

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grow Academy Arvin

CDS Code: 15101570124040

School Year: 2022-23

LEA contact information:

Hurshel Williams

Principal

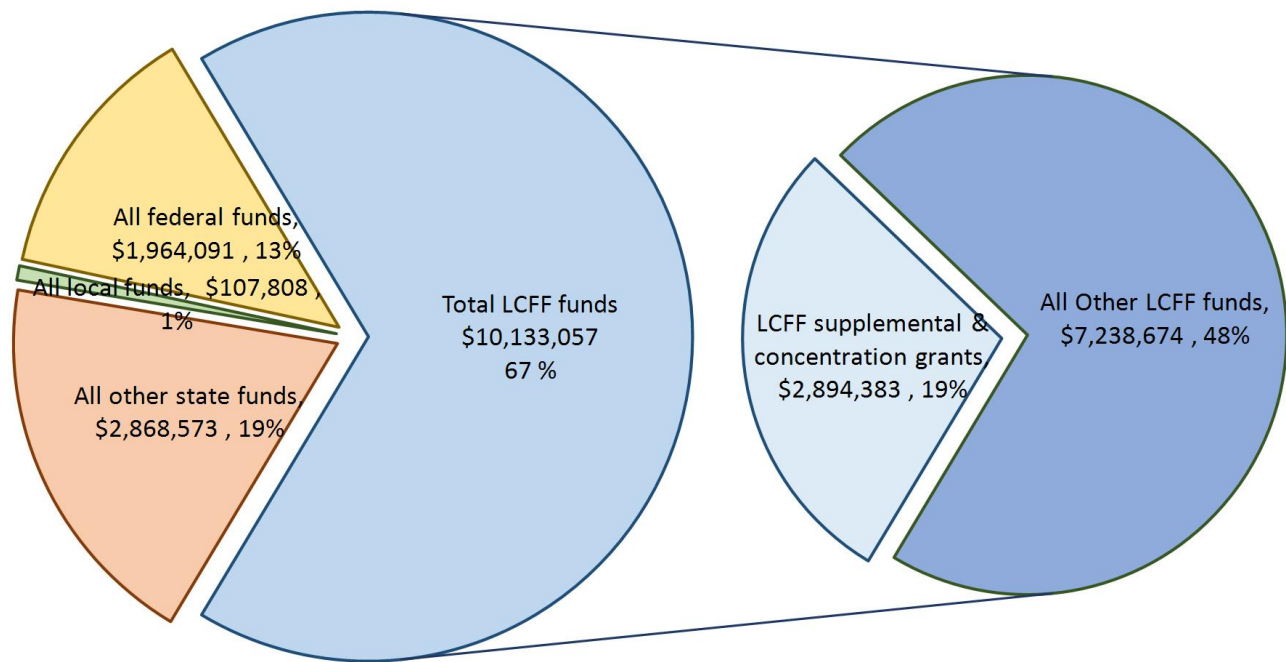
hwilliams@growpublicschools.org

661-855-8200

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



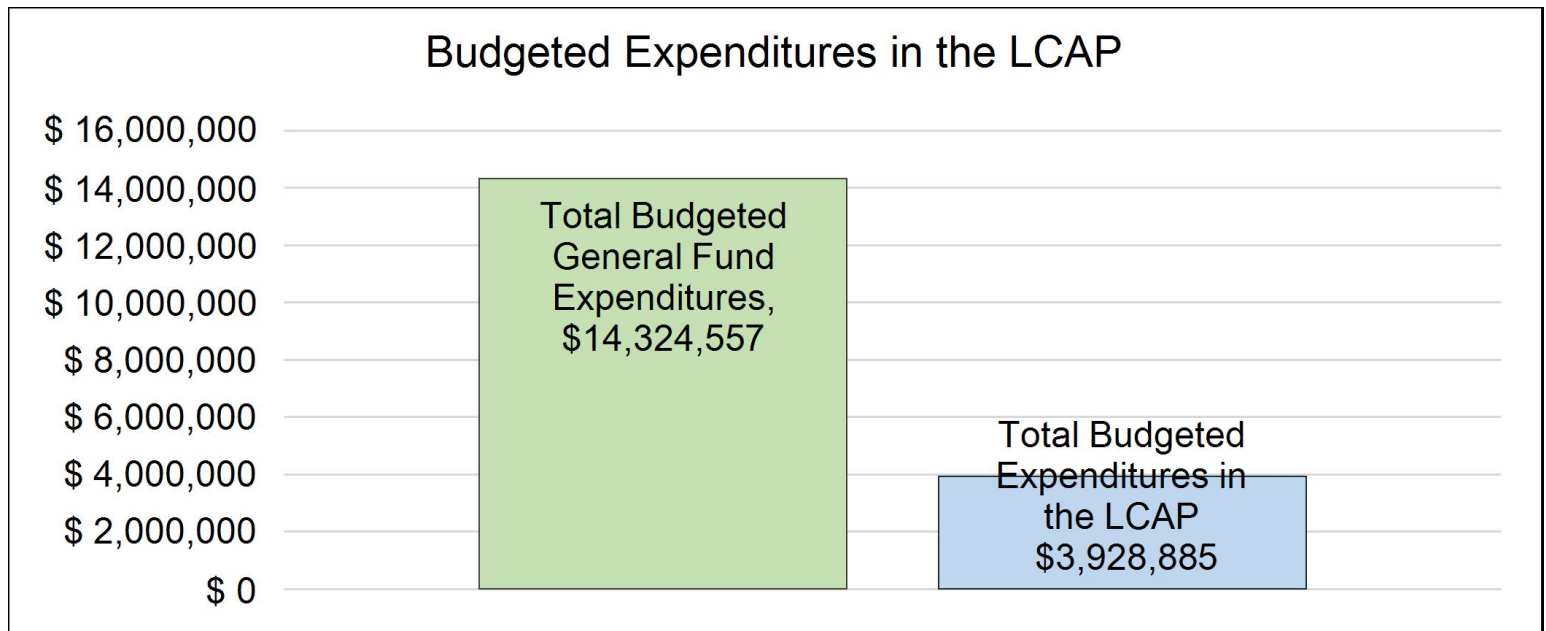
This chart shows the total general purpose revenue Grow Academy Arvin expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grow Academy Arvin is \$15,073,529, of which \$10,133,057 is Local Control Funding Formula (LCFF), \$2,868,573 is other state funds, \$107,808 is local funds, and \$1,964,091 is federal funds. Of the \$10,133,057 in LCFF Funds, \$2,894,383 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Grow Academy Arvin plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Grow Academy Arvin plans to spend \$14,324,557 for the 2022-23 school year. Of that amount, \$3,928,885 is tied to actions/services in the LCAP and \$10,395,672 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

