

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Public Schools

CDS Code: 15 10157 0156364

School Year: 2026-27

LEA contact information:

Dr. Ric Esquivel

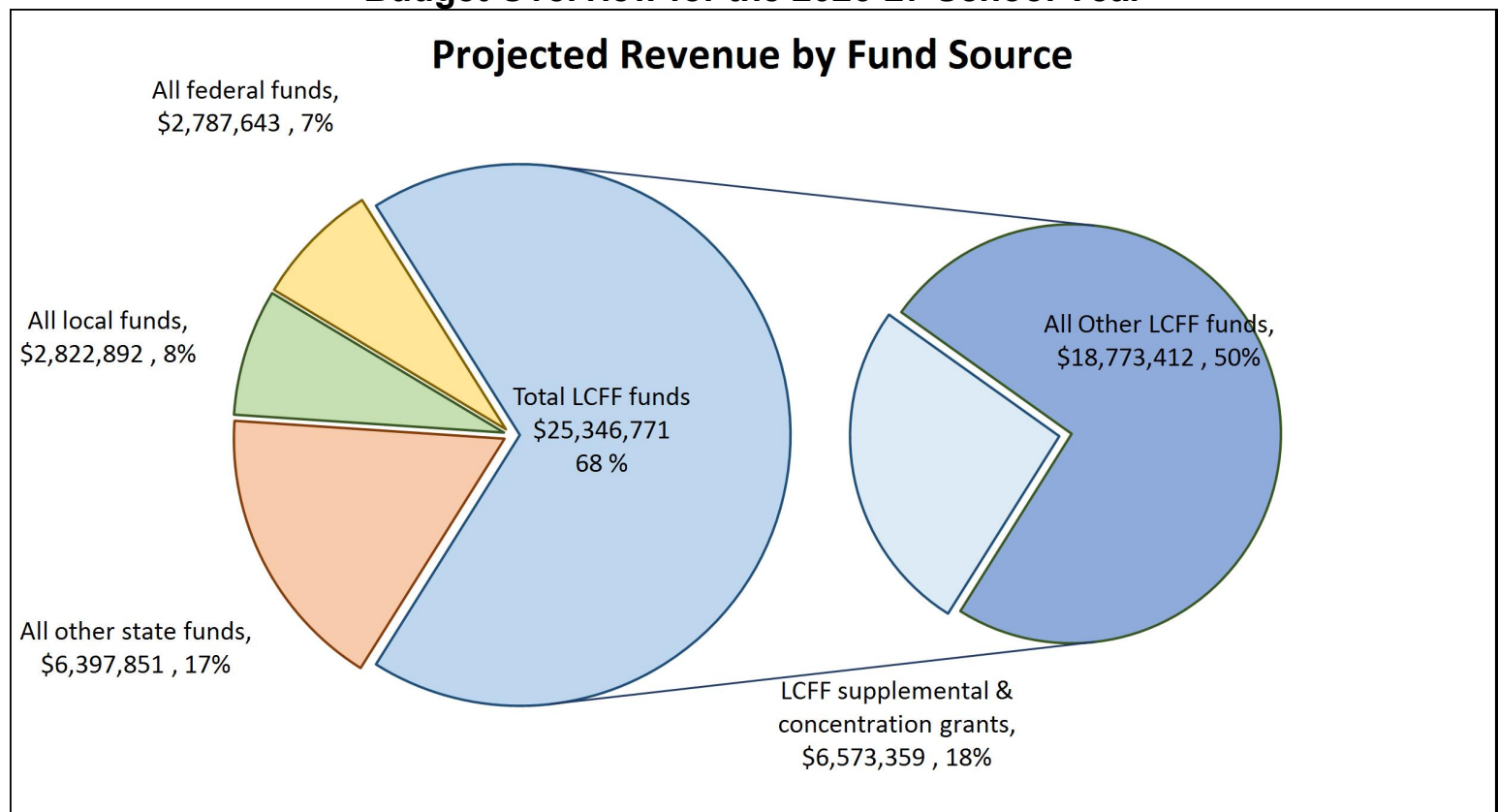
Superintendent

resquivel@growpublicschools.org

(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 2026-27 School Year

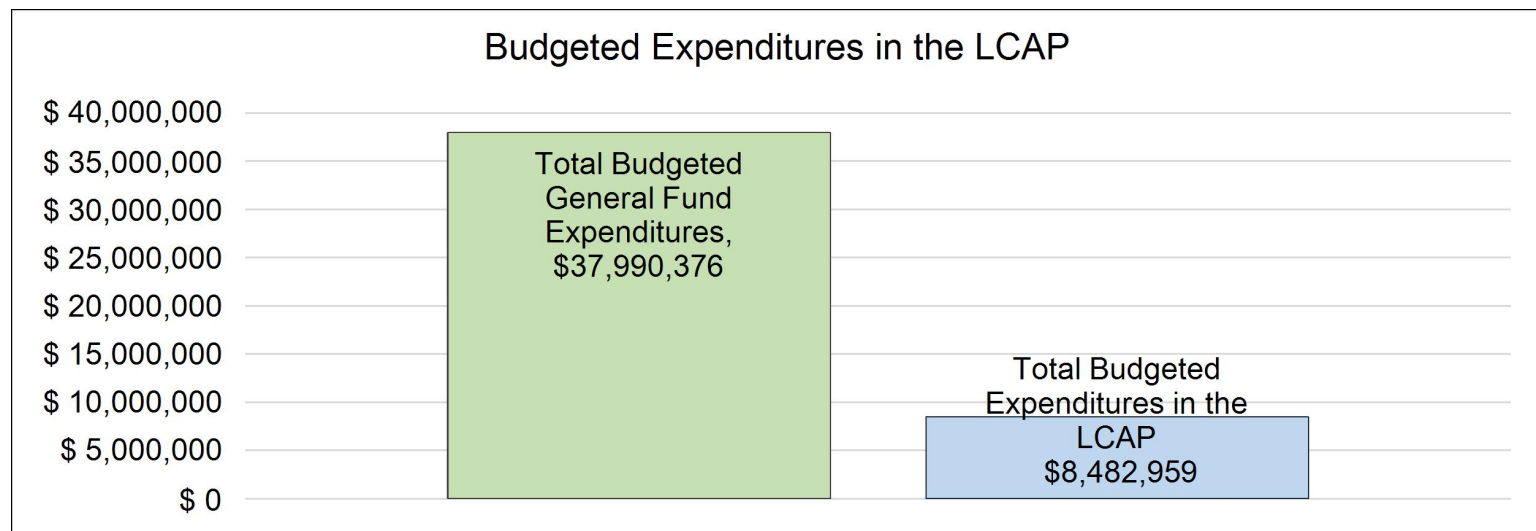


This chart shows the total general purpose revenue Grow Public Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grow Public Schools is \$37,355,157, of which \$25,346,771 is Local Control Funding Formula (LCFF), \$6,397,851 is other state funds, \$2,822,892 is local funds, and \$2,787,643 is federal funds. Of the \$25,346,771 in LCFF Funds, \$6,573,359 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 2026-27. 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 \$37,990,376 for the 2026-27 school year. Of that amount, \$8,482,959 is tied to actions/services in the LCAP and \$29,507,417 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not included in the LCAP cover costs such as teacher salaries, instructional materials, and facility operations.

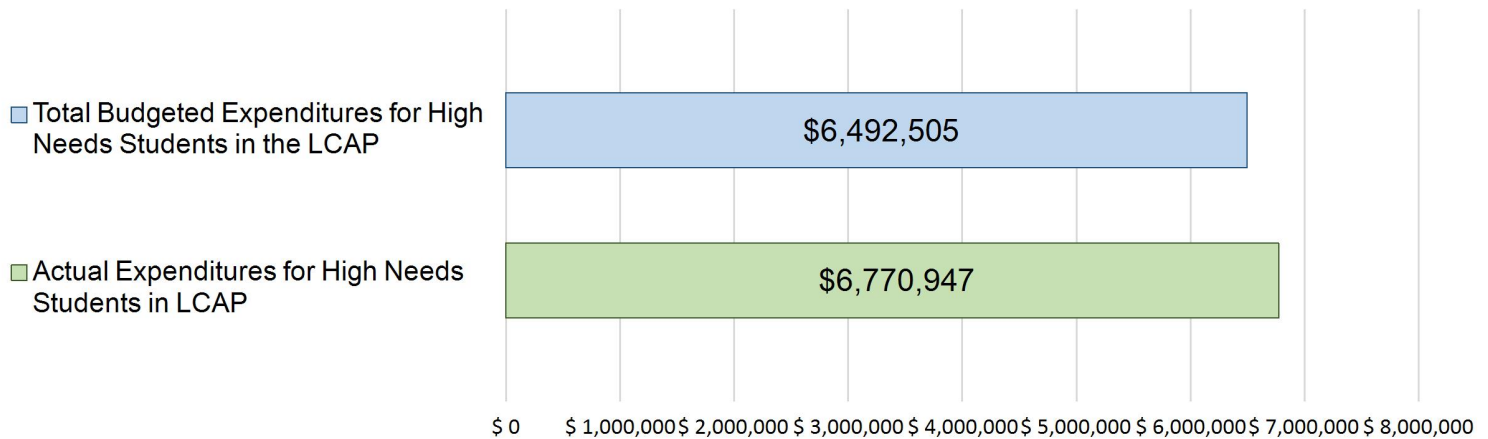
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Grow Public Schools is projecting it will receive \$6,573,359 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 \$6,943,846 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 2025-26

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 2025-26, Grow Public Schools's LCAP budgeted \$6,492,505.00 for planned actions to increase or improve services for high needs students. Grow Public Schools actually spent \$6,770,947.00 for actions to increase or improve services for high needs students in 2025-26.



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 Superintendent	resquivel@growpublicschools.org (661) 432-7880

Plan Summary [2026-27]

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 to provide high-quality educational opportunities for students in Kern County communities with historically limited access to college-preparatory academic programs.

Barbara Grimm-Marshall launched Grimmway Academy (now Grow Public Schools) and the Edible Schoolyard, an 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.

Grow Public Schools (GPS) is a public charter local educational agency serving approximately 1,617 students in transitional kindergarten through grade eight in Kern County, California. GPS operates two schools, Grow Academy Arvin and Grow Academy Shafter. As a single LEA operating two schools, the LCAP serves as the comprehensive planning document and replaces individual School Plans for Student Achievement (SPSAs).

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, 2024-25 marked the first year GPS operated as a unified LEA. Beginning in the 2025-26 school year, the separate CDS codes for Grow Academy Arvin and Grow Academy Shafter were retired, and state accountability and reporting data are now reported at the Grow Public Schools LEA level.

GPS does not receive equity multiplier funding.

Based on analysis of student performance data from the 2024-25 LCAP and other local indicators, GPS identified persistent achievement gaps among English learners, socioeconomically disadvantaged students, and students with disabilities. As of July 1, 2025, GPS transitioned to a Title I Schoolwide Program (SWP) model. This shift allows the school to use Title I resources more flexibly to provide coordinated academic, social, and instructional supports for all students while maintaining a focus on the needs of unduplicated pupils.

School Descriptions and Student Demographics

Grow Academy Arvin (TK-8)

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

Enrollment: 807 students

Demographics: (based on the most recent available California School Dashboard and certified CALPADS data at the time of LCAP development):

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

Arvin 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: (based on the most recent available California School Dashboard and certified CALPADS data at the time of LCAP development):

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

Shafter 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 of 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.

2025 Dashboard Analysis

The CA Dashboard measures both performance and change over a two year period. Due to the transition to a single CDS code under Grow Public Schools, only one year of data is available. In the absence of two years of data, the color indicators on the dashboard are gray. In addition, the 2025 Dashboards for Grow Academy Arvin and Grow Academy Shafter are based only on data for 8th graders, with the remainder of students reported in the Grow Public Schools 2025 Dashboard under the new CDS code. For this reason, the 2025 CA Dashboard data may not be directly comparable to the 2023 baseline data (Metric 1.11, Metric 2.1, Metric 2.6, Metric 3.5, Metric 3.7, and Metric 3.11 from the CAASPP Assessments Tab for Science).

An analysis of the Grow Public Schools CA School Dashboard shows the following overall performance on state indicators -

ELA: 18 points below standard, improved performance since 2023 (-44.3 points and -23.5 points for Arvin and Shafter, respectively)

Math: 44 points below standard, improved performance from -82.9 (Arvin 2023) and -72.4 (Shafter 2023)

English Learner Progress Indicator: 47.6% of 1st - 7th graders progressing one or more levels on the English language assessment (ELPAC), an increase of 7.3% for Arvin and 3.6 % for Shafter.

Science: A weighted average across grades 5 and 8 across multiple CDS codes yields approximately 26.8% of students meeting or exceeding standard, compared with 18.54% (Arvin, 2023) and 25.79% (Shafter, 2023).

Chronic Absenteeism: 13.9%, a reduction of 10.8% for Arvin and 33.3% for Shafter.

Suspension Rate: 1.5%, an increase of 0.9% for Arvin and a decrease of 0.5% for Shafter

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, the baseline year, 27% of English learners were LTELs. As of April 2026, the percent of LTELs has decreased to 21.5%, a decline of 5.5%.

A comparison of NWEA reading data from the winter of 2024 to the winter of 2025 for Grow Academy Arvin indicates an increase of 14% more SED students performing in the top 2 quintiles and 12% more for all students. In the same period of time, 2% more ELs scored in the top 2 quintiles. The main purpose of this metric is to monitor gaps between student groups and the performance of all students. From the winter of 2023 to 2024, the all student group's achievement level remained unchanged, while ELs closed the gap by 2%. However, with the 12% increase for all students in reading this year, and a 2% gain for ELs, the gap has widened. This points to overall improvements in reading instruction and highlights the need of English learners for differentiated instruction as they continue to learn English.

In math, between the winter of 2024 and the winter of 2025 10% more SED students achieved the top 2 quintiles in NWEA; 9% more among all students, and 5% more English learners. This indicates that changes in math instruction are having a positive impact. Compared with reading, the gap between English learners and all students is smaller (10% in math, 22% in reading). Recent instructional changes have increased the amount of academic discourse among students in math classes, a promising start to closing the achievement gap. Increased academic discourse benefits English learners by providing opportunities to listen to and speak on math concepts and to explain reasoning using academic vocabulary. However, the widening gap (from 4% in 2023 to 10% in 2025) punctuates the need for differentiated instructional strategies specifically for English learners.

For Grow Academy Shafter, a comparison of NWEA reading data from the winter of 2024 to the winter of 2025 indicates an increase of 9% of students performing in the top 2 quintiles and 3% more for SED students. In the same period of time, the percentage of ELs performing in the top 2 quintiles decreased by 1%. Since Winter 2023, the all student group's achievement in the top 2 quintiles has increased by 11% overall, but only 4% for ELs, with the gap growing from 21% to 28%. While the percent of English learners progressing one or more years on the ELPAC increased over 40% from 23/24 through 24/25, this gain is not yet translating into higher ELA achievement levels as measured by NWEA, particularly in grades 3, 7, and 8, where over 50% of ELs achieve in the lowest quintile.

In math, between the winter of 2024 and the winter of 2025, among all students and SED students, the percent of students in the top 2 quintiles increased by 6%, compared with 4% for English Learners. From Winter 2023 through Winter 2025 the all student group scoring in the top 2 quintiles increased by 10%. For English learners, it increased by 14%, representing an overall gap closing of 4%. Similar to Arvin, instruction has been more effective at closing achievement gaps for English learners in math than it has been in reading.

Key Challenges

Grow Academy Arvin

As discussed above, differentiated instruction for English learners, particularly in reading, is a focus area.

In contrast to years prior, Arvin's suspension rate has increased for all student groups except LTELs. Suspension rates for SWDs (4.65%), LTELs (5.56%), and Hispanic students (1.63%) is an area for improvement.

While chronic absenteeism has significantly declined, attendance is key to academic success and school connectedness. Concerted effort to reduce chronic absenteeism is a continued area of focus.

Grow Academy Shafter:

While Differentiated Assistance (DA) in the area of English Learners has produced notable gains, academic achievement and gap closing remains a focus area, particularly in reading for SWDs (2.63%), LTELs (3.95%), and Hispanic students (1.64%).

Grow Shafter will continue to focus on reducing chronic absenteeism in support of academic achievement and school connectedness.

