/emotional aspects of parenting school-aged children.</p> <p>Fluent interpreters and meeting presenters / facilitators work together to increase parent engagement and meaningful involvement in school meeting and events. These meetings include but are not limited to the site and org-wide councils and committees, SPGA and POGA, and events</p> |             |              |

| Action #   | Title                                             | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Total Funds | Contributing |
|------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
|            |                                                   | <p>such as Back-to-School Night and Spring Open House. The school maintains and utilizes a sufficient stock of translation headsets.</p> <p>Title I funds in the amount of \$6,299 are being utilized for this action.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |              |
| <b>3.7</b> | Parent Conferences and At-Home Learning Materials | <p>Schools thrive when families and school staff work together, as genuine partners, to maximize student learning inside and outside of school. This is particularly true for unduplicated pupils.</p> <p>Parent conferences are held at intervals throughout the year to ensure families are aware of their student's progress. This is an intentional, systematic means of increasing student academic learning by enhancing the quality and quantity of parent- teacher interactions.</p> <p>Teachers engage families in student learning by helping parents to understand their children's grade level goals and working to create a complementary home learning environment that is individualized based upon unique learning needs of each student - especially important for our unduplicated pupil population - as well as the family context in which they live.</p> <p>Academic Coaches and members of the Family and Community Engagement team host grade level specific literacy and math nights that include standards-based materials to support learning at home.</p> | \$2,957.00  | Yes          |
| <b>3.8</b> | Home Visits                                       | <p>The LEA will provide teacher training around structured home visits and ensure all families are visited at the beginning of each school year or when they enroll.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$10,752.00 | Yes          |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

|                                                               |                                                          |
|---------------------------------------------------------------|----------------------------------------------------------|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$6,363,342                                                   | \$790,407                                                |

## 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 |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| 38.973%                                                                         | 0.000%                      | \$0.00                  | 38.973%                                                                     |

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               | <p><b>Action:</b><br/>Instructional Coaches</p> <p><b>Need:</b><br/>English learners at Grow Public Schools average nearly 70 points below standard in ELA and over 104 points below standard in math on the CAASPP assessment. Teachers report that additional professional</p> | <p>Humanities and STEM Coaches provide individualized, 1:1 professional development tied to a continuous cycle of improvement that leads to individual advances along the Teaching and Learning Framework.</p> <p>We expect this action to significantly improve the student academic outcomes for our English learners. However, since all students can benefit from opportunities to improve academic outcomes, this action will be provided on an LEA wide basis.</p> | Metric 1.11 CAASPP Difference from Standard (Metric 2.1 last year) |

| 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                                                                                                   |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>development is necessary to better serve the needs of English learners. ELD teaching strategies benefit English learners and other students. We believe that by more concretely addressing the barriers to meeting grade level standards in all subject areas (implementation of standards for all, access to a broad course of study), and through implementation of the Teaching and Learning Framework, that students will ultimately reach higher levels of academic achievement.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                      |
| 1.2               | <p><b>Action:</b><br/>Instructional Leadership Team Professional Development</p> <p><b>Need:</b><br/>Based upon the 2022-23 CA Dashboard, students at Grow Public Schools remain in the bottom 3 performance levels (red, orange, and yellow). English learners and socioeconomically disadvantaged student groups are scoring below the all student group in ELA and math according to the CA Dashboard. In the LCAP Family Survey, parents indicated that more attention to specific subjects, like reading, math, and English language learning, would enhance student access to grade level standards.</p> <p><b>Scope:</b></p> | <p>By utilizing a cycle of improvement based on reimagining access in terms of mastery of the guaranteed and viable curriculum for each student, we will maximize the impact of individualized professional learning by creating a collaborative group of professionals from across Grow Public Schools who specialize in specific content areas and student groups, ensuring that all unduplicated pupils receive the programs and services they need.</p> <p>We expect this action to significantly improve the student academic outcomes for our English learners &amp; low income groups. However, these actions will be provided on an LEA wide basis because all students can benefit from opportunities to improve academic outcomes.</p> | <p>Metric 1.1. ELD Implementation Rubric</p> <p>Metric 1.11 CAASPP Distance from Standard in ELA and Math (Metric 2.1 last year)</p> |

| 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                                 |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                   | LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                    |
| <b>1.3</b>        | <p><b>Action:</b><br/>Teacher Development Initiative</p> <p><b>Need:</b><br/>The Central Valley attracts workers with agricultural jobs, resulting in higher proportions of socioeconomically disadvantaged families and English learners. According to a 2020-2021 legislative report on teacher supply in California, the shortage is especially pronounced in rural communities. The 22-23 Teacher Assignment Monitoring Outcomes indicated the percent of teaching staff with clear credentials is 83.2% statewide, 78.2% in Kern County, and averages 40% for Grow Public Schools. Based upon the 2022-23 CA Dashboard, students at Grow Public Schools remain in the bottom 3 performance levels (red, orange, and yellow). English learners and socioeconomically disadvantaged student groups are scoring below the all student group in ELA and math according to the CA Dashboard. The Alder Residency Program is a key strategy for Grow Public Schools to improve critical teacher credentialing and assignment locally. Highly qualified teachers will impact student achievement and will assist us in closing the gaps we see between our unduplicated student groups and the all student group.</p> <p><b>Scope:</b></p> | <p>Students report that Hispanic and male teachers are important role models. The Alder Residency Program provides a diverse pipeline of qualified teachers who are experienced with Grow Public Schools, enabling the organization to take a proactive approach to addressing State Priority 1A, teacher credentialing and assignment.</p> <p>While this action supports our unduplicated students, it is being provided on an LEA-wide basis because qualified teachers benefit all students.</p> | Metric 1.11 CAASPP Difference from Standard (Metric 2.1 last year) |