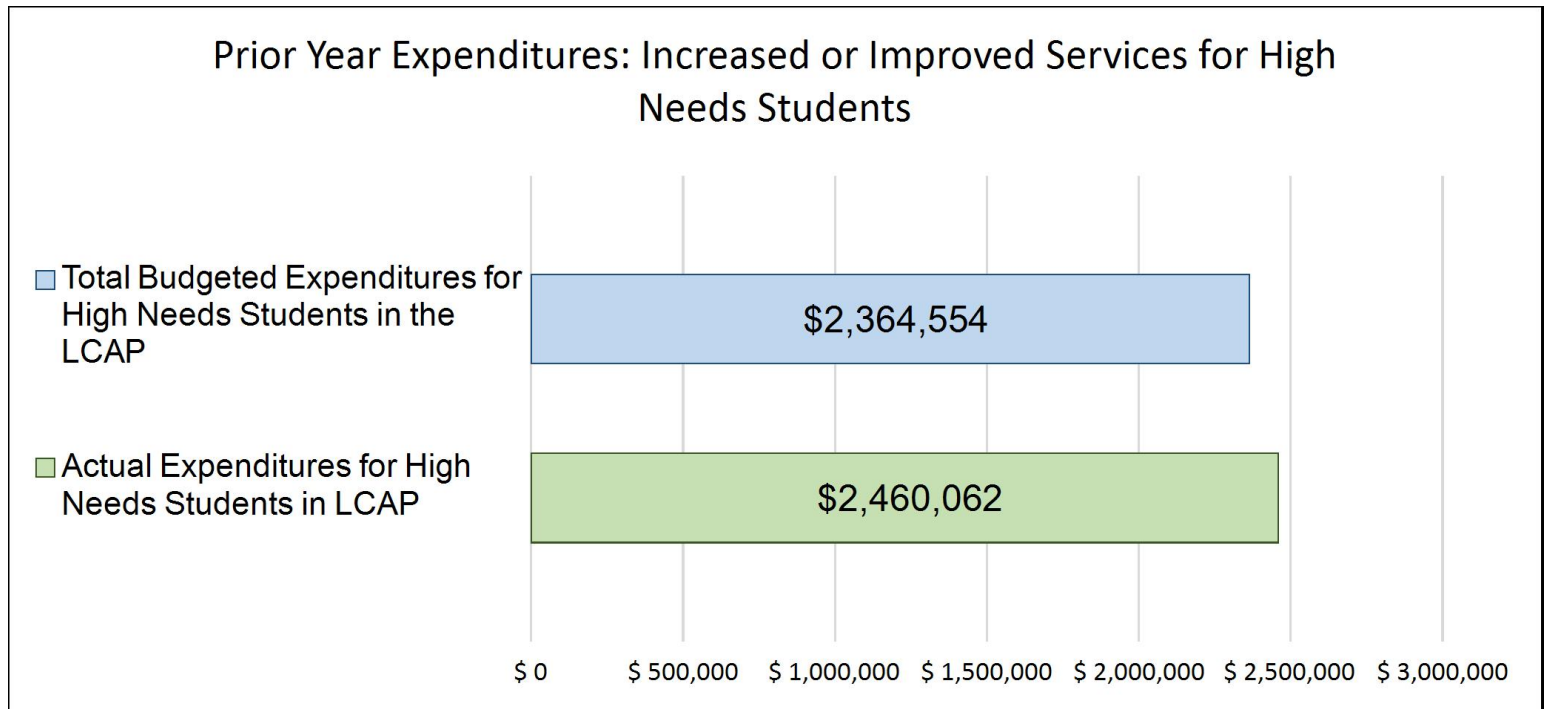
General Fund Expenditures that are not noted in the LCAP include, but are not limited to: teacher and staff salaries and benefits, curriculum development, professional development, curricular materials, technology infrastructure, audit fees, school facility overhead expenses, back office support, CMO fees, and other operational expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Grow Academy Arvin is projecting it will receive \$2,894,383 based on the enrollment of foster youth, English learner, and low-income students. Grow Academy Arvin must describe how it intends to increase or improve services for high needs students in the LCAP. Grow Academy Arvin plans to spend \$3,422,983 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Grow Academy Arvin budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Grow Academy Arvin estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Grow Academy Arvin's LCAP budgeted \$2,364,554 for planned actions to increase or improve services for high needs students. Grow Academy Arvin actually spent \$2,460,062 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Grow Academy Arvin (GA) is committed to the idea that meaningful educational partner engagement is an integral part of developing an effective strategic plan. As such Grow Academy Arvin used a variety of meetings and activities to involve Educational Partners in the development of the annual LCAP including the discussion and review of goals, school data as well as proposed actions and services. The following groups have been actively involved in the LCAP development process: School Site Council, Star Parents of Grow Academy (SPGA), and the English Learner Advisory Committee, Associated Student Body Officers. Meetings to engage these identified educational partners will take place in the months of February and March 2022. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged educational partners during the 2021-22 school year as follows:

- A public hearing was held on November 22, 2021 regarding the Educator Effectiveness Block Grant, which was subsequently approved by the Grow Public Schools Board of Directors on December 20, 2021.
- A Community Outreach Survey was administered in English and Spanish to solicit feedback and assess educational needs

As part of the educational partner engagement process, Grow Academy Arvin will also solicit feedback on the use of additional funds that were not included in the 2021-2022 LCAP. This funding includes: Elementary and Secondary School Emergency Relief Fund (ESSER) I, II, III, Expanded Learning Opportunity Grant, and Governor’s Emergency Relief Fund (GEER).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Grow Academy Arvin does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent, so no additional funding has been added.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, the Grow Academy Arvin receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs were addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

- The ESSER III plan referenced on the Grow Academy Arvin's website, which summarizes the efforts made to engage Educational Partners to solicit and gain meaningful feedback on where to focus and deploy ESSER III funds. Specifically, a survey was sent to parents and families who speak a language other than English via ParentSquare in the Spring; a community outreach survey was posted on the GA Arvin website (www.gaarvin.org) in the Fall; a survey was sent to our staff including school administrators, district administrators, Special Education Administrators, teachers, principal, school leaders such as assistant principals, intervention coordinator, instructional coaches, paras, aides, office staff, secretaries, custodial, and Cafe staff; lastly, a survey was sent to middle school students the week of October 18th to gain their input on where GAA Academy could best allocate the ESSER funds. GAA engaged in meaningful consultation with Civil Rights groups, tribes, and community advocates on October 8th, 2021 by posting a community outreach survey on the GAA website. Further, in preparing the LCAP over the summer, GAA engaged the stakeholder community using a variety of methods. During specific Governance meetings, the goals and actions of the LCAP were discussed in a public forum with opportunities for the public ESSER III Expenditure Plan for Grow Academy Arvin Page 3 of 16 to provide comments.

