



**GROW**  
**PUBLIC SCHOOLS**

## **Local Control and Accountability Plan**

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary [2024-25]

### General Information

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

Barbara Grimm-Marshall, the founder of Grow Public Schools, was previously a co-owner of Grimmway Farms, the largest carrot manufacturer in the world and a significant employer in Kern County. After offering an educational grant to local students, Barbara Grimm-Marshall discovered that many students living in Kern County’s rural communities were not proficient in core subjects and lacked the skills to prepare them for college. Her vision of providing opportunities in rural communities was the impetus for the innovative Grimmway Academy (now GPS) and Edible Schoolyard, founded on the belief that children’s education and enrichment is key to their success and the strength and future of our communities. Grow Academy Arvin opened in 2011 under the authorization of the Kern County Superintendent of Schools, followed by Richland School District's approval of Grow Academy Shafter in 2017. Since inception, GPS has been devoted to serving children in the rural communities of Kern County by providing a model of excellence and innovation, leading to college readiness and lifelong success.

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

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

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

Grow Academy Shafter is a rural TK-8 charter school with an enrollment of 801 students. The unduplicated pupil count is 81.7% (CALPADS), 89.1% Hispanic (DataQuest), 75.4% socioeconomically disadvantaged (2023 CA Dashboard) , 22.1% English learners (2023 CA Dashboard), 6.4% students with disabilities (DataQuest), and 0.1% foster youth 2023 CA Dashboard). Grow Academy Shafter is staffed by 132 employees, including 45 teachers, 21 small group instructors and aides, the principal, assistant principal, and dean of culture, a special education coordinator, an intervention coordinator, 2 academic coaches, a counselor, and a school social worker. Total staffing is 132 employees.

Grow Academy Shafter is located in Kern County (town: fringe (31)), 18 miles northwest of Bakersfield. Shafter has a population of just over 20,000 (US Census Bureau, 2022) In the 1930s, Shafter was initially established as along a railway loading dock and became a home for migrants from the central U.S. when the Farm Security Administration built a camp in the town to house them. Shafter serves as a top logistical and agricultural hub, with produce such as almonds, pistachios, cotton, grapes, carrots, and potatoes among the major crops. Major companies like Target and Walmart have distribution centers here, contributing to the local economy and providing employment opportunities. In recent years, manufacturing and energy have become emergent industries in Shafter.

According to the California Air Resources Board, Shafter has a high cumulative air pollution exposure burden. Poor air quality affects student attendance and the ability to focus on learning. Shafter experiences a slightly higher crime rate than the national average at a total crime rate of 29 per 1,000 people. Nearly 22.2% of Shafter's population lives in poverty (U.S. Census Bureau). Only 11.7% of adults (25 or older) have a bachelor's degree. Access to healthcare and mental health services are limited in Shafter; however, there are two major providers offering services, Omni Family Health and Adventist Health Community Care.

## Reflections: Annual Performance

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

The 2024-2025 school year is Grow Public Schools' first year operating as a single LEA. In February 2024, the Kern County Board of Education approved a countywide benefit charter petition, bringing Grow Academy Arvin and Grow Academy Shafter under a single authorizer, with Grow Public Schools as the LEA. For that reason, all CA School Dashboard data is available by site only for 2023.

Grow Academy Arvin's annual performance on the Dashboard reveals several successes of note. For example, the suspension rate significantly declined for all students and for each student group (English learners, low income students, Hispanic students, and students with disabilities). Efforts to improve attendance yielded a decline in chronic absenteeism for students with disabilities, and a significant decline for all students and for Hispanic students, low income students, and English learners. Grow Academy Arvin has achieved numerous successes, and is actively tackling the identified needs of students. However, there's still much ground to cover.

It's crucial to note that English learners and students with disabilities have attained the lowest performance level on one or more state indicators on the 2023 Dashboard, signifying the ongoing work needed to ensure equitable outcomes for all. Specifically, both English learners and students with disabilities need more effective instruction to attain additional points on the CAASPP ELA and math assessments, thus closing the achievement gap between these student groups and all students. In addition, based on ELPAC results, English learners require listening, speaking, reading, and writing instruction that effectively enables them to make annual progress on the language assessment.

Grow Academy Shafter's annual performance on the Dashboard reveals several successes of note. For example, for both the ELA and math CAASPP assessments, all students and the English learner student group increased from the prior year, and Hispanic and low income student groups increased significantly. Efforts to improve attendance yielded a significant decline (11.8%) in chronic absenteeism for all students and all student groups (English learners, low income students, Hispanic students, white students, and students with disabilities). Grow Academy Shafter has achieved numerous successes, and is actively tackling the identified needs of students. However, there's still much ground to cover.

It's crucial to note that English learners and students with disabilities have attained the lowest performance level on one or more state indicators on the 2023 Dashboard, signifying the ongoing work needed to ensure equitable outcomes for all. Specifically, based on ELPAC results, English learners require listening, speaking, reading, and writing instruction that effectively enables them to make annual progress on the language assessment, while students with disabilities need more effective instruction to attain additional points on the CAASPP math assessments, thus closing the achievement gap. In addition, we are committed to reducing the suspension rate for students with disabilities.

## Reflections: Technical Assistance

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

N/A

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Home Office Administration and Principals	<p>In February 2024, home office and site administrators discussed which local data points are yielding the most relevant and usable data for teachers to address gaps in student learning. STAR Reading and NWEA Reading and Math local indicators were selected for grades K-8. GPS specifically added a foundational literacy measure, the STAR Early Literacy assessment, starting in kindergarten.</p> <p>Home office administration reviewed academic performance data for homeless and foster youth and identified homeless students as a new student group for next year. With the approval of the countywide benefit charter, the homeless population at Arvin and Shafter is combined for the newly created GPS LEA, with a total count of 24 homeless students.</p>
Site Administrators, including Principals	<p>In February 2024 via Zoom, Arvin Principal and Dean of Culture and Shafter Principal, Assistant Principal, and Dean of Culture reviewed 2023 CA Dashboard performance levels on state indicators, trends, and 5x5s. Site administrators used the Whole Child Resource Map to match LCAP goal areas to the state priorities based on model practices identified by the CDE. Site administrators also used the state priorities metrics resource to match actions and measures.</p>
Arvin: Parents of English Learners	<p>In February 2024, through a data walk, parents of English learners examined data for the applicable TK-8 state indicators specifically related to ELs and responded to guiding questions designed to spark conversation and questions, to articulate patterns, successes, and areas of growth, and to examine what might be contributing overall.</p>

Educational Partner(s)	Process for Engagement
	They also provided input on LCAP survey questions specifically related to EL goals.
Shafter: School Site Council	In early March 2024, SSC members provided input on the LCAP Family Survey and discussed strategies to encourage parents to increase the percent of surveys completed and returned. As a result, the FACE team incentivized LCAP responses and over 300 were received within a week.
Community Schools Grow Advisory Council	From December 2023 through March 2024, this advisory council has convened three times to discuss the organization-wide needs and assets assessment, to plan actions and activities to meet the needs of the whole-child, to prioritize the actions and activities most relevant to the 2024-2027 LCAP, and to plan for collection of student input for the LCAP.
Teachers	<p>In March 2024, teachers participated in a digital data walk. They explored and analyzed the 5x5s for ELPI and math achievement for SWD (2 of the 3 red areas on the CA Dashboard), provided root causes they've heard in conversation with parents and students, as well as their own ideas about the root causes for the current achievement levels, and responded to a question about what they and their colleagues need.</p> <p>In May 2024, teachers and other staff participated in the LCAP Staff Survey and the Leadership Advisory Council provided feedback on plans to carry over items from the previous LCAP and add new actions.</p>
Other School Personnel: FACE Liaisons	In April 2024, the Family and Community Engagement Coordinator and Liaisons provided input on chronic absenteeism and parent engagement actions. They identified root causes for gaps in parent engagement and absenteeism, and shared what has been effective this year.
Parents of Students with Disabilities	In May 2024, schools implemented a process for gathering LCAP Family Survey data as part of the annual IEP.
Shafter: Parents of English Learners	In early April 2024, parents of English learners learned about the CA Dashboard indicators and responded to guiding questions designed to spark conversation and inquiries, to articulate patterns, successes, and areas of growth, and to examine what might be contributing

Educational Partner(s)	Process for Engagement
	overall. They also provided input on LCAP family survey. The purpose of the meeting was to obtain parent input on the development of the required English learner focus goal for Shafter.
Parents	In early March 2024, parents attending Coffee and Conversation meetings at Arvin and Shafter provided input on the LCAP Family Survey and responded to the pilot version of the survey.
Students	From March to June 2024, the Community Schools Grow Advisory Council (specifically, teachers and members of the school behavioral support teams), planned and carried out methods of collecting LCAP input, specifically among unduplicated pupils and students with disabilities.
Other School Personnel: Arvin and Shafter Special Education Coordinators	In March 2024, via conversation and follow up emails, Arvin and Shafter Special Education Coordinators provided input on Rtl, specifically as it relates to ELA and math core curriculum, early literacy, and dyslexia screening.