| 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                                                                                                |
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|                   | LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                   |
| <b>1.4</b>        | <p><b>Action:</b><br/>Academic Consultants</p> <p><b>Need:</b><br/>This action is specifically designed to improve the following programs and services for our unduplicated students. In conjunction with improvements on the English Learner Rubric, maintaining 100% of students in need of interventions and receiving supplemental instructional services, the aim is for Academic Consultants to improve instruction.</p> <p>Although Shafter's ELA scores increased from the prior year, students are 23.5 points below standard.<br/>ELs 60.8 points below standard<br/>SED 30.8 points below standard<br/>Hispanic 27.8 points below standard</p> <p>Similarly, Shafter's math scores also increased from the prior year. Students are 72.4 points below standard.<br/>ELs 99.9 points below standard<br/>SED 78.5 points below standard<br/>Hispanic 74.5 points below standard</p> <p>Arvin's ELA scores maintained a similar level compared to the prior year and students are 44.3 points below standard<br/>ELs 78.7 points below standard<br/>SED 49.6 points below standard<br/>Hispanic 46 points below standard</p> | Academic consultants increase our capacity to ensure teachers have the skillset and mindset to offer a high-quality course of study for all students and are equipped to accommodate the needs of English language learners, foster and homeless youth, SED, and students with disabilities. This will ensure that all unduplicated pupils will have access to the instructional services they need, along with all students which is why we are providing this on an LEA wide basis. | <p>Metric 1.1. ELD Implementation Rubric</p> <p>Metric 1.11 CAASPP ELA and math distance from standard (Metric 2.1 last year)</p> |

| 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                                        |
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|                   | <p>Similarly, Arvin's math scores maintained a similar level. Students are 82.9 points below standard.<br/>           ELs 108.5 points below standard<br/>           SED 89.1 points below standard<br/>           Hispanic 82.9 points below standard</p> <p>Teachers report a need for additional professional development in order to address the needs of student groups.</p> <p><b>Scope:</b><br/>           LEA-wide</p>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                           |
| 1.5               | <p><b>Action:</b><br/>           Induction, Credentials, and Teacher Assignments</p> <p><b>Need:</b><br/>           According to Educating Teachers in California: What matters for teacher preparedness (Patrick &amp; Darling Hammond), "California's new teaching standards are focused on preparing teachers to develop students' higher-order thinking skills, support social-emotional as well as academic learning, and effectively teach students with different language and learning needs."</p> <p>As acknowledged in the quote, unduplicated pupils need teachers who have met induction requirements and who are credentialed in their teaching assignments. The most recently available DataQuest report indicates that less</p> | <p>Grow Public Schools is committed to attracting talented teachers and supporting the development of their expertise and professional skills over the course of their career. Through experience, demonstrated subject matter and teaching proficiency, and accurate teacher assignments, Grow Public Schools provides students across the LEA with teachers who are equipped to meet their needs and this will impact student achievement outcomes. It is for these reasons that we are providing this action LEA-wide.</p> | <p>Metric 1.11 CAASPP Difference from Standard (Metric 2.1 last year)</p> |

| 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 |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>than 100% of Grow Public Schools' teachers are fully credentialed. The need for prepared and qualified teachers was expressed from our educational partners.</p> <p>In addition, CAASPP distance from standard data indicates that students are not meeting grade level expectations in ELA and math, as indicated below.</p> <p>Grow Academy Arvin<br/>English Language Arts, 2023</p> <p>Student groups at the orange indicator<br/>All Students: -44.3 points<br/>Low Income: -49.6 points<br/>Hispanic: -46 points</p> <p>Student groups at the red indicator<br/>English Learners: -78.7 points<br/>Students with Disabilities: -106.4 points</p> <p>Grow Academy Arvin<br/>Math, 2023</p> <p>Student groups at the orange indicator<br/>All Students: -82.9 points<br/>Low Income: -89.1 points<br/>Hispanic: -82.9 points</p> <p>Student groups at the red indicator<br/>English Learners: -108.5 points<br/>Students with Disabilities: -136 points</p> <p>Grow Academy Shafter<br/>English Language Arts, 2023</p> |                                                                                             |                                    |

| 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 |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>Student groups at the yellow indicator<br/> All Students: -23.5 points,<br/> 12.6 point growth<br/> English Learners: -60.8 points,<br/> 4.4 points growth<br/> Low Income: -30.8 points,<br/> 17 points growth<br/> Hispanic: -27.8 points,<br/> 16 points growth<br/> White: +8.4 points</p> <p>Student groups at the orange indicator<br/> Students with Disabilities: -58.7 points</p> <p>Grow Academy Shafter<br/> Math, 2023</p> <p>Student groups at the yellow indicator<br/> All Students: -72.4 points,<br/> 12.8 points growth<br/> Low Income: -78.5 points,<br/> 17.1 points growth<br/> Hispanic: -74.5 points,<br/> 16.6 points growth</p> <p>Student groups at the orange indicator<br/> English Learners: -99.9 points,<br/> 5.6 points growth<br/> White: -60.6 points</p> <p>Student groups at the red indicator<br/> Students with Disabilities: -137 points</p> |                                                                                             |                                    |