How GPS is Addressing These Challenges in the LCAP:

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

Implementing and strengthening Tier 1 and Tier 2 instructional supports, including differentiated instruction, data-informed small-group instruction, and intervention structures, to increase access to grade-level content and accelerate growth.

Strengthening designated and integrated ELD implementation through aligned professional learning, instructional coaching cycles, clearer instructional support structures across grade levels and content areas, improved program alignment across settings, increased opportunities for academic discourse, and increased family engagement structures.

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

Strengthening family partnership and communication access to support attendance and engagement, including targeted outreach and improved accessibility of engagement opportunities.

Implementing proactive attendance monitoring and interventions to support consistent attendance patterns for student groups with higher rates of absenteeism.

Priority 3: Reducing Suspension Rates & Strengthening Positive School Culture

Strengthening PBIS implementation with an increased focus on consistent Tier 1 supports, belonging-building practices, and predictable restorative pathways to reduce exclusionary discipline.

Providing professional learning and coaching to support consistent implementation of positive behavior supports and trauma-informed/restorative practices across sites.

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.

Not applicable.

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	Feedback was gathered informally throughout the course of the year, with formal, anonymous feedback collected in the form of a Staff LCAP Survey following the principals' LCAP presentation to teachers and other school personnel in February 2026. In addition, information on LCAP goals, actions, and mid-year metrics was also presented to the SGIs and aides during their regularly scheduled meeting in February 2026, with guided and interactive QandA as the staff members filled out the Staff LCAP survey for each of the 3 goals as they were presented.
Home Office Administration and Site Administration	In February 2026, prior to the meeting principals held with teachers and other school personnel, home office and site administrators discussed data reporting differences as a result of GPS' transition to a single CDS code. Administration reviewed the LCAP goals, actions, and mid-year metrics and provided live, verbal feedback as well as anonymous response to the Staff LCAP Survey. In April 2026, home office and site administrators collaborated on the annual performance reflections and next steps. In May 2026, home office and site administrators completed an evaluation of implementation and effectiveness as part of their planning for LCAP Year 3.
Parents and Community Members	In March 2026, the California School Parent Survey was administered. Teams focused on increased engagement and made significant progress toward our 2027 goal, improving response ten-

Educational Partner(s)	Process for Engagement
	fold. The team also received 325 responses to the LCAP Family Survey. The LCAP Family Survey analysis included similarities and differences by response language to specifically incorporate input from Spanish speaking families. Home office staff members reviewed the LCAP and associated data with parents who attended the March Coffee and Conversation and/or School Site Council Meeting at Grow Academy Arvin or Grow Academy Shafter. The LCAP Family Survey was conducted in an interactive style, with an open discussion of the LCAP slide deck content presented alongside the survey questions for each LCAP goal. This allowed families to ask clarifying questions while responded to the survey. In May 2026, home office staff presented and discussed "The LCAP: How Community Voice Shapes Priorities" with the Community Schools Advisory Council.
Students	In February 2026, following administration of the Spring Kelvin Survey, the culture team and MTSS coordinator assembled 13 students from a diverse range of student groups and disciplinary experiences and conducted in-person Student Circles to better understand student experiences related to belonging, peer relationships, safety, and restorative practices and to inform student engagement goals. In May 2026, the California Healthy Kids Survey was administered to students in grades 5 and 7; results will be reviewed once available to inform student engagement and school climate efforts.

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

As part of the 2025-26 annual update process, Grow Public Schools reviewed educational partner input and current implementation progress across Goals 1-3 to determine where refinements to actions, implementation focus, and monitoring practices were needed for the coming year.

Action 1.1 was revised to transition from Instructional Coaches to Learning and Innovation Specialists (2 FTEs), who provide job-embedded coaching aligned to the Teaching and Learning Framework. This refinement was informed by educational partner input indicating that core

instructional practices are generally perceived as strong, alongside interest in additional academic support, and by local student outcome data indicating a need to strengthen instructional effectiveness across classrooms.

Stakeholder input for Goal 2 highlighted several consistent themes. Students indicated that academic challenge is not experienced consistently across classrooms, with many reporting that learning is only "sometimes" appropriately challenging. Staff affirmed that core instructional and intervention systems are in place, while also identifying a need to strengthen the responsiveness of supports for diverse learners, including English learners and students requiring intervention. Family input reflected overall satisfaction with the core academic program, alongside a desire for increased communication and partnership around student progress, particularly related to assessment results and English learner outcomes.

This input informed refinements to Goal 2 actions.

Actions 2.1 and 2.2 will focus on strengthening the calibration of rigorous, grade-level instruction across classrooms.

Actions 2.4 and 2.6 will focus on improving the coherence and precision of MTSS and intervention systems to ensure students receive timely and targeted support.

Action 2.7 will focus on ensuring access to literacy supports across sites.

Action 2.9 will focus on strengthening key components of the English Learner program, including professional learning, program alignment, and family engagement structures.

Stakeholder input for Goal 3 emphasized the importance of student belonging, peer relationships, and consistent restorative practices as key contributors to student engagement and attendance. Students indicated that motivation to attend school is strongly relationship-driven and that belonging and restorative structures are not consistently experienced. Staff feedback similarly indicated a need to strengthen consistency of SEL and Tier 1 supports. Family feedback, including input from Spanish-speaking families, identified targeted opportunities to strengthen participation access and communication clarity, including language access and responsiveness.

This input informed implementation refinements within Goal 3 actions.

Action 3.1 will focus on strengthening consistent Tier 1 belonging-building practices and predictable restorative pathways within PBIS implementation.

Action 3.6 will focus on strengthening family engagement access and communication clarity, including language access and responsiveness.

Actions 3.7 and 3.8 will emphasize strengthening family partnership and relationship-based outreach to support engagement and attendance, with site-level implementation details reviewed to strengthen consistency across campuses.

Collectively, these updates reflect a continued focus on strengthening the consistency and effectiveness of core systems already included in the LCAP, while aligning implementation emphasis to the most actionable needs raised through stakeholder input.

Prioritization for the 2025-26 annual update reflected both educational partner input and evolving organizational priorities. During this update cycle, Grow Public Schools began implementing a new strategic plan that increased emphasis on America's Healthiest Schools, which influenced the pacing and focus of PBIS/TFI work and reinforced the importance of student wellness, belonging, and consistent Tier 1 supports. Within the scope of MTSS-related work, prioritization focused on strengthening the consistency of core systems already reflected in the LCAP-specifically MTSS/PBIS implementation practices related to belonging, peer relationships, restorative pathways, and family partnership-because student and family input indicated that these experiences are not consistently felt across students and settings. In

addition, prioritization included strengthening access and communication for families, including Spanish-speaking families, by emphasizing clearer communication and improved participation access through existing engagement structures. District prioritization decisions related to school network expansion are not reflected in this annual update because expansion is no longer an active organizational direction.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Development Implementation Rubrics Source: Grow Public Schools' ELD Implementation Rubrics	2023-2024 Average Rubric Score: 1	2024 - 2025 Average Rubric Score: 1.5	2025-2026 Average Rubric Score: 2.9	2026-2027 Average Rubric Score: 3.5	+1.9 on average rubric score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 2B English Learner Programs/Services					
1.2	Standards Implementation Source: Grow Public Schools' Teaching and Learning Framework State Priority 2A Implementation of Standards for All	2023-24 100% of teachers are implementing state standards for all	2024 - 2025 100% of teachers are implementing state standards for all	2025-2026 100% of teachers are implementing state standards for all.	2026-27 100% of teachers are implementing state standards for all	no change
1.3	Teaching Assignments Monitoring Outcomes by Full-Time Equivalent (FTE) Source: CALPADS Staffing Report 4.1 State Priority 1A Teacher Credential and Assignment	May 2024 Total Teachers: 85 Intern: 5% Ineffective: 14% Incomplete 0%	May 2025 Total Teachers: 85 Intern: 5% Ineffective: 14% Incomplete 0%	May 2026 Total Teachers: 98 Intern: 3% Ineffective: 3% Incomplete: 0%	May 2027 Intern: 5% Ineffective: 14% Incomplete: 0%	Total Teachers: +13 Intern: -2% Ineffective: -11% Incomplete: no change
1.4	Materials Source: SARC State Priority 1B Access to Standard Materials for All	2023-24 0% of students are without access to their own copies of standards-aligned instructional materials for use at school and at home.	2024-25 0% of students are without access to their own copies of standards-aligned instructional materials for use at school and at home.	2025-26 0% of students are without access to their own copies of standards-aligned instructional materials for use at school and at home.	2026-27 0% of students are without access to their own copies of standards-aligned instructional materials for use at school and at home.	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Facilities Source: SARC State Priority 1C Facilities in Good Repair	2023-24 0 instances where facilities do not meet the "Good Repair" standard.	2024-25 0 instances where facilities do not meet the "Good Repair" standard.	2025-26 0 instances where facilities do not meet the "Good Repair" standard.	2026-27 0 instances where facilities do not meet the "Good Repair" standard.	no change
1.6	Broad Course of Study Source: Master Schedule State Priority 7A Access to Broad Course of Study	2023-24 100% have access to a broad course of study.	2024-25 100% have access to a broad course of study.	2025-26 100% have access to a broad course of study.	2026-27 100% have access to a broad course of study.	no change
1.7	Rate of students in need of interventions who receive supplementation instructional services. Source: Master Schedule State Priority 7B Unduplicated Programs/Services	2023-24 100% of students in need of interventions receive supplemental instructional services.	2024-25 100% of students in need of interventions receive supplemental instructional services.	2025-26 100% of students in need of interventions receive supplemental instructional services.	2026-27 100% of students in need of interventions receive supplemental instructional services.	no change
1.8	Rate of SWD served inside the regular classroom for at least 80% of the day Source: CALPADS	2023-24 100% of SWD are served inside the regular classroom for at least 80% of the day.	2024-25 100% of SWD are served inside the regular classroom for at least 80% of the day.	2025-26 96.2% of SWD are served inside the regular classroom for at least 80% of the day.	2026-27 100% of SWD are served inside the regular classroom for at least 80% of the day.	-3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 7C Programs/Services for SWD					
1.9	Teaching and Learning Framework Source: Teacher Evaluations Priority 2A	2023-24 0% of teachers have yet been evaluated with the Teaching and Learning Framework, as it will be implemented in 2024-2025.	2024-25 0% of teachers have yet been evaluated with the Teaching and Learning Framework.	2025-26 100% of teachers have been evaluated with the Teaching and Learning Framework.	2026-27 100% of teachers are evaluated using the Teaching and Learning Framework.	100%
1.10	Alder Program Completion Rate Source: Local Data Priority 1A	2023-24 Percent of residents who successfully completed Alder Program	2024-25 100% of residents successfully completed the Alder Program.	2025-26 100% of Alder successfully completed the Alder Program.	2026-27 100% 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 Source: CA Dashboard 5x5 Placements State Priority 4A CAASPP Student Performance Update: Due to changes in CDS codes, (1) the CAASPP DFS for grades 3-7 is reported for Grow Public Schools as a whole; (2)	2023: Grow Academy Arvin English Language Arts, 2023 Student groups at the orange indicator All Students: -44.3 points Low Income: -49.6 points Hispanic: -46 points Student groups at the red indicator	2024: Grow Academy Arvin English Language Arts Student groups at the yellow indicator All Students: -37 Growth, +7.3 English Learners: -57.7 Growth, +21 Low Income: -41.7 Growth, +7.9 Hispanic: -38	2025: Grow Public Schools English Language Arts All Students: -18 points African American: +6.7 points English Learners: -47.6 points Hispanic: -20.3 points Homeless: -5.5 points	2026: Grow Academy Arvin English Language Arts Advance to the green indicator: All students Low Income Hispanic Score no more than 5.0 points below standard AND increase by	Grow Academy Arvin English Language Arts All Students: 26.3 points closer Low Income: 24.4 points closer Hispanic: 25.7 points closer English Learners: 31.1 points closer Students with Disabilities: 27.1 points closer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the CAASPP DFS for Grow Academy Arvin 8th graders and (3) the CAASPP DFS for Grow Academy Shafter 8th graders are reported individually.	English Learners: -78.7 points Students with Disabilities: -106.4 points	Growth, +7.9 Student groups at the orange indicator Long-Term English Learners: -77.2 Growth, +7.4 Student groups at the red indicator Students with Disabilities: -125 Growth, -18.9	Long-Term English Learners: -62.4 points Low Income: -25.2 points Students with Disabilities: -79.3 points White: +11.1 points Grow Public Schools Math	at least 3 points annually Advance to the yellow indicator (-5 to 9.9 points from standard): English Learners Students with Disabilities OR increase by at least 15 points annually for each of 3 years.	Grow Academy Arvin Math All Students: 38.9 points closer Low Income: 38.8 points closer Hispanic: 36.6 points closer English Learners: 44.3 points closer Students with Disabilities: 23.9 points closer
		Grow Academy Arvin Math, 2023 Student groups at the orange indicator All Students: -82.9 points Low Income: -89.1 points Hispanic: -82.9 points Student groups at the red indicator English Learners: -108.5 points Students with Disabilities: -136 points	Grow Academy Arvin Math Student groups at the yellow indicator All Students: -71.3 Growth, +11.6 English Learners: -92 Growth, +16.5 Low Income: -76.1 Growth, +13 Hispanic: -71.5, Growth, +11.4 Student groups at the orange indicator	All Students: -44 points African American: -5.2 points English Learners: -64.2 points Hispanic: -46.3 points Homeless: -62.5 points Long-Term English Learners: -118 points Low Income: -50.3 points Students with Disabilities: -112.1 points White: -19.7 points	Grow Academy Arvin Math Advance to the yellow indicator (-0.1 to -25 points from standard) All Students Low Income Hispanic English learners Students with Disabilities OR increase by at least 15 points	Grow Academy Shafter English Language Arts All Students: 5.5 points closer English Learners: 13.2 points closer Low Income: 5.6 points closer Hispanic: 7.5 points closer White: 2.7 additional points above standard Students with Disabilities: 20.6 additional points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long-Term English Learners: -135.1. Growth, +7.3	Grow Academy Arvin	annually for each of 3 years.	Grow Academy Shafter Math
			Student groups at the red indicator Students with Disabilities: -148.7 Growth, -12.7	Grade 8 only		All Students: 28.4 points closer
				English Language Arts		Low Income: 28.2 points closer
				All Students: +8.5 points		Hispanic: 28.2 points closer
				English Learners: -20 points		English Learners: 35.7 points closer
		Grow Academy Shafter	Grow Academy Shafter	Long-Term English Learners: -39 points	Grow Academy Shafter	White: 40.9 points closer
		English Language Arts, 2023	English Language Arts	Hispanic: +7.2 points		Students with Disabilities: 24.9 points closer
		Student groups at the yellow indicator All Students: -23.5 points, 12.6 point growth	Student groups at the yellow indicator	Low Income: +9.7 points	English Language Arts	Note: In 2023, the CAASPP DFS was reported for each site individually for grades 3-8. For the comparison to the 2025 DFS, the baseline scores for each site are being compared to the DFS for grades 3-7 for Grow Public Schools as a whole.
		English Learners: -60.8 points, 4.4 points growth	Low Income: -27.7 Growth, +3.1	Grow Academy Arvin	Advance to the green indicator (+10 to +44.9 points from standard) OR increase at least 15 points annually for each of 3 years.	
		Low Income: -30.8 points, 17 points growth	Students with Disabilities: -47.6 Growth, +11.1	Grade 8 only		
		Hispanic: -27.8 points, 16 points growth	White: 4.1 pts. above	Math		
		White: +8.4 points	Growth, -4.3	All Students: -74.7 points		
				English Learners: -96.4 points	All Students	
		Student groups at the orange indicator	Students at the orange indicator	Long-Term English Learners: -116.5 points	Low Income	
		Students with Disabilities: -58.7 points	All Students: -21.4 Growth, 2.0	Hispanic: -76.4 points	Hispanic	
			English Learners: -66.7 Growth, -6		White	
					Advance to the yellow indicator (-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: -25 Growth, +2.7	Low Income: -78.3 points	5.0 to +9.9 points from standard) OR increase at least 15 points annually for each of 3 years.	
		Grow Academy Shafter	Students at the red indicator Long-Term English Learners: -109.1 Growth, -15.9	Grow Academy Shafter Grade 8 only English Language Arts	English Learners Students with Disabilities	
		Math, 2023	Grow Academy Shafter	All Students: -19.9 points		
		Student groups at the yellow indicator All Students: -72.4 points, 12.8 points growth Low Income: -78.5 points, 17.1 points growth Hispanic: -74.5 points, 16.6 points growth	Math Students at the yellow indicator All Students: -50.5 Growth, +21.9 English Learners: - 85.1 Growth, +14.8 Low Income: -56.8 Growth, +21.7	Hispanic: -24.7 points Low Income: -31.1 points English Learners: - 61.6 points Long-Term English Learners: -79 points White: -18.6 points	Grow Academy Shafter Math Make progress within the yellow indicator. Increase at least 15 points annually for each of 3 years.	
		Student groups at the orange indicator English Learners: -99.9 points, 5.6 points growth White: -60.6 points	Students with Disabilities: -93.5 Growth, +43.5 Hispanic: -53.1 Growth, +21.4 White: -35.8 Growth, +24.8	Grow Academy Shafter Grade 8 only Math	All Students Low Income Hispanic	
		Student groups at the red indicator Students with Disabilities: -137 points	Students at the red indicator Long-Term English Learners: -162.1	All Students: -71 points Hispanic: -76.5 points Low Income: -77.4 points	Advance to the yellow indicator (- 0.1 to -25 points from standard) OR increase at least	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Growth, +0.8	English Learners: -122.1 points Long-Term English Learners: -145.9 points White: -62.5 points	15 points annually for each of 3 years English Learners White Advance to the orange indicator (-25.1 to -95 points from standard) OR at least 15 points growth annually for each of 3 years.	
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.	Metric added June 2025	Metric added June 2025	2025-26: The LEA established initial implementation systems to support Metric 1.12 during the 2025-26 school year. McKinney-Vento students received individualized follow-up, including assistance with school supplies, uniforms, transportation, referrals to community-based resources, and ongoing family communication. Documentation systems were	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.	Baseline established in 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				developed to begin tracking housing status, family contact, follow-up actions, and support services provided.		

