

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum**

**LEA Name**

Grow Academy Arvin

**CDS Code:**

15101570124040

**Link to the LCAP:**

*(optional)*

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**For which ESSA programs apply to your LEA?**

Choose From:

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The mission of Grow Academy is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. Through an innovative program, Grow Academy incorporates health and wellness into a rigorous academic program with the goal of addressing the needs of the whole student.

Federal funds allocated to Grow Academy have been budgeted in areas to support this mission where LCFF funds fall short. Federal funding supports our enrichment programs, including an Edible School Yard, Music, and Art programs, Physical Education for all students, and parent education classes to support their ability to assist their student's academic and personal needs

In addition, Federal funds allow us to provide additional support for Socioeconomically Disadvantaged students. With these funds, additional staff has been hired to provide all students target intervention and enrichment courses.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Grow Academy uses LCFF Supplemental and Concentration funds to support the needs of unduplicated students. The goals and actions described in our LCAP use state funding to support the needs of EL, SED, and Foster students. To align federal funds to support these goals, revenue received from Federal sources has been incorporated into these actions. Instead of creating additional LCAP goals, Grow Academy created additional actions within existing Goals to expand services within the LCAP.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grow Academy is a single-school LEA.

#### **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).  
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grow Academy has a board-approved parent and family engagement policy that is reviewed and updated annually with feedback from both the School Site Council and the Parent Organization. This policy is posted on our website and addressed yearly in our back-to-school night (Mutual Promise Night).

Parent engagement in student academics is a top priority of Grow Academy. Throughout the school year, Grow Academy provides numerous parent education opportunities that primarily focus on state standards, understanding assessment results, how to assist their students with academic content, and social-emotional learning. During these events, teachers lead hands-on activities to support parent learning. In addition, the school holds content-themed nights (STEM, Literacy) to support parents in learning games and activities to play at home, which support student understanding of content standards.

All Grow Academy staff are provided with extensive year-round professional development. Teachers and instructional support staff participate in weekly PLCs, coaching sessions, and a 2-hour PD session every Friday. Monthly sessions on parent engagement and communication are incorporated into the Professional Development calendar throughout the year. Teachers are trained to facilitate quarterly parent-teacher team meetings that include; sharing student achievement data, goal setting, and celebrating the success of families. Teachers also conduct home visits for all students the week before school starts. The home visit process focuses on building a working partnership between the parent and teacher and encourages more frequent communication between home and school throughout the school year.

Grow Academy has a parent resource room that contains pamphlets and materials to provide information to parents on several topics, including SEL, Academics, and Mental Health. In addition, weekly Coffee and Conversation meetings occur to allow parents to meet with key staff members to learn more about the academic and social programs at Grow Academy.

Grow Academy uses the paid version of the Parentsquare messaging app that sends phone calls, emails and text messages in the parent's requested correspondence language. We also use the Document Tracking Services platform to translate all documents into the language of our families so they have access to all school correspondence as well as legally required documents (LCAP, SARC, etc.).

In addition to a School Site Council, Grow Academy has a parent group with a parent-elected board. This group collaborates with the school administration to provide opportunities for parents to be involved on campus. This group of parents acts as liaisons and advocates for the parents of Grow Academy.

The second goal of the Grow Academy LCAP is to "Create collaborative partnerships with parents to improve student achievement." Through this goal, Grow Academy has listed several actions and expenditures to support parents' involvement in the academic program.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

SWP: The academic program at Grow Academy is based on a personalized model that addresses the needs of individual students at their level. All students receive small group instruction daily in the Learning Lab and STEM class. This targeted small group instruction is provided to all students in order to provide remediation or extension based on the student's performance on weekly assessments. The Lab class is driven by student's individualized learning plans and supports student individual needs. This means that the core classes are able to spend more time teaching standards-aligned, rigorous lessons in order to ensure all students are advancing. Lab teachers are credentialed teachers who receive professional development in data analysis, targeted instruction, and intervention strategies.