| 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                                                                         |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                      |                                                                                                            |
| <b>1.6</b>        | <p><b>Action:</b><br/>Instructional Materials</p> <p><b>Need:</b><br/>Particularly in math, unduplicated pupils across the LEA are scoring in the red, orange, and yellow indicators. Teachers state that additional manipulatives will assist students in developing concrete concepts, leading to greater ability to represent ideas and think abstractly.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                          | Supplemental materials 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 1.11 CAASPP Difference from Standard (Metric 2.1 last year)                                         |
| <b>2.1</b>        | <p><b>Action:</b><br/>Intervention and Enrichment: Grades K-2</p> <p><b>Need:</b><br/>According to our 2023-2024 Winter STAR Early Literacy Data, a gap has emerged in academic achievement for our unduplicated student groups in grades TK-2nd. We believe that early intervention, and enrichment is necessary in these grade levels.</p> <p>On average, all kindergarten students perform +2 percentile points above benchmark, the</p> | By providing small group instruction based on individual needs of our unduplicated student groups, this will allow achievement gaps to be closed. We expect this action to benefit all students and that is why we are providing this on an LEA-wide basis.                                                                          | <p>Metric 2.6 ELPI</p> <p>Metric 2.7 Reclassification Rate</p> <p>Metric 2.8 Long Term English Learner</p> |

| 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   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
|                   | <p>following student groups are performing below that mark:<br/> English learners: -13 percentile points<br/> Socio-economically disadvantaged students: -2 percentile points<br/> Homeless Youth: -16 percentile points</p> <p>On average, 1st graders perform at benchmark. The following student groups are performing below that mark:<br/> English learners: -6 percentile points<br/> Homeless Youth: -39 percentile points<br/> SED: -5 percentile points</p> <p>2nd Grade<br/> On average, 2nd graders perform +5 percentile points above benchmark. However, the following student groups are performing below that mark:<br/> English learners: 38th percentile (-7)<br/> Homeless Youth: 8th percentile (-37)<br/> SED: 44th percentile (-1)</p> <p>Primary teachers report that self-contained classrooms and low student:teacher ratios benefit the developmental, social emotional, and academic needs of students.</p> <p><b>Scope:</b><br/> LEA-wide</p> |                                                                                                                                                                                        |                                      |
| <b>2.2</b>        | <b>Action:</b><br>Intervention & Enrichment: Grades 3-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | By providing small group instruction based on individual needs of our unduplicated student groups, this will allow achievement gaps to be closed. We expect this action to benefit all | Metric 2.3 NWEA MAP reading 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              |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|                   | <p><b>Need:</b><br/>Baseline STAR Reading data highlights the achievement gap between our unduplicated student groups and the all student groups. Unduplicated students in the intermediate grades report that it becomes more difficult to read with each passing year once they fall behind.</p> <p>In addition, as of March 2024, 493 students at Grow Public Schools are English Learners. Forty percent (138) students are Long Term English Learners (LTELs).</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>students and that is why we are providing this on an LEA-wide basis.</p>                                                                                                                                                                                                                                                                                                                       | <p>Metric 2.9 Long Term English Learner</p>     |
| 2.3               | <p><b>Action:</b><br/>Educational Software, Assessment, &amp; Data Analysis Tools</p> <p><b>Need:</b><br/>According to the CA Dashboard, unduplicated pupil groups 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.</p>                                    | <p>In addition to Tier 1 core and Tier 2 intervention, online learning platforms provide personalized, differentiated lessons and practice to unduplicated pupils. While this action is principally directed to our unduplicated students we expect the individualized lessons provided through these platforms will benefit all students which is why we are providing this action LEA wide.</p> | <p>Metric 2.1 CAASPP Distance From Standard</p> |

| 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      |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                       |                                         |
| 2.4               | <p><b>Action:</b><br/>Multi-Tiered System of Supports Team</p> <p><b>Need:</b><br/>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. For example,</p> <p>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.</p> <p>The need for intervention is particularly acute among student groups performing below the All Students group:</p> <p>2023:<br/>Grow Academy Arvin<br/>English Language Arts, 2023</p> <p>All Students: -44.3 points</p> <p>Student groups performing below the All Students group</p> | <p>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. Since this action benefits all students, it is being provided on an LEA-wide basis.</p> | <p>Metric 2.3 NWEA Math and Reading</p> |

| 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 |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>English Learners: -78.7 points</p> <p>Grow Academy Arvin<br/>Math, 2023</p> <p>All Students: -82.9 points</p> <p>Student groups performing below the All Students group<br/>Low Income: -89.1 points<br/>English Learners: -108.5 points</p> <p>Grow Academy Shafter<br/>English Language Arts, 2023</p> <p>All Students: -23.5 points</p> <p>Student groups performing below the All Students group<br/>Hispanic: -27.8 points<br/>Low Income: -30.8 points<br/>English Learners: -60.8 points</p> <p>Grow Academy Shafter<br/>Math, 2023</p> <p>All Students: -72.4 points</p> <p>Student groups performing below the All Students group<br/>Hispanic: -74.5 points<br/>Low Income: -78.5 points<br/>English Learners: -99.9 points</p> |                                                                                             |                                    |

| 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 |
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|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |                                    |
| <b>2.5</b>        | <p><b>Action:</b><br/>High School, College, and Career Readiness</p> <p><b>Need:</b><br/>According to Extended Professional Development in Project-Based Learning: Impacts on 21st Century Skills Teaching and Student Achievement (Hixson, Nate K.; Ravitz, Jason; Whisman, Andy), "...trained PBL-using teachers taught 21st century skills more often and more extensively. This finding applied across the four content areas, in classrooms serving students with a range of performance levels..."</p> <p>Students report that PBL has made a difference in their ability to communicate as learners and use multiple resources to learn about a real-world problem. The CAASPP assesses students' abilities to solve real-world problems and to explain their reasoning across subject areas. According to the 2022-23 CA Dashboard unduplicated pupils are performing at the very low to low levels in ELA and math.</p> <p><b>Scope:</b><br/>LEA-wide</p> | In support of the development of 21st century skills and career options, it is particularly relevant to unduplicated pupils that opportunities for critical thinking, collaborative learning, and enrichment are included as part of the curriculum. We are providing this action LEA-wide since it will benefit all students. | Metric 2.1 CAASPP DFS              |
| <b>2.6</b>        | <p><b>Action:</b><br/>Intervention and Assessment Coordinator</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The Intervention Coordinator will implement structures and build capacity across the LEA to effectively address the needs of students facing                                                                                                                                                                                   | Metric 2.1 CAASPP DFS              |

| 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 |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p><b>Need:</b><br/>According to the 2022-23 CA Dashboard data, 100% of unduplicated student groups are performing below the All Students group in both ELA and math.<br/>Administrators and site coordinators indicate that increased central office support builds capacity and increases collaboration.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                     | achievement gaps. While this action is principally directed to our unduplicated students we feel that providing this LEA-wide will benefit all students and will lead to greater academic outcomes.                                                                                                                                                                                                                                                                                                                     |                                    |
| 2.7               | <p><b>Action:</b><br/>Literacy Program</p> <p><b>Need:</b><br/>Student outcome data across the LEA indicates a need increased achievement levels in reading, particularly among unduplicated pupils. For example, 100% of our unduplicated student groups are performing at a lower percentile than the All Students group as measured by STAR reading.<br/>Students indicate that the Literacy Specialist and the library engage them with books and encourage them to read just right books.</p> <p><b>Scope:</b><br/>LEA-wide</p> | 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. A strong literacy program and coach will benefit all our students so we are providing it on an LEA-wide basis. | Metric 2.3 NWEA Reading            |
| 2.8               | <p><b>Action:</b><br/>Director of Learning and Innovation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The Director of Learning and Innovation specializes in math instruction, assessment, and data, provides leadership in all subject areas, and                                                                                                                                                                                                                                                                                                                                                                            | Metric 2.1 CAASPP DFS              |

| 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 |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p><b>Need:</b><br/>According to the 2022-23 CA Dashboard, in math our unduplicated pupils are scoring in the red, orange, and yellow indicators, 72 points or more below standard, across Grow Public Schools. This is below the all student group for math as reported on the CA Dashboard. Teachers have shared a desire for this position which will help them address gaps in learning and build their capacity for greater student achievement.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                        | builds capacity across Grow Public Schools so that unduplicated pupils have increased access to grade level standards in preparation for college and career opportunities. While this action is principally directed to our unduplicated students we feel that providing this LEA-wide will benefit all students.                                                                                                                                                 | Metric 2.3 NWEA MAP Math           |
| 3.1               | <p><b>Action:</b><br/>Positive Behavioral Intervention and Support Framework</p> <p><b>Need:</b><br/>Kelvin Survey data indicates that student perception of support averages 81.5% across the organization. In the LCAP Family Survey, parents mentioned a need for schools to more proactively address student behaviors and to enhance communication between school and the home. According to the 2022-23 CA Dashboard socioeconomically disadvantaged students have an attendance rate lower than the all student rate.</p> <p><b>Scope:</b><br/>LEA-wide</p> | PBIS (Positive Behavioral Interventions and Supports) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. PBIS emphasizes prevention of behavior problems through teaching and reinforcing positive behaviors, rather than solely reacting to negative behaviors. This action will be provided LEA-wide to meet the needs of all students. | Metric 3.1 Attendance              |

| 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    |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <p><b>3.2</b></p> | <p><b>Action:</b><br/>Edible Schoolyard Program</p> <p><b>Need:</b><br/>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 student group at both Grow Arvin and Grow Shafter scored below the all student group for CAST. The greater majority of educational partners, including students, families, and staff, value the contributions the ESY makes to health and wellness and lifelong skills.</p> <p>Improved health and wellness is a prerequisite to better attendance, which is currently below the 95% rate.</p> <p><b>Scope:</b><br/>LEA-wide</p> | <p>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.</p> <p>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.</p> | <p>Metric 3.11 CAST</p>               |
| <p><b>3.3</b></p> | <p><b>Action:</b><br/>Art, Music and Elective Programs</p> <p><b>Need:</b><br/>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 Public Schools allowed their children to</p>                                                                                                                                                                                                                                                                                                                                            | <p>Both Arvin and Shafter are rural communities. By offering art and music programs at Grow Public Schools, students are able to experience the benefits these programs. The LEA will provide this action LEA-wide, but we expect our unduplicated students will benefit more since it was developed with their needs in mind.</p>                                                                                                                                                                                                                  | <p>Metric 3.7 Chronic Absenteeism</p> |

| 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 |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>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.</p> <p>Providing art and music programs will motivate students to improve attendance, which is currently below the 95% rate. According to the 2022-23 Dashboard, English learners and socioeconomically disadvantaged students at our Shafter campus are chronically absent at a higher rate than the all student group.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                  |                                                                                                                                                                                                         |                                    |
| <b>3.4</b>        | <p><b>Action:</b><br/>Physical Education</p> <p><b>Need:</b><br/>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%).<br/>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. We believe that connections to</p> | Physical fitness reduces obesity, diabetes, and heart disease. Students in Kern County are at elevated risk for these health outcomes. All students will benefit from this focus on physical education. | Metric 3.1 Attendance              |