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

Many of the goals, metrics, actions, and budgeted expenditures in the LCAP were influenced by or developed in response to feedback from educational partners. Data from 327 Family LCAP Surveys indicates the following:

When asked questions related to Goal 1, the conditions of learning, families highlighted hands-on learning opportunities, small group sessions, and individualized attention based on students' needs as conditions in place at the schools that ensure that their children are learning. Each of these highlights is reflected in the LCAP via Project Based Learning (PBL, Action 2.5), Edible Schoolyard (ESY, Action 3.2), Small Group Instructors, Aides, and Learning Lab (Actions 2.1 and 2.2). Parents indicated a need for the following enhancements to the learning conditions: additional books (Literacy Program, Action 3.4) and physical textbooks (English Language Development Curriculum, Action 4.2) and online resources (Educational Software, Action 1.5); more attention to specific subjects like reading, math, and English language learning (Instructional Coaches, Action 1.1, Academic Consultants, Action 1.4, English Learner Task Force, Action 4.1); additional resources for special education services (Instructional Leadership Team Professional Development, Action 1.2, Multi-Tiered System of Supports, Action 2.4); and improved communication between teachers and parents (Parent Conferences, Action 3.8, Home Visits, Action 3.11) and enhanced safety measures and positive school climate (Positive Behavior Intervention and Supports, Action 3.1).

Questions related to Goal 2, pupil outcomes, yielded the following current actions that families state are creating a personalized learning experience that inspires their child to achieve at high levels: small group learning sessions (Actions 2.1 and 2.2), homework packets to enhance learning (At-Home Learning Materials, Action 3.8), and open communication between parents and teachers (Action 3.8 and Action 3.11). Parents indicated that a desire for earlier communication about areas needing improvement, as well as tailored learning plans to address specific academic needs (added Intervention Coordinator, Action 2.6). They also requested more information on the STAR Reading assessment (145), NWEA (142), CAASPP (100), ELPAC (65), and reclassification (60), (Action 3.7, Family and Community Engagement and Action 3.10, Video Student Score Reports).



Questions related to Goal 3, engagement, generated information on the extent to which parents have opportunities to be involved, factors that they find actively engaging, suggestions to increase family and student engagement, an analysis of safety and school climate, and suggestions for improving attendance and maintaining low suspension rates. Parents indicated that many of the Family and Community Engagement efforts (Action 3.7) were successful at actively engaging parents in meaningful ways. Sixty-five percent of survey respondents stated strong agreement with the statement, "Parents have many different opportunities to be involved and give meaningful feedback and input." An additional 13% agreed with the statement. Although they may not be directly stated in the LCAP, suggested changes regarding the timing of events and meetings, virtual options, the manner in which volunteer hours are credited, and workshops for adults are being integrated into planning for next year, and Family and Community Engagement (Action 3.7) has been updated to include enhanced facilitation and translation experiences for Spanish speaking families.

Throughout the survey, parents indicated a need for greater social emotional skills development. The Positive Behavioral Intervention and Supports (PBIS) Framework (Action 3.1) emphasizes prevention and modeling of behaviors that lead to positive and respectful relationships among students and staff, all of which require social emotional skills. Due to the prevalence of feedback, the 24-27 LCAP includes additional metrics, with more specific data collected so that needs can be pinpointed and addressed. In addition, the Coordination of Services Team and Multi-Tiered System of Supports (Action 2.4), includes an extensive list of staff members, both academic and behavioral, who are tasked with identifying barriers to learning, developing and monitoring plans, and implementing mental health and social emotional support. These actions will also support improved parent involvement, communication and transparency, and early intervention and counseling, all of which families noted as key factors in reducing suspensions.

Based on suggestions for improved attendance, the Family and Community Engagement (Action 3.7) team will continue to monitor and address gaps in attendance. In addition, Attendance (Action 3.12) was added to provide incentives and recognition to students with good attendance. Actions such as ESY (3.2), Art/Music (3.3), Literacy Program (3.4), and Physical Education (3.5) were maintained, as these activities are frequently cited as motivating students to attend regularly.

The goals, metrics, actions, and budgeted expenditures in the LCAP were also influenced by or developed in response to feedback from instructional staff. After an analysis of CA Dashboard data, instructional staff was asked, "What do you and your colleagues need?" The key needs and requests included resources for English learners (EL) and training in EL strategies (Action 4.2, ELD Curriculum and Professional Development), accurate data with a focus on student groups (Action 2.3, Assessment and Data Analysis Tools). Based on feedback, Action 4.2 was added, and Action 2.3 was enhanced to include data from the ELPAC Interim assessment assessment and other SBAC-aligned formative assessments, which can now be disaggregated by student group in the Kern Integrated Data System (KiDS).

#### Prioritization:

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

In addition, an extensive assets and needs assessment was undertaken by an external partner as part of GPS' application process for the Community Schools Grant, which resulted in the formation of the Community Schools Grow Advisory Council (GAC), with approximately 50 members, consisting of parents, school staff, and community members. During the March 2024 GAC, members reviewed the grant application measurable goals and activities for each school site. Staff members from the academic and business departments at the home office provided an overview of the LCAP and LCFF. The GAC was tasked with prioritizing the Community Schools items in the event that the award was not granted.

Due to the efforts of our FACE team, triple the usual number of parents attended the LCAP Meetings for Parents of English Learners. Parents expressed interest in workshops on EL topics, such as the ELPAC and reclassification. They initiated a conversation about the low attendance compared with the percent of ELs attending the schools, commented on the importance of the information we discussed at the meeting, and made several actionable suggestions for increasing attendance, including the way messages on Parent Square are written and the need for the meetings to be conducted primarily in Spanish.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELD Implementation Rubrics  State Priority 2B English Learner Programs/Services					
1.2	Standards Implementation  Source: Grow Public Schools' Teaching and Learning Framework  State Priority 2A Implementation of Standards for All	2023-24 100% of teachers are implementing state standards for all			2026-27 100% of teachers are implementing state standards for all	
1.3	Teaching Assignments Monitoring Outcomes by Full-Time Equivalent (FTE)  Source: CALPADS Staffing Report 4.1  State Priority 1A Teacher Credential and Assignment	May 2024 Total Teachers: 85 Intern: 5% Ineffective: 14% Incomplete 0%			May 2027 Intern: 5% Ineffective: 0% Incomplete: 0%	
1.4	Materials  Source: SARC	2023-24 0% percent of students are without access to their own copies of			2026-27 0% percent of students are without access to	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	<p>Rate of SWD served inside the regular classroom for at least 80% of the day</p> <p>Source: CALPADS</p> <p>State Priority 7C Programs/Services for SWD</p>	<p>2023-24</p> <p>100% of SWD are served inside the regular classroom for at least 80% of the day.</p>			<p>2026-27</p> <p>100% of SWD are served inside the regular classroom for at least 80% of the day.</p>	
1.9	<p>Teaching and Learning Framework</p> <p>Source: Teacher Evaluations</p> <p>Priority 2A</p>	<p>2023-24</p> <p>0% of teachers have yet been evaluated with the Teaching and Learning Framework, as it will be implemented in 2024-2025.</p>			<p>2026-27</p> <p>100% of teachers are evaluated using the Teaching and Learning Framework.</p>	
1.10	<p>Alder Program Completion Rate</p> <p>Source: Local Data</p> <p>Priority 1A</p>	<p>2023-24</p> <p>Percent of residents who successfully complete Alder Program</p> <p>100% of Alder residents successfully complete the program.</p>			<p>2026-27</p> <p>100% of Alder residents successfully complete the program.</p>	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coaches	The LEA will employ instructional coaches (3 FTEs) who co-plan, observe, and coach classroom teachers to utilize the CA common core academic standards, frameworks, and approved instructional materials to design and implement high-quality lessons that are differentiated and include strategies to increase access to grade level standards and content for unduplicated pupils, students with disabilities. and all students. Instructional coaches will support individualized professional development as teachers advance along the Teaching and Learning Framework, providing access to a broad course of study.	\$336,030.00	Yes
1.2	Instructional Leadership Team Professional Development	Instructional coaches (4), Special Education Coordinators (2) the Intervention Coordinator, Learning Lab leads (2), the new assistant principal, the Coordinator of Teacher Residency, and 1 teacher leader attend cohort 2 of Relay Graduate School of Education’s Instructional	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Leadership Professional Development (ILPD) in order to conduct classroom visits to collect observational data for unduplicated pupils and students with disabilities, and all students, on the appropriateness of the instructional materials, the students' ability to understand the associated state standards, and the degree of course access from an individual student's perspective.		
1.3	Teacher Development Initiative	In partnership with the Alder Graduate School of Education, the Coordinator of Teacher Residency will facilitate thirteen (13) teacher residents. This model (developed by the Aspire charter network) combines immersive hands-on classroom practice with rigorous research-based coursework leading to a teaching credential and a Master's degree. Each resident receives a salary and is paired with a mentor educator for whom they provide support and increasing instructional responsibility. In conjunction with the Lead Teachers, Alder Residents will improve the adult to student ratio and increase small group instruction for unduplicated pupils and all students, improving academic outcomes. The program will provide a career pathway for Grow Public Schools' Aides and Small Group Instructors, and create a pipeline of skilled teachers who are familiar with the school and our students.	\$659,337.00	Yes
1.4	Academic Consultants	Schools will partner with a variety of reputable academic consultants to ensure teachers have the skillset and mindset to offer a high-quality broad course of study for all students and are equipped to accommodate the needs of English language learners, including Long Term English Language Learners, foster and homeless youth, and SED. Professional development will also be provided to teachers centered around English language acquisition. This action specifically addresses several of the red indicators (For Shafter, in ELA: students with disabilities; in math: English learners and students with disabilities. At Arvin, in ELA: students with disabilities; in math: English learners and students with disabilities) in the reflections section, including students with disabilities.	\$171,100.00	Yes