The ESSER III Community Outreach Survey was made available in both English and Spanish on the school's website, the mass communications platform ParentSquare, and social media sites. Other planned expenditures using federal resources (COVID-19 Relief Funding) can be reviewed by accessing the Grow Public Schools Board approved documents which are available on the Grow Academy Arvin's website. These include the following: Safe Return to In-Person Instruction Plan, Local Continuity and Attendance Plan, Expanded Learning Opportunities Plan, Expanded Learning Opportunities Grant ESSER I, II, ESSER III Expenditure Plan, and GEER.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Grow Academy Arvin has implemented some actions identified in our Elementary and Secondary School Emergency Relief Fund (ESSER) III Expenditure Plan. The ESSER III Expenditure Plan for Grow Academy Arvin can be referenced on the GA Arvin's website. Specifically, we have successfully implemented strategies for continuous and safe- and in-person learning. This includes the purchase of PPE and cleaning supplies, extending the services provided by our Licensed Vocational Nurse to ensure safety measures on campus. To address the impact of lost instructional time, Grow Academy Arvin extended the services provided by Small Group Instructors, Teachers for Summer Academy and Kinder Camp, provided supplemental materials and extended EL services, provided professional development, and increased services provided by the School Psychologist to assist in addressing behavioral and other challenges for students before learning is impacted, and link families to other services needed throughout the community. GA Arvin was able to implement a successful Summer Academy and Kinder Camp to provide supplemental instruction time for students. Summer SPED Intersessions were implemented for students needing additional targeted instructional support. Finally, the addition of an Independent Study Coordinator helped to provide oversight to ensure students placed in Independent Study due to COVID-19 remained on course with peers. Grow Academy Arvin experienced challenges as well during the implementation. A spike in demand for PPE and the temporary disruption to the global supply chain caused an increase in wait times to receive and deploy necessary PPE to students. Qualified Substitute Teachers were in high demand throughout the County contributing to temporary staff shortages at any given time.. Unfortunately, staff could not predict how significant the surge in COVID-19 cases was going to be returning from Winter Break. There was a spike in the number of students participating in the short-term Independent Study Program, slightly delaying the deployment of informational packets and technology devices to students in need.

Implementation of of the ESSER Expenditure Plan and Expanded Learning Opportunity Grant are in alignment with LCAP Goal 1. For example, both plans aim to provide programs and services that compliment the Intervention and Enrichment and School-Wide Literacy Initiatives. Additionally, the plans both aim to provide programs and services that help to address the social-emotional needs of students, aligned with the Student Success Teams action. The plans aim to help maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle (Goal 3), by the purchase and deployment of the PPE and cleaning supplies.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Grow Academy Arvin considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are: Goal 1 of the LCAP aligns with ELO Grant Plan in Instructional Services and Supplemental Instructional Materials items. LCAP Goal 2 aligns with ELO Grant Plan in the Extending Instructional Learning Time area.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement

- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

Grow Academy (GA) is a K-8 public charter school designed to serve students in the greater Arvin community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. The goal of GA is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. Grow Academy Arvin enrolls approximately 90 students per grade per year in grades Kindergarten through 5th, and 110 students per year in grades seventh and eighth, with an end goal of educating just over 815 students annually in grades TK-8. Our student population is 39% English learner (EL), 84.6% Socioeconomically Disadvantaged and 6.8% students with disabilities. 94% of our students are Hispanic. GA is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness. Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is Grown in the garden and prepared in the kitchen.

Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being. We at GA are motivated by four core values:

- High Expectations
- Health and Wellness
- Perseverance
- Joy

The following goals encompass our vision:

Providing a school choice for families that have limited English language skills and are economically disadvantaged.

Enabling incoming kindergarten students to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they are promoted to the 9th grade. Educate our scholars to be self-motivated, competent, and lifelong learners, and have a

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

Reflections: Successes

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

It is a priority of Grow Academy Arvin (GA Arvin) to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. While we welcomed scholars back to full in-person instruction at the beginning of the new school year, we continued to adhere to the COVID-19 Public Health Guidance for K-12 schools established by the California Department of Public Health. Some of the health and safety measures implemented by Grow Academy Arvin included the following: increasing public awareness of vaccinations, universal indoor masking by all scholars, staff, teachers, and visitors, regardless of vaccination status, adherence to social distancing recommendations, hand washing, sanitation protocols, and air purification/ventilation systems. In collaboration with Grow Public Schools, Grow Academy Arvin continued to monitor and track COVID-19 cases and positivity rates throughout the community and county.

In addition to the health and safety protocols, Grow Academy Arvin implemented several strategies to address the impact of lost instructional time. To address the impact of lost instructional time, Grow Academy Arvin extended the services provided by Small Group Instructors, Teachers for Summer Academy and Kinder Camp, provided supplemental materials and extended EL services, provided professional development, and increased services provided by the School Psychologist to assist in addressing behavioral and other challenges for students before learning is impacted, and link families to other services needed throughout the community. GA Arvin was able to implement a successful Summer Academy and Kinder Camp to provide supplemental instruction time for students. Summer SPED Intersessions were implemented for students needing additional targeted instructional support. Finally, the addition of an Independent Study Coordinator helped to provide oversight to ensure students placed in Independent Study due to COVID-19 remained on course with peers.

On March 10, 2022, the Grow Public Schools (GPS) Board of Directors approved the Revised COVID-19 Safety Plan-also known as the Safe Return to In-Person Instruction Plan, which allowed Grow Academy Arvin to continue to evaluate, with guidance and consultation from the local public health department, if stable groups are a necessary measure in the event of an outreach. The most significant change to the original GPS Board Approved Plan relates to face coverings. Face coverings (disposable masks, reusable masks, and/or face shield(s)) became strongly recommended indoors for students, but not required (“mandatory”). This change created a sense of normalcy for educators and students which ultimately helps to promote a positive social-emotional learning environment.