Goal Analysis [2025-26]

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 continued to make significant progress toward achieving Goal 1 during the 2025-26 school year. Action 1.1 Learning and Innovation Specialists was partially implemented, and Action 1.3 Teacher Development Initiative was substantially implemented. Action 1.2 Instructional Leadership Team Professional Development, Action 1.4 Academic Consultants, Action 1.5 Induction, Credentials, and Teacher Assignments, and Action 1.6 Instructional Materials were fully implemented. Overall, implementation strengthened instructional systems, professional learning structures, and conditions for learning across the organization. Action 1.7 McKinney-Vento supports established initial implementation and documentation systems during the 2025-26 school year, with ongoing refinement of monitoring processes continuing into future implementation cycles.

Substantive Differences Between Planned and Actual Implementation:

Although Action 1.1 Instructional Coaches was partially implemented, instructional coaching systems were carried out in a substantively different manner during 2025-26 than originally planned. Based on identified needs from the prior LCAP cycle and staffing adjustments during implementation, GPS expanded instructional leadership capacity by distributing instructional coaching responsibilities across a broader instructional leadership team. As a result of ongoing Action 1.2 Instructional Leadership Team Professional Development, home office team members, the principal, and the assistant principal all carried instructional coaching responsibilities in addition to designated instructional coaches. This shift increased coaching consistency and expanded leadership ownership of instructional improvement efforts.

Challenges Experienced:

While GPS made strong progress in developing a sustainable coaching system and strengthening instructional conditions, equity and achievement gaps persist, particularly for English learners and students with disabilities. Although system conditions for English Learner services improved, areas including professional learning coherence, program implementation consistency, and family engagement remain in development. These challenges highlighted the continued need to strengthen aligned instructional practices and targeted supports across settings.

Successes Experienced:

Grow Public Schools continued to strengthen its educator pipeline, resulting in increased staff familiarity with GPS students, instructional expectations, and organizational culture while maintaining strong teacher retention rates. System conditions supporting English Learner services improved through strengthened instructional practices, expanded collaboration with county and external partners, and increased access to effective strategies for multilingual learners. Local assessment data demonstrated notable gains in student outcomes, particularly in mathematics proficiency. The Teaching and Learning Framework was fully implemented during the 2025-26 school year, establishing a more consistent foundation for instructional practice across the organization. In addition, the LEA established initial systems to support individualized follow-up and service coordination for students identified under McKinney-Vento, including documentation processes for referrals, transportation assistance, and access to basic student supports

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.

Action 1.1: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to increases in compensation and benefit costs necessary to support implementation of the action.

Action 1.2: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to higher Relay program costs than originally projected, including increased program and participation expenses.

Action 1.3: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to increases in compensation and benefit costs necessary to support implementation of the action.

Action 1.4: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to higher consulting service costs than originally projected as a result of inflationary cost increases.

Action 1.5: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to increases in compensation and benefit costs necessary to support implementation of the action.

Action 1.7: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to fewer students requiring intensive support services than originally projected, resulting in lower program expenditures.

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

Grow Public Schools made continued progress toward achieving the expected outcomes in Goal 1 through the implementation of coordinated actions that strengthened key instructional systems and conditions for learning, with effectiveness ranging from moderate to strong across actions.

As a result of Action 1.1 Instructional Coaches, we anticipated improvements in Metrics 1.2 (standards implementation), 1.6 (broad course of study), 1.9 (Teaching & Learning Framework), and 1.11 (CAASPP distance from standard). Metrics 1.2, 1.6, and 1.9 indicate that key instructional conditions were in place, including full implementation of state standards, access to a broad course of study, and a consistent Teaching and Learning Framework with coaching and feedback. While these conditions provided a foundation for improvement, student growth outcomes varied, indicating inconsistent implementation of coaching practices across grade levels.

Student growth outcomes from Fall 2024 to Fall 2025 show mixed but generally positive progress across both sites. At Grow Academy Arvin, most grade levels increased the percentage of students meeting projected growth targets in ELA and math, with several substantial gains. These improvements reflect strengthened instructional practices because coaches supported data analysis, standards alignment, and instructional adjustment. However, declines in some upper grades, particularly in math, indicate inconsistent implementation. At Grow Academy Shafter, results were similarly mixed. Multiple grades improved in ELA and math, especially in early grades, while others showed limited growth or declines, indicating variation in the consistency and depth of coaching implementation.

Overall, Action 1.1 was moderately effective because most grades increased the percentage of students meeting growth targets, but partial implementation resulted in uneven coaching practices and inconsistent outcomes, particularly in upper grades. As a result of Action 1.2, Instructional Leadership Team Professional Development, we anticipated improvements in system conditions and instructional coherence as measured by Metric 1.1, the ELD Implementation Rubric, increased access to supplemental instructional services (Metric 1.7), improved inclusive practices for students with disabilities (Metric 1.8), and corresponding improvements in student outcomes (Metric 1.11).

Action 1.2 was fully implemented and contributed to strengthened system conditions, as reflected in the increase in the ELD Implementation Rubric from a baseline of 1 to 2.9. In addition, 100% of students identified as needing intervention received supplemental instructional services, indicating that leadership structures supported consistent implementation of student supports because instructional leaders established systems for identifying needs and ensuring access to intervention.

For students with disabilities, 96.2% were served in the regular classroom for at least 80% of the day, representing a -3.8% change from baseline. A portion of this difference reflects students reported in a preschool setting who are Transitional Kindergarten students served in general education classrooms, while a small percentage reflects individualized placement decisions based on student needs. Overall, inclusive practices remain strong and supported by site leadership structures.

However, student outcome data indicate that these strengthened systems have not yet resulted in consistent gains across student groups. This suggests that while Action 1.2 was fully implemented and improved system coherence and access to supports, these improvements have not yet produced accelerated student outcomes consistently across settings.

Overall, Action 1.2 was moderately effective because it strengthened instructional leadership systems and ensured access to supports, but these improvements have not yet resulted in consistent improvements in student outcomes.

As a result of Action 1.3, Teacher Development Initiative (Alder Residency Program), we anticipated improvements in instructional capacity and student outcomes (Metrics 1.10 and 1.11). Action 1.3 was substantially implemented (10 of 11 planned residents), and all are on track to complete the program. Residents increased instructional capacity by reducing student-to-teacher ratios and providing additional classroom support. This contributed to student growth because residents supported small group instruction, differentiation, and teacher responsiveness to student needs, contributing to increased percentages of students meeting growth targets across many grades. However, because overall growth (Metric 1.11) was mixed, effectiveness must be considered within the broader instructional system. While residents improved learning conditions, variability in outcomes indicates impact depended on the consistency and quality of implementation.

Overall, Action 1.3 was moderately effective because it increased capacity and supported growth in many grades but did not produce consistent gains across all grade levels.

As a result of Action 1.4, Academic Consultants, we anticipated improvements in system conditions for English Learner services as measured by Metric 1.1, the ELD Implementation Rubric, as well as improved access to supplemental instructional services (Metric 1.7) and student outcomes (Metric 1.11). Action 1.4 was fully implemented and resulted in measurable improvement in system conditions, with the ELD Implementation Rubric increasing from a baseline of 1 to 2.9. In addition, 100% of students identified as needing intervention received supplemental instructional services, indicating that systems for identifying and supporting students are in place because academic consultants supported the development of clearer instructional practices, program expectations, and intervention structures.

However, while system conditions and access to support improved, student outcome data indicate that these improvements have not yet translated into consistent gains for English Learners and students with disabilities. This suggests that, although foundational systems and supports are in place, implementation is not yet consistent across settings and has not yet resulted in accelerated student outcomes.

Overall, Action 1.4 was moderately effective because it strengthened system conditions and ensured access to supports, but these improvements have not yet produced consistent improvements in student outcomes for English Learners and students with disabilities.

As a result of Action 1.5, Induction, Credentials, and Teacher Assignment, we looked for evidence of progress in Metrics 1.3 (TAMO) and 1.11 (student outcomes). The residency model intentionally includes intern and early-career teachers; therefore, effectiveness is measured by the strength of the pipeline to full credentialing rather than eliminating intern positions. Action 1.5 strengthened this pipeline because induction, credentialing pathways, and assignment practices ensured teachers were supported, appropriately assigned, and progressing toward full credentialing, resulting in a more stable workforce.

While credentialing and staffing stability improved, TAMO outcomes did not show significant change, which is expected given the ongoing presence of intern teachers in the model. Internal indicators demonstrate progress: increased retention, reduced waiver use, and greater staffing stability show teachers are better supported and progressing toward full credentialing.

Overall, Action 1.5 was effective because it strengthened workforce stability, support, and progression, even as TAMO indicators remained relatively stable due to the residency model.

As a result of Action 1.6, Instructional Materials, we anticipated maintaining access to standards-aligned materials (Metric 1.4) and supporting improvements in student outcomes (Metric 1.11). Metric 1.4 shows 0% of students lack access to standards-aligned materials, indicating full implementation and equitable access.

Allowing teachers to select materials aligned to classroom needs strengthened instruction because materials better supported specific student populations, content, and strategies, improving lesson implementation and engagement. While materials alone do not determine outcomes, they improve learning conditions because students consistently access grade-level content at school and home, supporting the mixed growth trends in Metric 1.11.

Overall, Action 1.6 was moderately effective because it ensured access and strengthened instructional support, but inconsistent student growth indicates it contributed to, but did not independently drive, outcome improvements.

As a result of Action 1.7, McKinney-Vento supports, we anticipated that students identified under McKinney-Vento would receive individualized contact from a FACE Liaison within 10 school days of enrollment or identification, with documented follow-up to support access to school supplies, transportation (if needed), and referrals to community-based supports.

During the 2025-26 school year, the LEA established initial implementation and documentation systems to support individualized follow-up for students identified under McKinney-Vento. Students and families received assistance with school supplies, uniforms, transportation, referrals to community-based resources, and ongoing communication intended to reduce barriers to school access and participation. Documentation systems were developed to begin tracking housing status, family contact, follow-up actions, and support services provided.

Because this was the first year of implementation and system development for Metric 1.12, effectiveness is primarily reflected through the establishment of coordinated support and documentation processes rather than longitudinal outcome trends. Overall, Action 1.7 was moderately effective because it strengthened the LEA's capacity to identify, monitor, and support students experiencing homelessness while implementation and monitoring systems continue to develop.

Overall, Grow Public Schools' actions under Goal 1 strengthened key instructional systems and learning conditions, and were moderately effective overall because improvements in system coherence and access to supports were evident, but student growth outcomes were not yet consistently improved across settings and student groups.

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 - none

Action Adjustments:

Action 1.1: Revise to transition from Instructional Coaches to Learning and Innovation Specialists (2 FTEs). The action was further refined to include a more explicit focus on strengthening the consistency of small group instruction, data-informed instructional practices, and differentiation to improve alignment and implementation across classrooms.

Action 1.2: Discontinue Instructional Leadership Team Professional Development (RELAY Graduate School of Education)

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	Learning and Innovation Specialists	The LEA will employ Learning and Innovation Specialists (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. Learning and Innovation Specialists will support individualized professional development as teachers advance along the Teaching and Learning Framework, providing access to a broad course of study. Learning and Innovation Specialists will also support teachers in strengthening the consistency and effectiveness of small group instruction, data-informed instructional practices, and differentiation to improve the alignment and implementation of instruction across classrooms.	\$240,529.00	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. This action is discontinued as of June 2026.	\$0.00	Yes
1.3	Teacher Development Initiative	In partnership with the Alder Graduate School of Education, the Coordinator of Teacher Residency will facilitate eleven (7) teacher residents. This model (developed by the Aspire charter network) combines immersive hands-on classroom practice with rigorous research-based coursework leading to a teaching credential and a Master's degree. Each resident receives a salary and is paired with a mentor educator for whom they provide support and increasing instructional responsibility.	\$619,824.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.4	Academic Consultants	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. add inhouse PD cost	\$57,596.00	Yes
1.5	Induction, Credentials, and Teacher Assignments	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 for unduplicated pupils and all students. Title II funds in the amount of \$63,496 are being used to support this action.	\$108,825.00	Yes
1.6	Instructional Materials	The LEA provides teachers with supplemental instructional materials funds that support student learning in the classroom.	\$55,750.00	Yes
1.7	McKinney-Vento	The LEA will provide targeted support for students experiencing homelessness, as identified under the McKinney-Vento Act, to ensure	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 increases access to instruction and support services for students experiencing homelessness because the coordinated services provided by the Homeless Liaison and related supports reduce barriers related to lack of mobility and resources and disruptions in schooling that interfere with consistent participation in instruction, resulting in improved attendance and engagement. Title I funds in the amount of \$15,000 are being used to support this action.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

By providing a Multi-Tiered System of Supports (MTSS) framework, self-contained K-2 classrooms, the 3-8 Learning Lab, and professional learning and individualized coaching, an Intervention and Assessment Coordinator, a Learning and Innovation 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 Multi-Tiered System of Supports (MTSS) team 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.