Action #	Title	Description	Total Funds	Contributing
		Instruction Partners will work with elementary teachers to enhance and implement a literacy program grounded in the science of reading. KCSOS facilitates Math Summit Days for framework and planning, and Core Learning coaches math teachers across all grade levels to plan and execute effective math routines for increased student engagement.		
<b>1.5</b>	Induction, Credentials, and Teacher Assignments	The LEA provides a state-approved teacher induction program and ensures that teachers are fully credentialed in their assigned subject areas to provide the conditions for learning for unduplicated pupils and all students.	\$80,120.00	Yes
<b>1.6</b>	Instructional Materials	The LEA ensures that all students have access to instructional materials, including manipulatives to support conceptual and hands-on learning.	\$5,100.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP distance from standard (DFS) in ELA	2023: Grow Academy Arvin			2026: Grow Academy Arvin	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and math for all and by student group  Source: CA Dashboard 5x5 Placements  State Priority 4A CAASPP Student Performance	<p>English Language Arts, 2023</p> <p>Student groups at the orange indicator All Students: -44.3 points Low Income: -49.6 points Hispanic: -46 points</p> <p>Student groups at the red indicator English Learners: -78.7 points Students with Disabilities: -106.4 points</p> <p>Grow Academy Arvin Math, 2023</p> <p>Student groups at the orange indicator All Students: -82.9 points Low Income: -89.1 points Hispanic: -82.9 points</p> <p>Student groups at the red indicator English Learners: -108.5 points Students with Disabilities: -136 points</p>			<p>English Language Arts</p> <p>Advance to the green indicator: All students Low Income Hispanic Score no more than 5.0 points below standard AND increase by at least 3 points annually</p> <p>Advance to the yellow indicator (-5 to 9.9 points from standard): English Learners Students with Disabilities OR increase by at least 15 points annually for each of 3 years.</p> <p>Grow Academy Arvin Math</p> <p>Advance to the yellow indicator (-0.1 to -25 points from standard) All Students</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grow Academy Shafter English Language Arts, 2023</p> <p>Student groups at the yellow indicator  All Students: -23.5 points,  12.6 point growth  English Learners: -60.8 points,  4.4 points growth  Low Income: -30.8 points,  17 points growth  Hispanic: -27.8 points,  16 points growth  White: +8.4 points</p> <p>Student groups at the orange indicator  Students with Disabilities: -58.7 points</p> <p>Grow Academy Shafter Math, 2023</p>			<p>Low Income Hispanic English learners Students with Disabilities OR increase by at least 15 points annually for each of 3 years.</p> <p>Grow Academy Shafter English Language Arts</p> <p>Advance to the green indicator (+10 to +44.9 points from standard) OR increase at least 15 points annually for each of 3 years.  All Students  Low Income  Hispanic  White</p> <p>Advance to the yellow indicator (-5.0 to +9.9 points from standard) OR increase at least 15 points annually for each of 3 years.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Student groups at the yellow indicator All Students: -72.4 points, 12.8 points growth Low Income: -78.5 points, 17.1 points growth Hispanic: -74.5 points, 16.6 points growth</p> <p>Student groups at the orange indicator English Learners: -99.9 points, 5.6 points growth White: -60.6 points</p> <p>Student groups at the red indicator Students with Disabilities: -137 points</p>			<p>English Learners Students with Disabilities</p> <p>Grow Academy Shafter Math Make progress within the yellow indicator. Increase at least 15 points annually for each of 3 years. All Students Low Income Hispanic</p> <p>Advance to the yellow indicator (-0.1 to -25 points from standard) OR increase at least 15 points annually for each of 3 years English Learners White</p> <p>Advance to the orange indicator (-25.1 to -95 points from standard) OR at least 15 points growth annually for each of 3 years.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	<p>CA Science Test Grades 5 &amp; 8</p> <p>Sources: CAASPP Assessments Tab for Science</p> <p>State Priority 4A CAASPP Student Performance</p>	<p>Grow Academy Arvin, 2022-2023 18.54% met or exceeded standard SED: 15.76% met or exceeded standard</p> <p>Grow Academy Shafter, 2022-2023 25.79% met or exceeded standard SED: 21.31% met or exceeded standard</p>			<p>2026: Grow Academy Arvin 31% meet or exceed standard</p> <p>Grow Academy Shafter 38% meet or exceed standard</p>	
2.3	<p>NWEA MAP (Measures of Academic Progress) for reading and math Grades K-8</p> <p>Source: School Profile Report</p> <p>State Priority 8 Pupil Outcomes (Local Data)</p>	<p>Winter 2023-2024 Grow Academy Arvin NWEA Reading Grades K-8, 765 students</p> <p>25% (191 students) in top 2 quintiles</p> <p>Winter 2023-2024 NWEA Math Grades K-8, 764 students</p> <p>26% (199 students) in top 2 quintiles</p> <p>Grow Academy Shafter Winter 2023-2024 NWEA Reading</p>			<p>Winter 2026-2027 Grow Academy Arvin</p> <p>NWEA Reading, Grades K-8</p> <p>33% of students in top 2 quintiles</p> <p>NWEA Math, Grades K-8</p> <p>35% of students in top 2 quintiles</p> <p>Grow Academy Shafter Winter 2026-2027</p> <p>NWEA Reading, Grades K-8</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grades K-8, 773 students</p> <p>28% (216 students) in top 2 quintiles</p> <p>Winter 2023-2024 NWEA Math Grades K-8, 770 students</p> <p>26% (200 students) in top 2 quintiles</p>			<p>37% of students in top 2 quintiles</p> <p>NWEA Math, Grades K-8</p> <p>35% of students in top 2 quintiles</p>	
2.4	<p>STAR Early Literacy and STAR Reading, Grades K-2</p> <p>Source: KiDS</p> <p>State Priority 8 Pupil Outcomes (Local Data)</p>	<p>2023-2024 Winter All Schools STAR Early Literacy and STAR Reading</p> <p>Kindergarten, STAR Early Literacy All students: 42nd percentile</p> <p>English Learners 29th percentile 31% gap</p> <p>Foster Youth 66th percentile no gap</p> <p>Socio-Economically Disadvantaged 40th percentile 5% gap</p>			<p>Spring 2027 STAR Early Literacy Annually, 100% of the unduplicated student cohorts and students with disabilities cohorts will close achievement gaps by 10 percentage points relative to the performance of the All Students group.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities 15th percentile 64% gap</p> <p>Homeless Youth 26th percentile 38% gap</p> <p>1st Grade, STAR Early Literacy All students: 28th percentile</p> <p>English Learners 21st percentile 25% gap</p> <p>Foster Youth: no data</p> <p>SED 26th percentile 7% gap</p> <p>SWD 16th percentile 43% gap</p> <p>Homeless Youth 24th percentile 14% gap</p> <p>2nd Grade, STAR Reading</p>				



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All students: 45th percentile</p> <p>English learners 38th percentile 16% gap</p> <p>Foster Youth no baseline data</p> <p>SED 44th percentile 2% gap</p> <p>SWD 28th percentile 38% gap</p> <p>Homeless Youth 8th percentile 82% gap</p> <p>3rd Grade, STAR Reading All students: 35th percentile</p> <p>ELs 22nd percentile 37% gap</p> <p>Foster Youth no baseline data</p> <p>SED 33rd percentile</p>			<p>Average STAR Reading EL: 3.2 Foster Youth: 3.0 Homeless Youth: 4.5 SED: 4.5</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>6% gap</p> <p>SWD 24th percentile 31% gap</p> <p>Homeless Youth 40th percentile no gap</p> <p>4th Grade, STAR Reading All students: 34th percentile</p> <p>ELs 21st percentile 39% gap</p> <p>Foster Youth 1st percentile 97% gap</p> <p>SED 33rd percentile 3% gap</p> <p>SWD 11th percentile 68% gap</p> <p>Homeless Youth 58th percentile no gap</p> <p>5th Grade, STAR Reading</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All students: 30th percentile</p> <p>ELs 22nd percentile 27% gap</p> <p>Foster Youth 15th percentile 50% gap</p> <p>SED 29th percentile 3% gap</p> <p>SWD 14th percentile 53% gap</p> <p>Homeless Youth 95th percentile no gap</p> <p>6th Grade, STAR Reading All students: 27th percentile</p> <p>ELs 8th percentile 70% gap</p> <p>Foster Youth no data</p> <p>SED 25th percentile</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7% gap				
		SWD 4th percentile 85% gap				
		Homeless Youth 24th percentile 11% gap				
		7th Grade, STAR Reading All students: 24th percentile				
		ELs 12th percentile 50% gap				
		Foster Youth 9th percentile 63% gap				
		SED 23rd percentile 4% gap				
		SWD 15th percentile 37.5% gap				
		Homeless Youth no data				
		8th Grade, STAR Reading				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All students: 23rd percentile</p> <p>ELs 10th percentile 56.5% gap</p> <p>Foster Youth no data</p> <p>SED 22nd percentile 4% gap</p> <p>SWD 6th percentile 74% gap</p> <p>Homeless Youth 34th percentile no gap</p> <p>Average STAR Reading EL: 2.2 Foster Youth: 2.0 Homeless Youth: 3.6 SED: 3.0</p>				
2.5	<p>STAR Math Grades K-8</p> <p>Source: Renaissance Priority 8</p>	<p>Winter 2023 Grow Public Schools STAR Math</p> <p>Kindergarten Average Percentile 42.1 All Students 12th EL</p>			2026: Annually, 100% of the unduplicated student cohorts and students with disabilities cohorts will close achievement gaps	

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 4E English Learner Progress	44% progressing (red)			<p>annually, AND at least 2 percentage points increase annually (green)</p> <p>Grow Academy Shafter At least 45% progressing annually, AND at least 2 percentage points increase annually (green)</p>	
2.7	<p>English Learner Reclassification Rate</p> <p>Source: Kern Integrated Data System (KiDS) Reclassification Rate</p> <p>State Priority 4F English Learner Reclassification</p>	<p>Rate as of 4/16/2024</p> <p>All Schools 7.76%</p> <p>Grow Academy Arvin 8.24%</p> <p>Grow Academy Shafter 6.67%</p>			2026-27: 16% of English learners meet criteria for reclassification annually.	
2.8	<p>Long Term English Learners (LTELs)</p> <p>Source: Kern Integrated Data System (KiDS)</p> <p>State Priority 4E English Learner Progress</p>	<p>As of May 24, 2024</p> <p>27% Long Term English Learners</p>			2026-27: 15% Long Term English Learners	



# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Intervention and Enrichment: Grades K-2	<p>With the support of fourteen K-2 aides, teachers provide strong tier 1 initial instruction and enrichment, as well as targeted tier 2 small group lessons to meet the needs of all students for intervention and language development, particularly unduplicated pupils. In addition, this action addresses the red indicator in the reflections section, for students with disabilities in the area of math. This action also targets our English learners with the emphasis on professional development for language development.</p> <p>Teachers use formative, interim, and summative assessment data to establish instructional priorities, and inform classroom instruction. They also use diagnostics such as DIBELS for all students who score below grade level on STAR reading, with attention to the simple view of reading and Scarborough’s reading rope from the science of reading. Teachers actively engage students in monitoring their own progress toward established learning goals.</p>	\$537,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	Intervention & Enrichment: Grades 3-8	<p>The LEA provides students in grades 3-8 with humanities, STEM, and learning lab classrooms. The LEA provides a stipend for supplemental instructional materials for the classroom.</p> <p>In order to close achievement gaps and to ensure that English learners meet reclassification criteria, teachers (4 Learning Lab FTE) and 16 Small Group Instructors (SGIs) provide strong tier 1 initial instruction and enrichment, as well as targeted, tier 2 small group lessons to meet the needs of all students for intervention and language development, particularly unduplicated pupils and students with disabilities. Teachers use formative, interim, and summative assessment data to inform classroom instruction. They also use diagnostics such as DIBELS for all students, regardless of grade, whose testing results indicate that they are in need of intervention, with attention to the simple view of reading and Scarborough reading rope from the science of reading. Teachers actively engage students in monitoring their own progress toward established learning goals.</p>	\$1,142,590.00	Yes
<b>2.3</b>	Educational Software, Assessment, & Data Analysis Tools	<p>The LEA purchases quality educational software, assessment platforms and data analysis tools to provide information to educators about achievement, growth, and behaviors that lead to success for all students, particularly unduplicated pupils, who face the greatest barriers to optimal levels of achievement. In addition, this action addresses the red indicators in the reflections section, including students with disabilities. Educational software, assessment tools, and data analysis resources are instrumental in pinpointing instructional next steps and providing "just in time" instruction.</p> <p>In order to provide additional practice opportunities for students related to their individualized needs, the school utilizes a suite of educational online learning platforms. Students will have time to use these tools both in the</p>	\$210,347.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>general education classroom and during lab. Additionally, these online learning platforms allow teachers and administration to disaggregate the data to determine which priority groups of students need intervention and/or enrichment.</p> <p>These purchases include: NWEA, STAR (including Accelerated Reader and Freckle Math), Lexia, ST Math, a positive behavior management app, a student internet safety app, OTUS, and Goalbook.</p>		
<b>2.4</b>	Coordination of Services Team and Multi-Tiered System of Supports	<p>Assistant Principals facilitate the Coordination of Services Team (COST) to provide a systematized approach to identifying students in need of additional academic tiered support, to plan intervention and monitor student progress. The COST members include the Assistant principal (2), Deans of Culture (2), school social workers (2), counselors (2), school psychologists (2), and behavioral specialists (2). The COST uses diagnostic, formative, interim, and summative assessment data to appropriately place and exit students from intervention and support programs.</p> <p>The LEA utilizes a process for identifying English learners for special education that includes assessing students in their primary language. The LEA implements established standardized entrance and exit procedures for English learners, including English learners with disabilities.</p>	\$1,296,117.00	Yes
<b>2.5</b>	High School, College, and Career Readiness	<p>In support of the development of 21st century skills, it is particularly relevant to unduplicated pupils that opportunities for critical thinking, collaborative learning, and enrichment are included as part of the curriculum.</p> <p>The LEA provides project-based learning (PBL) materials to all students in explorations class. PBLWorks supports the development of project based learning units aligned to the CA social studies standards as well as the Next Generation Science Standards (NGSS).</p>	\$21,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.6</b>	Intervention Coordinator	The Intervention Coordinator ensures the English learners, socioeconomically disadvantaged students, foster youth, and all students with achievement gaps are identified, effective intervention plans are developed and monitored, and that interventions are based on assessments and defined entry and exit points.	\$176,005.00	Yes
<b>2.7</b>	Literacy Program	<p>The LEA provides 1 part time literacy specialist and 1 library aide (FTE) who ensure students have access to culturally relevant and age appropriate texts, particularly for unduplicated pupils, who may need a wider selection of high interest books written at an easier reading level. The role entails curating and adding to the school's collection of books, providing programming directly to students, and planning school wide literacy events (e.g. Read Across America activities).</p> <p>The LEA also provides a Reading Specialist Coach (1 FTE) who collaborates with classroom teachers to plan and deliver small group intervention instruction based on individualized needs, including the specific needs of English learners, and to provide assessment and monitoring data to COST and the Intervention Coordinator.</p> <p>Additionally, as teachers respond to the various literacy needs of students within their classroom, we also intend to supplement existing classroom libraries with additional leveled texts that will increase our students' access to fiction and non-fiction books.</p> <p>The LEA also seeks to increase the love of reading on campus by implementing an independent reading program. Adding Accelerated Reader to our campus will enable us to set individual, class, and schoolwide goals.</p>	\$213,058.00	Yes
<b>2.8</b>	Director of Learning and Innovation	The LEA provides a Director of Learning and Innovation (1 FTE) to provide professional learning, to support the development of the Instructional	\$153,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Leadership Team and to co-facilitate academic initiatives to increase the capacity of instructional staff members to meet the needs of students.		
<b>2.9</b>	English Learner Task Force	The LEA guides the development of an organization-wide English Learner Program Implementation Plan. Over the 3-year cycle, the LEA systematizes processes related to the English Learner program, provides staffing, and identifies and partners with reputable consultants and providers of data systems to ensure staff has the tools, knowledge, and techniques to support the monitoring and development of language and core subject matter knowledge for English learners and reclassified students.	\$707.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Priority 5A Attendance Rates  Source: KiDS	2023-24: Grow Public Schools YTD Attendance 94.15%  All students, 94%			2026-27: At least 95% attendance rate for all students and all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	May 21, 2024	English learners, 94% Foster Youth, 98% Homeless, 95% SED, 94% SWD, 93%				
3.2	Kelvin Survey  Priority 6C Survey of Safety and Climate	Spring 2024 Baseline Data Kelvin Survey, Percent Favorable  Grow Academy Arvin Average 75.64%  Grow Academy Shafter Average 78.35%			Spring 2027 Kelvin Survey  Arvin Average 80.26%  Shafter Average 81.52%	
3.3	Participation Rates CA Physical Fitness Test, and Aerobic Capacity  Source: Local Data  Priority 8	2023-24: 100% participation on the CA Physical Fitness Test  92% of students in grades 5 and 7 showed at least 10% improvement in the mile walk/run or the 20 meter pacer.			2026-27: 100% participation on the CA Physical Fitness Test for grades 5 and 7.  100% of all students and all student groups in grades 5 and 7 will improve aerobic capacity at least 10% as measured by the amount of time it takes to walk and/or run a prescribed distance.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Efforts the school district makes to seek parent input in making decisions for the LEA  Source: Cal-SCHLS Survey  Priority 3A	Spring 2024 Cal-SCHLS Survey Completion Rate  0% CA School Parent Survey (CSPS) (to be implemented starting in 2024-2025)			Spring 2027: 70% completion rate on CA School Parent Survey	
3.5	Suspension Rates  Priority 6A Pupil Suspension Rates  Source: CA Dashboard	2022-23: Arvin All Students (blue) English Learners (blue) Students with Disabilities (blue) Hispanic (blue) SED (blue)  Shafter All Students (orange, 2%) English Learners (orange, 2.8%) Students with Disabilities (red, 9.1%) Hispanic (orange, 2.1%) SED (orange, 2.6%) White (blue)			2025-26: Arvin Maintain blue indicators on the CA Dashboard for each student group and for all students.  Shafter Maintain blue indicator for the white student group.  Achieve green indicator for all students and all other student groups by reducing suspension rate to 0.6 to 1% AND showing declines in the rate annually.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	<p>Percent of families completing volunteer hours (Engagement Hours)</p> <p>Priority 3B Parent Participation - Unduplicated</p> <p>Source: QR Code Registration records and sign-in sheets</p>	<p>2023-24: 28%</p>			<p>2026-27: 36% (30% more families complete engagement hours)</p>	
3.7	<p>Chronic absenteeism rate</p> <p>Priority 5B Chronic Absenteeism</p> <p>Source: CA Dashboard</p>	<p>2022-23: Arvin Orange Indicator 38.3% Students with Disabilities</p> <p>Yellow Indicator 24.7% All students 23.3% English learners 25.2% SED 24.2% Hispanic</p> <p>Shafter Orange Indicator 21.8% Students with Disabilities</p> <p>Yellow Indicator 17.2% All students</p>			<p>2025-26: Arvin Green Indicator All students and all student groups maintain chronic absenteeism rates below 5% OR chronic absenteeism rates are between 5.1% and 10%, with annual declines of at least 1/2 percentage point.</p> <p>Shafter Green Indicator All students and all student groups</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		17.8% white 17.3% Hispanic 21.3% English learners 20.4% SED  Source: 2023 CA Dashboard			maintain chronic absenteeism rates below 5% OR chronic absenteeism rates are between 5.1% and 10%, with annual declines of at least 1/2 percentage point.	
3.8	Middle School Dropout Rate  Priority 5C MS Dropout Rate  Source: Aeries SIS	2023-24: 0%			2025-26: 0%	
3.9	Percent of families completing volunteer hours (Engagement Hours)  Priority 3C SWD Source: QR Code Registration records and sign-in sheets	2023-24: 21%			2026-27: 27.3% (30% more families complete engagement hours)	
3.10	Pupil Expulsion Rates  Priority 6B  Source: Aeries SIS	2023-24: 0%			2026-27: 0%	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavioral Intervention and Support Framework	<p>The LEA guides the refinement of the organization's PBIS Framework Implementation Plan leading to meeting California PBIS Statewide Recognition Criteria. Over the 3-year cycle, the LEA will utilize the Kelvin Survey to reflect on program strengths, develop an action plan for continuous improvement, and will procure resources and identify partners with reputable PBIS consultants to ensure staff has the skillset and mindset to provide a classroom and school environment that support students' behavioral, social, emotional, and mental health, particularly for unduplicated pupils and students with disabilities, who face additional barriers and challenges.</p> <p>The PBIS Team develops capacity to implement evidence-based schoolwide practices supporting students' attendance, behavioral, academic, social, emotional, and mental health, particularly for</p>	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated pupils and students with disabilities, who face additional barriers and challenges.		
<b>3.2</b>	Edible Schoolyard Program	<p>According to the 2022 U.S. News and World Report "Healthiest Communities" Rankings, Kern County is rated at 47/100 in the Food and Nutrition category, which measures food availability and the prevalence of diabetes and obesity. Across the state, 86.7% of residents have access to a large grocery store with a variety of healthy foods. However, 23.8% of Kern County residents rely on smaller shops and markets for their food supply. The prevalence of obesity is 35.5%, with diabetes at 13%, nearly 3% above the national average.</p> <p>Socio-economically disadvantaged students and their families often do not have healthy meal choices readily available to them. ESY Lead Educators (4 FTE) and ESY Instructors (8 FTE) will familiarize students and their families with healthy options they can replicate at home and promote a healthy lifestyle. They will create a positive learning experience with students, as well as their families, to reduce health issues and increase school attendance, student achievement, and a sense of belonging.</p> <p>In addition to health and wellness benefits, ESY staff will provide twelve 90-minute garden lessons and twelve 90-minute kitchen lessons for each cohort of students, providing a hands-on science learning experience that enhances access to core science content, particularly for unduplicated pupils and students with disabilities.</p>	\$758,873.00	Yes
<b>3.3</b>	Art and Music Programs	Music and Art teachers (8 FTE) will provide enrichment programs for all students, particularly socio-economically disadvantaged students.	\$545,844.00	Yes
<b>3.4</b>	Physical Education	The 2022 U.S. News and World Report "Healthiest Communities" Rankings includes a measure for Population Health. According to the report, the general health level of 26.7% of Kern County adults is in the	\$207,289.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>poor or fair category, compared with 17.6% statewide. In addition, the life expectancy of Kern residents (77.5) is 4 years below that state (81.7).</p> <p>Grow Public Schools will develop healthy students and improve pupil outcomes on fitness tests. GPS will maintain a standardized elementary Physical Education program, staffed by 4 FTEs, providing instruction and activities, and exceed the number of required physical education minutes.</p>		
3.5	Educational Field Trips	<p>The core academic model speaks to the belief in hands-on learning. In addition to school-based hands-on learning, educational field trips, including college and career experiences leading to options requiring little or no college preparation, enhance learning experiences for students. This is especially important for unduplicated pupils, who may be the first in their families to go to college or complete job certifications.</p> <p>In collaboration with leadership, each grade level reviews their scope and sequence for opportunities to extend learning beyond the classroom walls. At least once a year per grade level, GPS' intent is for learning to happen within the community and throughout the state.</p>	\$121,400.00	Yes
3.6	Family and Community Engagement	<p>The Family and Community Engagement (FACE) Coordinator (1) and Liaisons (2) will serve as a bridge between schools, families, and the broader community to strengthen students' schooling experience, reduce chronic absenteeism, and provide greater access to resources for families. The FACE team emphasizes frequent, timely communication with families through Parent Square, Possip, and DTS. The schools use multimedia to communicate information &amp; opportunities to parents, including academic and behavioral information.</p> <p>The FACE team encourages parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night. They inform families about the availability, access, and use of video Student Score Reports (SSRs) for end of year CA English/Language Arts, math, and ELPAC assessments.</p>	\$313,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The FACE team will inform families of the ample opportunities to participate in school events and advisory groups, such as Back to School Night, Coffee and Conversation, parent conferences, Literacy and STEM Night, Open House, and Family Educational Nights. These opportunities celebrate learning and also serve to inform parents on ways to support and assist their children in their learning. In particular, the FACE team will support increased attendance and participation in English Learner Advisory Committees (ELACs) and the involvement of more staff, parents, and scholars in all leadership committees.</p> <p>The FACE team will also support with attendance and communication as certificated staff and community partners create and provide ongoing opportunities for parents to learn about the state academic content standards, the curriculum and assessments, topics related to English language proficiency, and other educational and social/emotional aspects of parenting school-aged children.</p> <p>Fluent interpreters and meeting presenters / facilitators work together to increase parent engagement and meaningful involvement in school meeting and events. These meetings include but are not limited to the site and org-wide councils and committees, SPGA and POGA, and events such as Back-to-School Night and Spring Open House. The school maintains and utilizes a sufficient stock of translation headsets.</p>		
3.7	Parent Conferences and At-Home Learning Materials	<p>Schools thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. This is particularly true for unduplicated pupils.</p> <p>Parent conferences are held at intervals throughout the year to ensure families are aware of their student's progress. This is an intentional, systematic means of increasing student academic learning by enhancing the quality and quantity of parent- teacher interactions.</p> <p>Teachers engage families in student learning by helping parents to understand their children's grade level goals and working to create a</p>	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		complementary home learning environment that is individualized based upon unique learning needs of each student - especially important for our unduplicated pupil population - as well as the family context in which they live. Families receive customized kits with relevant materials to practice grade level concepts at home.		
<b>3.8</b>	Home Visits	The LEA will provide teacher training around structured home visits and ensure all families are visited at the beginning of each school year or when they enroll.	\$2,500.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,483,116	\$676,001

