

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

School Year

2025

Date of Board Approval

LEA Name

Grow Public Schools

CDS Code:

15 10157 0156364

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

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

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

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Grow Public Schools (GPS) has developed a comprehensive strategy for utilizing federal funds to supplement and enhance local priorities and initiatives funded with state funds, as outlined in the Local Control and Accountability Plan (LCAP). Our approach is designed to ensure that federal funds are used effectively to address the specific needs of our students, support our educational goals, and close achievement gaps.

Our strategy begins with a thorough alignment of federal fund utilization with the goals and priorities outlined in the LCAP. This ensures a cohesive approach where federal resources are directed towards enhancing state-funded initiatives rather than duplicating efforts. The key LCAP goals that federal funds will support include:

- **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.
- **Intervention & Enrichment: Grades 3-8:** The LEA provides students in grades 3-8 with humanities, STEM, and learning lab (4 Learning Lab FTE) classrooms. The LEA provides a stipend for supplemental instructional materials for the classroom.
- **Coordination of Services Team and Multi-Tiered System of Supports:** Assistant Principals facilitate the Coordination of Services Team (COST), which provides a systematized approach to identifying students needing additional academic tiered support, planning intervention, and monitoring student progress.

The rationale for the selected use of federal funds is based on a thorough needs assessment and analysis of data related to student performance, resource allocation, and program effectiveness. Key considerations include:

- **Addressing Achievement Gaps:** Federal funds are strategically used to target areas where state funding may be insufficient to fully address disparities in academic performance among different student groups.
- **Enhancing Program Sustainability:** Federal resources supplement state funds to help ensure the sustainability and scalability of successful programs and initiatives.

Federal funds are integrated into our broader strategy by ensuring coordination and collaboration among various educational partners. This collaborative approach helps to:

- **Create an Individual Learning Plan (ILP):** Identifying the student's strengths, weaknesses, learning styles, and any special educational requirements.
- **Maximize Resource Efficiency:** By aligning federal and state funds, Grow Public Schools can leverage resources more effectively and avoid duplication of efforts.
- **Foster Community Engagement:** Engaging the community in the planning and implementation process ensures that the use of federal funds is responsive to local needs and priorities.
- **Monitor and Evaluate Impact:** Regular monitoring and evaluation of federally funded programs help to assess their impact and inform continuous improvement efforts.

Grow Public Schools strategy for using federal funds to supplement and enhance local priorities is grounded in a commitment to equity, effectiveness, and continuous improvement. By aligning federal resources with state-funded initiatives and focusing on evidence-based practices, the LEA aims to achieve significant and sustained improvements in student outcomes.

Alignment

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

Grow Public Schools (GPS) employs a strategic and coordinated approach to ensure that the use of federal funds is effectively aligned with activities funded by state and local funds and across different federal grant programs. This alignment is crucial to maximize the impact of all available resources, avoid duplication of efforts, and ensure a cohesive implementation of educational programs and initiatives. Federal funds are aligned with the goals and priorities outlined in the Local Control and Accountability Plan (LCAP). This ensures that federal resources support the LEA's overarching educational goals, such as improving student achievement, providing access to quality instruction, and supporting student well-being.

GPS efforts to align federal funds with activities funded by state and local funds and across different federal grant programs are characterized by comprehensive planning, targeted interventions, cross-departmental collaboration, and educational partner engagement. By ensuring alignment and coordination, the LEA aims to create a seamless and effective educational experience for all students

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used by Grow Public School (GPS) to select attendance areas are based on the percentage of low-income families residing in the area. The criteria include:

- Free and Reduced-Price Lunch (FRPL) Eligibility: Eligibility for FRPL is based on household income levels relative to federal poverty guidelines. It provides a snapshot of economic disadvantage, as families must meet certain income thresholds to qualify.
- Census Data: Enrollment numbers on Census Day can affect various programs and services offered by schools, such as special education, English language learning support, and Title I funding allocation (in the context of the United States).
- Direct Certification Students are identified as eligible for free or reduced-price meals based on their participation in other means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or Medicaid.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)• An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p>

	<ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Grow Public School's strategy is to provide parent liaisons to enhance parent and family engagement by focusing on and fostering strong relationships between families and the school community. This includes:

- Facilitating Parent Communication
- Supporting Parent Engagement
- Providing Resources and Information
- Encouraging Volunteerism
- Advocacy and Support
- Building Community Partnerships
- Enhancing School Climate
- Monitoring and Evaluation

By addressing communication barriers, providing essential resources, encouraging active participation, and fostering a welcoming school climate, parent liaisons significantly enhance parent and family engagement. This engagement is crucial for creating a supportive educational environment that promotes student achievement and overall school success.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

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

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

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

N/A

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Student Transitions

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

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

Grow Public Schools offers Transitional Kindergarten (TK), designed for children too young to enter regular kindergarten but ready for more advanced learning than typically offered in preschool. This serves as a bridge between preschool and kindergarten, providing an extra year of early education tailored to the developmental needs of younger children. TK provides foundational skills and experiences that help students transition to kindergarten and subsequent grades. Here are several ways GPS TK supports this broader academic journey:

- Strong Academic Foundation
- Social and Emotional Development
- Confidence and Independence
- Early Identification of Learning Needs
- Parental Involvement
- Positive Attitude Towards School
- Foundational Learning Habits
- Seamless Progression

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Grow Public Schools (GPS) uses the Individual Learning Plan (ILP) to identify each student, which includes gifted and talented students. The ILP involves a comprehensive, multi-faceted approach to ensure accurate identification and appropriate support. The ILP process includes:

- Referral and Nomination
- Initial Screening
- Formal Assessment
- Collect Qualitative Data
- Identification and Documentation
- Develop an Individual Learning Plan (ILP)
- Important Considerations

By following these steps, GPS can effectively identify gifted students and develop tailored Individual Learning Plans to support their advanced learning needs and maximize their potential.

The GPS 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). GPS 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, and to provide assessment and monitoring data to COST and the Intervention Coordinator.

Additionally, as teachers respond to the various literacy needs of students within their classrooms, we intend to supplement existing classroom libraries with additional leveled texts that will increase our students' access to fiction and nonfiction books. GPS 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.

In addition, the school has a 1:1 Chromebook program, so all students have access to a device during the entire school day. Students are taught how to use the devices as learning tools.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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

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

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

Prioritizing Funding

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

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

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Grow Public Schools is not implementing CSI.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Grow Public Schools leaders provide professional development on implementing the California English Language Development (ELD) standards at the onset of each school year. All teachers participate in a summer launch to ensure they have internalized expectations for the integration of language development in core classes. At this launch, teachers will also be aware of any programmatic shifts for designated instruction. Throughout the year, professional learning for teachers may include further development of sheltered instruction strategies such as vocabulary instruction, accountable language, and cooperative learning. In addition, teachers regularly review the academic and language data for their students. In collaborative Professional Learning Communities (PLCs) they work to develop tailored action plans for students at levels of language development while identifying additional resources or learning needed to improve the program and student outcomes.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All STEM and Humanities classes integrate ELD standards into the core content by including daily language objectives. Teachers leverage sheltered instruction in order to ensure ELs are mastering the content standards. This approach integrates language and content instruction, providing ELLs with access to the same curriculum as their native English-speaking peers. Key features of sheltered instruction include:

- **Content Comprehensibility:** Teachers use strategies to make academic content understandable to ELLs. This can involve simplifying language without diluting the content, using visual aids, and incorporating hands-on activities.
- **Language Development:** Instruction explicitly focuses on both language development and content mastery. Teachers help students develop academic vocabulary and language skills necessary for understanding and discussing content.
- **Scaffolding:** Teachers provide temporary supports to assist students in understanding new content and concepts. These supports are gradually removed as students become more proficient.
- **Interactive Learning:** Lessons are designed to be interactive, encouraging student engagement through collaborative learning activities, discussions, and peer interactions.
- **Cultural Responsiveness:** Instruction is culturally responsive, acknowledging and valuing students' cultural backgrounds and experiences, and connecting new learning to their prior knowledge.

During Lab instruction, identified English Learners receive designated ELD instruction using a content-based companion for English Language Learners. Built on the core English Language Arts curriculum the carefully sequenced knowledge domains combine engaging content knowledge with targeted supports and research-based strategies to help students move swiftly toward language proficiency

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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

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

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022