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 and math for all and by student group	2023: Grow Academy Arvin English Language Arts, 2023	2024: Grow Academy Arvin English Language Arts	2025: Grow Public Schools English Language Arts	2026: Grow Academy Arvin English Language Arts	Grow Academy Arvin English Language Arts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard 5x5 Placements State Priority 4A CAASPP Student Performance	Student groups at the orange indicator All Students: -44.3 points Low Income: -49.6 points Hispanic: -46 points Student groups at the red indicator English Learners: -78.7 points Students with Disabilities: -106.4 points Grow Academy Arvin Math, 2023 Student groups at the orange indicator All Students: -82.9 points Low Income: -89.1 points	Student groups at the yellow indicator All Students: -37 Growth, +7.3 English Learners: -57.7 Growth, +21 Low Income: -41.7 Growth, +7.9 Hispanic: -38 Growth, +7.9 Student groups at the orange indicator Long-Term English Learners: -77.2 Growth, +7.4 Student groups at the red indicator Students with Disabilities: -125 Growth, -18.9 Grow Academy Arvin Math Student groups at the yellow indicator All Students: -71.3 Growth, +11.6 English Learners: -92	All Students: -18 points African American: +6.7 points English Learners: -47.6 points Hispanic: -20.3 points Homeless: -5.5 points Long-Term English Learners: -62.4 points Low Income: -25.2 points Students with Disabilities: -79.3 points White: +11.1 points Grow Public Schools Math All Students: -44 points African American: -5.2 points English Learners: -64.2 points Hispanic: -46.3 points Homeless: -62.5 points	Advance to the green indicator: All students Low Income Hispanic Score no more than 5.0 points below standard AND increase by at least 3 points annually Advance to the yellow indicator (-5 to 9.9 points from standard): English Learners Students with Disabilities OR increase by at least 15 points annually for each of 3 years. Grow Academy Arvin Math Advance to the yellow indicator (-0.1 to -25 points from standard) All Students Low Income Hispanic	All Students: 26.3 points closer Low Income: 24.4 points closer Hispanic: 25.7 points closer English Learners: 31.1 points closer Students with Disabilities: 27.1 points closer Grow Academy Arvin Math All Students: 38.9 points closer Low Income: 38.8 points closer Hispanic: 36.6 points closer English Learners: 44.3 points closer Students with Disabilities: 23.9 points closer Grow Academy Shafter English Language Arts All Students: 5.5 points closer English Learners: 13.2 points closer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: -82.9 points Student groups at the red indicator English Learners: -108.5 points Students with Disabilities: -136 points	Growth, +16.5 Low Income: -76.1 Growth, +13 Hispanic: -71.5 Growth, +11.4 Student groups at the orange indicator Long-Term English Learners: -135.1 Growth, +7.3 Student groups at the red indicator Studentmts with Disailities: -148.7 Growth, -12.7 Grow Academy Shafter English Language Arts, 2023 Student groups at the yellow indicator All Students: -23.5 points, 12.6 point growth English Learners: -60.8 points, 4.4 points growth Low Income: -30.8 points, 17 points growth Hispanic: -27.8 points,	Long-Term English Learners: -118 points Low Income: -50.3 points Students with Disabilities: -112.1 points White: -19.7 points Grow Academy Arvin Grade 8 only English Language Arts All Students: +8.5 points English Learners: -20 points Long-Term English Learners: -39 points Hispanic: +7.2 points Low Income: +9.7 points Grow Academy Arvin Grade 8 only Math	English learners Students with Disabilities OR increase by at least 15 points annually for each of 3 years. Grow Academy Shafter English Language Arts Advance to the green indicator (+10 to +44.9 points from standard) OR increase at least 15 points annually for each of 3 years. All Students Low Income Hispanic White 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. English Learners	Low Income: 5.6 points closer Hispanic: 7.5 points closer White: 2.7 additional points above standard Students with Disabililties: 20.6 additional points below standard Grow Academy Shafter Math All Students: 28.4 points closer Low Income: 28.2 points closer Hispanic: 28.2 points closer English Learners: 35.7 points closer White: 40.9 points closer Students with Disabilities: 24.9 points closer Note: In 2023, the CAASPP DFS was reported for each site individually for grades 3-8. For the comparison to the 2025 DFS, the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16 points growth White: +8.4 points Student groups at the orange indicator Students with Disabilities: -58.7 points Grow Academy Shafter Math, 2023 Student groups at the yellow indicator All Students: -72.4 points, 12.8 points growth Low Income: -78.5 points, 17.1 points growth Hispanic: -74.5 points, 16.6 points growth Student groups at the orange indicator English Learners: -99.9 points, 5.6 points growth	Students at the orange indicator All Students: -21.4 Growth, 2.0 English Learners: -66.7 Growth, -6 Hispanic: -25 Growth, +2.7 Students at the red indicator Long-Term English Learners: -109.1 Growth, -15.9 Grow Academy Shafter Math Students at the yellow indicator All Students: -50.5 Growth, +21.9 English Learners: -85.1 Growth, +14.8 Low Income: -56.8 Growth, +21.7 Students with Disabilities: -93.5 Growth, +43.5 Hispanic: -53.1 Growth, +21.4 White: -35.8	All Students: -74.7 points English Learners: -96.4 points Long-Term English Learners: -116.5 points Hispanic: -76.4 points Low Income: -78.3 points Grow Academy Shafter Grade 8 only English Language Arts All Students: -19.9 points Hispanic: -24.7 points Low Income: -31.1 points English Learners: -61.6 points Long-Term English Learners: -79 points White: -18.6 points Grow Academy Shafter Grade 8 only	Students with Disabilities Grow Academy Shafter Math Make progress within the yellow indicator. Increase at least 15 points annually for each of 3 years. All Students Low Income Hispanic Advance to the yellow indicator (-0.1 to -25 points from standard) OR increase at least 15 points annually for each of 3 years English Learners White Advance to the orange indicator (-25.1 to -95 points from standard) OR at least 15 points growth annually for each of 3 years.	baseline scores for each site are being compared to the DFS for grades 3-7 for Grow Public Schools as a whole.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: -60.6 points Student groups at the red indicator Students with Disabilities: -137 points	Growth, +24.8 Students at the red indicator Long-Term English Learners: -162.1 Growth, +0.8	Math All Students: -71 points Hispanic: -76.5 points Low Income: -77.4 points English Learners: -122.1 points Long-Term English Learners: -145.9 points White: -62.5 points		
2.2	CA Science Test Grades 5 & 8 Sources: CAASPP Assessments Tab for Science State Priority 4A CAASPP Student Performance	Grow Academy Arvin, 2022-2023 18.54% met or exceeded standard SED: 15.76% met or exceeded standard (2.78% gap) EL: 0% met or exceeded standard (18.54% gap) Grow Academy Shafter, 2022-2023 25.79% met or exceeded standard SED: 21.31% met or exceeded standard (4.48% gap) EL: 9.68% met or exceeded standard	Grow Academy Arvin, 2024 21.9% met or exceeded standard SED: 19.87% met or exceeded standard (2.03% gap) EL: 6% met or exceeded standard (13.87% gap) Grow Academy Shafter, 2024 19.5% met or exceeded standard. SED: 19.12% met or exceeded standard	Grow Academy Arvin, 2025 (Grade 8 only) 30.23 met or exceeded standard (86 students) SED (73 students): 30.14% met or exceeded standard (0.09% gap) EL (16 students): 6.25% met or exceeded standard (23.98% gap) Grow Academy Shafter,	2026: Grow Academy Arvin All: 31% meet or exceed standard SED: 31% (no gap) EL: 20% (11% gap) Grow Academy Shafter All: 38% meet or exceed standard SED: 38% (no gap) EL: 29.68% (8.32% gap)	Data is not directly comparable due to the reporting under transitional CDS codes. A weighted percentage across grades 5 and 8 at both school sites yields approximately 26.8% of students meeting or exceeding standard. The SED weighted average is approximately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(16.11% gap)	(0.38% gap) EL: 2.86% met or exceeded standard (16.64% gap)	2025 (Grade 8 only) 24.67% met or exceeded standard (77 students) SED (58 students): 22.42% met or exceeded standard (2.25% gap) EL (10 students): No score is reported because the student group is fewer than 10 students. Grow Public Schools 2025 (Grade 5 only, Arvin and Shafter data combined) 26.01% met or exceeded standard (173 students) SED (146 students): 23.97% met or exceeded standard (2.04% gap)		25.26%, an estimated gap of 1.54%. The EL weighted average cannot be calculated due to missing student group data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				EL (42 students): 0% met or exceeded standard (26.01% gap)		
2.3	NWEA MAP (Measures of Academic Progress) for reading and math Grades K-8 Source: School Profile Report FY Source: KiDS State Priority 8 Pupil Outcomes (Local Data)	Winter 2023-2024 Grow Academy Arvin NWEA Reading Grades K-2 All: 25% in top 2 quintiles ELs: 11% in top 2 quintiles (14% gap) SED: 32% in top 2 quintiles Winter 2023-2024 NWEA Math Grades K-8 All: 23% in top 2 quintiles ELs: 19% in top 2 quintiles (4% gap) SED: 24% in top 2 quintiles Grow Academy Shafter	Winter 2024-2025 Grow Academy Arvin NWEA Reading Grades K-8 All: 25% ELs: 13% (12% gap) SED: 32% Winter 2024-2025 NWEA Math Grades K-8 All: 22% ELs: 16% (6% gap) SED: 24% Grow Academy Shafter Winter 2025 NWEA Reading	Winter 2025-2026 Grow Academy Arvin NWEA Reading Grades K-8 All: 37% in top 2 quintiles ELs: 15% (22% gap) SED: 46% (no gap) Winter 2025-2026 NWEA Math Grades K-8 All: 31% in top 2 quintiles ELs: 21% (10% gap) SED: 34% Grow Academy Shafter	Winter 2026-2027 Grow Academy Arvin NWEA Reading Grades K-8 All: 33% in top 2 quintiles ELs: 26% in top 2 quintiles (7% gap) SED: 38% in top 2 quintiles NWEA Math Grades K-8 35% in top 2 quintiles ELs: 33% in top 2 quintiles (2% gap) SED: 36% in top 2 quintiles	Grow Academy Arvin NWEA Reading All:+12% ELs: +2% (gap increased 8%) SED:+14% NWEA Math All:+8% ELs: +2% (gap increased 6%) SED:+10% Grow Academy Shafter NWEA Reading

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Winter 2024	Grades K-8	Winter 2026	Grow Academy Shafter	All: +11% ELs: +4% (gap increased 7%) SED: =3% (5% gap)
		NWEA Reading	All: 30% ELs: 12% (18% gap) SED: 31%	NWEA Reading	Winter 2026-2027	
		Grades K-8		Grades K-8	NWEA Reading	
		All: 28% in top 2 quintiles ELs: 7% in top 2 quintiles (21% gap) SED: 31% in top 2 quintiles	Winter 2024-2025	All: 39% in top 2 quintiles ELs: 11% (28% gap) SED: 34%	Grades K-8	
			NWEA Math		All: 37% in top 2 quintiles ELs: 27% in top 2 quintiles (10% gap) SED: 38% in top 2 quintiles	NWEA Math
		Winter 2023-2024	Grades K-8	Winter 2025-2026		All: +10% ELs: +14% (gap closed 4%) SED: +7% (2% gap)
		NWEA Math	All: 30% ELs: 21% (9% gap) SED: 28%	NWEA Math		
		Grades K-8		Grades K-8	NWEA Math, Grades K-8	
		All: 26% in top 2 quintiles ELs: 11% in top 2 quintiles (15% gap) SED: 27% in top 2 quintiles	2024-2025	All: 36% in top 2 quintiles ELs: 25% (11% gap) SED: 34% (2% gap)	All: 35% in top 2 quintiles ELs: 30% in top 2 quintiles (5% gap) SED: 36% in top 2 quintiles	
			Source: KiDS			
			Grow Academy Arvin			
			NWEA Reading	2025-2026		
			Grades K-8	Source: KiDS	Winter 2026-2027	
		Baseline 2023-2024			Grow Academy Arvin	
		Source: KiDS	All Students: 34.75% at or above the 50th percentile.	The count of Foster Youth across Grow Public Schools is 5 students. For	NWEA Reading	
		Grow Academy Arvin			Grades K-8	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NWEA Reading Grades K-8 All Students: 38.58% at or above the 50th percentile. Foster Youth: no data for 2023-2024 NWEA Math Grades K-8 All Students: 34.75% at or above the 50th percentile. Foster Youth: no data for 2023-2024 Baseline 2023-2024 Grow Academy Shafter NWEA Reading Grades K-8 All Students: 42.93% at or above the 50th percentile. Foster Youth: 50% at or above the 50th percentile (no gap) NWEA Math	Foster Youth: 50% at or above the 50th percentile (no gap). NWEA Math Grades K-8 All Students: 26.43% at or above the 50th percentile. Foster Youth: 50% at or above the 50th percentile (no gap). Grow Academy Shafter NWEA Reading Grades K-8 All Students: 40.86% at or above the 50th percentile Foster Youth: 33.33% at or above the 50th percentile (7.53% gap). NWEA Math	2025-2026, FY is not a reported student group. Due to the small number of students identified as experiencing homelessness, data is monitored internally and may not be publicly reported or disaggregated to protect student privacy and ensure reliability.	In 2023-2024, the baseline year, Grow Academy Arvin did not have a Foster Youth group. Had there been one, the purpose of this goal is to close achievement gaps between student groups and the All Students group. In 2024-2025, Arvin had an FY group, but there was not an achievement gap for reading, nor for math. The target for 2026-2027 is to maintain no achievement gap between FY and the All Students group. Grow Academy Shafter Winter 2026-2027 NWEA Reading	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades K-8 All Students: 40.04% at or above the 50th percentile. Foster Youth: 16.66% at or above the 50th percentile (23.38 percent gap).	Grades K-8 All Students: 36.17% at or above the 50th percentile. Foster Youth: 20% at or above the 50th percentile (16.17% gap).		Grades K-8 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. NWEA Math Grades K-8 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. The target for 2026-2027 is to reclose the gap between FY and the All Students group.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	English Learner Progress Indicator Source: CA Dashboard State Priority 4E English Learner Progress	2023: Grow Academy Arvin 40.3% progressing (red) Grow Academy Shafter 44% progressing (red)	2024: Grow Academy Arvin 61% progressing (blue) Grow Academy Shafter 39.4% progressing (orange)	2025: Grow Public Schools (Grades 1-7) 47.6% progressing Grow Academy Arvin (Grade 8) 78.3% progressing Grow Academy Shafter (Grade 8) 63.6% progressing	2026: Grow Academy Arvin At least 45% progressing annually, AND at least 2 percentage points increase annually (green) Grow Academy Shafter At least 45% progressing annually, AND at least 2 percentage points increase annually (green)	Change from baseline reported from 2023 site figures to 2025 Grow Public Schools data. Grow Academy Arvin +7.3% Grow Academy Shafter +3.6%
2.5	English Learner Reclassification Rate Source: Kern Integrated Data System (KiDS) Reclassification Rate State Priority 4F English Learner Reclassification	Rate as of 4/16/2024 All Schools 7.76% Grow Academy Arvin 8.24% Grow Academy Shafter 6.67%	Rate as of 3/13/2025 All Schools 7.86% Grow Academy Arvin 5.13% Grow Academy Shafter 13.92%	Rate as of 4/29/2026 All Schools 17.86% Grow Academy Arvin 20.45% Grow Academy Shafter 11.59%	2026-27: 16% of English learners meet criteria for reclassification annually.	All Schools +10.1% Grow Academy Arvin +12.21% Grow Academy Shafter +4.92%
2.6	Long Term English Learners (LTELs) Source: Kern Integrated Data System (KiDS)	As of May 24, 2024 27% Long Term English Learners CA Dashboard ELPI not available	As of March 13, 2025 23.8% Long Term English Learners	As of April 17, 2026 21.5% Long Term English Learners	2026-27: 15% Long Term English Learners Arvin:	5.5% fewer Long Term English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard, English Learner Progress Indicator State Priority 4E English Learner Progress		Grow Academy Arvin 58 LTELs 79.3% of LTELs are making progress (blue) Grow Academy Shafter 30 LTELs 36.7% of LTELs are making progress (red)	Grow Academy Arvin 69 LTELs *44.4% of LTELs are making progress Grow Academy Shafter 24 LTELs *58.42% of LTELs are making progress *Estimated English Learner Progress Indicator Source: Kern Integrated Data System (KiDS)	Maintain LTEL ELPI at green or blue on the CA Dashboard Shafter: Reach green or blue on the CA Dashboard	

Goal Analysis [2025-26]

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 continued progress toward implementing Goal 2 during the 2025-26 school year. Action 2.5 High School, College, and Career Readiness was fully implemented. The remaining actions - including instructional support, MTSS, intervention coordination, literacy programming, instructional leadership, and English Learner systems - were partially implemented. Across actions, foundational instructional, intervention, and support structures were in place and contributed to overall improvements in student outcomes; however, results across student groups were not consistent, and achievement gaps persisted, particularly for English learners. Overall, actions were moderately effective due to ongoing challenges affecting the consistency and coherence of implementation across classrooms, sites, and systems.

Substantive Differences Between Planned and Actual Implementation:

Substantive differences occurred in several actions requiring coordinated implementation across instructional, intervention, and leadership systems. While planned structures were established, implementation was not consistently executed across sites and systems. Instructional coaching and leadership development (Action 2.8) were distributed across a broader instructional team rather than being carried out through a single role. The literacy program (Action 2.7) was not implemented consistently across sites, and coaching support was not sustained for the full year. Intervention systems (Action 2.6) were implemented without fully developed entry and exit criteria, and MTSS processes (Action 2.4) were not consistently executed across campuses. These differences resulted in variability between planned and actual implementation.

Challenges Experienced:

Key challenges included ensuring consistent implementation of Tier 1 and Tier 2 instructional practices (Actions 2.1 and 2.2), strengthening the consistent use of data to inform instruction (Action 2.3), and fully developing systematic intervention processes, including clearly defined entry and exit criteria (Action 2.6). Additional challenges included maintaining consistent literacy supports across sites (Action 2.7) and ensuring coherence in instructional leadership and coaching structures (Action 2.8). These challenges limited the ability to deliver coordinated, systemwide supports with the level of consistency needed to accelerate outcomes for all student groups.

Successes Experienced:

Despite these challenges, Grow Public Schools successfully established and maintained key instructional and support structures across Goal 2 actions. Core instructional models, intervention supports, and data systems were in place and contributed to overall improvements in student achievement. English Learner outcomes improved, including increased reclassification rates and a reduction in long-term English learners, reflecting progress in developing more effective supports for English learners; however, these improvements have not yet consistently translated into accelerated academic outcomes across all measures. Additionally, systems for data collection and analysis, literacy programming, and professional learning were implemented and provided a foundation for continued refinement and increased coherence across instructional and intervention systems.

Overall, Goal 2 actions advanced instructional, intervention, and support priorities while identifying the need to strengthen consistency of implementation and system coherence to more effectively accelerate student outcomes and reduce achievement gaps.

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.

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,
Action 2.4 Coordination of Services Team (COST) and Multi-Tiered System of Supports (MTSS): The material differences between Budgeted and Estimated Actual Expenditures are primarily due to increases in compensation and benefits for staff serving on the Coordination of Services Team (COST), including Assistant Principals, Deans of Culture, School Social Workers, Counselors, School Psychologists, and

Behavioral Specialists. These adjustments supported the continued implementation of coordinated academic, behavioral, and social-emotional interventions for students.

Action 2.5 High School, College, and Career Readiness: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to increases in compensation and benefits for staff supporting college and career readiness activities.

Action 2.7 Literacy Program: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to increases in compensation and benefits for Reading Specialists and Literacy Specialists.

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 through the implementation of coordinated actions focused on instruction, intervention, data and assessment tools, and capacity-building. While these actions contributed to overall improvements in student achievement and English Learner outcomes, results across student groups were not consistent. This indicates that, although key systems and supports were in place, inconsistent implementation across classrooms, sites, and systems limited their effectiveness in accelerating outcomes and closing achievement gaps.

As a result of Action 2.1 (K-2 Instructional Support), Action 2.2 (3-8 Instructional Program), Action 2.3 (Educational Software and Data Systems), Action 2.4 (Multi-Tiered System of Supports Team), Action 2.6 (Intervention and Assessment Coordination), Action 2.7 (Literacy Program), and Action 2.8 (Director of Learning and Innovation / Instructional Capacity), the LEA anticipated improvements in student achievement as measured by Metric 2.3 (NWEA Reading and Math), as well as progress in English Learner outcomes as measured by Metric 2.4 (English Learner Progress Indicator), Metric 2.5 (English Learner Reclassification Rate), and Metric 2.6 (Long-Term English Learners).

Across both sites, overall student performance improved, with increases in the percentage of students performing in the top two quintiles on Metric 2.3 (NWEA Reading and Math). English Learner outcomes also improved, including a significant increase in Metric 2.5 (Reclassification Rate) and a reduction in Metric 2.6 (Long-Term English Learners).

However, results across student groups were not consistent. Achievement gaps between English learners and All Students widened on Metric 2.3 (NWEA Reading and Math) across multiple actions and grade spans, indicating that while overall performance improved, the rate of improvement for English learners did not keep pace with that of their peers.

Across these actions, key structures and supports were in place, including Tier 1 and Tier 2 instructional models, access to data systems and instructional tools, intervention identification and monitoring processes, literacy supports, and professional learning and coaching.

These actions contributed to overall improvements in Metric 2.3 (NWEA Reading and Math); however, implementation was not consistent across classrooms, sites, and systems. Variability in the depth and consistency of Tier 1 and Tier 2 instruction (Action 2.1 and Action 2.2), inconsistent use of data to inform instructional decisions (Action 2.3), incomplete development of intervention systems, including the absence of clearly defined entry and exit criteria (Action 2.6), inconsistent implementation of the MTSS framework (Action 2.4), shifts in coaching and leadership structures (Action 2.8), and uneven access to literacy supports across sites (Action 2.7) limited the effectiveness of these actions.

Because these actions are designed to operate as a coordinated system that provides consistent, targeted, and data-informed instruction and intervention, inconsistent implementation across these components reduced their collective impact on accelerating outcomes for unduplicated pupils and closing achievement gaps as measured by Metric 2.3.

Action 2.1, Action 2.2, Action 2.3, Action 2.4, Action 2.6, Action 2.7, and Action 2.8 were partially implemented because, although key structures and supports were in place, the consistency and fidelity of implementation across sites and systems varied. These actions were moderately effective because overall student outcomes improved as measured by Metric 2.3, and English Learner outcomes improved as measured by Metrics 2.4, 2.5, and 2.6; however, inconsistent implementation did not result in equitable outcomes across student groups or a reduction in achievement gaps.

As a result of Action 2.9 (English Learner Task Force), the LEA anticipated improvements in English Learner outcomes as measured by Metric 2.5 (Reclassification Rate) and Metric 2.6 (Long-Term English Learners).

Across the LEA, outcomes improved on Metric 2.5 (Reclassification Rate) and Metric 2.6 (Long-Term English Learners), indicating progress in strengthening systems supporting English learners.

However, these improvements have not yet resulted in consistently accelerated academic outcomes as measured by Metric 2.3 (NWEA Reading and Math). While key components of the English Learner Program Implementation Plan have been developed, the system is not yet fully implemented or consistently executed across sites and classrooms.

Action 2.9 was partially implemented because foundational systems and processes are still being refined and have not yet been fully systematized across the LEA. The action was moderately effective because English Learner outcomes improved as measured by Metric 2.5 and Metric 2.6; however, the system is not yet fully implemented, limiting its impact on accelerating academic achievement as measured by Metric 2.3 (NWEA Reading and Math).

As a result of Action 2.5 (High School, College, and Career Readiness), the LEA anticipated improvements in student readiness for high school, college, and career pathways. Metric 2.3 (NWEA Reading and Math) provides general context for overall student achievement; however, this action is designed to support long-term readiness rather than immediate academic performance.

The LEA implemented planned supports, including guidance from the Director of Alumni and Family Supports, transition supports, and enrichment opportunities such as project-based learning, which increased access to college and career readiness experiences for students, particularly unduplicated pupils.

Action 2.5 was fully implemented because the planned supports and programming were carried out as designed. The action was moderately effective because it increased access to college and career readiness opportunities; however, its impact is long-term and not fully captured by Metric 2.3.

Overall, Grow Public Schools' actions were moderately effective in promoting student achievement across ELA, mathematics, and science under Goal 2 because, while overall student outcomes improved and English Learner indicators showed progress, inconsistent implementation across instructional, intervention, and support systems limited the extent to which these actions accelerated outcomes for all

student groups. Continued efforts to strengthen the consistency of implementation, refine intervention systems, and further develop coherent supports for English learners will be necessary to accelerate progress and reduce 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 will maintain the current action design while making targeted implementation refinements to strengthen consistency, coherence, and responsiveness of instructional and intervention systems based on educational partner input and local outcome data.

Action Adjustments:

Action 2.1 was revised to increase the number of Early Education Aides from 12 to 16. This refinement was informed by enrollment trends, implementation needs within early learning classrooms, and feedback indicating a need for additional student support to strengthen early literacy, language development, and school readiness outcomes.

Action 2.2 was revised to adjust the number of Small Group Instructors (SGIs) from 16 to 12. This refinement reflects staffing realignment based on implementation data, student needs, and resource allocation priorities while maintaining targeted academic intervention supports for students requiring additional assistance.

Action 2.4 was revised to include a Data Systems Manager position. This refinement was informed by implementation needs and the increasing importance of data management, reporting, and analysis to support continuous improvement efforts, student achievement monitoring, and compliance requirements across the LEA.

Action 2.5 was revised to replace the Director of Alumni position with a Postsecondary Readiness and Development Coordinator. This refinement was informed by a desire to strengthen college and career readiness supports, improve coordination of postsecondary planning services, and ensure students receive targeted guidance related to postsecondary opportunities and success.

Action 2.7 was revised to replace a Reading Specialist position with a Librarian position. This refinement was informed by implementation data and feedback indicating a need to strengthen access to literacy resources, library services, and reading enrichment opportunities while continuing to support literacy development across the LEA.

Action 2.9 was revised to reflect Grow Public Schools' exit from Differentiated Assistance and completion of the planned update to reclassification criteria for dually identified English learners.

Metric 2.6, Percent of Students Who Are Long-Term English Learners, was moved from Action 2.9 to Action 2.10 to align the metric with the new LTEL-specific action.

Action 2.10 was added to include implementation of LTEL Case Management Meetings, student goal-setting conferences, strengthened progress-monitoring systems, and continued refinement of Designated and Integrated ELD specifically for Long-Term English Learners.

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	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. 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.	\$764,689.00	Yes
2.2	Intervention and Enrichment: Grades 3-8	The LEA provides students in grades 3-8 with humanities, STEM, and learning lab classrooms. In order to close achievement gaps and to ensure that English learners meet reclassification criteria, teachers (4 Learning Lab FTE) and 12 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.	\$1,195,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Title I funds in the amount of \$589,353 are being utilized for this action. Title IV funds are transferred to Title I,		
2.3	Educational Software, Assessment, and Data Analysis Tools	The LEA purchases quality educational software, assessment platforms and data analysis tools to provide information to educators about achievement, growth, and behaviors that lead to success for all students, particularly unduplicated pupils, who face the greatest barriers to optimal levels of achievement. In addition, this action addresses the red indicators in the reflections section, including students with disabilities. Educational software, assessment tools, and data analysis resources are instrumental in pinpointing instructional next steps and providing "just in time" instruction. In order to provide additional practice opportunities for students related to their individualized needs, the school utilizes a suite of educational online learning platforms. Students will have time to use these tools both in the general education classroom and during lab. Additionally, these online learning platforms allow teachers and administration to disaggregate the data to determine which priority groups of students need intervention and/or enrichment. These purchases include:NWEA, ST Math, OTUS, STAR Renaissance, Second Step, Next Gen Math, Text Help, Learning Plus, Class Link, IXL, Possip, Go Guardian The following instructional, assessment, student information, communication, and educational software platforms are currently utilized across the organization: Lexia Reading, NWEA, Renaissance Learning, Next Gen, TextHelp, Aeries, Learning Plus, ClassLink, SchoolMint, 95 Percent Group, Curriculum Associates, ST Math (Mind Research Institute), IXL, Possip, Amira Learning, Second Step SEL Curriculum, GoGuardian, and Otus.	\$250,000.00	Yes
2.4	Multi-Tiered System of Supports Team	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	\$2,101,695.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. - Data Systems Manager 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. Title III funds in the amount of \$55,533 are being utilized for this action.		
2.5	High School, College, and Career Readiness	The Postsecondary Readiness & Development Coordinator 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. 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. 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).	\$114,702.00	Yes
2.6	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	\$176,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are developed and monitored, and that interventions are based on assessments and defined entry and exit points.		
2.7	Literacy Program	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). 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. 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.	\$125,488.00	Yes
2.8	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
2.9	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. 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. The LEA provides professional development on testing	\$50,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		accommodations and designated and integrated ELD tied directly to the core curriculum. This action is supported by 30% of an EL Clerk position and supplies to support English Learner program services and implementation.		
2.10	Long-Term English Learners	As Grow Public Schools continues its three-year roadmap to develop a comprehensive English Learner Master Plan by the 2027–2028 school year, the LEA will strengthen supports for Long-Term English Learners (LTELs) through a coordinated system of case management, instructional improvement, and student partnership. Each school will implement LTEL Case Management Meetings to identify Spotlight Students who would benefit from targeted support. Following these meetings, Designated ELD (dELD) teachers and site administrators will conduct one-on-one goal-setting conferences with students to monitor progress toward English proficiency, academic milestones, and reclassification. To support these efforts, the LEA will continue strengthening Designated and Integrated English Language Development (dELD/iELD) for LTELs through ongoing coaching, professional learning, and instructional monitoring while strengthening progress-monitoring systems to advance English proficiency, academic achievement, and reclassification. This action is supported by 10% of an EL Clerk position and supplies to support LTEL services and implementation.	\$5,593.00	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:	2025-26	2026-27:	YTD Attendance +0.62
	Priority 5A Attendance Rates	Grow Public Schools YTD Attendance 94.15%	Grow Public Schools YTD Attendance (as of 5/26/25)	Grow Public Schools YTD Attendance (as of 5/22/26)	At least 95.5% attendance rate for all students and all student groups.	All students, +0.8% English learners, +0.9%
	Source: KiDS May 21, 2024	All students, 94%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learners, 94% Foster Youth, 98% Homeless, 95% SED, 94% SWD, 93%	94.65% All students, 94.7% English learners, 94.9% Foster Youth, 96.2% Homeless, 92.7% SED, 94.6% SWD, 94.3%	94.77% All students, 94.8% English learners, 94.9% Foster Youth, 89.7% Homeless, 93.9% SED, 94.5% SWD, 94.4%		Foster Youth,- 8.3% Homeless, -1.1% SED, +0.5% SWD, +1.4%
3.2	Kelvin Survey Priority 6C Survey of Safety and Climate	Spring 2024 Baseline Data Kelvin Survey, Percent Favorable Grow Academy Arvin Average 75.64% Grow Academy Shafter Average 78.35%	Spring 2025 Kelvin Survey, Percent Favorable Grow Academy Arvin 79% Grow Academy Shafter 80%	Spring 2026 Kelvin Survey, Percent Favorable Grow Academy Arvin 77% Grow Academy Shafter 79%	Spring 2027 Kelvin Survey Arvin Average 80.26% Shafter Average 81.52%	Grow Academy Arvin +1.36 percentage points Grow Academy Shafter +0.65 percentage points
3.3	Participation Rates CA Physical Fitness Test, and Aerobic Capacity Source: Local Data Priority 8	2023-24: 100% participation on the CA Physical Fitness Test 92% of students in grades 5 and 7 showed at least 10% improvement in the mile walk/run or the 20 meter pacer.	2024-25 100% participation on the CA Physical Fitness Test 92.5% of students in grades 5 and 7 showed at least 10% improvement in the mile walk/run or the 20 meter pacer.	2025 - 26 100% participation on the CA Physical Fitness Test 83.6% of students in grades 5 and 7 showed at least 10% improvement in the mile walk/run or the 20 meter pacer.	2026-27: 100% participation on the CA Physical Fitness Test for grades 5 and 7. 100% of all students and all student groups in grades 5 and 7 will improve aerobic capacity at least 10% as measured	No change in CA PFT participation rates. 8.4% fewer students showed at least 10% improvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					by the amount of time it takes to walk and/or run a prescribed distance.	
3.4	Efforts the school district makes to seek parent input in making decisions for the LEA Source: Cal-SCHLS Survey Priority 3A	Spring 2024 Cal-SCHLS Survey Completion Rate 0 respondents CA School Parent Survey (CSPS) (to be implemented starting in 2024-2025)	Spring 2025 Cal-SCHLS Survey Completion Rate (11.7% of goal) California School Parent Survey (CSPS) Grow Academy Arvin 22 respondents Grow Academy Shafter 19 respondents	Spring 2026 Cal-SCHLS Survey Completion Rate (72.3% of goal) California School Parent Survey (CSPS) Grow Public Schools (combined results for Grow Academy Arvin and Grow Academy Shafter) 253 respondents	Spring 2027: 350 respondents on CA School Parent Survey	+72.3% more respondents
3.5	Suspension Rates Priority 6A Pupil Suspension Rates Source: CA Dashboard	2022-23: Arvin All Students (blue, 0.6%) English Learners (blue, 0.8%) Students with Disabilities (blue, 0%) Hispanic (blue, 0.6%) SED (blue, 0.6%)	2023-2024 Arvin All (orange, 2.8%) ELs (orange, 2.6%) SWD (orange, 4.2%) Hispanic (orange, 3%) SED (orange, 2.9%) LTEL (red, 7.8%)	2024-2025 Grow Public Schools (TK-7) All: 1.5% English Learners: 1.3% SWD: 3.3% Hispanic: 1.7% SED: 1.7% Long-Term English Learners: 6.4%	2025-26: Arvin Maintain blue indicators on the CA Dashboard for each student group and for all students.	Arvin (TK-7) All Students: +0.9% English Learners: +0.5% Hispanic: +1.1% SED: +1.1% SWD: +3.3% Shafter (TK-7)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Shafter All Students (orange, 2%) English Learners (orange, 2.8%) Students with Disabilities (red, 9.1%) Hispanic (orange, 2.1%) SED (orange, 2.6%) White (blue, 0%)	Shafter All (green, 1.5%) ELs (green, 1.9%) SWD (red, 8.9%) Hispanic (green, 1.4%) SED (green, 1.7%) White (orange, 2.9%) LTEL (red, 9.4%) Long-Term English Learners (LTELs), a newly state identified student group, have an initial indicator or red for both Arvin and Shafter.	African American: 0% Two or More Races: 0% White: 0% Arvin (Grade 8 only) All: 2.3% English Learners: 0% Hispanic: 2.4% Long-Term English Learners: 0% SED: 2.7% Shafter (Grade 8 only) All: 1.2% English Learners: 0% SWD: 0% Hispanic: 1.4% Long-Term English Learners: 0% SED: 1.6% White: 0%	Shafter Maintain blue indicator for the white student group. Achieve green indicator for all students and all other student groups by reducing suspension rate to 0.6 to 1% AND showing declines in the rate annually.	All Students: -0.5% English Learners: -1.5% SWD: -5.8% Hispanic: -0.4% SED: -0.9% White: no change
3.6	Percent of families completing volunteer hours (Engagement Hours) Priority 3B Parent Participation - Unduplicated	2023-24: 12%	2024 - 2025 12.62%	2025-26 Arvin 18.9% Shafter 23% Grow Public Schools 20.8%	2026-27: 36%	8.8% more families completed engagement hours