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.500%	0.000%	\$0.00	36.500%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Instructional Coaches</p> <p><b>Need:</b> English learners at Grow Public Schools average nearly 70 points below standard in ELA and over 104 points below standard in math on the CAASPP assessment. Teachers report that additional professional</p>	<p>Humanities and STEM Coaches provide individualized, 1:1 professional development tied to a continuous cycle of improvement that leads to individual advances along the Teaching and Learning Framework.</p> <p>We expect this action to significantly improve the student academic outcomes for our English learners. However, since all students can benefit from opportunities to improve academic outcomes, this action will be provided on an LEA wide basis.</p>	<p>Metric 1.2 Implementation of Standards for All Metric 1.6 Access to a Broad Course of Study Metric 1.9 Teaching and Learning Framework Metric 2.1 CAASPP Difference from Standard</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>development is necessary to better serve the needs of English learners. ELD teaching strategies benefit English learners and other students. We believe that by more concretely addressing the barriers to meeting grade level standards in all subject areas (implementation of standards for all, access to a broad course of study), and through implementation of the Teaching and Learning Framework, that students will ultimately reach higher levels of academic achievement.</p> <p><b>Scope:</b> LEA-wide</p>		
1.2	<p><b>Action:</b> Instructional Leadership Team Professional Development</p> <p><b>Need:</b> Based upon the 2022-23 CA Dashboard, students at Grow Public Schools remain in the bottom 3 performance levels (red, orange, and yellow). English learners and socioeconomically disadvantaged student groups are scoring below the all student group in ELA and math according to the CA Dashboard. In the LCAP Family Survey, parents indicated that more attention to specific subjects, like reading, math, and English language learning, would enhance student access to grade level standards.</p> <p><b>Scope:</b></p>	<p>By utilizing a cycle of improvement based on reimagining access in terms of mastery of the guaranteed and viable curriculum for each student, we will maximize the impact of individualized professional learning by creating a collaborative group of professionals from across Grow Public Schools who specialize in specific content areas and student groups, ensuring that all unduplicated pupils receive the programs and services they need.</p> <p>We expect this action to significantly improve the student academic outcomes for our English learners &amp; low income groups. However, these actions will be provided on an LEA wide basis because all students can benefit from opportunities to improve academic outcomes.</p>	<p>Metric 1.1. ELD Implementation Rubric Metric 1.7 100% of students in need of interventions receive supplemental instructional services. Metric 1.8 Rate of SWD served inside the regular classroom for at least 80% of the day Metric 2.1 CAASPP Distance from Standard in ELA and Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	<p><b>Action:</b> Teacher Development Initiative</p> <p><b>Need:</b> The Central Valley attracts workers with agricultural jobs, resulting in higher proportions of socioeconomically disadvantaged families and English learners. According to a 2020-2021 legislative report on teacher supply in California, the shortage is especially pronounced in rural communities. The 22-23 Teacher Assignment Monitoring Outcomes indicated the percent of teaching staff with clear credentials is 83.2% statewide, 78.2% in Kern County, and averages 40% for Grow Public Schools. Based upon the 2022-23 CA Dashboard, students at Grow Public Schools remain in the bottom 3 performance levels (red, orange, and yellow). English learners and socioeconomically disadvantaged student groups are scoring below the all student group in ELA and math according to the CA Dashboard. The Alder Residency Program is a key strategy for Grow Public Schools to improve critical teacher credentialing and assignment locally. Highly qualified teachers will impact student achievement and will assist us in closing the gaps we see between our unduplicated student groups and the all student group.</p> <p><b>Scope:</b></p>	<p>Students report that Hispanic and male teachers are important role models. The Alder Residency Program provides a diverse pipeline of qualified teachers who are experienced with Grow Public Schools, enabling the organization to take a proactive approach to addressing State Priority 1A, teacher credentialing and assignment.</p> <p>While this action supports our unduplicated students, it is being provided on an LEA-wide basis because qualified teachers benefit all students.</p>	<p>Metric 1.10 Alder Completion Rate Metric 2.1 CAASPP Difference from Standard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.4	<p><b>Action:</b> Academic Consultants</p> <p><b>Need:</b> This action is specifically designed to improve the following programs and services for our unduplicated students. In conjunction with improvements on the English Learner Rubric, maintaining 100% of students in need of interventions and receiving supplemental instructional services, the aim is for Academic Consultants to improve instruction.</p> <p>Although Shafter's ELA scores increased from the prior year, students are 23.5 points below standard. ELs 60.8 points below standard SED 30.8 points below standard Hispanic 27.8 points below standard</p> <p>Similarly, Shafter's math scores also increased from the prior year. Students are 72.4 points below standard. ELs 99.9 points below standard SED 78.5 points below standard Hispanic 74.5 points below standard</p> <p>Arvin's ELA scores maintained a similar level compared to the prior year and students are 44.3 points below standard ELs 78.7 points below standard SED 49.6 points below standard Hispanic 46 points below standard</p>	Academic consultants increase our capacity to ensure teachers have the skillset and mindset to offer a high-quality course of study for all students and are equipped to accommodate the needs of English language learners, foster and homeless youth, SED, and students with disabilities. This will ensure that all unduplicated pupils will have access to the instructional services they need, along with all students which is why we are providing this on an LEA wide basis.	Metric 1.1. ELD Implementation Rubric Metric 1.7 100% of students in need of interventions receive supplemental instructional services. Metric 2.1 CAASPP ELA and math distance from standard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Similarly, Arvin's math scores maintained a similar level. Students are 82.9 points below standard.            ELs 108.5 points below standard            SED 89.1 points below standard            Hispanic 82.9 points below standard</p> <p>Teachers report a need for additional professional development in order to address the needs of student groups.</p> <p><b>Scope:</b>            LEA-wide</p>		
1.5	<p><b>Action:</b>            Induction, Credentials, and Teacher Assignments</p> <p><b>Need:</b>            According to Educating Teachers in California: What matters for teacher preparedness (Patrick &amp; Darling Hammond), "California's new teaching standards are focused on preparing teachers to develop students' higher-order thinking skills, support social-emotional as well as academic learning, and effectively teach students with different language and learning needs."</p> <p>As acknowledged in the quote, unduplicated pupils need teachers who have met induction requirements and who are credentialed in their teaching assignments. The most recently available DataQuest report indicates that less</p>	<p>Grow Public Schools is committed to attracting talented teachers and supporting the development of their expertise and professional skills over the course of their career. Through experience, demonstrated subject matter and teaching proficiency, and accurate teacher assignments, Grow Public Schools provides students across the LEA with teachers who are equipped to meet their needs and this will impact student achievement outcomes. It is for these reasons that we are providing this action LEA-wide.</p>	<p>Metric 1.3 Teacher Assignment            Metric 2.1 CAASPP            Difference from Standard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>than 100% of Grow Public Schools' teachers are fully credentialed. The need for prepared and qualified teachers was expressed from our educational partners.</p> <p>In addition, CAASPP distance from standard data indicates that students are not meeting grade level expectations in ELA and math, as indicated below.</p> <p>Grow Academy Arvin English Language Arts, 2023</p> <p>Student groups at the orange indicator All Students: -44.3 points Low Income: -49.6 points Hispanic: -46 points</p> <p>Student groups at the red indicator English Learners: -78.7 points Students with Disabilities: -106.4 points</p> <p>Grow Academy Arvin Math, 2023</p> <p>Student groups at the orange indicator All Students: -82.9 points Low Income: -89.1 points Hispanic: -82.9 points</p> <p>Student groups at the red indicator English Learners: -108.5 points Students with Disabilities: -136 points</p> <p>Grow Academy Shafter English Language Arts, 2023</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Student groups at the yellow indicator  All Students: -23.5 points,  12.6 point growth  English Learners: -60.8 points,  4.4 points growth  Low Income: -30.8 points,  17 points growth  Hispanic: -27.8 points,  16 points growth  White: +8.4 points</p> <p>Student groups at the orange indicator  Students with Disabilities: -58.7 points</p> <p>Grow Academy Shafter  Math, 2023</p> <p>Student groups at the yellow indicator  All Students: -72.4 points,  12.8 points growth  Low Income: -78.5 points,  17.1 points growth  Hispanic: -74.5 points,  16.6 points growth</p> <p>Student groups at the orange indicator  English Learners: -99.9 points,  5.6 points growth  White: -60.6 points</p> <p>Student groups at the red indicator  Students with Disabilities: -137 points</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>1.6</b></p>	<p><b>Action:</b> Instructional Materials</p> <p><b>Need:</b> Particularly in math, unduplicated pupils across the LEA are scoring in the red, orange, and yellow indicators. Teachers state that additional manipulatives will assist students in developing concrete concepts, leading to greater ability to represent ideas and think abstractly.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Manipulatives help make content more conceptual and provide engaging, hands on learning experiences that make the lesson more memorable and applicable to math problem solving. These actions will be provided on an LEA-wide basis because all students can benefit from these opportunities to improve their math skills.</p>	<p>Metric 1.4 Access to Instructional Materials for All Metric 2.1 CAASPP Difference from Standard</p>
<p><b>2.1</b></p>	<p><b>Action:</b> Intervention and Enrichment: Grades K-2</p> <p><b>Need:</b> According to our 2023-2024 Winter STAR Early Literacy Data, a gap has emerged in academic achievement for our unduplicated student groups in grades TK-2nd. We believe that early intervention, and enrichment is necessary in these grade levels.</p> <p>On average, all kindergarten students perform +2 percentile points above benchmark, the</p>	<p>By providing small group instruction based on individual needs of our unduplicated student groups, this will allow achievement gaps to be closed. We expect this action to benefit all students and that is why we are providing this on an LEA-wide basis.</p>	<p>Metric 2.3 NWEA MAP Metric 2.4 STAR Early Literacy and STAR Reading Metric 2.5 STAR Math Metric 2.7 ELPI Metric 2.8 Reclassification Rate Metric 2.9 Long Term English Learner</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>following student groups are performing below that mark:  English learners: -13 percentile points  Socio-economically disadvantaged students: -2 percentile points  Homeless Youth: -16 percentile points</p> <p>On average, 1st graders perform at benchmark. The following student groups are performing below that mark:  English learners: -6 percentile points  Homeless Youth: -39 percentile points  SED: -5 percentile points</p> <p>2nd Grade  On average, 2nd graders perform +5 percentile points above benchmark. However, the following student groups are performing below that mark:  English learners: 38th percentile (-7)  Homeless Youth: 8th percentile (-37)  SED: 44th percentile (-1)</p> <p>Primary teachers report that self-contained classrooms and low student:teacher ratios benefit the developmental, social emotional, and academic needs of students.</p> <p><b>Scope:</b>  LEA-wide</p>		
2.2	<b>Action:</b> Intervention & Enrichment: Grades 3-8	By providing small group instruction based on individual needs of our unduplicated student groups, this will allow achievement gaps to be closed. We expect this action to benefit all	Metric 2.2 CAST % Met/Exceeded, grades 5 and 8



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Baseline STAR Reading data highlights the achievement gap between our unduplicated student groups and the all student groups. Unduplicated students in the intermediate grades report that it becomes more difficult to read with each passing year once they fall behind.</p> <p>In addition, as of March 2024, 493 students at Grow Public Schools are English Learners. Forty percent (138) students are Long Term English Learners (LTELs).</p> <p><b>Scope:</b> LEA-wide</p>	<p>students and that is why we are providing this on an LEA-wide basis.</p>	<p>Metric 2.3 NWEA MAP reading and math Metric 2.4 STAR Reading Metric 2.5 STAR Math Metric 2.7 ELPI Metric 2.8 Reclassification Rate Metric 2.9 Long Term English Learner</p>
2.3	<p><b>Action:</b> Educational Software, Assessment, &amp; Data Analysis Tools</p> <p><b>Need:</b> According to the CA Dashboard, unduplicated pupil groups are performing below standard in ELA and math. 100% of students in these groups are in the red and orange indicators. Teachers report that online learning platforms and assessments and data analysis tools streamline lesson planning and identification of the needs of individual students.</p>	<p>In addition to Tier 1 core and Tier 2 intervention, online learning platforms provide personalized, differentiated lessons and practice to unduplicated pupils. While this action is principally directed to our unduplicated students we expect the individualized lessons provided through these platforms will benefit all students which is why we are providing this action LEA wide.</p>	<p>Metric 2.1 CAASPP Distance From Standard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>2.4</b></p>	<p><b>Action:</b> Coordination of Services Team and Multi-Tiered System of Supports</p> <p><b>Need:</b> While intervention is provided to all students daily in the learning lab and during small group instruction in primary classrooms, some students require closer monitoring and collaboration in order to increase achievement and well-being. For example,</p> <p>Teachers report that the COST team and MTSS bring awareness to families about student needs in the academic setting and how they can partner with teachers; they also report that the intervention and monitoring process highlights shorter term, incremental improvements that motivate students.</p> <p>The need for intervention is particularly acute among student groups performing below the All Students group:</p> <p>2023: Grow Academy Arvin English Language Arts, 2023</p> <p>All Students: -44.3 points</p>	<p>Assistant principals lead teams of educators and mental health professionals to address the needs of all students, including English learners, Foster youth and Low income, who face increased challenges. Since this action benefits all students, it is being provided on an LEA-wide basis.</p>	<p>Metric 2.4 STAR Early Literacy and STAR Reading Metric 2.5 STAR Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Student groups performing below the All Students group English Learners: -78.7 points</p> <p>Grow Academy Arvin Math, 2023</p> <p>All Students: -82.9 points</p> <p>Student groups performing below the All Students group Low Income: -89.1 points English Learners: -108.5 points</p> <p>Grow Academy Shafter English Language Arts, 2023</p> <p>All Students: -23.5 points</p> <p>Student groups performing below the All Students group Hispanic: -27.8 points Low Income: -30.8 points English Learners: -60.8 points</p> <p>Grow Academy Shafter Math, 2023</p> <p>All Students: -72.4 points</p> <p>Student groups performing below the All Students group Hispanic: -74.5 points Low Income: -78.5 points English Learners: -99.9 points</p>		

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>2.6</b></p>	<p><b>Action:</b> Intervention Coordinator</p> <p><b>Need:</b> According to the 2022-23 CA Dashboard data, 100% of unduplicated student groups are performing below the All Students group in both ELA and math. Administrators and site coordinators indicate that increased central office support builds capacity and increases collaboration.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Intervention Coordinator will implement structures and build capacity across the LEA to effectively address the needs of students facing achievement gaps. While this action is principally directed to our unduplicated students we feel that providing this LEA-wide will benefit all students and will lead to greater academic outcomes.</p>	<p>Metric 2.1 CAASPP DFS</p>
<p><b>2.7</b></p>	<p><b>Action:</b> Literacy Program</p> <p><b>Need:</b> Student outcome data across the LEA indicates a need increased achievement levels in reading, particularly among unduplicated pupils. For example, 100% of our unduplicated student groups are performing at a lower percentile than the All Students group as measured by STAR reading. Students indicate that the Literacy Specialist and the library engage them with books and encourage them to read just right books.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In order to grow as a reader, students must read text within their Zone of Proximal Development (ZPD). If the text is too easy, they will not learn how to read and understand more difficult words and ideas. If the text is too hard, students will struggle to read the words, to understand the ideas, or both. When frustration is too high, it is difficult for students to become better readers. A strong literacy program and coach will benefit all our students so we are providing it on an LEA-wide basis.</p>	<p>Metric 2.4 STAR Early Literacy and STAR Reading</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>2.8</b></p>	<p><b>Action:</b> Director of Learning and Innovation</p> <p><b>Need:</b> According to the 2022-23 CA Dashboard, in math our unduplicated pupils are scoring in the red, orange, and yellow indicators, 72 points or more below standard, across Grow Public Schools. This is below the all student group for math as reported on the CA Dashboard. Teachers have shared a desire for this position which will help them address gaps in learning and build their capacity for greater student achievement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Director of Learning and Innovation specializes in math instruction, assessment, and data, provides leadership in all subject areas, and builds capacity across Grow Public Schools so that unduplicated pupils have increased access to grade level standards in preparation for college and career opportunities. While this action is principally directed to our unduplicated students we feel that providing this LEA-wide will benefit all students.</p>	<p>Metric 2.1 CAASPP DFS Metric 2.3 NWEA MAP Math Metric 2.5 STAR Math GE</p>
<p><b>3.1</b></p>	<p><b>Action:</b> Positive Behavioral Intervention and Support Framework</p> <p><b>Need:</b> Kelvin Survey data indicates that student perception of support averages 81.5% across the organization. In the LCAP Family Survey, parents mentioned a need for schools to more proactively address student behaviors and to enhance communication between school and the home. According to the 2022-23 CA Dashboard socioeconomically disadvantaged students have an attendance rate lower than the all student rate.</p> <p><b>Scope:</b></p>	<p>PBIS (Positive Behavioral Interventions and Supports) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. PBIS emphasizes prevention of behavior problems through teaching and reinforcing positive behaviors, rather than solely reacting to negative behaviors. This action will be provided LEA-wide to meet the needs of all students.</p>	<p>Metric 3.1 Attendance Metric 3.2 Kelvin Survey Metric 3.5 Suspension Rates Metric 3.8 MS Drop Out Rate Metric 3.10 Expulsion Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	<p><b>Action:</b> Edible Schoolyard Program</p> <p><b>Need:</b> Kern County is rated at 47/100 in the Food and Nutrition category. In addition, less than 26% of students across the LEA are meeting or exceeding standards on the California Science Test (CAST). Our socioeconomically disadvantaged student group at both Grow Arvin and Grow Shafter scored below the all student group for CAST. The greater majority of educational partners, including students, families, and staff, value the contributions the ESY makes to health and wellness and lifelong skills.</p> <p>Improved health and wellness is a prerequisite to better attendance, which is currently below the 95% rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Health and wellness is a founding principle of Grow Public Schools. The California Healthy Kids Survey (CHKS) includes a section about student nutrition, allowing the LEA to deepen the ability to address students' health needs.</p> <p>In addition, Grow Public Schools emphasizes hands on learning experiences as a means to strengthen core subject matter knowledge, such as the science content measured on the CAST. We expect this action to positively impact our unduplicated students as well as our entire school population.</p>	<p>Metric 2.2 CAST Metric 3.1 Attendance Metric 3.2 Kelvin Survey</p>
3.3	<p><b>Action:</b> Art and Music Programs</p> <p><b>Need:</b> The availability of affordable, accessible art and music programs is limited, particularly in rural areas with higher populations of socio-economically disadvantaged students. During</p>	<p>Both Arvin and Shafter are rural communities. By offering art and music programs at Grow Public Schools, students are able to experience the benefits these programs. The LEA will provide this action LEA-wide, but we expect our unduplicated students will benefit more since it was developed with their needs in mind.</p>	<p>Metric 3.7 Chronic Absenteeism Metric 3.2 Kelvin Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>the LCAP development process, parents verified that the electives offered at Grow Public Schools allowed their children to explore, enjoy, and discover their talents in the arts. They mentioned the prohibitive costs of seeking these experiences outside of the school setting. For many families, distance was also a factor.</p> <p>Providing art and music programs will motivate students to improve attendance, which is currently below the 95% rate. According to the 2022-23 Dashboard, English learners and socioeconomically disadvantaged students at our Shafter campus are chronically absent at a higher rate than the all student group.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.4</b></p>	<p><b>Action:</b> Physical Education</p> <p><b>Need:</b> The prevalence of heart disease in Kern County is 6.1%, compared with the state rate of 4.9%. In addition, while chronic absenteeism has declined, significantly for some student groups, it is still very high for English learners, and socioeconomically disadvantaged students. Addressing high rates of chronic absenteeism will improve the overall attendance rate (94.15%). As educational partners, students reported that P.E. motivated them to come to school.</p>	<p>Physical fitness reduces obesity, diabetes, and heart disease. Students in Kern County are at elevated risk for these health outcomes. All students will benefit from this focus on physical education.</p>	<p>Metric 3.1 Attendance Metric 3.3 PFT: 1. Participation Rates 2. Aerobic Capacity - percent of students in grades 5 and 7 who improved on the One Mile Run/Walk or the 20 meter pacer.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Reasons included a break from academics, a chance to play sports, and a connection to the P.E. teacher. We believe that connections to student connections with staff members are highly likely to improve our ability to address the root causes of absenteeism.</p> <p><b>Scope:</b> LEA-wide</p>		
3.5	<p><b>Action:</b> Educational Field Trips</p> <p><b>Need:</b> Unduplicated pupils may be the first in their families to go to college or complete job certifications. In 2020, 54% of undergraduate students identified as first generation graduates. In our ed partner focus groups, participants emphasized the importance of both college and career exposure and experiences. With an attendance rate of 94.15%, a college and career-minded emphasis will promote better attendance as students are encouraged to be well-prepared for the future.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The core academic model speaks to the belief in hands-on learning. In addition to school-based hands-on learning, educational field trips, including college and career activities leading to options requiring little or no college preparation, enhance learning experiences for students. We will provide this action LEA-wide since we believe all students can benefit from the exposure.</p>	<p>Metric 3.1 Attendance Metric 3.2 Kelvin Survey</p>
3.6	<p><b>Action:</b> Family and Community Engagement</p>	<p>The Family and Community Engagement Team will enhance the number and quality of communications, resources, and access points for</p>	<p>Metric 3.6 Engagement Hours, Unduplicated</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Research indicates that family involvement, decision-making, and school connectedness with the community enhance educational outcomes for students. In particular, educational partners, including families of English learners and socioeconomically disadvantaged students, provided input on how to best strengthen Family and Community Engagement. Those ideas are incorporated into this plan.</p> <p>While chronic absenteeism improved at both sites, consistent attendance patterns are critical to ensuring cohesive subject matter instruction and opportunities for intervention and enrichment, particularly for unduplicated pupils.</p> <p><b>Scope:</b> LEA-wide</p>	<p>families to be involved in their children's education. Based upon their relationships with families, the FACE team will continuously improve access and participation, particularly among the families of unduplicated pupils. We are providing this action LEA-wide since this will promote engagement for all families.</p>	<p>Metric 3.7 Chronic Absenteeism Metric 3.9 Engagement Hours, SWD</p>
<p><b>3.7</b></p>	<p><b>Action:</b> Parent Conferences and At-Home Learning Materials</p> <p><b>Need:</b> LEA-wide data indicates the need for increased achievement in reading and math, notably through the red and orange indicators on the CA Dashboard. During the LCAP development process, parents requested more information about how to help their students at</p>	<p>With an extended school day and research findings that don't support the efficacy of homework, developing personalized and engaging home learning materials will provide opportunities for families to interact, think critically, share motivational family stories, and solve problems together while enhancing educational outcomes for students. We are excited to offer this service to all students in addition to our unduplicated pupils, because we believe this will increase engagement for all.</p>	<p>Metric 3.6 Engagement Hours, Unduplicated Metric 3.9, Engagement Hours, SWD</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>home, about school programs and assessments, and for homework options.</p> <p><b>Scope:</b> LEA-wide</p>		
3.8	<p><b>Action:</b> Home Visits</p> <p><b>Need:</b> Educational partners, especially parents, confirmed the research-based assertion that establishing strong positive relationships with families early in the school year creates a home/school partnership for the benefit of students. While chronic absenteeism has declined, significantly for some student groups, it is still very high for English learners and socioeconomically disadvantaged students. Addressing high rates of chronic absenteeism will improve the overall attendance rate (94.15%). We believe that home visits are highly likely to improve our ability to address the root causes of absenteeism.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By investing in relationships before the school year begins, educators and families will be better equipped to productively communicate and partner to problem solve to address any unique social-emotional or academic needs that come up for students during the school year. Home visits are beneficial for all students therefore we will be providing this action LEA wide.</p>	<p>Metric 3.1 Attendance Metric 3.4 CAL-SCHLS Parent Survey Metric 3.6 Engagement Hours, Unduplicated Metric 3.9 Engagement Hours, SWD</p>

**Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>2.9</b></p>	<p><b>Action:</b> English Learner Task Force</p> <p><b>Need:</b> Teachers report that additional resources are needed to adequately address the needs of English learners. Currently, 27% of English learners have not reclassified after 6 or more years of instruction. The English Learner Progress Indicator on the CA Dashboard is red for both Arvin (40.3% progressing) and Shafter (44% progressing).</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The Task Force will specifically identify root causes, reflect on current practices, research best practices, and update the English Learner Master Plan to ensure that students make regular and timely progress in learning English.</p>	<p>Metric 2.7 English Learner Progress Indicator Metric 2.8 Reclassification Rate Metric 2.9 Percent of students who are Long-Term English Learners</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The objective is to use the additional concentration grant add-on funding to increase the number of small group instructors for 3 -8 and aides for K-2 thereby improving the staff-to-student ratio at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. This targeted approach aims to provide more personalized and effective support to students who need it the most. These actions will be addressed in goal 2 actions 1 and 2.

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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	15,022,233	5,483,116	36.500%	0.000%	36.500%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,487,225.00	\$941,608.00		\$630,480.00	\$7,059,313.00	\$6,116,812.00	\$942,501.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$336,030.00	\$0.00	\$336,030.00				\$336,030.00	
1	1.2	Instructional Leadership Team Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
1	1.3	Teacher Development Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$659,337.00	\$0.00	\$399,337.00	\$260,000.00			\$659,337.00	
1	1.4	Academic Consultants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$171,100.00	\$171,100.00				\$171,100.00	
1	1.5	Induction, Credentials, and Teacher Assignments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$80,120.00	\$15,000.00			\$65,120.00	\$80,120.00	
1	1.6	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$5,100.00	\$5,100.00				\$5,100.00	
2	2.1	Intervention and Enrichment: Grades K-2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2	2024-25 School Year	\$537,585.00	\$0.00	\$537,585.00				\$537,585.00	
2	2.2	Intervention & Enrichment: Grades 3-8	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$1,142,590.00	\$0.00	\$12,000.00	\$627,390.00		\$503,200.00	\$1,142,590.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Educational Software, Assessment, & Data Analysis Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$210,347.00	\$210,347.00				\$210,347.00	
2	2.4	Coordination of Services Team and Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$1,296,117.00	\$0.00	\$1,233,957.00			\$62,160.00	\$1,296,117.00	
2	2.5	High School, College, and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$21,218.00		\$21,218.00			\$21,218.00	
2	2.6	Intervention Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$156,005.00	\$20,000.00	\$143,005.00	\$33,000.00			\$176,005.00	
2	2.7	Literacy Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$183,058.00	\$30,000.00	\$213,058.00				\$213,058.00	
2	2.8	Director of Learning and Innovation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$153,558.00	\$0.00	\$153,558.00				\$153,558.00	
2	2.9	English Learner Task Force	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 School Year	\$707.00	\$0.00	\$707.00				\$707.00	
3	3.1	Positive Behavioral Intervention and Support Framework	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
3	3.2	Edible Schoolyard Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$691,337.00	\$67,536.00	\$758,873.00				\$758,873.00	
3	3.3	Art and Music Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$510,844.00	\$35,000.00	\$545,844.00				\$545,844.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 5 and 7	2024-25 School Year	\$172,289.00	\$35,000.00	\$207,289.00				\$207,289.00	
3	3.5	Educational Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$121,400.00	\$121,400.00				\$121,400.00	
3	3.6	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$277,355.00	\$35,680.00	\$313,035.00				\$313,035.00	
3	3.7	Parent Conferences and At-Home Learning Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.8	Home Visits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	



# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
15,022,233	5,483,116	36.500%	0.000%	36.500%	\$5,487,225.00	0.000%	36.527 %	<b>Total:</b>	\$5,487,225.00
								<b>LEA-wide Total:</b>	\$5,486,518.00
								<b>Limited Total:</b>	\$707.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$336,030.00	
1	1.2	Instructional Leadership Team Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
1	1.3	Teacher Development Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$399,337.00	
1	1.4	Academic Consultants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$171,100.00	
1	1.5	Induction, Credentials, and Teacher Assignments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.6	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,100.00	
2	2.1	Intervention and Enrichment: Grades K-2	Yes	LEA-wide	English Learners Foster Youth	All Schools K-2	\$537,585.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Intervention & Enrichment: Grades 3-8	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
2	2.3	Educational Software, Assessment, & Data Analysis Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,347.00	
2	2.4	Coordination of Services Team and Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,233,957.00	
2	2.5	High School, College, and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.6	Intervention Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,005.00	
2	2.7	Literacy Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$213,058.00	
2	2.8	Director of Learning and Innovation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$153,558.00	
2	2.9	English Learner Task Force	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$707.00	
3	3.1	Positive Behavioral Intervention and Support Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
3	3.2	Edible Schoolyard Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$758,873.00	
3	3.3	Art and Music Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$545,844.00	
3	3.4	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 5 and 7	\$207,289.00	
3	3.5	Educational Field Trips	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$121,400.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.6	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$313,035.00	
3	3.7	Parent Conferences and At-Home Learning Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
3	3.8	Home Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
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# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$0.00	\$0.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$0.00	\$0.00	\$0.00	0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### *Monitoring and Evaluating Effectiveness*

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

### **Requirements**

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

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

### State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

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

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

### Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**



- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**



- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).