| 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 |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <p>student connections with staff members are highly likely to improve our ability to address the root causes of absenteeism.</p> <p><b>Scope:</b><br/>LEA-wide</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                |                                    |
| <b>3.5</b>        | <p><b>Action:</b><br/>Educational Field Trips</p> <p><b>Need:</b><br/>Unduplicated pupils may be the first in their families to go to college or complete job certifications. In 2020, 54% of undergraduate students identified as first generation graduates. In our ed partner focus groups, participants emphasized the importance of both college and career exposure and experiences.<br/>With an attendance rate of 94.15%, a college and career-minded emphasis will promote better attendance as students are encouraged to be well-prepared for the future.</p> <p><b>Scope:</b></p> | The core academic model speaks to the belief in hands-on learning. In addition to school-based hands-on learning, educational field trips, including college and career activities leading to options requiring little or no college preparation, enhance learning experiences for students. We will provide this action LEA-wide since we believe all students can benefit from the exposure. | Metric 3.1 Attendance              |
| <b>3.6</b>        | <p><b>Action:</b><br/>Family and Community Engagement</p> <p><b>Need:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The Family and Community Engagement Team will enhance the number and quality of communications, resources, and access points for families to be involved in their children's education. Based upon their relationships with families, the FACE team will continuously improve access and participation, particularly among the families of                                                     | Metric 3.7 Chronic Absenteeism     |

| 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        |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                   | <p>Research indicates that family involvement, decision-making, and school connectedness with the community enhance educational outcomes for students. In particular, educational partners, including families of English learners and socioeconomically disadvantaged students, provided input on how to best strengthen Family and Community Engagement. Those ideas are incorporated into this plan.</p> <p>While chronic absenteeism improved at both sites, consistent attendance patterns are critical to ensuring cohesive subject matter instruction and opportunities for intervention and enrichment, particularly for unduplicated pupils.</p> <p><b>Scope:</b><br/>LEA-wide</p> | unduplicated pupils. We are providing this action LEA-wide since this will promote engagement for all families.                                                                                                                                                                                                                                                                                                                                                                                             |                                           |
| 3.7               | <p><b>Action:</b><br/>Parent Conferences and At-Home Learning Materials</p> <p><b>Need:</b><br/>LEA-wide data indicates the need for increased achievement in reading and math, notably through the red and orange indicators on the CA Dashboard. During the LCAP development process, parents requested more information about how to help their students at home, about school programs and assessments, and for homework options.</p>                                                                                                                                                                                                                                                   | With an extended school day and research findings that don't support the efficacy of homework, developing personalized and engaging home learning materials will provide opportunities for families to interact, think critically, share motivational family stories, and solve problems together while enhancing educational outcomes for students. We are excited to offer this service to all students in addition to our unduplicated pupils, because we believe this will increase engagement for all. | Metric 3.6 Engagement Hours, Unduplicated |

| 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 |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                   | <b>Scope:</b><br>LEA-wide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                  |                                    |
| 3.8               | <b>Action:</b><br>Home Visits<br><br><b>Need:</b><br>Educational partners, especially parents, confirmed the research-based assertion that establishing strong positive relationships with families early in the school year creates a home/school partnership for the benefit of students.<br>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%). We believe that home visits are highly likely to improve our ability to address the root causes of absenteeism.<br><br><b>Scope:</b><br>LEA-wide | By investing in relationships before the school year begins, educators and families will be better equipped to productively communicate and partner to problem solve to address any unique social-emotional or academic needs that come up for students during the school year. Home visits are beneficial for all students therefore we will be providing this action LEA wide. | Metric 3.1 Attendance              |

## 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                                                                                                                     |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.9               | <p><b>Action:</b><br/>English Learner Task Force</p> <p><b>Need:</b><br/>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 for both Arvin (40.3% progressing) and Shafter (44% progressing).</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | 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<br>Metric 2.8 Reclassification Rate<br>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 objective is to use the additional concentration grant add-on funding to increase the number of small group instructors for 3 -8 and aides for K-2 thereby improving the staff-to-student ratio at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. This targeted approach aims to provide more personalized and effective support to students who need it the most. These actions will be addressed in goal 2 actions 1 and 2.

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------|
| Staff-to-student ratio of classified staff providing direct services to students            | N/A                                                        | 1:15                                                            |
| Staff-to-student ratio of certificated staff providing direct services to students          | N/A                                                        | N/A                                                             |

2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant<br>(Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants<br>(Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year<br>(2 divided by 1) | LCFF Carryover — Percentage<br>(Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year<br>(3 + Carryover %) |
|-----------|-------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Totals    | 16,327,666                                            | 6,363,342                                                                           | 38.973%                                                                                                | 0.000%                                                            | 38.973%                                                                                          |

| Totals | LCFF Funds     | Other State Funds | Local Funds  | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|--------------|---------------|----------------|-----------------|---------------------|
| Totals | \$6,492,505.00 | \$786,703.00      | \$118,462.00 | \$756,626.00  | \$8,154,296.00 | \$7,419,841.00  | \$734,455.00        |

| 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      | Instructional Coaches                                  | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | 2024-25 School Year | \$88,934.00     | \$0.00              | \$88,934.00  |                   |             |               | \$88,934.00  |                                         |
| 1      | 1.2      | Instructional Leadership Team Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | 2024-25 School Year | \$0.00          | \$47,725.00         | \$47,725.00  |                   |             |               | \$47,725.00  |                                         |
| 1      | 1.3      | Teacher Development Initiative                         | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | 2024-25 School Year | \$776,920.00    | \$0.00              | \$490,067.00 | \$286,853.00      |             |               | \$776,920.00 |                                         |
| 1      | 1.4      | Academic Consultants                                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | 2024-25 School Year | \$0.00          | \$57,596.00         | \$57,596.00  |                   |             |               | \$57,596.00  |                                         |
| 1      | 1.5      | Induction, Credentials, and Teacher Assignments        | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | 2024-25 School Year | \$64,656.00     | \$44,169.00         | \$44,169.00  |                   |             | \$64,656.00   | \$108,825.00 |                                         |
| 1      | 1.6      | Instructional Materials                                | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | 2024-25 School Year | \$0.00          | \$25,750.00         | \$25,750.00  |                   |             |               | \$25,750.00  |                                         |
| 1      | 1.7      | McKinney-Vento                                         | Homeless Students                              | No                                              |          |                                                | All Schools        | 25-26 School Year   | \$30,274.00     | \$0.00              |              |                   |             | \$30,274.00   | \$30,274.00  |                                         |
| 2      | 2.1      | Intervention and Enrichment: Grades K-2                | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>K-2 | 2024-25 School Year | \$653,849.00    | \$0.00              | \$648,850.00 |                   |             | \$4,999.00    | \$653,849.00 |                                         |