In the beginning of the new school year, GA Arvin demonstrated its commitment to create meaningful partnerships with parents by creating

and maintaining authentic opportunities to connect with our educational partners in both formal and informal settings. This includes the establishment of our '21-'22 Star Parents of Grow Academy (SPGA) parent group as well as our '21-'22 English Learner Advisory Committee (ELAC). Vital to the success of GA Arvin in making key program decisions as well as consistently providing the viewpoint of our educational partners. GA Arvin was also able to host both our "Coffee& Conversation" and "Lunch with GA Arvin Leadership" in addition to our monthly "Parent Information Meetings." GA Arvin initiated the cultural and programming norms that are known to offer for our scholars and families as a result of in-person instruction. GA Arvin was able to adapt to an evolving learning landscape for students and staff, and learned a few best practices through the global pandemic.

Other services and activities provided to our scholars at GA Arvin included: a variety of elective courses, extra-curricular activities, and Edible Schoolyard (ESY) kitchen and gardening classes. Other activities offered included book club, chess club, and gardening show. GA Arvin successfully administered a winter intersession to help close the achievement gap for at-risk scholars. Academic Parent Conferences also reconvened in-person allowing our instructors to convey the academy growth and strengths of the scholars, as well as noting the skills that may be improved upon. While Grow Academy Arvin is proud of the parent engagement and cultural activities that returned at the beginning of the new school year, we are also proud of the notable academic performance.

- GA Arvin held an in-person promotion ceremony for 8th graders and families. This was deemed successful as the students and families did not have the opportunity to celebrate the 8th grade promotion in-person last year due to COVID-19 restrictions.
- Adventist Health-Mobile Community Health Clinics were made available for scholars, families, and the general public. This was a successful new partnership cultivated by the Grimm Family Education Foundation and Grow Public Schools. Previous guidelines established by the California Department of Public Health prevented public gatherings.
- Drive-Thru Dental Screenings for students age 5 and under were made available in partnership with KCSOS, the Kern County Children's Dental Health Network, and First 5 Kern. In previous years this program was offered in-person usually in a multi-purpose room with large groups of students. KCSOS and other educational partners were able to adapt and provide an alternative method of program service delivery, successfully screening students in need who would otherwise not have benefited from the program.
- GPS Sports Day-GA Arvin held its Sports Day and began the return of recreational team sports such as soccer, basketball, and softball for eligible 7th and 8th grade students. This was deemed successful since an official sports program was not possible last year. Additionally, GAA was able to add competitive track and field to our extracurricular athletic opportunities. For the scholar athletes who competed in Track and field twelve (12) scholar athletes made it to the league finals, six (6) progressed to our district finals, two (2) continued onto the Kern County finals and advanced to the San Joaquin Valley Finals in Clovis, CA on May 14, 2022.
- Cultural Events: DDLM, Halloween, Christmas Parade, Read Across America

Grow Academy plans on continuing and building on the successes with the goals and actions outlined within the LCAP.

Despite some of the noted successes that Grow Academy Arvin is proud of, there is still an academic achievement gap, which is addressed below:

Reflections: Identified Need

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

Grow Academy Arvin continues to implement alternative assessments in addition to the CAASPP to measure progress toward closing the academic achievement gap. GA Arvin utilizes NWEA Map Growth to measure achievement in growth in K-12 math, reading, language usage and science. It provides teachers with accurate, and actionable evidence to help target instruction for each student or student groups regardless of how far above or below they are from their grade level.

2019-2020 NWEA MAP Growth

The latest full year of NWEA MAP Growth assessment data before the pandemic indicates gaps in achievement percentiles for both Math and Reading between AS, and our ELs, and SWD subgroups. All students in grades K - 8 take the NWEA MAP Assessment three times each year. Achievement and Growth is calculated after the final assessment in the Spring. Overall, only 61% of our students schoolwide (AS) met their Growth projection for Reading, and 63% in Math in 2019. Reading: English Learners: There is a slight gap between the percentage of EL students who are meeting Growth targets (60%) and AS (61%).

2020-2021 NWEA Data (Fall and Winter)

NWEA Data - Our Overall NWEA scores trended upwards from Fall 2021 to Winter 2021. As a school (K-8), we experienced a 2.5% increase in ELA RIT scores for an average of 185.9. Our subgroups also demonstrated growth. The percentage increases are as follows:

Socioeconomically disadvantaged (SED) (2.4% increase to 182.7)

English learner (EL) -3.1% increase to 181.1

Special Education (SpEd)- 1.8% increase to 180.4.

Math Scores also trended upward. Overall, we experienced a 2.8% increase to 187.9.

SED (2.6% increase to 185.4)

EL - 3% increase to 184

SpEd - 2.4% increase to 181.3

2021-2022 NWEA Map Growth

Post global pandemic, we began our full year of NWEA Map Growth assessment data in the 2021-2022 School year. Overall 43% of all students met their Growth projection in Reading, while 51% of all students met their Growth projection in Math.

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

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

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

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

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

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

The Mathematics gaps are as follows: English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1). This is an area in which we must continue to improve upon, and GA Arvin continues to invest in academic software programs aimed at closing the gaps through differentiated learning. Some of these software programs include, but are not limited to BrainPop, Generation Genius, IXL, Achieve 3000, and Mango ELD.

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

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

2020-2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Arvin decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Arvin was able to yield the following results:

ELA: All Students-27.03% of all students at GA Arvin met or exceeded the ELA standard

ELA: SED Students-24.21% of all socioeconomically disadvantaged students met or exceeded the ELA standard

ELA: EL Students-37.79% of all EL Students met or exceeded the ELA standard

Math: All Students-17.59% of all students met or exceeded the Math standard

Math: SED Students-16.23% of all socioeconomically disadvantaged students met or exceeded the Math standard

Math: EL Students-25.23% of all EL students met or exceeded the Math standard

Science: All Students-13.97% of all students met or exceeded the Science standard

Science: SED Students-10.08% of all SED students met or exceeded the Science standard

Science: EL Students-18.60% of all EL Students met or exceed the Science standard

Steps taken to address identified needs:

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

In addition to instructional coaches, each STEM classroom in grades 1 - 5 has been assigned a Small Group Instructor (SGI). The SGI works closely with the classroom teacher of record to ensure that the differentiated lesson plans are implemented with fidelity - working closely with students individually or in small groups to address their specific learning needs, which includes addressing both intervention or enrichment needs. Additionally, through the formation of a Student Success Services Team (composed of one (1) Intervention Coordinator, one (1) School Counselor, and one (1) Assistant Principal of Student Services (APSS) , staff will continue to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress. The AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent engagement education events and school culture initiatives to support the success for all students. Additionally, the APSS builds and enhances community partnerships to provide counseling and social services to struggling families. The School Counselor is responsible for promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The SST works closely with the Intervention Coordinator to implement strategies that will help to close the achievement gap of English Learners, students with disabilities, and socioeconomically disadvantaged students.

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

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

Chronic Absenteeism

Based on data from GA Arvin's SIS the chronic absenteeism rate was 9.67%.

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

LCAP Highlights

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

Through an analysis of our state and local data, and input from staff and educational partners, we identified four areas of focus for the 2022-23 school year:

Goal #1- Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement. Grow Academy Arvin will be increasing funding to support English Learners, Foster Youth, and Low Income students through the following actions

Teacher Development Initiative is an addition and improvement in services, in partnership with the Alder Graduate School of Education (GSE). The Alder GSE Program is a residency model (developed by the Aspire charter network) that combines immersive hands-on practice in the classroom with a rigorous curriculum of research-based coursework, consisting of in-person seminars as well as online instruction. Each Resident is paid with an expert mentor educator, spending four days a week in the classroom participating in hands-on-teaching and one day a week spent in collaboration with a regional cohort. Residents earn a Master's Degree and Teaching Credential in the following areas: Single Subject Math, Single Subject Science, Single Subject English, Single Subject History, Multiple Subject, Special Education (mild to moderate, RSP, and Physical Education. Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting unduplicated students and their families. With the creation of the Teacher Development Initiative, the Intervention Coordinator's duties will expand working closely with the Small Group Instructors (SGIs) and Alder GSE Teacher Residents to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs customize learning to student needs, in order to provide individually targeted student instruction. SGIs use software and supplemental curricular materials to deliver instruction to students who are grouped according to their current needs. This collaborative approach to providing services will help to achieve positive academic, social and emotional learning outcomes. In an effort to help close the achievement gap for English Learners, GA Arvin intends to purchase supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material. These are supplemental materials that will be used as part of Grow Arvin Academy's additional ELD support. Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars. Mango EDL, ThinkCentral and Lightning Squad are other supplemental software platforms that will be implemented. In addition to supplemental materials and educational software, GA Arvin will also be purchasing new Chromebooks dedicated for English Learners to use for academic intervention and enrichment purposes. Staff will receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting students and families. To address the continued need of promoting literacy for ELL students, GA Arvin will be investing in culturally appropriate novels and research material in order to increase student academic Growth, especially for unduplicated students. In response to stakeholder feedback to provide more instructional technology and offer more academic assessments, we will be utilizing software assessments in the Learning Lab to identify students needing supplemental instruction. Examples of the academic software include: BrainPop, Smarty Ants, ThinkCentral, Generation Genius, IXL, Elevation (ELL), NextGen, Aleks, Achieve 3000, etc. Additional professional development will be provided to staff to implement Success for All which will address Social Emotional Learning and Common Core State Standard best practices for EL students. To continue academic enrichment activities, GA Arvin will provide after school tutoring for unduplicated students who score in the lowest 30% in Math or ELA. Finally, GA Arvin will begin to offer a Transitional Kindergarten (TK) program, implement the Expanded Learning Opportunity Program (ELOP) and continue its Art & Music programs to promote academic enrichment.

Goal #2-Create collaborative partnerships with parents to improve student achievement. At Grow Academy (GA) Arvin. It is our belief that authentic parent engagement and education is instrumental in helping to close the achievement gap for unduplicated pupils. We included action steps to support the expansion of our parent engagement opportunities. Based on feedback from parents, we will carry forward all programs and services identified in the 21-22 LCAP. GA Arvin will continue to utilize various forms of communication (in English & Spanish) to provide information to parents/guardians relating to their students' academic progress and social emotional learning needs. GA Arvin will implement digital communications platforms (i.e., ParentSquare), and continue to invest in an Interpreter to provide translation services for our EL students and families. To provide ongoing communication that helps to identify strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress, GA Arvin will dedicate a Student Success Team (SST). The SST is comprised of one (1) School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services and one (1) Assistant Principal of Academics who will work collaboratively with students and parents/guardians to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress. Based on feedback from parents, we will carry forward all programs and services identified in the 21-22 LCAP. Additionally, GA Arvin will consider the career fair for students and parents, resume the in-person Farmers Market, and provide more volunteer opportunities for parents/guardians, including a family virtual study night. Grow Academy Arvin will continue the research-based Academic Parent Teacher Teams to help increase student academic learning by enhancing the quality quantity of parent-teacher interaction. To celebrate and encourage parent participation of EL, Foster, and SED students, we will offer a Parent Appreciation Night. We are excited to offer family cooking classes, family activities on campus such as the Spring Carnival, and community events. We will continue our partnership with Kern County Superintendent of Schools Children's Dental Health Network, Clinica Sierra Vista, and Adventist Health Bakersfield to increase access to healthcare for our families. We have established a partnership with Bank of America to provide financial literacy workshops, and will explore community partnerships to provide vision screening for students and English classes for parents. Finally, we will continue to expand our community outreach through partnerships with Kiwanis, Lions, and other community groups that provide programs and services for families of Arvin and surrounding areas.

Goal #3-Provide an environment that encourages healthy lifestyles. Based on feedback from our educational partners, GA Arvin will continue its physical education program in an effort to encourage healthy living for students and improve pupil outcomes as measured by the State's Physical Fitness Test (PFT). Several metrics are no longer required for the PFT in the 21-22 school year, as compared to the 18-19 PFT. Testing elements no longer required include: a) body composition, b) student performance using the Healthy Fitness Zones, c) data on height, weight, including body mass index, d) gender data, and e) age. GA Arvin will maintain a standardized Elementary Physical Education program for low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. 600 K-5 students will receive physical education for at least 80-110 minutes per week throughout the school year, while 210 middle school students in each grade will receive physical education for at least 150-225 minutes per week throughout the school year. This will be accomplished through the dedication of two (2) Physical Education Teachers. GA will utilize the Edible Schoolyard program to create a learning experience for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. Socio-economically disadvantaged students and families in Arvin do not have healthy meal choices readily available to them. The ESY Team will provide a total of 154 garden lessons and 154 kitchen lessons will be provided to students. GA will continue to offer ESY kitchen and cooking classes, and expand the ESY Iron Chef challenge to 7th and 8th grade students. Based on feedback from parents, we will carry forward all programs and services identified in the 21-22 LCAP. Additionally, GA Arvin will

consider the expansion of after school healthy snack offerings and bring back outdoor physical activities that promote environmental stewardship (i.e., Wind Wolves Preserve nature hikes). We will offer more family fun nights (i.e. bowling, skating, swim) and pilot a healthy eating log competition for students. We will continue to offer and expand extracurricular activities, including organized athletic programs for SED students. These athletic programs include, but are not limited to: soccer, basketball, softball, track and field, etc. These focus areas are addressed through the following goals that are found in our Action Plan:

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Grow Academy Arvin (GA Arvin) is committed to the idea that meaningful educational partner engagement is an integral part of developing an effective strategic plan. As such, Grow Academy Arvin includes several educational partners to solicit feedback which helps influence the development of this LCAP for the 2022-23 school year. Our educational partners include: teachers, principals, administrators, other school personnel, parents, students, and SELPA administrators. GA Arvin solicited feedback through both in-person and virtual meetings with several educational partner groups and discussed goals, school data, as well as proposed actions and services that will help to close the academic achievement gap for unduplicated pupils. The following groups were actively involved in the LCAP development process described below:

Educational Partners at Large-This group is made up of parents, teachers, principals, administrators, and other school personnel.

School Site Council (SSC): Since Grow Academy Arvin utilizes the LCAP to serve as its School Plan for Student Achievement (SPSA) as defined by Education Code Section 52062, the establishment of a School Site Council is optional. The School Site Council is made up of parents, administrators, and students.

Star Parents of Grow Academy (SPGA), is the parent advisory group, comprised of parents/guardians of GA Arvin students.