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: QR Code Registration records and sign-in sheets					
3.7	Chronic absenteeism rate Priority 5B Chronic Absenteeism Source: CA Dashboard	2022-23: Arvin Orange Indicator 38.3% Students with Disabilities Yellow Indicator 24.7% All students 23.3% English learners 25.2% SED 24.2% Hispanic Shafter Orange Indicator 21.8% Students with Disabilities Yellow Indicator 17.2% All students 17.8% white 17.3% Hispanic 21.3% English learners 20.4% SED	2024 Arvin Orange Indicator 24.2% Students with Disabilities (-14.1%) Yellow Indicator 18.1% All (-6.6%) 16.1% ELs (-7.2%) 19% SED (-6.2%) 17% Hispanic (-7.2%) 12.5% LTELs LTELs, a new state designated student group, have a baseline of 12.5% chronic absenteeism (yellow). Shafter Yellow Indicator 17.9% SWD (-4%) 14.1% All (-3.1%) 14.5% White (-3.3%)	2025 Grow Public Schools (Grades TK - 7) All: 13.9% African-American: 53.3% English Learners: 12.2% Hispanic: 13.6% Homeless: 21.4% Long-Term English Learners: 14.9% Two or More Races: 5.3% SED: 15.1% SWD: 22.7% White: 13.4% Source: 2025 CA Dashboard, Grow Public Schools Grow Academy Arvin (Grade 8) All: 11.5% English Learners: 16.1% Long-Term English Learners: 16.1% Hispanic: 12%	2025-26: Arvin Green Indicator All students and all student groups maintain chronic absenteeism rates below 5% OR chronic absenteeism rates are between 5.1% and 10%, with annual declines of at least 1/2 percentage point. Shafter Green Indicator All students and all student groups maintain chronic absenteeism rates below 5% OR chronic absenteeism rates are between 5.1% and 10%, with annual declines of at least 1/2 percentage point.	Arvin All: -10.8% SWD: -15.6% English Learners: -11.1% SED: -10.1% Hispanic: -10.6% Shafter All: -3.3% SWD: +0.9% White: -4.4% Hispanic: -4.1% English Learners: -9.1% SED: -5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2023 CA Dashboard	14.1% Hispanic (-3.2%) 13.3% ELs (-8%) 14.7% SED (-5.7%) LTEs, a new state designated student group, have a baseline of 15.6% chronic absenteeism (yellow). Source: 2024 CA Dashboard	SED: 12.2% Source: 2025 CA Dashboard Grow Academy Arvin Grow Academy Shafter (Grade 8) All: 6.2% SED: 6.6% Hispanic: 1.4% English Learners: 0% Long-Term English Learners: 0% White: 33% Source: 2025 CA Dashboard Grow Academy Shafter		
3.8	Middle School Dropout Rate Priority 5C MS Dropout Rate Source: Aeries SIS	2023-24: 0%	2024-25 0%	2025-26 0%	2025-26: 0%	no change
3.9	Percent of families completing volunteer hours (Engagement Hours) Priority 3C	2023-24: 12%	2024-25 Arvin 12.99% Shafter 12.28%	2025-26 Arvin 17.6% Shafter 38.9% Grow Public Schools 25.5%	2026-27: 27.3% (30% more families complete	13.5% more families completed engagement hours

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD Source: QR Code Registration records and sign-in sheets				engagement hours)	
3.10	Pupil Expulsion Rates Priority 6B Source: Aeries SIS	2023-24: 0%	2024-25 Grow Academy Arvin 0.124% Grow Academy Shafter 0% Grow Public Schools 0.067%	2025-26 Grow Academy Arvin 0% Grow Academy Shafter 0% Grow Public Schols 0%	2026-27: 0%	No difference from baseline
3.11	CA Science Test Grades 5 and 8 Source: CAASPP Assessments Tab for Science State Priority 4A CAASPP Student Performance	Grow Academy Arvin, 2022-2023 18.54% met or exceeded standard SED: 15.76% met or exceeded standard (2.78% gap) EL: 0% met or exceeded standard (18.54% gap) Grow Academy Shafter, 2022-2023 25.79% met or exceeded standard SED: 21.31% met or exceeded standard	Grow Academy Arvin, 2024 21.9% met or exceeded SED: 19.87% met or exceeded standard (2.03% gap) EL: 6% met or exceeded (13.87% gap) Grow Academy Shafter, 2024 19.5% met or exceeded standard.	Grow Academy Arvin, 2025 (Grade 8 only) 30.23 met or exceeded standard (86 students) SED (73 students): 30.14% met or exceeded standard (0.09% gap) EL (16 students): 6.25% met or exceeded standard (23.98% gap) Grow Academy Shafter,	2026: Grow Academy Arvin All: 31% meet or exceed standard SED: 31% (no gap) EL: 20% (11% gap) Grow Academy Shafter All: 38% meet or exceed standard	Data is not directly comparable due to the reporting under transitory CDS codes. A weighted percentage across grades 5 and 8 at both school sites yields approximately 26.8% of students meeting or exceeding standard. The SED weighted average is approximately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(4.48% gap) EL: 9.68% met or exceeded standard (16.11% gap)	SED: 19.12% met or exceeded standard (0.38% gap) EL: 2.86% met or exceeded standard (16.64% gap)	2025 (Grade 8 only) 24.67% met or exceeded standard (77 students) SED (58 students): 22.42% met or exceeded standard (2.25% gap) EL: No score is reported because the student group is fewer than 10 students. Grow Public Schools 2025 (Grade 5 only, Arvin and Shafter data combined) 26.01% met or exceeded standard (173 students) SED (146 students): 23.97% met or exceeded standard (2.04% gap) EL (42 students): 0% met or exceeded standard (26.01% gap)	SED: 38% (no gap) EL: 29.68% (8.32% gap)	25.26%, an estimated gap of 1.54%. The EL weighted average cannot be calculated due to missing student group data.

Goal Analysis [2025-26]

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 continued implementation of Goal 3 actions designed to support student engagement, school climate, wellness, attendance, and family partnership. Several actions were fully implemented during the 2025–26 school year, including Action 3.2 (Edible Schoolyard), Action 3.3 (Art, Music, and Electives), Action 3.4 (Physical Education), Action 3.7 (Parent Conferences and At-Home Learning Materials), and Action 3.8 (Home Visits). These actions provided students and families with access to enrichment, wellness, and engagement opportunities throughout the year. Other actions were partially implemented as the LEA continued to develop systems and structures intended to support long-term implementation.

Substantive Differences Between Planned and Actual Implementation

Substantive differences between planned and actual implementation emerged primarily in Action 3.1 (PBIS) and Action 3.6 (Family and Community Engagement).

Action 3.1 was partially implemented as the LEA prioritized establishing foundational PBIS systems and structures during its first year with an MTSS Coordinator. Efforts during the year focused on expanding participation in county-sponsored PBIS training, strengthening site-based behavioral support structures, and implementing dean of culture huddles to support consistent behavioral expectations across sites.

Action 3.6 was partially implemented because key communication components described in the action were not implemented as planned. Family communication relied primarily on ParentSquare rather than multiple platforms and multimedia outreach approaches originally identified in the action.

Action 3.5 (Educational Field Trips) had been removed from the LCAP in a prior year and therefore was not implemented during 2025–26.

Challenges Experienced

Key challenges included developing stronger system coherence for PBIS implementation, strengthening consistent family access to timely information regarding student progress, academic performance, and behavioral outcomes, and sustaining relationship-building strategies within existing staff capacity. Additional challenges included ensuring engagement strategies consistently reached families across student groups, particularly Spanish-speaking families, and increasing participation beyond survey completion into deeper engagement activities.

Successes Experienced

Despite these challenges, Grow Public Schools successfully maintained and expanded several foundational structures supporting student experience and family engagement. Edible Schoolyard programming, art, music, elective offerings, physical education, home visits, parent

conferences, and parent engagement activities were implemented throughout the year and provided students and families with meaningful opportunities to connect with school programs and supports.

The LEA also expanded opportunities for family participation in school feedback systems, resulting in substantial growth in California School Parent Survey participation compared to baseline. School climate outcomes remained relatively stable and above baseline levels at both school sites as measured by the Kelvin Survey. These implementation efforts strengthened opportunities for student engagement, wellness, positive school climate, and family involvement across both school sites.

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.

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 3.07 Parent Conferences and At-Home Learning Materials: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to lower costs for parent engagement materials and at-home learning resources than originally projected.

Action 3.08 Home Visits: The material differences between Budgeted and Estimated Actual Expenditures are primarily due to fewer mileage reimbursement requests than originally projected, as a greater number of family meetings and support sessions were conducted virtually.

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 3 through the implementation of coordinated actions focused on school climate, student engagement, wellness, enrichment, attendance, and family partnership. While these actions contributed to generally stable or improving outcomes across multiple engagement and climate indicators, results were mixed across measures and student groups. This indicates that, while several key structures and supports were successfully implemented, continued refinement of behavioral systems and family engagement practices will be necessary to accelerate progress toward long-term outcomes.

As a result of Action 3.1 (Positive Behavioral Interventions and Supports), the LEA anticipated improvements in student engagement and school climate as measured by Metric 3.1 (Attendance Rate), Metric 3.2 (Kelvin School Climate Survey), Metric 3.5 (Suspension Rate), Metric 3.7 (Chronic Absenteeism), Metric 3.8 (Middle School Dropout Rate), and Metric 3.10 (Expulsion Rate).

Across the LEA, attendance remained stable and improved slightly from baseline as measured by Metric 3.1. Chronic absenteeism improved across multiple student groups and school sites as measured by Metric 3.7. School climate outcomes remained relatively stable and above

baseline levels at both schools as measured by Metric 3.2. Expulsion rates remained at 0% and the Middle School Dropout Rate remained at 0% as measured by Metrics 3.10 and 3.8.

However, suspension outcomes as measured by Metric 3.5 were mixed across sites and student groups. While some student groups demonstrated improvement, suspension rates increased for several student groups at Grow Academy Arvin, indicating that behavioral outcomes were not consistently improving across the LEA.

Action 3.1 was partially implemented because PBIS systems remained in the early stages of development and implementation during the LEA's first year with an MTSS Coordinator. While foundational structures were established and behavioral support systems were strengthened, full implementation of the PBIS framework was not achieved across all sites and systems.

Action 3.1 was moderately effective because attendance, chronic absenteeism, school climate, dropout, and expulsion outcomes generally improved or remained stable; however, mixed suspension results and incomplete implementation of PBIS systems limited the overall effectiveness of the action.

As a result of Action 3.2 (Edible Schoolyard), Action 3.3 (Art, Music, and Electives), and Action 3.4 (Physical Education), the LEA anticipated improvements in student engagement, wellness, and school connectedness as measured by Metric 3.1 (Attendance Rate), Metric 3.2 (Kelvin School Climate Survey), Metric 3.3 (Physical Fitness Test Participation and Aerobic Capacity), Metric 3.7 (Chronic Absenteeism), and Metric 3.11 (California Science Test).

Across the LEA, attendance remained stable and slightly above baseline levels as measured by Metric 3.1. Chronic absenteeism improved across multiple student groups and school sites as measured by Metric 3.7. School climate outcomes remained stable and above baseline levels at both schools as measured by Metric 3.2. Participation in the Physical Fitness Test remained at 100% as measured by Metric 3.3. California Science Test results demonstrated modest improvement for some student groups, while outcomes remained inconsistent across student groups as measured by Metric 3.11.

These actions provided students with ongoing access to enrichment opportunities, physical activity, hands-on learning experiences, and a broad course of study intended to strengthen engagement, wellness, and school connectedness.

Actions 3.2, 3.3, and 3.4 were fully implemented because the planned programs, services, and opportunities were provided as described throughout the school year.

Actions 3.2, 3.3, and 3.4 were effective because they expanded student access to enrichment, wellness, and engagement opportunities while supporting generally stable or improving outcomes in attendance, school climate, and chronic absenteeism. Although growth across all outcome measures was modest and not consistent across all student groups, available evidence indicates these actions contributed positively to the student experience and school environment.

As a result of Action 3.6 (Family and Community Engagement), Action 3.7 (Parent Conferences and Individualized Learning Plans), and Action 3.8 (Home Visits), the LEA anticipated improvements in family engagement and school-family partnerships as measured by Metric 3.4

(California School Parent Survey), Metric 3.6 (Family Engagement Hours for Unduplicated Families), Metric 3.9 (Family Engagement Hours for Families of Students with Disabilities), Metric 3.1 (Attendance Rate), and Metric 3.7 (Chronic Absenteeism).

Across the LEA, participation in the California School Parent Survey increased substantially from baseline as measured by Metric 3.4. Family engagement hours increased for both unduplicated families and families of students with disabilities as measured by Metrics 3.6 and 3.9. Attendance remained stable and chronic absenteeism improved across multiple student groups as measured by Metrics 3.1 and 3.7.

Despite these improvements, stakeholder feedback indicated that families continue to desire more timely and accessible information regarding student progress, particularly for English Learners. In support of continuous improvement, individualized learning plan processes are being reviewed and refined to strengthen ongoing communication regarding student progress and outcomes across the LEA.

Actions 3.6, 3.7, and 3.8 were partially implemented because, although family engagement opportunities, conferences, and home visits occurred during the school year, implementation was not yet consistently aligned through a coherent system of family communication, individualized learning plan review, and ongoing progress monitoring.

Actions 3.6, 3.7, and 3.8 were moderately effective because family participation and engagement increased across multiple measures; however, stakeholder feedback and implementation evidence indicate additional refinement is needed to ensure families consistently receive meaningful information about student progress and learning outcomes.

Overall, Grow Public Schools' actions were effective in promoting student engagement, wellness, school climate, and family partnership under Goal 3 because attendance remained stable, chronic absenteeism improved across multiple student groups, school climate outcomes remained positive, and family participation increased significantly. However, continued efforts to strengthen PBIS implementation and develop more coherent family engagement and communication systems will be necessary to accelerate progress toward long-term outcomes and ensure equitable experiences for all students and families.

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.

Changes to Planned Goal, Metrics, Targets, or Actions Based on Reflections and Stakeholder Input

Based on reflection on prior implementation and review of stakeholder feedback, Grow Public Schools will make focused implementation refinements to strengthen student belonging, relationship-based engagement, consistent restorative practices, and family access to engagement opportunities. No changes have been made to the overall Goal 3 statement at this time.

Action 3.06 was revised to replace the Family Engagement Coordinator position with an Operations Coordinator position. This adjustment was made to strengthen operational systems, coordination, and support across school sites. The revision was informed by implementation needs and organizational priorities indicating a greater need for operational capacity to support effective program delivery and family-facing services.

Metric Adjustments:

Metric 3.1

As part of the annual update, the LEA refined the attendance metric to more explicitly include students experiencing homelessness in order to better align monitoring with Action 1.7. This change allows the LEA to more intentionally track access to instruction for this student group and assess the effectiveness of the supports provided.

Due to the small number of students identified as experiencing homelessness, the LEA has selected attendance rate as the primary publicly reported metric, as it provides a more stable and less individually identifiable measure. Additional indicators, including chronic absenteeism and academic progress, will continue to be monitored internally to inform supports and interventions.

Action Adjustments:

Action 3.1 (Positive Behavioral Intervention and Support Framework):

Action 3.1 was not substantively revised; however, implementation will focus on strengthening the consistency of Tier 1 relationship- and belonging-building practices and the consistent use of restorative pathways. This refinement was informed by student feedback indicating that attendance motivation is strongly relationship-driven and that belonging and restorative structures are not consistently experienced, and by staff feedback identifying a need to strengthen consistent SEL and Tier 1 behavior supports. In addition, feedback from Spanish-speaking families included targeted opportunities to strengthen communication clarity and responsiveness, which will be supported through more consistent implementation of PBIS routines and follow-up structures.

Action 3.6 (Family and Community Engagement):

Action 3.6 was not substantively revised; however, implementation will focus on improving access to engagement opportunities and strengthening communication clarity and language access. This refinement was informed by family feedback-particularly from Spanish-speaking families-indicating targeted opportunities to increase participation access (including meeting times), strengthen communication clarity, and improve Spanish language access and responsiveness.

Action 3.7 (Parent Conferences and At-Home Learning Materials):

Action 3.7 was not substantively revised; however, implementation will focus on strengthening consistent family access to timely, actionable information about student progress. This refinement was informed by family feedback-particularly from Spanish-speaking families-indicating targeted opportunities to strengthen communication clarity and language access, and by staff feedback indicating a need to strengthen consistent family partnership structures. Implementation details will be reviewed with site leaders to confirm reach and consistency across campuses.

Action 3.8 (Home Visits):

Action 3.8 was not substantively revised; however, implementation will focus on strengthening consistency of relationship-based outreach and follow-through. This refinement was informed by student feedback indicating that relationships and belonging are key drivers of engagement and attendance, and by family feedback-particularly from Spanish-speaking families-indicating targeted opportunities to

strengthen access and communication clarity, including language access and responsiveness. Implementation details will be reviewed with site leaders to confirm scope and consistency across campuses.

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	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. The PBIS Team develops capacity to implement evidence-based schoolwide practices supporting students' attendance, behavioral, academic, social, emotional, and mental health, particularly for unduplicated pupils and students with disabilities, who face additional barriers and challenges.	\$28,000.00	Yes
3.2	Edible Schoolyard Program	According to the 2022 U.S. News and World Report "Healthiest Communities" Rankings, Kern County is rated at 47/100 in the Food and Nutrition category, which measures food availability and the prevalence of diabetes and obesity. Across the state, 86.7% of residents have access to a large grocery store with a variety of healthy foods. However, 23.8% of Kern County residents rely on smaller shops and markets for their food supply. The prevalence of obesity is 35.5%, with diabetes at 13%, nearly 3% above the national average.	\$997,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
3.3	Art, Music and Elective Programs	Music, Art, and Electives (6 FTE) will provide enrichment programs for all students, particularly socio-economically disadvantaged students.	\$607,681.00	Yes
3.4	Physical Education	The 2022 U.S. News and World Report "Healthiest Communities" Rankings includes a measure for Population Health. According to the report, the general health level of 26.7% of Kern County adults is in the poor or fair category, compared with 17.6% statewide. In addition, the life expectancy of Kern residents (77.5) is 4 years below that state (81.7). Grow Public Schools will develop healthy students and improve pupil outcomes on fitness tests. 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.	\$423,756.00	Yes
3.5	Educational Field Trips	This action was discontinued in 2025-26 and was not implemented.		
3.6	Family and Community Engagement	The Operation Coordinator 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	\$364,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 communicate information and opportunities to parents, including academic and behavioral information. 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. 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. 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. 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 such as Back-to-School Night and Spring Open House. The school maintains and utilizes a sufficient stock of translation headsets. Title I funds in the amount of \$6,105 are being utilized for this action.		

Action #	Title	Description	Total Funds	Contributing
3.7	Parent Conferences and At-Home Learning Materials	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. 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. 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. 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.	\$1,600.00	Yes
3.8	Home Visits	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.	\$3,060.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,573,359	\$808,202

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
35.014%	0.000%	\$0.00	35.014%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Learning and Innovation Specialists Need: 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 development is necessary to better serve the	Learning and Innovation Specialists will provide job-embedded coaching, co-planning, and observation-based feedback to support teachers in implementing standards-aligned instruction and effective English Language Development strategies. This will include strengthening small group instruction, data-informed instructional practices, and differentiation to improve access to grade-level content for English learners and other student groups.	Metric 1.11 CAASPP DFS in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. Scope: LEA-wide	This action will address the identified need by building teacher capacity to implement instructional practices that increase access to academic content because teachers will receive ongoing, individualized support aligned to the Teaching and Learning Framework. While the primary need is most acute for English learners, these instructional strategies benefit all students; therefore, this action will be provided on an LEA-wide basis.	
1.2	Action: Instructional Leadership Team Professional Development Need: 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. Scope: LEA-wide	This action will be discontinued in 2026-27. The planned instructional leadership training has been fully implemented, with all cohorts completing the program as intended. Analysis of prior implementation indicated that key components of instructional leadership development have been integrated into other actions, including Learning and Innovation Specialists and site-based leadership structures. As a result, this action is no longer necessary as a standalone service.	Metric 1.1 ELD Implementation Rubric Metric 1.11 CAASPP DFS in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Action: Teacher Development Initiative Need: 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. Scope: LEA-wide	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. While this action supports our unduplicated students, it is being provided on an LEA-wide basis because qualified teachers benefit all students.	Metric 1.11 CAASPP DFS in ELA and Math
1.4	Action: Academic Consultants	Academic consultants increase our capacity to ensure teachers have the skillset and mindset to	Metric 1.1. ELD Implementation Rubric

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
	Need: 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. Although Shafter's ELA scores increased from the prior year, students are 23.5 points below standard. ELs 60.8 points below standard SED 30.8 points below standard Hispanic 27.8 points below standard Similarly, Shafter's math scores also increased from the prior year. Students are 72.4 points below standard. ELs 99.9 points below standard SED 78.5 points below standard Hispanic 74.5 points below standard Arvin's ELA scores maintained a similar level compared to the prior year and students are 44.3 points below standard ELs 78.7 points below standard SED 49.6 points below standard Hispanic 46 points below standard Similarly, Arvin's math scores maintained a similar level. Students are 82.9 points below standard. ELs 108.5 points below standard	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.	Metric 1.11 CAASPP DFS in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED 89.1 points below standard Hispanic 82.9 points below standard Teachers report a need for additional professional development in order to address the needs of student groups. Scope: LEA-wide		
1.5	Action: Induction, Credentials, and Teacher Assignments Need: According to Educating Teachers in California: What matters for teacher preparedness (Patrick & 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." 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 than 100% of Grow Public Schools' teachers are fully credentialed. The need for prepared and qualified teachers was expressed from our educational partners.	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.	Metric 1.11 CAASPP DFS in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In addition, CAASPP distance from standard data indicates that students are not meeting grade level expectations in ELA and math, as indicated below. Grow Academy Arvin English Language Arts, 2023 Student groups at the orange indicator All Students: -44.3 points Low Income: -49.6 points Hispanic: -46 points Student groups at the red indicator English Learners: -78.7 points Students with Disabilities: -106.4 points Grow Academy Arvin Math, 2023 Student groups at the orange indicator All Students: -82.9 points Low Income: -89.1 points Hispanic: -82.9 points Student groups at the red indicator English Learners: -108.5 points Students with Disabilities: -136 points Grow Academy Shafter English Language Arts, 2023 Student groups at the yellow indicator All Students: -23.5 points, 12.6 point growth English Learners: -60.8 points,		

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
	4.4 points growth Low Income: -30.8 points, 17 points growth Hispanic: -27.8 points, 16 points growth White: +8.4 points Student groups at the orange indicator Students with Disabilities: -58.7 points Grow Academy Shafter Math, 2023 Student groups at the yellow indicator All Students: -72.4 points, 12.8 points growth Low Income: -78.5 points, 17.1 points growth Hispanic: -74.5 points, 16.6 points growth Student groups at the orange indicator English Learners: -99.9 points, 5.6 points growth White: -60.6 points Student groups at the red indicator Students with Disabilities: -137 points Scope: LEA-wide		
1.6	Action: Instructional Materials	Supplemental materials help make content more conceptual and provide engaging, hands on	Metric 1.11 CAASPP DFS in ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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. Scope: LEA-wide	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.	
2.1	Action: Intervention and Enrichment: Grades K-2 Need: 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. On average, all kindergarten students perform +2 percentile points above benchmark, the following student groups are performing below that mark: English learners: -13 percentile points Socio-economically disadvantaged students: -2 percentile points Homeless Youth: -16 percentile points	By providing additional small-group instruction in early literacy and mathematics, this action increases access to targeted, differentiated instruction for unduplicated pupils who are performing below benchmark. Unduplicated pupils, including English learners, socioeconomically disadvantaged students, and homeless youth, demonstrate lower percentile performance in early literacy, which indicates a need for more individualized instruction and increased opportunities to practice foundational skills. This action provides smaller student-to-teacher ratios and targeted Tier 2 instruction based on diagnostic data, which increases instructional time focused on identified skill gaps. This increased and improved service leads to improved outcomes because students receive instruction aligned to their specific learning needs, allowing them to more effectively develop foundational literacy and numeracy skills. Progress will be measured through improvements in English Learner outcomes, including Metric 2.4 (English Learner Progress Indicator), Metric 2.5 (Reclassification	Metric 2.4 ELPI Metric 2.5 Reclassification Rate Metric 2.6 Long Term English Learner

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
	On average, 1st graders perform at benchmark. The following student groups are performing below that mark: English learners: -6 percentile points Homeless Youth: -39 percentile points SED: -5 percentile points 2nd Grade On average, 2nd graders perform +5 percentile points above benchmark. However, the following student groups are performing below that mark: English learners: 38th percentile (-7) Homeless Youth: 8th percentile (-37) SED: 44th percentile (-1) Primary teachers report that self-contained classrooms and low student:teacher ratios benefit the developmental, social emotional, and academic needs of students. Scope: LEA-wide	Rate), and Metric 2.6 (Long-Term English Learners).	
2.2	Action: Intervention and Enrichment: Grades 3-8 Need: 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	By providing additional small-group instruction in English language arts and mathematics, this action increases access to targeted, differentiated instruction for unduplicated pupils in grades 3-8 who are performing below grade level. Unduplicated pupils, including English learners and Long-Term English Learners, demonstrate persistent achievement gaps and experience increasing difficulty accessing grade-level text and content as they fall behind, which indicates a need for sustained, targeted intervention and additional instructional support. This action provides	Metric 2.3 NWEA MAP reading and math Metric 2.6 Long Term English Learner

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
	read with each passing year once they fall behind. 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). Scope: LEA-wide	structured Tier 2 small-group instruction based on assessment data, which increases instructional time focused on addressing specific skill gaps and supporting language development. This increased and improved service leads to improved outcomes because students receive instruction aligned to their identified needs, allowing them to build the literacy and content knowledge necessary to access grade-level standards. Progress will be measured through improvements in Metric 2.3 (NWEA Reading and Math) and reductions in Metric 2.9 (Long-Term English Learners).	
2.3	Action: Educational Software, Assessment, and Data Analysis Tools Need: 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. Scope: LEA-wide	By providing access to educational software, assessment platforms, and data analysis tools, this action increases access to personalized, differentiated instruction for unduplicated pupils who are performing below standard in English language arts and mathematics. Unduplicated pupils are overrepresented in the red and orange performance levels on the CA Dashboard, which indicates a need for more precise identification of learning needs and targeted instructional responses. These tools allow teachers to analyze student performance data, identify specific skill gaps, and assign individualized practice and instruction aligned to those needs, which increases the frequency and precision of targeted support provided to unduplicated pupils. This increased and improved service leads to improved outcomes because students receive timely, data-informed instruction and practice opportunities that address their specific learning needs. Progress will be measured through improvements in Metric 2.3 (NWEA Reading and Math).	Metric 2.1 CAASPP Distance From Standard
2.4	Action: Multi-Tiered System of Supports Team	By implementing a Multi-Tiered System of Supports (MTSS) team structure, this action	Metric 2.3 NWEA Math and Reading

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
	Need: While intervention is provided to all students daily in the learning lab and during small group instruction in primary classrooms, some students require closer monitoring and collaboration in order to increase achievement and well-being. For example, Teachers report that the COST team and MTSS bring awareness to families about student needs in the academic setting and how they can partner with teachers; they also report that the intervention and monitoring process highlights shorter term, incremental improvements that motivate students. The need for intervention is particularly acute among student groups performing below the All Students group: 2023: Grow Academy Arvin English Language Arts, 2023 All Students: -44.3 points Student groups performing below the All Students group English Learners: -78.7 points Grow Academy Arvin Math, 2023 All Students: -82.9 points	increases the coordination, monitoring, and responsiveness of academic and behavioral supports for unduplicated pupils who are performing below standard. Unduplicated pupils, including English learners and socioeconomically disadvantaged students, demonstrate significant performance gaps compared to the All Students group, which indicates a need for more systematic identification of needs and consistent monitoring of interventions. This action provides structured collaboration among site leaders, educators, and support staff to review student data, develop targeted intervention plans, and monitor progress over time, which increases the timeliness and precision of support provided to unduplicated pupils. This increased and improved service leads to improved outcomes because students receive more consistent and responsive intervention aligned to their identified needs, allowing for earlier identification of challenges and more effective adjustment of supports. Progress will be measured through improvements in Metric 2.3 (NWEA 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
	Student groups performing below the All Students group Low Income: -89.1 points English Learners: -108.5 points Grow Academy Shafter English Language Arts, 2023 All Students: -23.5 points Student groups performing below the All Students group Hispanic: -27.8 points Low Income: -30.8 points English Learners: -60.8 points Grow Academy Shafter Math, 2023 All Students: -72.4 points Student groups performing below the All Students group Hispanic: -74.5 points Low Income: -78.5 points English Learners: -99.9 points Scope: LEA-wide		
2.5	Action: High School, College, and Career Readiness Need:	By providing targeted guidance and support for high school, college, and career readiness, this action increases access to postsecondary planning resources and individualized support for unduplicated pupils who may face additional	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
	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..." 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. Scope: LEA-wide	barriers to accessing these opportunities. Unduplicated pupils, including English learners and socioeconomically disadvantaged students, may have less access to information, guidance, and support related to postsecondary pathways, which can limit their ability to successfully transition beyond K-8 education. This action provides direct support to students and families, including access to planning resources, coordination of support systems, and connections to postsecondary opportunities, which increases access to information and guidance necessary for long-term academic and career success. This increased and improved service leads to improved outcomes because students and families are better equipped to make informed decisions about future pathways and are more prepared to successfully transition to high school and beyond. Progress will be measured through improvements in Metric 2.3 (NWEA Reading and Math).	
2.6	Action: Intervention and Assessment Coordinator Need: 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. Administrators and site coordinators indicate that increased central office support builds capacity and increases collaboration.	The Intervention Coordinator will implement structures and build capacity across the LEA to effectively address the needs of students facing 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.	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
	Scope: LEA-wide		
2.7	Action: Literacy Program Need: 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. Students indicate that the Literacy Specialist and the library engage them with books and encourage them to read just right books. Scope: LEA-wide	In order to grow as a reader, students must read text within their Zone of Proximal Development (ZPD). If the text is too easy, they will not learn how to read and understand more difficult words and ideas. If the text is too hard, students will struggle to read the words, to understand the ideas, or both. When frustration is too high, it is difficult for students to become better readers. 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	Action: Director of Learning and Innovation Need: 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.	The Director of Learning and Innovation specializes in math instruction, assessment, and data, provides leadership in all subject areas, and 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 2.1 CAASPP DFS Metric 2.3 NWEA MAP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.1	Action: Positive Behavioral Intervention and Support Framework Need: 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. Scope: LEA-wide	PBIS strengthens schoolwide Tier 1 behavioral supports by establishing consistent routines for teaching expectations, reinforcing positive behaviors, and responding to behavior in a proactive and predictable manner. This action supports student engagement and attendance by improving school climate and reducing behaviors that interrupt learning, with particular benefit for unduplicated pupils and students with disabilities who may experience additional barriers to consistent school participation. This action is provided LEA-wide because schoolwide Tier 1 behavioral supports and consistent routines benefit all students and are necessary to improve attendance and reduce exclusionary discipline outcomes across both school sites.	Metric 3.1 Attendance
3.2	Action: Edible Schoolyard Program Need: Kern County is rated at 47/100 in the Food and Nutrition category. In addition, less than 26% of students across the LEA are meeting or exceeding standards on the California Science Test (CAST). Our socioeconomically disadvantaged student group at both Grow Arvin and Grow Shafter scored below the all student group for CAST. The greater majority	The Edible Schoolyard Program supports student wellness and engagement by providing hands-on learning experiences connected to nutrition, gardening, and healthy lifestyle habits. This action also increases access to applied science learning experiences that build background knowledge and vocabulary connected to science content, with particular benefit for unduplicated pupils who may have less access to healthy food options and enrichment experiences outside of school. This action is provided LEA-wide because wellness and hands-on learning experiences support student	Metric 3.11 CAST