Students who are not responding to interventions in the Lab classes are referred to the SST process, where more intensive supports and services are provided. For students who are referred to the SST process parents are regularly informed of progress.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grow Academy has a trained McKinney Vento Liaison that ensures all Homeless and Foster youth are given the support and services needed to succeed academically. These services include fast-track registration, teacher home visits, an Assistant Principal of Student Services, consultation and collaboration with social workers, and individualized academic support based on student needs.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grow Academy offers a 2-week "Kinder Camp" that runs before school opens. During this camp, Kindergarten students get to know their teachers, learn about the campus, and practice school routines that will help them be successful during the school year. This time also allows teachers and staff to assess student needs for unidentified special needs.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grow Academy employs a library paraprofessional who works with students and teachers to school-wide literacy initiatives. The Library Paraprofessional is responsible for updating the Library inventory and ensuring all students have access to high-quality, multicultural, and grade-appropriate materials. In addition, the school has a 1:1 Chromebook program so that all students have access to a device during the entire school day. Students are taught how to use the devices as a tool for learning.

## TITLE I, PART D

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.



**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grow Academy Arvin has a robust professional development program that is scaffolded based on employees' experience and abilities. All first-year teachers participate in a week-long summer professional development focused on helping a first-year teacher design classroom management plans and understand content standards and lesson design. In addition, all teachers are assigned a coach to assist them with basic support and guidance as they begin their careers. Grow Academy also pays for and provides mentors for all preliminary credentialed teachers to complete their clear credential work.

Every teacher has a coach who conducts observations, provides feedback, and sets ambitious learning goals. Coaching sessions occur weekly and are logged for teachers to use as a tool for improvement.

All teachers and instructional aides participate in over 100 hours of professional development each year. Grow Academy has an early release every Friday that allows teachers to participate in structured, targeted learning designed and delivered by school leadership and partner organizations. Grow has partnered with organizations such as Kern County Superintendent of Schools, CORE Learning, Amplify CKLA, as well as a host of other consultants in order to provide teachers with a high level of rigorous professional development.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grow Academy is not implementing CSI.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a single school LEA, all Title II funds are spent directly by the school. As a component of our internal governance process, teachers and staff are provided opportunities to provide feedback on professional development needs through monthly meetings, surveys, and coaching sessions. This feedback is considered during the budget and LCAP process and used to determine annual professional development plans and associated costs.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grow Academy school leaders attend professional development on implementing the California English Language Development (ELD) standards at the Kern County Department of Education. Grow Academy provides extensive training on English Language Development Standards. All teachers participate in a summer launch as well as ongoing professional learning throughout the school year. The school focuses on professional development for teachers in vocabulary instruction, accountable language, and cooperative learning structures. Additionally, the Grow Academy trains all teachers in the Universal Design for Learning approach. A UDL team gives teachers training each year. The UDL structure is used for lesson planning in all classrooms.

Additionally, teachers target the needs of ELs at various instructional levels during the school's literacy block and provide designated ELD instruction.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Grow Academy has 29 migrant students. We have employed an Assistant Principal who checks in regularly with migrant families to ensure they have access to resources and understand the educational expectations of the school's program. To attend to the specific academic needs of these students, small group instruction provides an opportunity for a teacher to remediate or enrich. Additionally, these students have access to a suite of educational software so that they can practice skills at their independent level. If these licenses need to be extended after a student leaves our program, the Assistant Principal will work with the family to ensure there is no gap in services between our school and enrollment in the next.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All STEM and Humanities classes incorporate ELD standards into the core content. Teachers leverage GLAD strategies and the UDL framework in order to ensure ELs are mastering the content standards.

During Lab instruction, identified English Learners receive designated ELD instruction in the form of guided reading instruction, enriched with a focus on vocabulary. In the STEM classroom, students are often participating in small group instruction with groups developed by reflecting on a scholar's mastery of a particular standard, reading level, language development level, or area of interest. Small group instruction enables ELs to master math content standards in a more focused setting. In the Humanities classrooms co-teachers leverage station teaching and parallel teaching techniques to support mastery of ELs.

## **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

English Language Learners have 90 minutes of literacy instruction, which is leveled by reading ability, assigned to CA standards, and targeted by ELD level. Progress of ELs is monitored using the Informal Reading Inventory (IRI) and the ADEPT assessment. ELs are assessed using the IRI every six weeks and quarterly using the ADEPT assessment. At the end of the year ELLs take the ELPAC assessment. These results are used to determine reclassification.

The ELAC committee, comprised of parents and staff members, assists the school in monitoring the progress of ELs and the effectiveness of the school's programs targeted for English Learners.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title IV part A funds will be incorporated into goals and actions supported by Title 1. These actions include:

1) Student Success Services Team, comprised of one (1) School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services and one (1) Assistant Principal of Academics will work collaboratively with students and parents/guardians to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress.