Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Grow Academy (GA) is a K-8 public charter school designed to serve students in the greater Arvin community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. The goal of GA 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. Grow Academy Arvin enrolls approximately 90 students per grade per year in grades Kindergarten through 5th, and 110 students per year in grades seventh and eighth, with an end goal of educating just over 800 students annually in grades K-8. Our student population is 37.3% English learner (EL), 80.5% Socioeconomically Disadvantaged and 6.8% students with disabilities. 94.9% of our students are Hispanic. GA is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness. Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is Grown in the garden and prepared in the kitchen.
Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being.
We at GA are motivated by four core values:

- High Expectations
- Health and Wellness
- Perseverance
- Joy

The following goals encompass our vision:
Providing a school choice for families that have limited English language skills and are economically disadvantaged.

Enabling incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they promote to 9th grade.

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Educate our scholars to be self-motivated, competent, and lifelong learners, and have a deep love of reading. Providing the parents in the Arvin Community an educational pathway to position their children to be eligible for attending a four-year college. Include a curriculum and school lunch program where Growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future.
Encouraging our students to become leaders in their community and to return to Kern County (and specifically to Arvin) to help others achieve their goals.

Reflections: Successes

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

rior to the onset of the pandemic in March of 2020, we had tremendous success in creating collaborative partnerships with parents to improve student achievement. Such successes included the following: We hosted Saturday tutorial sessions on site for our students while hosting workshops for the parents/guardians of our scholars to attend during the tutoring period. Workshops included the following:

- Financial Literacy
- Funding Options for College
- Completing applications attributed to college
- Dangers of the internet
- During school wide events we would host tutorial sessions on how to access the parent portal of our SIS system, how to access our digital curriculum or based computer/technology literacy classes.

etc.

After the onset of the pandemic we continued to garner success in creating collaborative partnerships by first increasing our communication with our families through hosting weekly Parent Information Meetings (PIM) and by seeking feedback from our families in the forms of weekly needs assessments. Upon determining the overarching needs of our families we developed and implemented a plan to meet these varying needs either in house, or through providing our families with the appropriate public resource that could meet their needs. Such needs included the following:

- Purchasing and providing mobile wi-fi hotspots for all families in need.
- Providing families with additional Chromebooks or wifi hotspots to account for the number of students within the household. Developing and hosting engaging virtual activities for the whole family.

- Participating in the Seamless Summer Option (SSO) Meal Program that afforded us the opportunity to provide meals for all children within a household between the ages of 2 and 18.

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- Purchasing enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- “Mango 100-Day Challenge”

Despite the challenges presented by the pandemic, GA Arvin was able to offer hybrid (in-person & distance learning instruction) on October 29, 2020 and in-person instruction beginning on April 15, 2021. As of June 17, 2021, only 27% of GA families were still opting for Distance Learning. In the midst of the pandemic, we were able to open schools up safely with zero on-site transmissions of COVID-19.

GA Arvin was able to adapt to an evolving learning landscape for students and staff, and learned a few best practices through the global pandemic. Some examples of the initiatives that we are going to maintain even after the pandemic include providing timely and meaningful communication to parents via ParentSquare which allows parents to support their child's educational outcomes and enables them to become more involved in advocating for their child’s needs. We will also continue providing 1:1 Chromebooks for all students as this has proven to be a crucial part of the schools’ ability to provide meaningful instruction both in-person and at home. Additionally, we will continue hosting virtual events such as back to school night, Edible School Yard (ESY) cooking classes, as well as virtual APTT (Academic Parent-Teacher Teams) for families who are not able to make it to the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Dashboard

The 2019 Dashboard data indicates that our greatest area of needs continues to be continuing to improve our Math and English Language Arts (ELA) results for All Students (AS), with particular attention given to narrowing the gap between AS, English Learners (ELs), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).

English Language Arts: Although the 2019 CAASPP results for AS in ELA increased by 29.9 points, Grow Academy Arvin is overall still 11.4 points below standard vs. the overall State average of 2.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The ELA gaps are as follows:

English Learners (ELs): Despite an increase of 34.6 points - which is a greater improvement than that of AS (29.9), EL performance remains at 41.6 points below standard when compared to AS (11.4). This is an area in which we must continue to improve upon.

Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4).

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Students with Disabilities (SWD): Despite the greatest increase among subgroups (46.4 points), SWD still remain 65.9 points below standard.

Mathematics: Although the 2019 CAASPP results for AS in Math increased by 11.7 points, Grimmway Academy is overall still 37.1 points below standard vs. the overall State average of 33.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The Mathematics gaps are as follows:

English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1). This is an area in which we must continue to improve upon, and have invested in academic software programs aimed at closing the gaps through differentiated learning (i.e., BrainPop, MobyMax, IXL, NextGen).

Socioeconomically Disadvantaged (SED): Despite an increase of 11.8 points - which is also a greater increase than that of AS (11.7), SED performance remains at 44 points below standard when compared to AS (37.1).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (30.6 points), SWD still remains 103.4 points below the standard.

NWEA MAP Growth

The latest full year of NWEA MAP Growth assessment data before the pandemic indicates gaps in achievement percentiles for both Math and Reading between AS, and our ELs, and SWD subgroups. All students in grades K - 8 take the NWEA MAP Assessment three times each year. Achievement and Growth is calculated after the final assessment in the Spring. Overall, only 61% of our students schoolwide (AS) met their Growth projection for Reading, and 63% in Math in 2019.

Reading:

English Learners: There is a slight gap between the percentage of EL students who are meeting Growth targets (60%) and AS (61%).

Steps taken to address identified needs:

Our dedication to individualized learning and differentiated instruction is an important element in ensuring that we are meeting the needs of all learners, with a priority for our unduplicated scholars. Addressing these needs begins by preparing our teachers to address individual learning needs in the classroom. Our instructional coaches work closely with classroom teachers to ensure that each lesson plan is differentiated and addresses unique learning needs in the classroom.

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In addition to instructional coaches, each STEM classroom in grades 1 - 5 has been assigned a Small Group Instructor (SGI). The SGI works closely with the classroom teacher of record to ensure that the differentiated lesson plans are implemented with fidelity - working closely with students individually or in small groups to address their specific learning needs, which includes addressing both intervention or enrichment needs.

Additionally, through the formation of a Student Success Services Team (composed of 1.3 FTE School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services (APSS) , staff will continue 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. The AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent engagement education events and school culture initiatives to support the success for all students. Additionally, the APSS builds and enhances community partnerships to provide counseling and social services to struggling families. The School Psychologist is responsible for the assessment and behavior management for students with emotional disabilities, learning disabilities, autism and behavioral challenges.

EL: Grow Academy has adopted the Ellevation software platform to assist classroom teachers with tracking the academic achievement of our ELs and making the related instructional. Ellevation helps to build the capacity of teachers to serve our EL students, and empower them with the academic language necessary for success in school. This program allows Intervention Coordinators to easily track language proficiency on ELPAC and share insights on district-wide data. SGIs will provide intervention and enrichment time during the day to supplement instruction. The Intervention Coordinator will oversee the implementation of the intervention and extension program and provide professional development and support to intervention/extension teachers in implementing a high quality program.

SWD: In all 1st-5th grade Humanities classrooms, there is a fully credentialed SPED co-teacher in addition to a multiple subject credentialed teacher in order to address the individual learning needs of all students - including ELs, and SWD - by utilizing the Universal Design for Learning approach (UDL). By utilizing the UDL approach to instruction, Grow Academy Arvin is able to offer a full-inclusion program for SWD.

Chronic Absenteeism
Based on the 2019 Dashboard data, our chronic absenteeism rate stands at 10.9% for AS. This is an increase of 0.8%.

The subgroup breakdown is as follows:

SWD: 18.5%
EL: 11.1%
SED: 10.9%

An element of the Success for All (SFA) program is the establishment of an Attendance Solutions Team, consisting of teachers, staff, administrators, and parents. The purpose of the Attendance Solutions Team is to analyze the attendance data in order to identify potential solutions for improving our attendance rate.

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The Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. In recognition of the health needs in Arvin, the ESY program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden setting

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through an analysis of our state and local data and input from staff and stakeholders, we identified four areas of focus for the 2021-22 school year:

1) Our state and local assessment data shows that our Math Achievement scores fall below our reading scores. In order to address this issue, additional action steps have been added in order to increase student achievement in the area of Math. Notable is our continued partnership with educators from Anita Kreide (STEM) and Cal Lutheran's California Reading and Literature Project (CRLP).

2) In order to continue our progress in the area of reading for all students as well as English Language Learners (ELL), we will continue to invest in our reading program, Success For All (SFA), and additional relevant professional development opportunities for our teachers focused on ELL strategies, including the implementation of a new software program Ellevation.

3) It is our belief that authentic parent engagement and education is the key to student success. We included action steps to support the expansion of our parent engagement opportunities, including offering family cooking classes, family activities on campus such as the Spring Carnival and community events such as the Health and Wellness Fair and Farmers' Markets.

These focus areas are addressed through the following goals that are found in our Action Plan:
Goal #1- Provide a dynamic learning experience that inspires students, teachers, and parents to reach for higher academic achievement.
Goal #2- Create and maintain collaborative partnerships with parents to improve student achievement.
Goal #3- Provide an environment that encourages healthy lifestyles.

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Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Grow Academy has not 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.

Grow Academy has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Grow Academy has not been identified for CSI.

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Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Grow Academy Arvin (GA) is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such Grow Academy Arvin used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, school data as well as proposed actions and services.

The following groups were actively involved in the LCAP development process described below:

School Governance: (principal, administrators, teachers, and classified staff) school staff working together to improve student achievement. During specific Governance meetings, the goals and actions of the LCAP were discussed. Input and feedback were also received from the staff. School Site Council: Committee members include teachers, parents, principal, assistant principal.

Star Parents of Grow Academy (SPGA), is the parent advisory group for GAA.

The English Learner Advisory Committee (ELAC) is a committee required by state regulations for any school that has twenty one or more English Learners enrolled. In addition, state regulations require that parents of English learners constitute at least the same percentage of the English Learner Advisory Committee membership as their children represent the student body. Members of the English Learner Advisory Committee give advice and feedback to the principal regarding English learner programs.

The Grow Public Schools Board of Directors held a virtual Public Hearing to solicit community input on the draft LCAP on June 24, 2021. The initial draft of the LCAP was submitted to the Grow Public Schools Board of Directors during its regular board meeting on June 28, 2021

Students of Grow Academy Arvin provide routine feedback to the school leadership through surveys.

Kern County Consortium SELPA Consultation
In addition to the above stakeholder groups that helped to provide feedback relating to the three goals identified for the LCAP, a meeting took place with the Executive Director of the Kern County Consortium SELPA on April 13, 2021. The purpose of this meeting was to ensure that students with disabilities have access to fully-credentialed Teachers, standards-aligned instructional materials, and school facilities. The consultation addressed the following areas:
Access to basic services
State standards
Student achievement
Parent engagement
Student engagement
School climate
Course access

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Grow Academy teachers do not participate in a teachers union therefore, bargaining units were not included.

Through the School Plan for Student Achievement (SPSA), GAA also provided opportunities for feedback and input on ways to improve distance learning and feedback on school reopening in the form of surveys on multiple occasions since schools were shut down to in-person learning. Surveys were administered in both Spanish and English. Surveys were provided on March 27, June 27, July 13, and July 19, 2020.

To further engage our stakeholders, GAA implemented the ParentSquare communications platform, phone app or web-based communications platform for the 20-21 school year. By mid-September, at least one parent or guardian from nearly every family has registered for the service (800 out of 810 students enrolled). ParentSquare and our social media presence (Facebook, Twitter) have allowed stakeholders to communicate directly and offer feedback to school leadership. In addition, weekly parent letters, distance learning support surveys, were sent out, and the site leadership hosted weekly Parent Information Meetings (PIM) via Zoom in English with a Spanish translator. These weekly meetings began the first week of school (August 3rd), and were regularly held on Wednesdays.

To accommodate the various schedules of our stakeholders, Parent Informational Meetings (PIM) and Coffee and Conversations were hosted on a rotational schedule: Early Morning, Evening and Afternoons. These meetings provided information, additional educational resources, answer questions, and solicit feedback on the effectiveness of distance learning and how we can improve services for our students.

All families were sent an initial survey in both English and Spanish requesting feedback on distance learning, student SEL, and feedback on in-person learning on September 13, 2020. Initial Surveys were given to parents to inform the writing of the first draft of the LCP. Survey questions centered on the domains of the LCP focusing on perceptions of the effectiveness of, as well as areas in need of improvement for Distance Learning, In-Person Learning, and Social and Emotional Learning. Specific questions were asked of families of English Language Learners and SPED students about relative effectiveness of Distance Learning and potential needs or improvements.

All parents were invited to provide feedback at a Public Hearing on September 22, 2020.

Notifications were provided in both Spanish and English via ParentSquare

A summary of the feedback provided by specific stakeholder groups.

Each of the above mentioned stakeholder and governance groups were given the opportunity to provide feedback on the LCAP. Through several virtual meetings (Zoom), stakeholders were given a general overview of the entire LCAP process (Google Slides), and provided input on the goals, action steps, and suggestions for new strategies that aim to increase or improve services.

For Goal 1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement, feedback was collected by various stakeholder groups, which are highlighted below:

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Stakeholder Community At Large (February 24, 2021)
Tutoring for children in distance learning
Tutoring for all grades
Access to more online educational sources (i.e. Brain Pop)
Cohort D-access to music and art classes
Hands on science curriculum
Access to STEM kits for home activities

ELAC Meeting (March 4, 2021)
Incentives/motivation for students who show Growth
Expansion -for testing
Brain Bop Junior and Brain Pop-ELL
Mango-good for level 1-2, software for levels 3-4
Possibly EL Achieve for 3-4
Tech for SGI/classified who administer tests for students

School Site Council (March 18, 2021)
Kickboard incentives-should include more academic rewards
Staff/student college incentives (i.e., shirts, badge collection)
Non-traditional musical applications (to foster positive behavior)
Outside field trips and extra curricular activities to motivate and peek interest
Hands on learning materials-for core contact as well as electives-purchase of additional instruments and a wider range of instructional materials
Tablets-or other viable technology (touch-screen)
MobyMax purchase
E-Book.online library with constant updating
Implementation of Book reports

Grow Academy Arvin Staff Feedback (via Padlet-March 22, 2021)
Increase teacher salary based on teaching experience/credentials
Parent and Family involvement-middle school road to college workshops
New ELD curriculum-more target towards specific student needs
Reteach or front load academic materials in ELD class
Universal ELD strategies across campus appropriate for each grade level
Designated ELD class time separate from class time

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For Goal 2: Create collaborative partnerships with parents to improve student achievement, feedback was collected by various stakeholder groups, which are highlighted below:

Stakeholder Community At Large (February 24, 2021)
Partner with community to create little free libraries near homes of our families
Chess tournaments
Spelling bee
Middle School decathlon team
Field trips to different career sector areas to expose students to opportunities
College field trips
Workshops for parents
Mentoring program for struggling students

Star Parents of Grow Academy-March 2, 2021
After COVID, increase opportunities for parent volunteers during the school day as readers, guest speakers
Coffee with the Principal to discuss issues
Walk more, maybe parents can volunteer
Continued laptop check out for scholars that need them once everyone is back on campus.

ELAC Meeting-March 4, 2021
Technology classes
ELA classes with parents
IPAD purchases for families to checkout
Purchase bilingual books for parents
Prefer Mnago over Duolingo
Parents that are traditional cooks can host Zoom workshops (i.e., arts, cooking, carpentry, etc.)

ELAC Meeting-March 4, 2021
Technology classes
ELA classes with parents
IPAD purchases for families to checkout
Purchase bilingual books for parents

School Site Council-March 18, 2021
Credit recovery or high school completion program for parents
Staff to teach English class for parents (once a week)
Continuing access to zoom in order to attend classes (i.e., financial literacy class, parent workshops, parent information)
Multicultural or bilingual e-books
Family engagement nights (i.e., Kahoot)

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Grow Academy Arvin Staff Feedback (via Padlet-March 22, 2021)
Monthly parent grade level meetings with Admin support
Kickboard personal accounts where parents and students have access
Parent and family involvement, getting out parent information in a timely manner
Meeting with parents and students about ELPAC, share scores during parent conferences
Spanish speaking class for staff (basics)
SEL support/lessons for parents/other communication options/parent resource center

For Goal 3: Provide an environment that encourages healthy lifestyles, feedback was collected by various stakeholder groups, which are highlighted below:

Star Parents of Grow Academy (March 2, 2021)
After COVID, community bike rides, fun runs and outdoor activities with the entire family
Running group
Walking school bus to/from school to decrease carbon footprint while encouraging movement every day

ELAC Meeting-March 4, 2021
Learn how to cook traditional Mexican food in healthy way
How to maintain healthy lifestyle w/available ingredients
Wordly Wed
Utilize the park for exercise classes/Yoga

School Site Council-March 18, 2021
Bike rides, fun runs, virtual fun run/walk
Sports (any and all, basketball, baseball, volleyball, track, soccer, etc.)
Allocate funds for Sports uniforms, competition fees, child supervision, healthy snacks
Family competitions/classes (Zumba, yoga, Girls on the Run, dads and boys activities
Coaching stipends for sports
Farmers markets
Promote SEL-afterschool clubs
Travel funds for sports and after school clubs
Mobile health fair (vaccines, dental, vision
Staff competitions between schools

Grow Academy Arvin Staff Feedback (via Padlet-March 22, 2021)
Add more water stations on campus
Mini SEL lessons embedded into our lessons

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ESY activities on weekdays; monthly calendar for activities in advance
Strategies for coping-mindfulness exercises
Flipgrid link where families share videos of them doing outdoor physical activities
Training for kickboard, PD for project-based learning/integrating health and wellness into classroom instruction
Reiterating the health and wellness policy for new hires
Provide stress relief activities

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The goals of the 2021-2024 LCAP for Grow Academy Arvin are a direct reflection of stakeholder input. The goals for the 21-22 LCAP remain unchanged from the last LCAP (19-20). All three goals were developed through stakeholder input as part of the original Charter Petition submitted to the Kern County Superintendent of Schools (our Authorizer). While some of the actions may have been changed to adapt to the evolving needs of the students and families over the 2017-2020 LCAP cycle, the priorities remain the same. These goals are as follows:

Goal 1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement. Based on the feedback received from stakeholders relating to Goal 1, Grow Academy Arvin will be increasing funding to support English Learners, Foster Youth, and Low Income students. Intervention and enrichment programs will increase through the dedication of 14 Small Group Instructors . Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting students and families. To address the continued need of promoting literacy for ELL students, GA Arvin will be investing in culturally appropriate novels and research material in order to increase student academic Growth, especially for unduplicated students. In response to stakeholder feedback to provide more instructional technology and offer more academic assessments, we will be utilizing software assessments in the Learning Lab to identify students needing supplemental instruction. Examples of the academic software include: BrainPop, Generation Genius, MobyMax, IXL, Elevation (ELL), NextGen, Aleks, Achieve 3000, etc. Additional professional development will be provided to staff to implement Success for All which will address Social Emotional Learning and Common Core State Standard best practices for EL students. To promote college readiness, GA Arvin will offer a “College Fair” and provide parent education workshops in English and Spanish in the areas of: college readiness, financial aid and planning, benefitting EL and Low Income students. Professional development in STEM and the California Reading and Literature Project will be provided to help EL students. To continue academic enrichment activities, GA Arvin will provide after school tutoring for unduplicated students who score in the lowest 30% in Math or ELA, and will offer music and art appreciation programs.

Goal 2: Create collaborative partnerships with parents to improve student achievement. Based on the feedback received from stakeholders relating to Goal 1, GA Arvin will improve the overall integration of programs and services for unduplicated students through the Assistant Principal of Student Services. The AP of Student Services will work with students and parents/guardians to enhance form and frequency of

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communication in order to identify the most effective strategies to improve academic outcomes. AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent education nights, school culture initiatives to support the success of all students and establishing community partnerships to provide counseling and social services to struggling families. The McKinney Vento Liaison will be responsible for the active and ongoing identification of homeless children and youth to provide coordination of programs and services with other partnering agencies and organizations. The use of multi-media will help to improve communication with parents and stakeholders in both English and Spanish. GA Arvin will continue to use ParentSquare, social media, letters, group texts, and phone calls to effectively communicate with parents. To address the need for ongoing parent engagement, parent classes on school curriculum, positive behavior, and use of technology. Provide additional parent classes around math and literacy in order to empower parents to support students academically. Continuing to build partnerships with EL parents, GA Arvin will provide translator(s) for SPGA, Governance, SSC and other school site activities. Add Spanish only meetings, e.g.; ELAC/DELAC, and will maintain translation devices to be used in all parent and board meetings. School field trips will be scheduled quarterly to reward/encourage positive behavior and academic achievement.

Goal 3: Provide an environment that encourages healthy lifestyles. Based on the feedback received from stakeholders relating to Goal 3, GA Arvin will continue to provide a variety of programs aimed at promoting nutritious eating habits and help to achieve better health outcomes. Research shows a strong connection between healthy behaviors and academic achievement. GA Arvin will provide cooking and gardening classes to parents, and offer family cooking classes after school to reinforce the healthy meals prepared and served by the Edible School Yard Learning Kitchen. Translation services will be provided as well. To promote healthy living, Grow Academy Arvin will hold an annual Wellness Fair to increase awareness and outreach about health and wellness, while building community partnerships. In response to feedback relating to athletic programs, GA Arvin will continue to build an extracurricular athletics program benefitting unduplicated students.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

At Grimmway Academy, our mission is to close the opportunity gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. We accomplish this through a process of continuous learning and growth, offering new educational opportunities and creating an environment of achievement for all students. As a result, students achieve academically, emotionally and physically, maximizing their individual potential to be prepared for the rigors of college, career and life.

Fulfilling our mission as it relates to college access and success, especially for first generation students, includes the following indicators correlated to college access and post secondary success:
Reading at grade level by the 3rd grade
Avoiding excessive absenteeism
Proficiency in all ELA and Math courses and meeting benchmarks on state exams
Successful completion of Algebra 1 in 8th grade
Successful fulfillment of our mission requires an intentional focus on academic success.

Our rural location makes obtaining and retaining highly qualified teachers a significant challenge; yet our children require skilled teachers in order to meet their needs. On state assessments, in both math and ELA , our ELs have not kept pace with their peers; either English only or RFEP children. Also, math achievement on state assessments has not kept pace with English Language Arts achievement. Finally, fewer English Language Learners who have been designated for three or more years are meeting their annual Growth goals on the ELPAC assessment. With respect to other educational outcomes, Kern County has one of the lowest college participation and completion rates in the State of California: 36% of county high school graduates meet CSU/UC course requirements and has a “college going” rate for graduates of 48% (vs. 65.8% Statewide).

The 2019 Dashboard data indicates that our greatest area of needs continues to be continuing to improve our Math and English Language Arts (ELA) results for All Students (AS), with particular attention given to narrowing the gap between AS, English Learners (ELs), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).

English Language Arts: Although the 2019 CAASPP results for AS in ELA increased by 29.9 points, GA is overall still 11.4 points below standard vs. the overall State average of 2.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

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Mathematics: Although the 2019 CAASPP results for AS in Math increased by 11.7 points, GA is overall still 37.1 points below standard vs. the overall State average of 33.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The latest full year of NWEA MAP Growth assessment data before the pandemic indicates gaps in achievement percentiles for both Math and Reading between AS, and our ELs, and SWD subgroups. All students in grades K - 8 take the NWEA MAP Assessment three times each year. Achievement and Growth is calculated after the final assessment in the Spring. Overall, only 61% of our students schoolwide (AS) met their Growth projection for Reading, and 63% in Math in 2019. While we need to work on improving those numbers.

The final distinctive characteristic of GA lies in its focus on each child. All students create ILP's (Individualized Learning Plans) in collaboration with the learning lab teacher and parents. A student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP is also used in the Learning Lab as a part of our MTSS approach, providing multiple tiers of intervention for students in need of additional assistance. Regular cycles of interim assessment results will be analyzed to identify students who are failing to make adequate progress in reaching the Charter School's goal for Significant Gains.

Individualized Learning Plans ("ILP") will be updated to reflect areas of strength and weakness and explicit classroom modifications, areas to target in our computer curriculum, and specific goals and methods for tutors. The first tier of intervention will be in the classroom and Learning Lab. Guided Reading groups will be used to deliver these more individualized objectives during normal classroom instruction. Grimmway Academy will conduct Learning Lab throughout the day, in which each class of students will rotate through Literacy and Math Computer centers. In the Computer center, a student's interim assessment results will be used to create a specific online intervention program for that student by the Administration and teacher. The second tier of intervention occurs in small groups within the Learning Lab, where students are grouped based on their specific needs. These groups will be led by Instructional Assistants who will deliver intervention curriculum and collect data on student progress, which will be shared with the classroom teacher. Students in tier two who are failing to make adequate progress towards will enter the Student Success Team (SST) process and will continue to receive tier two supports plus additional accommodations in the general education classroom. As GA continues to evolve its educational model, we are currently engaged in the process of shifting from an RTI model to an MTSS approach. If Learning Lab, small group instruction, and classroom accommodations fail to help a student make adequate progress, the Student Success Team will meet to determine possible referral to Special Education individualized education program ("IEP") process. This will allow the student to receive individualized attention and the services of specialists. Providing these three levels of intervention will allow Grimmway Academy to serve the most struggling students more effectively than traditional elementary schools.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)	100% of teachers are appropriately assigned and fully credentialed in subject areas (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				100 % of teachers will be appropriately assigned and fully credentialed in subject areas
Students have access to standards-aligned instructional materials for every student (Priority #1b)	100% of students have access to standards-aligned instructional materials as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				100% of students will have access to standards-aligned instructional materials
School Facilities in “Good Repair” per CDE’s Facility Inspection Tool (Priority #1c)	All facilities have an overall rating of "exemplary" as affirmed in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				All facilities will have an overall rating of "exemplary" as indicated on the FIT report
Implementation of state board adopted academic content and	100% of Math &				100% of Math &

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performance standards for all students (Priority #2a)	English teachers will receive professional development in CCSS In the 2020-2021 the school year, all teachers participate in 164 professional development hours (GPS Board Approved School Calendar)				English teachers will receive professional development in CCSS
How the programs and services will enable English Learners to access the CCSS & ELD standards for the purposes of gaining academic content knowledge and English proficiency (Priority # 2b)	100% of ELL students have access to high quality ELD Instruction and support materials. (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				100% of ELL students will have access to high quality ELD Instruction and support materials
Pupils have access to and are enrolled in English, Math, Social Science, Science, Health, VAPA, other studies that are prescribed by the	100% of students have access to Math, ELA, Intervention and enrichment and elective courses				100% of students will have access to Math, ELA, Intervention and enrichment and elective courses.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
governing board for grades 1-6 Pupils have access to and are enrolled in English, Social Sciences, Foreign Language, PE, Science, Math, VAPA, Applied Arts, and CTE (Priority #7a	(Course Offerings-Parent/Student Handbook)				
Programs and services developed and provided to low income, English learner, and foster youth pupils (Priority #7b	100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab.				100% of unduplicated students enrolled in appropriate programs and services will have their individual needs met
Programs and services developed and provided to students with disabilities (Priority #7c)	100% of identified special education students received adequate services as described in their IEP and evidence through GA's approach to Inclusion (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom)				100% of identified special education students will receive adequate services as described in their IEP and evidence through GA's approach to Inclusion (SPED Co-Teachers in each ELA Classroom).

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessments (Priority #4a)	46.49% of all students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments 9.42% of ELs met or exceeded the ELA standard 43.44% of low-income students met or exceeded the ELA standard (2019 California Dashboard) 33.40% of all students met of exceeded the Math standard 7.24% of ELL students met or exceeded the math standard 31.33% of low-income students met or exceeded the Math standard (2019 California Dashboard)				60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments 30.8% of ELL students will meet or exceed the Common Core Standards in ELA on Smarter Balanced Assessments 40% of ELL students will meet or exceed the Common Core Standards in Math on Smarter Balanced Assessments 50% of students will meet or exceed the Common Core Standards in Math on Smarter Balanced Assessments

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils that have successfully completed A-G requirements (Priority #4b)	N/A				N/A
% of pupils that have successfully completed CTE pathways (Priority #4c)	N/A				N/A
% of pupils that have successfully completed both B and C) (Priority #4d)	N/A				N/A
% of ELs who make progress toward English proficiency (as measured by ELPAC) (Priority #4e)	34% of students are making progress towards English language proficiency (California Dashboard 2019)				65% of of students are making progress towards English language proficiency (California Dashboard 2019)
ELL reclassification rate	22.6% total reclassification rate				Reclassification rate will be at 45%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority #4f)	(2020-21 CALPADS)				
% of pupils that pass AP exams with a score of 3 or higher (Priority #4g)	N/A				N/A
% of pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher) (Priority #4h)	N/A				N/A
(Priority #8)	100% of students have access to Math, ELA, intervention, enrichment and elective courses.				100% of students have will have access to Math, ELA, Intervention and enrichment and elective courses

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and Enrichment	Intervention and enrichment time to be provided to students during the day period to supplement instruction. Intervention and enrichment programs will increase through the dedication of 14 Small Group Instructors. Staff will also receive more professional development to	$470,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		help oversee the implementation of intervention and enrichment activities benefiting unduplicated students and their families. Staff salaries contribute to this action.		
2	Intervention Coordinator and Related Materials	Intervention Coordinator will work closely with the Small Group Instructors (SGIs) oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs customize learning to student needs, in order to provide individually targeted student instruction. SGIs use software and supplemental curricular materials to deliver instruction to students who are grouped according to their current needs. This collaborative approach to providing services will help to achieve positive academic, social and emotional learning outcomes. Staff salaries contribute to this action.	$113,216.00	Yes
3	Library Program	Grow Academy has invested in ensuring that all students have access to relevant culturally and age appropriate novels and research material in order to increase academic Growth for all students.The Library Assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students and families. Continue to increase the library inventory that will promote more reading opportunities. Increase number of books in circulation (in students' hands). Staff salaries, materials and supplies contribute to this action.	$47,110.00	No
4	Educational Software	Utilize software assessments and benchmarks in Learning Lab to identify individual learning needs in our students based on the data provided.	$103,684.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		Specifically, BrainPOP, Generation Genius, Moby Max, IXL, Elevation, Next Gen, Zearn, Aleks, NWEA, Renaissance Learning, Achieve 3000, Mango ELD, and Illuminate DNA Flat. These platforms allow us to determine what students have learned and how to identify performance gaps. Software license fees, technical assistance		
5	Success for All (SFA)	Adopt the Success for All framework to promote Social and Emotional Learning, which helps teachers set attainable goals focused on the students' individualized needs. Continue the implementation of KinderCorner which helps children make sense of the world around them, fostering development of oral language literacy, math, and interpersonal and self-help skills. Purchase supplemental educational materials	$47,000.00	Yes
6	Professional Development	Provide supplemental Professional Development for teachers and paraprofessionals, focusing on developing instructional expertise in differentiation in order to better meet the individual learning needs of each of our students. From Learning Forward: "Standards for professional learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results and improved student achievement. Professional development registration fees and travel expenses.	$43,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
7	College Readiness	Actively promote college readiness and awareness by: Conducting a "College Fair" Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college going rates of EL and Low income students. College readiness materials and supplies.	$10,000.00	Yes
8	Professional Development	Professional Development provided by Anita Kreide (STEM) and Cal Lutheran's California Reading and Literature Project (CRLP). Professional development coaching fees. CRLP professional development focuses on how students acquire literacy as well assessing and diagnosing specific needs for both struggling readers and advanced readers. STEM professional development focuses on developing math and science lessons through a hands on model that broadens the access to the content for all students regardless of language level or background knowledge. All professional development for teachers is focused on developing instructional expertise in differentiation in order to better meet the individual learning needs of each of our students	$8,000.00	Yes
9	Educational Materials	Educational Materials replacement consumables for K-6 ELA teachers to increase access for ELs to grade level reading materials. These materials are used as part of GA's Designated ELD instruction.	$10,000.00	Yes
10	Summer Academic Program	Provide a Summer Academic program to support the individualized learning needs of students and increase academic achievement of EL, Foster Youth, and Low Income students. Staff salaries contribute to this action.	$11,000.00	Yes
11	After School Tutoring	Four (4) teachers will receive stipends to provide after school tutoring to targeted students scoring in the lowest 30% in Math or ELA. This will help to close academic performance for our unduplicated students.	$20,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
12	Art & Music Programs	One (1) Music Teacher and one (1) art teacher will both devote 50% of their time to provide academic enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students. Staff salaries contribute to this action.	$241,836.00	Yes
13	Instructional Coaches	Two (2) Instructional Coaches will work collaboratively with teachers in developing effective culturally appropriate lesson plans and assessments that are relevant and respond to the unique learning needs of each student. Our instructional coaches use tools from the New Teacher Center (NTC) to guide their efforts, and work closely with each classroom teacher to ensure that lesson plans are differentiated and address unique learning needs of our scholars in an Optimum Learning Environment (OLE). The OLE is a model used by NTC to provide a template in each classroom for addressing the individual learning needs of each student. OLEs begin with a positive, productive school climate and provide intellectually and emotionally safe, stimulating classroom communities that are personalized and co-constructed by adults and students. Within the OLE framework, the diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth. The unique learning needs of our unduplicated students are identified and addressed in each lesson plan Staff salaries contribute to this action	$197,839.00	Yes

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Action #	Title	Description	Total Funds	Contributing
15	Digital Literacy - PBL Teacher	One (1) Project Based Learning Teacher will continue the development of digital literacy targeting K-6 students. Staff salary contributes to this action item.	$66,767.00	No
16	Intervention and Enrichment	Seven (7) Lab Teachers will provide Intervention and enrichment programs provided to all students in lab classes throughout the day. Intervention instruction is designed to serve the individual needs of each student, including the unique learning challenges of our unduplicated pupils, aimed at closing the achievement gap referenced in Goal 1. Staff salaries are the expenditures associated with this action.	$497,269.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goals and Actions

Goal

Goal #	Description
2	Create collaborative partnerships with parents to improve student achievement

An explanation of why the LEA has developed this goal.

At Grimmway Academy, our mission is to close the opportunity gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. We accomplish this through a process of continuous learning and growth, offering new educational opportunities and creating an environment of achievement for all students. As a result, students achieve academically, emotionally and physically, maximizing their individual potential to be prepared for the rigors of college, career and life.

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

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

GA Arvin uses an approach to developing partnerships with parents known as Academic Parent Teacher Teams (APTT). In the APTT model, teachers coach parents to become engaged, knowledgeable members of the academic team by unpacking data on assessments and developing with families ways to work together collaboratively to facilitate student learning.

Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grimmway Academy treated me like a partner in my child’s education” was 8.5 (on a 10 point Likert scale). In addition, in response to the open ended question on Grimmway Academy’s strengths, the majority of open ended responses (18%) were related to our relationship with families. That being said, there is still room for us to improve, as in the same survey, the majority of open-ended responses to the question on areas in which can can grow, the majority of responses (28%) also were related to our relationship with families.

GA Arvin incorporates cultural and socioemotional training into all professional development days. Through these training, teachers build a deeper understanding of the community we serve and build capacity to increase the engagement of all families culminating in home visits for all scholars (virtual in 2021) at the beginning of the school year in order to get to know our scholars and their families in their home environment.

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We leverage many different communications platforms to remain in constant communication with our families, including social media, websites, ParentSquare, virtual (and in person) parent meetings - both on an individual scheduled and as-needed basis, as well as schoolwide.

Our rural location makes obtaining and retaining highly qualified teachers a significant challenge; yet our children require skilled teachers in order to meet their needs. On state assessments, in both math and ELA , our English Language Learners have not kept pace with their peers; either English only or RFEP children. Also, math achievement on state assessments has not kept pace with English Language Arts achievement. Finally, fewer English Language Learners who have been designated for three or more years are meeting their annual Growth goals on the ELPAC assessment. With respect to other educational outcomes, Kern County has one of the lowest college participation and completion rates in the State of California: 36% of county high school graduates meet CSU/UC course requirements and has a “college going” rate for graduates of 48% (vs. 65.8% Statewide).

Given the challenges of having (and retaining) skilled teachers in the classroom, it is vital that we develop every research-based correlate for student success. One of the strongest being parent active participation in the learning process of their children. Our Collaboration with parents is one of the strongest levers in ensuring that we are addressing the individual needs of all students, including our EL, SPED, SED, foster and homeless students. Only through constant communication can we fully understand the global context - home and school - in which each of our students must navigate daily in order to be successful. It is through working together with our families that we are able to develop approaches which address specific learning challenges and barriers, many of which occur outside of the school context.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to seek parent input in making decisions for district and school sites (Priority #3a)	Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc. currently at 90% (Meeting Attendance Logs)				Will achieve 100% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
How district promotes participation of parents for unduplicated pupils (Priority #3b)	1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall parent engagement rate is 95%. 28% of parents use the provided Spanish translation for two-way communication (2020-2021 ParentSquare Dashboard)				Will provide translation services 100 % of the time for parents/guardians Will achieve 100% parent engagement rate via ParentSquare
Progress in developing the capacity of staff to build trusting and respectful relationships with families.	Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grimmway Academy treated me like a partner in my				Will make progress on an average of all responses as to whether they agree with the following statement “Grimmway Academy treated me like a partner in my child’s education” (on a 10 point Likert scale)

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	child's education" was 8.5 (on a 10 point Likert scale				
How district will promote parental participation in programs for students with disabilities (Priority #3c)	In-Person volunteer opportunities were suspended due to COVID-19 (Google Forms Volunteer Spreadsheets In-Kind Donation Spreadsheets)				Will achieve 80% of parents, including parents of students with disabilities completed 30+ hours of parent service.
School attendance rates (Priority #5a)	Average Daily Attendance rate is 91.6% (CALPADS)				Average Daily Attendance rate will be 97%
Chronic absenteeism rates (Priority #5b)	Chronic Absenteeism Rate is 10.9 % (CA Dashboard)				Chronic Absenteeism Rate will be 5% or less
Middle school drop out rate (Priority #5c.)	Middle School Drop Out rate 0% (CA Dashboard)				Middle School Drop Out rate will be 0%
High school drop out rates	N/A				N/A

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority #5d)					
High school graduation rates (Priority #5e)	N/A				N/A
Pupil suspension rates (Priority #6a)	Suspension rate is 0% (CA Dashboard)				Suspension rate will be 0%
Pupil expulsion rates (Priority #6b)	Expulsion rate is 0% (CA Dashboard				Expulsion rate will be 0%
Schoolwide and classroom culture metrics (Priority #6c.)	At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)				At least a 4.0 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey.

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Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Success Team	Student Success Services Team, comprised of 1.3 FTE School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services (APSS) 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. The AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent engagement education events and school culture initiatives to support the success for all students. Additionally, the APSS builds and enhances community partnerships to provide counseling and social services to struggling families. The School Psychologist is responsible for the assessment and behavior management for students with emotional disabilities, learning disabilities, autism and behavioral challenges. The School Counselor is responsible for promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The SST works closely with the Intervention Coordinator to implement strategies that will help to close the achievement gap of English Learners, students with disabilities, and socioeconomically disadvantaged students. Staff salaries contribute to this action.	$318,231.00	Yes
2	McKinney Vento Support (Director of Community Initiatives)	The Director of Community Initiatives (DCI) will organize and empower our parents and schools to ensure high quality schools for every family through local and state level advocacy, including establishing and cultivating relationships with key elected officials and community leaders to ensure that they know, support and protect our schools; as	$15,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		well as design and execute on programs and initiatives that deepen the relationships between the schools and the communities we serve. The DCI will also coordinate, along with site leadership, ensuring that services available in the external community are accessible for our scholars and their families - including, but not limited to coordinating access to medical and emotional health services for our scholars where appropriate and relevant. In addition, the DCI provides additional logistical support to the McKinney Vento coordinator on site.		
3	Parent Communications	Use multi-media to communicate information & opportunities for parents. (Group texts, ParentSquare, phone dialer, letters home, etc) Increase access and use of phone dialer system by expanding this system to include teachers. Continue using Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication. Software subscriptions fees, materials, and supplies contribute to this action.	$15,000.00	No
4	Parent Education	We hold events such as Literacy Fair and STEM Night - family events which celebrate learning and also serve to inform parents on ways to support, assist, and celebrate their children in their learning.	$2,000.00	No
5	Translation Services	Provide a translator(s) for SPGA, Governance, SSC and other school site activities. Add Spanish only meetings, e.g.; ELAC/DELAC. Maintain translation services to be used in all parent and board meetings.	$9,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
6	Teacher Training	Teacher training around structuring home visits. Mileage for home visits.	$2,400.00	No
7	Positive Behavior Intervention	Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together". Purchases to stock "Student Store" to incentivize positive behavior. Getting Along Together is a program developed by the Success for All Foundation, Harvard University, and the University of Michigan that helps students build social and emotional skills (SEL) and apply them both in and out of the classroom. Getting Along Together has a three pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills. Using an Inside-Out Approach, the goal of Community Matters is to assist the school community in creating a positive school climate. This approach is research-based and focuses on such elements as building relationships based on trust and mutual respect. It is student centered and involves them in real problem solving and solution implementation. Restorative practices include circles and conferences that help students learn from their mistakes and make amends. The last element provides room for changing social norms through changing behavior rather than rules and policies.	$15,000.00	No
8	Educational Field Trips	In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.	$40,000.00	No

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Action #	Title	Description	Total Funds	Contributing
11	Academic Parent Teacher Teams (APTT)	Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. APTT is an intentional, systematic means of increasing student academic learning by enhancing the quality and quantity of parent-teacher interaction. APTT engages families in student learning. Parents understand their children's grade level goals and can apply what they learn in APTT to create a complementary home learning environment that is individualized based upon unique learning needs of each of our students - especially important for our unduplicated pupil population - as well as the family context in which they live.	$4,000.00	Yes
12	Parent Appreciation Night	Continue to celebrate and encourage parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night	$7,500.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

In 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, cancer, chronic lower respiratory disease, diabetes, chronic liver disease, and Alzheimer's. Obesity, mental health, and asthma were also identified as some of the top health problems facing our communities in the 2018 Community Health Survey. Coronary heart disease kills over 1,000 Kern County residents and is responsible for over 4,000 hospitalizations yearly. Although obesity may not be listed as a cause of death or reason for a hospital visit, this condition puts individuals at higher risk for stroke, heart disease, high blood pressure, diabetes, some cancers, and sleep disorders. Therefore, reducing obesity in a population is likely to have far reaching impacts. While California as a whole meets the national objectives for reducing obesity in the population, Kern County continues to have a higher proportion of obese residents than the rest of the State and does not meet the Healthy People 2020 target.

Diet plays a key role as a risk factor for chronic diseases. Two factors play an important role in ensuring a healthy diet: education and access. Having access to nutritious foods is a challenge in parts of Kern County. According to a 2017 University of California report titled, Kern County Food System Assessment: Indicators for a healthy food and agricultural economy report, between 30 percent and 55 percent of Kern County residents at or below 200% of the Federal Poverty Level (FPC) are food insecure. Food insecurity rates in Kern County generally exceeded rates for California. In 2019-2020, 78% of GA Arvin's families qualify for Free and Reduced Lunch.

The impacts of the GA ESY Program are not limited to how it impacts a healthier diet on reducing the potential for developing chronic health issues. Research linking the impact of nutrition to academic outcomes has shown positive effects in both academic achievement as well as student behavior (Am J Public Health. 2020;110:1405–1410. doi:10.2105/AJPH.2020.305743). A 2013 review of literature and research by Portland State University found positive impacts on direct academic outcomes, as well as indirect outcomes on social development for Garden Based Learning programs, such as the GA ESY (Review of Educational Research June 2013, Vol. 83, No. 2, pp. 211–235 DOI: 10.3102/0034654313475824).

Education about nutrition is a foundational element in ensuring that eating habits shift to more nutritious dietary habits. According to the same 2017 University of California study, one of the stated goals to improve dietary habits is access to nutrition education and hands-on

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opportunities to learn about food systems. Highlighted as a model for nutrition education in the study was the Edible Schoolyard (ESY) model at GA.

The Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Arvin students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden settings.

Each year we measure the effectiveness of the ESY in four (4) main areas:

Food Recognition - this survey assesses the retention standards such as seasonality of produce, identification of key food groups, and nutrition concepts for K-6 grade students.
Family Health and Wellness - this survey measures the influence that GA has made on our families by evaluating how the ESY curriculum has impacted healthy eating choices in the home.
Student Health Wellness - this survey measures the influence the ESY program has in instilling strong values of seasonality, environmental stewardship, personal expression, and nourishment of self and family.
ESY Exit Survey - this survey measures the impact and values that the ESY has instilled in the 8th grade graduating class and identifies core skills and concepts these students plan to carry into their daily food choices throughout high school and beyond.

The most recent ESY survey results (2018-2019: 3rd, 5th, 8th grade) showed the effectiveness of the ESY in shifting dietary behaviors, including:
As a result of the ESY program:
80% of parents want to cook healthier meals at home
65% of parents have made a positive change in health and wellness since attending GA
80% of students participate in the grocery shopping

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing,	64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity				100% of students meet state targets in physical fitness

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
various participation rates) Priority #8a	20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition 37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength 49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength (2018-2019 California Physical Fitness Report)				
Percent of students meeting state targets in Physical Fitness (Priority #8a)	32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity 52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition				100% of students meet state targets in physical fitness

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength 50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength				
Percentage of elementary students (K-6) will receive physical education for at least 80-110 minutes per week throughout the school year (Priority #7a)	A total of 308 ESY lessons were provided in the 2020-2021 school year benefiting all K-6 students (CALPADS Attendance Report 630 elementary students (K-6) received physical education for at least 80-110 minutes per week throughout the school year (CALPADS Attendance Report)				100% of students in K-6 participate in 12 ESY lessons per year 100% of students in K-6 students will receive physical education for at least 80-110 minutes per week throughout the school year

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of middle school (7-8) students in each grade will receive physical education for at least 150-225 minutes per week throughout the school year. (Priority #7a)	180 middle school students in each grade received physical education for at least 150-225 minutes per week throughout the school year. (CALPADS Attendance Report)				100% of students in K-6 participate in 12 ESY lessons per year 100% of middle school students will receive physical education for at least 150-225 minutes per week throughout the school year
Number of parents participating in Family Cooking classes (Priority #8a)	20 combined voluntary garden and kitchen family classes were offered to families. Students were not required to attend (Zoom Participation Logs)				60 families will participate in a family cooking class

Actions

Action #	Title	Description	Total Funds	Contributing
1	Physical Education Activities	Grow Academy will develop healthy students and improve pupil outcomes on fitness tests. GA will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship	$153,498.00	No

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Action #	Title	Description	Total Funds	Contributing
		between family income and physical activity, with low-income families being the most sedentary. The effectiveness of this action will be measured by local fitness scores at Grow Academy and the state fitness test when reinstated. Further, a total of two (2) PE teachers and one (1) PE Aide will continue to provide physical education instruction and activities. 630 K-6 students will receive physical education for at least 80-110 minutes per week throughout the school year, while 180 middle school students in each grade will receive physical education for at least 150-225 minutes per week throughout the school year. Staff salaries, materials and playground equipment contribute to this action.		
2	ESY Cooking Classes and Family Cooking Classes	As stated in Goal 1, in 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, chronic lower respiratory disease, among other chronic health conditions in Kern County. Kern County continues to rank 52 out of 57 for health outcomes. Actions #2,3, and 4 are all aligned to address these chronic health conditions in Kern County. To address this, Grow Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement. he Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Arvin students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden setting A team of two (2) ESY Lead Educators and four (4) ESY Instructors Offer cooking classes to unduplicated students to reinforce the healthy	$7,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		meals served during school hours and prepared in the ESY learning kitchen. Family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes. Cooking supplies, books, and instructional materials contribute to this action.		
3	Edible Schoolyard Program	Utilize the Edible Schoolyard program to create a learning experience for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. Socio-economically disadvantaged students and families in Arvin do not have healthy meal choices readily available to them. The ESY Team will provide a total of 154 garden lessons and 154 kitchen lessons will be provided to students. Salaries for both kitchen and garden staff, materials and supplies contribute to this action.	$359,063.00	Yes
4	Healthy Living	To promote healthy living, Grow Academy Arvin will hold an annual Wellness Fair for families to increase awareness and outreach about health and wellness, while building community partnerships. Grow Academy Arvin will hold two Farmers Markets on campus for families and community stakeholders. Materials supplies, and vendor booth fees contribute to this action.	$10,000.00	Yes
6	Extra-curricular athletics programs	Stakeholders recommended providing extracurricular athletics to encourage attendance and improved academic performance, as well as reducing unwanted behaviors. Students' surveys show that they will	$15,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		be more engaged if school offered something that interested them and kept them engaged. Further, with limited access to organized youth sports in the city of Arvin due to its location, coupled with the average sports registration cost hovering over $165 per child, Grow Academy Arvin, will continue to offer a free extracurricular athletics program benefitting low-income students. As stated in our student-athlete contract, in order to participate in these free extracurricular athletic activities students must achieve a 90% attendance rate or higher, have no disciplinary issues, and must represent Grow Academy with a high level of integrity and sportsmanship. Students may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation in extracurricular athletics for our SED students who may not have the financial means to participate outside the school setting. Equipment and supplies contribute to this action.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36%	$2,309,124

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Grimmway Academy has an 87.5% unduplicated student count and all actions and services a principally directed to these students. The mission of Grimmway Academy is to serve the educational needs of the underserved populations (unduplicated) in Kern County. As we begin to recover from the impacts COVID-19 had on the region, those families most vulnerable: English Learners, low income, foster and homeless – were disproportionately affected by the virus. The daily distance learning schedule were built in structures (study hall/office hours) to provide intervention and enrichment services for students as needed. Having teachers on campus for professional collaboration allowed grade level teams along with instructional coaches and site leadership to identify necessary shifts in instruction for all students, with a special emphasis on EL students, foster youth, and low-income students. Ensuring effective EL approaches aligned with GLAD strategies is a standard element in lesson planning. The cycle of continuous instructional improvement ensured that the unique learning needs of our unduplicated students are met so that they are able to successfully participate in distance learning or in-person instruction.

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

A core mission of Grow Academy is to provide nutrition education to the community of Arvin where high rates of Poverty have created an increase in Childhood Diabetes, Childhood obesity and heart disease. Grow Academy is committed to providing enrichment programs that most students in the Arvin community are not able to afford outside of school. By providing music and Art enrichment courses for all students, Grow is able to give unduplicated SED students the ability to experience the arts through music theory as well as through playing in the orchestra or mariachi groups. These experiences increase student engagement in core curricula and in turn, increases student achievement in Math and English. Grow Students have limited resources outside of school. Grow Academy has invested in ensuring that all students have access to relevant, grade level novels and research material in order to increase student academic Growth.

As a result, the school has determined that the use of these funds is principally directed towards, and effective in meeting the school's goals for unduplicated pupils. Based on both state and internal measurements, although we have seen Growth in both Math and ELA assessment results, all student groups are in the orange category on the CA Dashboard. Preliminary 18-19 SBAC scores show that our EL Subgroup is also falling significantly behind all students. Based on this data, many of the actions implemented are designed to provide additional support for EL students as well as socioeconomically disadvantaged students.

Several actions are identified in this plan aimed at increasing or improving services and effective in improving outcomes for unduplicated students. GA will continue to monitor all data to ensure that we serve the academic and social needs of our unduplicated populations. Our school psychologist, counselor, and small group instructors are focused on ensuring that barriers to learning unique to English Language Learners, foster youth, and low-income students are minimized. This will be accomplished by engaging in frequent and transparent communication with school staff and families. Additional information and resources are available on GA Arvin's public website. Parents and guardians are encouraged to utilize the ParentSquare app for mass communications relating to programs, activities and services for students. The school counselor has access to a variety of community resources which are shared with our low income, EL and foster youth families. All parents and guardians are provided technical and instructional support in Spanish and English to ensure that the most vulnerable of our students are in a position to achieve academic success.

Through our collaborative partnership with the Kern County Superintendent of Schools, staff participate in virtual trainings and workshops that help to increase awareness about the resources and services available to unduplicated students and their families. With respect to Foster Youth Services, students and families are made aware of programs and services mandated by AB 490, and are often referred to the Dream Center to acquire additional information and support. Staff will continue to participate in professional development opportunities that ultimately help to achieve the following for our foster youth: 1) the educational outcomes for foster youth will mirror those of the general population; 2) foster youth will receive a comprehensive education assessment and will receive any services and support needed.

In an effort to improve services for English learners, GA has invested in a new comprehensive program management platform called Ellevation. This program organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting and supports instructional planning for multilingual students. Customizable data dashboards & comprehensive student profiles allow you and your team to easily track language proficiency, analyze sub-populations, share insights district-wide, and make informed decisions about goals and progress.

GA has also invested in assessments (NWEA MAP Growth) that identifies and provides goals for our unduplicated students. In response to data,

targeted cohorts of students most at risk for learning loss – in particular, our unduplicated pupils – will be brought onto campus and provided targeted academic supports by our small group instructors and lab teachers. This is in addition to the classroom teachers are provided requisite training to ensure that they are providing increased/improved services for our English Learners, foster youth, and low-income pupils.

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,659,817.00			$200,106.00	$2,859,923.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,434,339.00	$425,584.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Intervention and Enrichment	$470,510.00				$470,510.00
1	2	English Learners Foster Youth Low Income	Intervention Coordinator and Related Materials	$113,216.00				$113,216.00
1	3	All	Library Program	$47,110.00				$47,110.00
1	4	English Learners Foster Youth Low Income	Educational Software	$103,684.00				$103,684.00
1	5	English Learners Foster Youth Low Income	Success for All (SFA)	$47,000.00				$47,000.00
1	6	English Learners	Professional Development	$39,000.00			$4,000.00	$43,000.00
1	7	English Learners Foster Youth Low Income	College Readiness	$10,000.00				$10,000.00
1	8	English Learners	Professional Development				$8,000.00	$8,000.00
1	9	English Learners Foster Youth Low Income	Educational Materials	$10,000.00				$10,000.00
1	10	English Learners Foster Youth Low Income	Summer Academic Program	$11,000.00				$11,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	After School Tutoring	$20,000.00				$20,000.00
1	12	English Learners Foster Youth Low Income	Art & Music Programs	$241,836.00				$241,836.00
1	13	English Learners Foster Youth Low Income	Instructional Coaches	$197,839.00				$197,839.00
1	15	All	Digital Literacy - PBL Teacher	$66,767.00				$66,767.00
1	16	English Learners Foster Youth Low Income	Intervention and Enrichment	$309,163.00			$188,106.00	$497,269.00
2	1	English Learners Foster Youth Low Income	Student Success Team	$318,231.00				$318,231.00
2	2	Foster Youth	McKinney Vento Support (Director of Community Initiatives)	$15,000.00				$15,000.00
2	3	All	Parent Communications	$15,000.00				$15,000.00
2	4	All	Parent Education	$2,000.00				$2,000.00
2	5	English Learners	Translation Services	$9,000.00				$9,000.00
2	6	All	Teacher Training	$2,400.00				$2,400.00
2	7	All	Positive Behavior Intervention	$15,000.00				$15,000.00
2	8	All	Educational Field Trips	$40,000.00				$40,000.00
2	11	English Learners Foster Youth Low Income	Academic Parent Teacher Teams (APTT)	$4,000.00				$4,000.00
2	12	All	Parent Appreciation Night	$7,500.00				$7,500.00
3	1	All	Physical Education Activities	$153,498.00				$153,498.00
3	2	English Learners Foster Youth Low Income	ESY Cooking Classes and Family Cooking Classes	$7,000.00				$7,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Edible Schoolyard Program	$359,063.00				$359,063.00
3	4	English Learners Foster Youth Low Income	Healthy Living	$10,000.00				$10,000.00
3	6	English Learners Foster Youth Low Income	Extra-curricular athletics programs	$15,000.00				$15,000.00

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,310,542.00	$2,510,648.00
LEA-wide Total:	$20,000.00	$20,000.00
Limited Total:	$15,000.00	$15,000.00
Schoolwide Total:	$2,275,542.00	$2,475,648.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Intervention and Enrichment	Schoolwide	English Learners Foster Youth Low Income		$470,510.00	$470,510.00
1	**2**	Intervention Coordinator and Related Materials	Schoolwide	English Learners Foster Youth Low Income	All Schools	$113,216.00	$113,216.00
1	**4**	Educational Software	Schoolwide	English Learners Foster Youth Low Income		$103,684.00	$103,684.00
1	**5**	Success for All (SFA)	Schoolwide	English Learners Foster Youth Low Income		$47,000.00	$47,000.00
1	**6**	Professional Development	Schoolwide	English Learners		$39,000.00	$43,000.00
1	**7**	College Readiness	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	$10,000.00
1	**8**	Professional Development	Schoolwide	English Learners			$8,000.00
1	**9**	Educational Materials	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Summer Academic Program	LEA-wide	English Learners Foster Youth Low Income		$11,000.00	$11,000.00
1	11	After School Tutoring	Schoolwide	English Learners Foster Youth Low Income		$20,000.00	$20,000.00
1	12	Art & Music Programs	Schoolwide	English Learners Foster Youth Low Income		$241,836.00	$241,836.00
1	13	Instructional Coaches	Schoolwide	English Learners Foster Youth Low Income		$197,839.00	$197,839.00
1	16	Intervention and Enrichment	Schoolwide	English Learners Foster Youth Low Income		$309,163.00	$497,269.00
2	1	Student Success Team	Schoolwide	English Learners Foster Youth Low Income		$318,231.00	$318,231.00
2	2	McKinney Vento Support (Director of Community Initiatives)	Limited to Unduplicated Student Group(s)	Foster Youth		$15,000.00	$15,000.00
2	5	Translation Services	LEA-wide	English Learners	All Schools Specific Schools: Grimmway Academy	$9,000.00	$9,000.00
2	11	Academic Parent Teacher Teams (APTT)	Schoolwide	English Learners Foster Youth Low Income		$4,000.00	$4,000.00
3	2	ESY Cooking Classes and Family Cooking Classes	Schoolwide	English Learners Foster Youth Low Income		$7,000.00	$7,000.00
3	3	Edible Schoolyard Program	Schoolwide	English Learners Foster Youth Low Income		$359,063.00	$359,063.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Healthy Living	Schoolwide	English Learners Foster Youth Low Income		$10,000.00	$10,000.00
3	6	Extra-curricular athletics programs	Schoolwide	English Learners Foster Youth Low Income		$15,000.00	$15,000.00

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Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

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Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

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

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

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- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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***Percentage to Increase or Improve Services*:** Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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- **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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