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
	of educational partners, including students, families, and staff, value the contributions the ESY makes to health and wellness and lifelong skills. Improved health and wellness is a prerequisite to better attendance, which is currently below the 95% rate. Scope: LEA-wide	engagement and attendance for all students, while expanding access to learning opportunities that address health and enrichment needs across both school sites.	
3.3	Action: Art, Music and Elective Programs Need: The availability of affordable, accessible art and music programs is limited, particularly in rural areas with higher populations of socio-economically disadvantaged students. During the LCAP development process, parents verified that the electives offered at Grow Public Schools allowed their children to explore, enjoy, and discover their talents in the arts. They mentioned the prohibitive costs of seeking these experiences outside of the school setting. For many families, distance was also a factor. Providing art and music programs will motivate students to improve attendance, which is currently below the 95% rate. According to the 2022-23 Dashboard, English learners and socioeconomically disadvantaged students at our Shafter campus are chronically absent at a higher rate than the all student group.	Art, music, and elective programming expands access to enrichment opportunities that strengthen student engagement and connection to school, particularly in rural communities where affordable, accessible arts experiences are limited outside of school. This action increases access for unduplicated pupils by providing structured opportunities to participate in enriching programs during the school day, reducing barriers related to cost and distance. This action is provided LEA-wide because enrichment and elective opportunities support student engagement and school connectedness for all students, while supporting improved attendance and reduced chronic absenteeism because students have increased opportunities to participate in motivating school-based activities. Progress will be monitored using Metric 3.7 Chronic Absenteeism. 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	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
	Scope: LEA-wide	benefit more since it was developed with their needs in mind.	
3.4	Action: Physical Education Need: The prevalence of heart disease in Kern County is 6.1%, compared with the state rate of 4.9%. In addition, while chronic absenteeism has declined, significantly for some student groups, it is still very high for English learners, and socioeconomically disadvantaged students. Addressing high rates of chronic absenteeism will improve the overall attendance rate (94.15%). As educational partners, students reported that P.E. motivated them to come to school. Reasons included a break from academics, a chance to play sports, and a connection to the P.E. teacher. We believe that connections to student connections with staff members are highly likely to improve our ability to address the root causes of absenteeism. Scope: LEA-wide	Physical education supports student wellness by increasing access to daily physical activity and fitness instruction. This action addresses local health needs because Kern County residents experience elevated rates of poor or fair health outcomes compared to statewide averages, indicating a need to strengthen student wellness supports. This action supports unduplicated pupils by increasing opportunities for structured physical activity and school connection, which can support improved attendance because students participate in motivating activities and build positive relationships with school staff. This action is provided LEA-wide because consistent physical education instruction and wellness supports benefit all students across both school sites.	Metric 3.1 Attendance
3.5	Action: Educational Field Trips Need: Unduplicated pupils may be the first in their families to go to college or complete job	Action 3.5 was discontinued/removed in 2025-26 and therefore is not being implemented.	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
	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. 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. Scope:		
3.6	Action: Family and Community Engagement Need: 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. 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.	The Family and Community Engagement (FACE) team strengthens family partnership by increasing access to communication, resources, and opportunities for families to participate in their children's education. This action supports unduplicated pupils by reducing barriers to family participation, including language and access barriers, and by strengthening connections between home and school that support consistent attendance and engagement. This action is provided LEA-wide because family partnership supports student attendance and school connectedness for all students, and strengthening access and participation is a key need across both school sites.	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
	Scope: LEA-wide		
3.7	Action: Parent Conferences and At-Home Learning Materials Need: 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. Scope: LEA-wide	Parent conferences and at-home learning materials strengthen family partnership by increasing families' access to information, resources, and strategies to support learning at home. This action supports unduplicated pupils by reducing barriers to family support for learning, including access to clear guidance, materials, and opportunities to engage with teachers about student progress. This action is provided LEA-wide because consistent home-school partnership and family access to learning supports benefit all students and strengthen engagement across both school sites.	Metric 3.6 Engagement Hours, Unduplicated
3.8	Action: Home Visits Need: 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. While chronic absenteeism has declined, significantly for some student groups, it is still very high for English learners and socioeconomically disadvantaged students.	Home visits strengthen relationships and early communication between schools and families, which supports family partnership and helps identify needs that may affect student engagement and attendance. This action supports unduplicated pupils by reducing barriers to consistent attendance through proactive outreach, relationship-building, and connection to school-based resources when students enroll or at the beginning of the school year. This action is provided LEA-wide because relationship-based outreach and early family partnership support school connectedness for all students and	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
	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. Scope: LEA-wide	strengthen the conditions for consistent attendance across both school sites.	

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	Action: English Learner Task Force Need: Teachers report that additional resources are needed to adequately address the needs of English learners. The English Learner Progress Indicator on the CA Dashboard is Red for both Arvin (40.3% progressing) and Shafter (44% progressing). Scope: Limited to Unduplicated Student Group(s)	The Task Force will specifically identify root causes, reflect on current practices, research best practices, and update the English Learner Master Plan to strengthen services for English Learners and ensure that students make regular and timely progress in learning English.	Metric 2.4 English Learner Progress Indicator Metric 2.5 Reclassification Rate
2.10	Action: Long-Term English Learners	LTEL Case Management Meetings, student goal-setting conferences, targeted Designated and Integrated ELD supports, and strengthened	Metric 2.4 English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: As of April 17, 2026, 21.5% of English learners were identified as Long-Term English Learners. KiDS data indicate that 44.4% of LTELs at Grow Academy Arvin and 58.42% at Grow Academy Shafter were making progress toward English language proficiency. Teacher feedback has also identified a need for additional resources to adequately address the needs of students requiring sustained support toward English proficiency and reclassification. Scope: Limited to Unduplicated Student Group(s)	progress monitoring are designed to provide individualized support for LTELs and accelerate progress toward English proficiency, academic achievement, and reclassification.	Metric 2.5 Reclassification Rate Metric 2.6 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.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,773,412	6,573,359	35.014%	0.000%	35.014%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,966,811.00	\$729,311.00	\$57,351.00	\$729,487.00	\$8,482,960.00	\$7,763,325.00	\$719,635.00

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	Learning and Innovation Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$240,529.00	\$0.00	\$240,529.00				\$240,529.00	
1	1.2	Instructional Leadership Team Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	Teacher Development Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$619,824.00	\$0.00	\$301,674.00	\$318,150.00			\$619,824.00	
1	1.4	Academic Consultants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth 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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$108,825.00	\$45,329.00			\$63,496.00	\$108,825.00	
1	1.6	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$55,750.00	\$55,750.00				\$55,750.00	
1	1.7	McKinney-Vento	Homeless Students	No			All Schools	25-26 School Year	\$0.00	\$15,000.00				\$15,000.00	\$15,000.00	
2	2.1	Intervention and Enrichment: Grades K-2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	2024-25 School Year	\$764,689.00	\$0.00	\$764,689.00				\$764,689.00	
2	2.2	Intervention and Enrichment: Grades 3-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$1,186,029.00	\$9,000.00	\$605,676.00			\$589,353.00	\$1,195,029.00	

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	2.3	Educational Software, Assessment, and Data Analysis Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$250,000.00	\$250,000.00				\$250,000.00	
2	2.4	Multi-Tiered System of Supports Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$2,101,695.00	\$0.00	\$1,635,001.00	\$411,161.00		\$55,533.00	\$2,101,695.00	
2	2.5	High School, College, and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$114,702.00	\$0.00	\$57,351.00		\$57,351.00		\$114,702.00	
2	2.6	Intervention and Assessment Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$166,889.00	\$10,000.00	\$176,889.00				\$176,889.00	
2	2.7	Literacy Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$117,452.00	\$8,036.00	\$125,488.00				\$125,488.00	
2	2.8	Director of Learning and Innovation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth 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	\$33,242.00	\$17,100.00	\$50,342.00				\$50,342.00	
2	2.10	Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$3,693.00	\$1,900.00	\$5,593.00				\$5,593.00	
3	3.1	Positive Behavioral Intervention and Support Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$28,000.00	\$28,000.00				\$28,000.00	
3	3.2	Edible Schoolyard Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$920,096.00	\$77,520.00	\$997,616.00				\$997,616.00	
3	3.3	Art, Music and Elective Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$607,681.00	\$0.00	\$607,681.00				\$607,681.00	

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	3.4	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 5 and 7	2024-25 School Year	\$417,756.00	\$6,000.00	\$423,756.00				\$423,756.00	
3	3.5	Educational Field Trips					All Schools	2024-25 School Year								
3	3.6	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$294,536.00	\$70,248.00	\$358,679.00			\$6,105.00	\$364,784.00	
3	3.7	Parent Conferences and At-Home Learning Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$1,600.00	\$1,600.00				\$1,600.00	
3	3.8	Home Visits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$3,060.00	\$3,060.00				\$3,060.00	

2026-27 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
18,773,412	6,573,359	35.014%	0.000%	35.014%	\$6,966,811.00	0.000%	37.110 %	Total:	\$6,966,811.00
								LEA-wide Total:	\$6,910,876.00
								Limited Total:	\$55,935.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Learning and Innovation Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,529.00	
1	1.2	Instructional Leadership Team Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.3	Teacher Development Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$301,674.00	
1	1.4	Academic Consultants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,596.00	
1	1.5	Induction, Credentials, and Teacher Assignments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,329.00	
1	1.6	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,750.00	
2	2.1	Intervention and Enrichment:	Yes	LEA-wide	English Learners Foster Youth	All Schools K-2	\$764,689.00	

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 (%)
		Grades K-2			Low Income			
2	2.2	Intervention and Enrichment: Grades 3-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$605,676.00	
2	2.3	Educational Software, Assessment, and Data Analysis Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	
2	2.4	Multi-Tiered System of Supports Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,635,001.00	
2	2.5	High School, College, and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,351.00	
2	2.6	Intervention and Assessment Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$176,889.00	
2	2.7	Literacy Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,488.00	
2	2.8	Director of Learning and Innovation	Yes	LEA-wide	English Learners Foster Youth 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	\$50,342.00	
2	2.10	Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$5,593.00	
3	3.1	Positive Behavioral Intervention and Support Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,000.00	
3	3.2	Edible Schoolyard Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$997,616.00	
3	3.3	Art, Music and Elective Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$607,681.00	
3	3.4	Physical Education	Yes	LEA-wide	English Learners Foster Youth	All Schools Grades 5 and 7	\$423,756.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.5	Educational Field Trips				All Schools		
3	3.6	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$358,679.00	
3	3.7	Parent Conferences and At-Home Learning Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,600.00	
3	3.8	Home Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,060.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,154,296.00	\$8,441,319.00

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	\$88,934.00	\$181,045.00
1	1.2	Instructional Leadership Team Professional Development	Yes	\$47,725.00	\$59,424.00
1	1.3	Teacher Development Initiative	Yes	\$776,920.00	\$784,901.00
1	1.4	Academic Consultants	Yes	\$57,596.00	\$23,954.00
1	1.5	Induction, Credentials, and Teacher Assignments	Yes	\$108,825.00	\$101,850.00
1	1.6	Instructional Materials	Yes	\$25,750.00	26,263.00
1	1.7	McKinney-Vento	No	\$30,274.00	\$2604.00
2	2.1	Intervention and Enrichment: Grades K-2	Yes	\$653,849.00	\$707,834.00
2	2.2	Intervention & Enrichment: Grades 3-8	Yes	\$1,319,050.00	\$1,334,256.00
2	2.3	Educational Software, Assessment, & Data Analysis Tools	Yes	\$338,525.00	\$322,495.00
2	2.4	Multi-Tiered System of Supports Team	Yes	\$1,630,785.00	\$1,739,329

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	\$173,950.00	\$195,317.00
2	2.6	Intervention and Assessment Coordinator	Yes	\$162,426.00	\$175,519.00
2	2.7	Literacy Program	Yes	\$176,272.00	\$194,334.00
2	2.8	Director of Learning and Innovation	Yes	\$174,512.00	\$181,436.00
2	2.9	English Learner Task Force	Yes	\$16,936.00	\$17,559.00
3	3.1	Positive Behavioral Intervention and Support Framework	Yes	\$41,399.00	\$43,264.00
3	3.2	Edible Schoolyard Program	Yes	\$859,162.00	\$883,056.00
3	3.3	Art, Music and Elective Programs	Yes	\$697,852.00	\$651,305.00
3	3.4	Physical Education	Yes	\$389,170.00	\$435,202.00
3	3.5	Educational Field Trips			
3	3.6	Family and Community Engagement	Yes	\$370,675.00	\$377,168.00
3	3.7	Parent Conferences and At-Home Learning Materials	Yes	\$2,957.00	1,546.00
3	3.8	Home Visits	Yes	\$10,752.00	\$1,658.00

2025-26 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)
\$6,187,393.00	\$6,492,505.00	\$6,770,947.00	(\$278,442.00)	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	\$88,934.00	\$181,045.00		
1	1.2	Instructional Leadership Team Professional Development	Yes	\$47,725.00	\$59,424.00		
1	1.3	Teacher Development Initiative	Yes	\$490,067.00	\$424,901		
1	1.4	Academic Consultants	Yes	\$57,596.00	\$23,954.00		
1	1.5	Induction, Credentials, and Teacher Assignments	Yes	\$44,169.00	\$44,169.00		
1	1.6	Instructional Materials	Yes	\$25,750.00	26,263.00		
2	2.1	Intervention and Enrichment: Grades K-2	Yes	\$648,850.00	\$707,834.00		
2	2.2	Intervention & Enrichment: Grades 3-8	Yes	\$730,812.00	\$745,818.00		
2	2.3	Educational Software, Assessment, & Data Analysis Tools	Yes	\$338,525.00	322,495.00		
2	2.4	Multi-Tiered System of Supports Team	Yes	\$1,325,173.00	\$1,426,456.00		
2	2.5	High School, College, and Career Readiness	Yes	\$55,488.00	57,894.00		
2	2.6	Intervention and Assessment Coordinator	Yes	\$162,426.00	\$175,519.00		
2	2.7	Literacy Program	Yes	\$176,272.00	\$194,334.00		

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	2.8	Director of Learning and Innovation	Yes	\$174,512.00	\$175,519.00		
2	2.9	English Learner Task Force	Yes	\$16,936.00	\$17,559.00		
3	3.1	Positive Behavioral Intervention and Support Framework	Yes	\$41,399.00	\$43,264.00		
3	3.2	Edible Schoolyard Program	Yes	\$859,162.00	\$883,056.00		
3	3.3	Art, Music and Elective Programs	Yes	\$441,454.00	\$445,869.00		
3	3.4	Physical Education	Yes	\$389,170.00	\$435,202.00		
3	3.6	Family and Community Engagement	Yes	\$364,376.00	\$377,168.00		
3	3.7	Parent Conferences and At-Home Learning Materials	Yes	\$2,957.00	1,546.00		
3	3.8	Home Visits	Yes	\$10,752.00	\$1,658.00		

2025-26 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)
\$17,296,789.00	\$6,187,393.00	0.000%	35.772%	\$6,770,947.00	0.000%	39.146%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #
• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - 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 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - 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 32627(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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