| 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 |
|--------|----------|---------------------------------------------------------|------------------------------------------------|-------------------------------------------------|------------------------------------------|------------------------------------------------|-------------|---------------------|-----------------|---------------------|----------------|-------------------|--------------|---------------|----------------|-----------------------------------------|
| 2      | 2.2      | Intervention & Enrichment: Grades 3-8                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-25 School Year | \$1,319,050.00  | \$0.00              | \$730,812.00   |                   |              | \$588,238.00  | \$1,319,050.00 |                                         |
| 2      | 2.3      | Educational Software, Assessment, & Data Analysis Tools | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-25 School Year | \$0.00          | \$338,525.00        | \$338,525.00   |                   |              |               | \$338,525.00   |                                         |
| 2      | 2.4      | Multi-Tiered System of Supports Team                    | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-25 School Year | \$1,630,785.00  | \$0.00              | \$1,325,173.00 | \$243,452.00      |              | \$62,160.00   | \$1,630,785.00 |                                         |
| 2      | 2.5      | High School, College, and Career Readiness              | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-25 School Year | \$173,950.00    | \$0.00              | \$55,488.00    |                   | \$118,462.00 |               | \$173,950.00   |                                         |
| 2      | 2.6      | Intervention and Assessment Coordinator                 | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-25 School Year | \$152,426.00    | \$10,000.00         | \$162,426.00   |                   |              |               | \$162,426.00   |                                         |
| 2      | 2.7      | Literacy Program                                        | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-25 School Year | \$172,635.00    | \$3,637.00          | \$176,272.00   |                   |              |               | \$176,272.00   |                                         |
| 2      | 2.8      | Director of Learning and Innovation                     | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-25 School Year | \$174,512.00    | \$0.00              | \$174,512.00   |                   |              |               | \$174,512.00   |                                         |
| 2      | 2.9      | English Learner Task Force                              | English Learners                               | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools | 2024-25 School Year | \$16,936.00     | \$0.00              | \$16,936.00    |                   |              |               | \$16,936.00    |                                         |
| 3      | 3.1      | Positive Behavioral Intervention and Support Framework  | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-25 School Year | \$0.00          | \$41,399.00         | \$41,399.00    |                   |              |               | \$41,399.00    |                                         |
| 3      | 3.2      | Edible Schoolyard Program                               | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-25 School Year | \$783,162.00    | \$76,000.00         | \$859,162.00   |                   |              |               | \$859,162.00   |                                         |

| 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      | Art, Music and Elective Programs                  | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools                   | 2024-25<br>School Year | \$697,852.00    | \$0.00              | \$441,454.00 | \$256,398.00      |             |               | \$697,852.00 |                                         |
| 3      | 3.4      | Physical Education                                | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Grades 5 and 7 | 2024-25<br>School Year | \$389,170.00    | \$0.00              | \$389,170.00 |                   |             |               | \$389,170.00 |                                         |
| 3      | 3.5      | Educational Field Trips                           |                                                |                                                 |          |                                                | All Schools                   | 2024-25<br>School Year |                 |                     |              |                   |             |               |              |                                         |
| 3      | 3.6      | Family and Community Engagement                   | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools                   | 2024-25<br>School Year | \$294,730.00    | \$75,945.00         | \$364,376.00 |                   |             | \$6,299.00    | \$370,675.00 |                                         |
| 3      | 3.7      | Parent Conferences and At-Home Learning Materials | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools                   | 2024-25<br>School Year | \$0.00          | \$2,957.00          | \$2,957.00   |                   |             |               | \$2,957.00   |                                         |
| 3      | 3.8      | Home Visits                                       | English Learners<br>Foster Youth<br>Low Income | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools                   | 2024-25<br>School Year | \$0.00          | \$10,752.00         | \$10,752.00  |                   |             |               | \$10,752.00  |                                         |

# 2025-26 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 |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------|------------------|
| 16,327,666                   | 6,363,342                                                  | 38.973%                                                                                             | 0.000%                                                   | 38.973%                                                                                       | \$6,492,505.00                                          | 0.000%                                               | 39.764 %                                                                                               | <b>Total:</b>            | \$6,492,505.00   |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>LEA-wide Total:</b>   | \$6,475,569.00   |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Limited Total:</b>    | \$16,936.00      |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                         |                                                      |                                                                                                        | <b>Schoolwide Total:</b> | \$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      | Instructional Coaches                                  | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | \$88,934.00                                                |                                             |
| 1    | 1.2      | Instructional Leadership Team Professional Development | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | \$47,725.00                                                |                                             |
| 1    | 1.3      | Teacher Development Initiative                         | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | \$490,067.00                                               |                                             |
| 1    | 1.4      | Academic Consultants                                   | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | \$57,596.00                                                |                                             |
| 1    | 1.5      | Induction, Credentials, and Teacher Assignments        | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | \$44,169.00                                                |                                             |
| 1    | 1.6      | Instructional Materials                                | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools        | \$25,750.00                                                |                                             |
| 2    | 2.1      | Intervention and Enrichment: Grades K-2                | Yes                                             | LEA-wide | English Learners<br>Foster Youth               | All Schools<br>K-2 | \$648,850.00                                               |                                             |

| 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                                     |                               |                                                            |                                             |
| 2    | 2.2      | Intervention & Enrichment: Grades 3-8                   | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$730,812.00                                               |                                             |
| 2    | 2.3      | Educational Software, Assessment, & Data Analysis Tools | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$338,525.00                                               |                                             |
| 2    | 2.4      | Multi-Tiered System of Supports Team                    | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$1,325,173.00                                             |                                             |
| 2    | 2.5      | High School, College, and Career Readiness              | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$55,488.00                                                |                                             |
| 2    | 2.6      | Intervention and Assessment Coordinator                 | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$162,426.00                                               |                                             |
| 2    | 2.7      | Literacy Program                                        | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$176,272.00                                               |                                             |
| 2    | 2.8      | Director of Learning and Innovation                     | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$174,512.00                                               |                                             |
| 2    | 2.9      | English Learner Task Force                              | Yes                                             | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools                   | \$16,936.00                                                |                                             |
| 3    | 3.1      | Positive Behavioral Intervention and Support Framework  | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$41,399.00                                                |                                             |
| 3    | 3.2      | Edible Schoolyard Program                               | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$859,162.00                                               |                                             |
| 3    | 3.3      | Art, Music and Elective Programs                        | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                   | \$441,454.00                                               |                                             |
| 3    | 3.4      | Physical Education                                      | Yes                                             | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Grades 5 and 7 | \$389,170.00                                               |                                             |
| 3    | 3.5      | Educational Field Trips                                 |                                                 |                                          |                                                | All Schools                   |                                                            |                                             |

| Goal | Action # | Action Title                                      | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s)                  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---------------------------------------------------|-------------------------------------------------|----------|------------------------------------------------|-------------|------------------------------------------------------------|---------------------------------------------|
| 3    | 3.6      | Family and Community Engagement                   | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$364,376.00                                               |                                             |
| 3    | 3.7      | Parent Conferences and At-Home Learning Materials | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$2,957.00                                                 |                                             |
| 3    | 3.8      | Home Visits                                       | Yes                                             | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | \$10,752.00                                                |                                             |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|------------------------------------------------------|--------------------------------------------|
| Totals | \$7,059,313.00                                       | \$7,675,218.00                             |

| 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                  | Instructional Coaches                                             | Yes                                            | \$336,030.00                                   | \$343,447.00                                      |
| 1                  | 1.2                  | Instructional Leadership Team Professional Development            | Yes                                            | \$70,000.00                                    | \$58,808.00                                       |
| 1                  | 1.3                  | Teacher Development Initiative                                    | Yes                                            | \$659,337.00                                   | \$701,664.00                                      |
| 1                  | 1.4                  | Academic Consultants                                              | Yes                                            | \$171,100.00                                   | \$178,202.00                                      |
| 1                  | 1.5                  | Induction, Credentials, and Teacher Assignments                   | Yes                                            | \$80,120.00                                    | \$136,088                                         |
| 1                  | 1.6                  | Instructional Materials                                           | Yes                                            | \$5,100.00                                     | \$5,100                                           |
| 2                  | 2.1                  | Intervention and Enrichment: Grades K-2                           | Yes                                            | \$537,585.00                                   | \$537,955                                         |
| 2                  | 2.2                  | Intervention & Enrichment: Grades 3-8                             | Yes                                            | \$1,142,590.00                                 | \$1,273,475                                       |
| 2                  | 2.3                  | Educational Software, Assessment, & Data Analysis Tools           | Yes                                            | \$210,347.00                                   | \$216,051.00                                      |
| 2                  | 2.4                  | Coordination of Services Team and Multi-Tiered System of Supports | Yes                                            | \$1,296,117.00                                 | \$1,356,169.00                                    |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                             | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--------------------------------------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                                                        |                                                |                                                |                                                   |
| 2                  | 2.5                  | High School, College, and Career Readiness             | Yes                                            | \$21,218.00                                    | 15,782.00                                         |
| 2                  | 2.6                  | Intervention Coordinator                               | Yes                                            | \$176,005.00                                   | \$186,456.00                                      |
| 2                  | 2.7                  | Literacy Program                                       | Yes                                            | \$213,058.00                                   | \$196,000.00                                      |
| 2                  | 2.8                  | Director of Learning and Innovation                    | Yes                                            | \$153,558.00                                   | \$183,009.00                                      |
| 2                  | 2.9                  | English Learner Task Force                             | Yes                                            | \$707.00                                       | \$707.00                                          |
| 3                  | 3.1                  | Positive Behavioral Intervention and Support Framework | Yes                                            | \$35,000.00                                    | 42,840.00                                         |
| 3                  | 3.2                  | Edible Schoolyard Program                              | Yes                                            | \$758,873.00                                   | \$815,226.00                                      |
| 3                  | 3.3                  | Art and Music Programs                                 | Yes                                            | \$545,844.00                                   | \$649,707                                         |
| 3                  | 3.4                  | Physical Education                                     | Yes                                            | \$207,289.00                                   | \$260,000.00                                      |
| 3                  | 3.5                  | Educational Field Trips                                | Yes                                            | \$121,400.00                                   | \$147,000                                         |
| 3                  | 3.6                  | Family and Community Engagement                        | Yes                                            | \$313,035.00                                   | \$366,952                                         |
| 3                  | 3.7                  | Parent Conferences and At-Home Learning Materials      | Yes                                            | \$2,500.00                                     | \$2,100                                           |
| 3                  | 3.8                  | Home Visits                                            | Yes                                            | \$2,500.00                                     | \$2480.00                                         |

| 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) |
|--------------------|----------------------|----------------------------|------------------------------------------------|------------------------------------------------|---------------------------------------------------|
|                    |                      |                            |                                                |                                                |                                                   |

# 2024-25 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) |
|----------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------|
| \$5,524,979                                                                      | \$6,045,833.00                                          | \$6,563,577.00                                                        | (\$517,744.00)                                                                                     | 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                  | Instructional Coaches                                             | Yes                                             | \$336,030.00                                                           | \$343,447.00                                                              |                                         |                                                                     |
| 1                  | 1.2                  | Instructional Leadership Team Professional Development            | Yes                                             | \$70,000.00                                                            | \$58,808.00                                                               |                                         |                                                                     |
| 1                  | 1.3                  | Teacher Development Initiative                                    | Yes                                             | \$399,337.00                                                           | \$399,337.00                                                              |                                         |                                                                     |
| 1                  | 1.4                  | Academic Consultants                                              | Yes                                             | \$171,100.00                                                           | \$178,202.00                                                              |                                         |                                                                     |
| 1                  | 1.5                  | Induction, Credentials, and Teacher Assignments                   | Yes                                             | \$15,000.00                                                            | \$70,968.00                                                               |                                         |                                                                     |
| 1                  | 1.6                  | Instructional Materials                                           | Yes                                             | \$5,100.00                                                             | \$5,100.00                                                                |                                         |                                                                     |
| 2                  | 2.1                  | Intervention and Enrichment: Grades K-2                           | Yes                                             | \$537,585.00                                                           | \$537,955.00                                                              |                                         |                                                                     |
| 2                  | 2.2                  | Intervention & Enrichment: Grades 3-8                             | Yes                                             | \$549,390.00                                                           | \$601,640                                                                 |                                         |                                                                     |
| 2                  | 2.3                  | Educational Software, Assessment, & Data Analysis Tools           | Yes                                             | \$210,347.00                                                           | \$216,051.00                                                              |                                         |                                                                     |
| 2                  | 2.4                  | Coordination of Services Team and Multi-Tiered System of Supports | Yes                                             | \$1,233,957.00                                                         | \$1,294,009.00                                                            |                                         |                                                                     |
| 2                  | 2.5                  | High School, College, and Career Readiness                        | Yes                                             | \$21,218.00                                                            | \$15,782.00                                                               |                                         |                                                                     |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                             | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|--------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|
| 2                  | 2.6                  | Intervention Coordinator                               | Yes                                             | \$143,005.00                                                           | \$176,257.00                                                              |                                         |                                                                     |
| 2                  | 2.7                  | Literacy Program                                       | Yes                                             | \$213,058.00                                                           | \$196,000.00                                                              |                                         |                                                                     |
| 2                  | 2.8                  | Director of Learning and Innovation                    | Yes                                             | \$153,558.00                                                           | \$183,009.00                                                              |                                         |                                                                     |
| 2                  | 2.9                  | English Learner Task Force                             | Yes                                             | \$707.00                                                               | \$707.00                                                                  |                                         |                                                                     |
| 3                  | 3.1                  | Positive Behavioral Intervention and Support Framework | Yes                                             | \$35,000.00                                                            | \$42,840.00                                                               |                                         |                                                                     |
| 3                  | 3.2                  | Edible Schoolyard Program                              | Yes                                             | \$758,873.00                                                           | \$815,226.00                                                              |                                         |                                                                     |
| 3                  | 3.3                  | Art and Music Programs                                 | Yes                                             | \$545,844.00                                                           | \$649,707.00                                                              |                                         |                                                                     |
| 3                  | 3.4                  | Physical Education                                     | Yes                                             | \$207,289.00                                                           | \$260,000.00                                                              |                                         |                                                                     |
| 3                  | 3.5                  | Educational Field Trips                                | Yes                                             | \$121,400.00                                                           | \$147,000.00                                                              |                                         |                                                                     |
| 3                  | 3.6                  | Family and Community Engagement                        | Yes                                             | \$313,035.00                                                           | \$366,952.00                                                              |                                         |                                                                     |
| 3                  | 3.7                  | Parent Conferences and At-Home Learning Materials      | Yes                                             | \$2,500.00                                                             | \$2,100.00                                                                |                                         |                                                                     |
| 3                  | 3.8                  | Home Visits                                            | Yes                                             | \$2,500.00                                                             | \$2,480.00                                                                |                                         |                                                                     |

# 2024-25 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) |
|-----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| \$13,828,623                                              | \$5,524,979                                                       | 0.000%                                                   | 39.953%                                                                                                         | \$6,563,577.00                                                               | 0.000%                                                        | 47.464%                                                                                    | \$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, 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:
  - 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]).
  - 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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **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

### *Requirements*

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
  - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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.
  - 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,
  - 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:
  - 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\(b\)\(1\)](#) 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.
  - 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:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

| Metric #                                                                   |
|----------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Enter the metric number.</li></ul> |
| 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.
  - 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).
  - 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.
  - Indicate the school year to which the baseline data applies.
  - 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.
  - 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.
  - 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.

- 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.
  - 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.
  - 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 <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - 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.

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

- 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.

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.

- 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.

### Action #

- Enter the action number.

### Title

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

### Description

- 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

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## 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:

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

## Action Tables

Complete the 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:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **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%).
  - 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)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

**Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

## **LCFF Carryover Table**

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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