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

Kern County SELPA-

In addition to the above educational partner groups that helped to provide feedback relating to the three goals identified for the LCAP, a meeting took place with the Executive Director of the Kern County Consortium SELPA on March 29, 2022. The purpose of this meeting was to ensure that students with disabilities have access to fully-credentialed Teachers, standards-aligned instructional materials, and school facilities. The consultation addressed the following areas: Access to basic services State standards Student achievement Parent engagement Student engagement School climate Course access.

In addition to in-person and virtual educational partner meetings, surveys (available in English and Spanish) were also administered to all parents/guardians of GA Arvin students through ParentSquare via Google Forms and made available on Grow Academy Arvin's Website.

A presentation of the Draft LCAP for the 2022-2023 School Year was made to the Star Parents of Grow Academy and the English Learner Advisory Committee on June 14, 2022.

The Grow Public Schools Board of Directors held a virtual Public Hearing to solicit community input on the draft LCAP on June 24, 2022. The final draft of the LCAP was submitted to the Grow Public Schools Board of Directors during its regular board meeting on June 27, 2022.

To further engage our educational partners, GAA implemented the ParentSquare communications platform, phone app or web-based communications platform for the 21-22 school year. As of January 2022, 948 parents of GAA were utilizing ParentSquare for ongoing 2 way communication with a reach rate of 99%. The overall parent engagement rate was 96%. ParentSquare and our social media presence (Facebook and Twitter) have allowed educational partners to communicate directly and offer feedback to school leadership. In addition, weekly parent letters, distance learning support surveys, were sent out, and the site leadership hosted weekly Parent Information Meetings (PIM) via Zoom in English with a Spanish translator. These weekly meetings began the first week of school (August 3rd), and were regularly held on Wednesdays. To accommodate the various schedules of our educational partners, Parent Informational Meetings (PIM) and Coffee and Conversations were hosted on a rotational schedule: Early Morning, Evening and Afternoons. These meetings provided information, additional educational resources, answer questions, and solicit feedback on the effectiveness of distance learning and how we can improve services for our students.

A summary of the feedback provided by specific educational partners.

Each of the above mentioned educational partner and governance groups were given the opportunity to provide feedback on the LCAP. Through several virtual and in-person meetings, educational partners were given a general overview of the entire LCAP process. This presentation included information about the Local Control Funding Formula (LCFF), LCFF Base Grant, LCFF Supplemental & Concentration Grants, Budget Overview for Parents Update, 21-22 Expenditures Plan, and LCAP Goals and Actions. Educational partners were given the opportunity to provide input on the goals, actions, and suggestions for new strategies that ultimately aim to increase and/or improve services for unduplicated pupils (SED, Foster Youth, English Learners).

A survey available in English and Spanish was also administered to all parents/guardians of GA Arvin students through ParentSquare via Google Form and made available on Grow Academy Arvin's Website. The survey yielded the following educational partner input:

Guidance Counselor specifically for middle school

Increase in parent teacher collaboration at school events

Shorter days for K-2nd grade students, passing periods in between classes for teachers and students to use the restroom

More outside supervision aides

We live in Bakersfield and my granddaughter will be attending Grow Academy going on 4 years and I have been driving her back and forth.

We love the school and do not want to change. Is it possible that transportation could be provided in the near future?

Students need to be challenged more on all subjects

More shade

Better meals for the kids

Offer tutoring after school

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

Star Parents of Grow Academy-March 8, 2022

After school tutoring and after school program

School Site Council (March 10, 2022)

Carry forward the suggestions made by the SCC from the 21-22 LCAP, and add the following:

More tutoring opportunities

Touch Screen-Tech (K-1st)

More Project-Based Learning (i.e., Science Fairs, ELA drawing stories, storybooks

Academic enrichment programs like Drama, Oral Language Festival, Spelling Bee, Robotics, Foreign Language Class, FFA animals upkeep (working with animals)

Educational Partners At Large (March 17, 2022)

Research other school/school districts to learn from others who have had successful LCAPs

Add a Social Worker

College Field Trips as incentives (College Day hosted on site)

Incorporation of the Gifted and Talented Education Program (GATE)

Access to STEM kits for home activities, coding classes

English Language Advisory Committee (March 23, 2022)

Technology devoted to ELPAC Testers (devoted to department)

Re-evaluate the need and use for Mango Software Program, explore Lightening Squad (Success for All product)

ELL Curriculum targeted on reading and writing (supplemental curriculum)

Training for EL instructors

Workshops for parents

BrainPop Junior

Grow Academy Arvin Staff At-Large (March 23, 2022)

I'm a Reader Celebration

Touchscreen Tech (Chromebooks)

Celebrating NWEA Growth

Teacher Support for Higher Education

STEM Night

PEX Card increase

Field Trips & Virtual Reality Sets

Class Sizes

Textbooks instead of Chromebooks

Better Books for SFA

Increase Pay

Behavioral Support Staff

Increase PD opportunities for Teachers

Offer Foreign Language

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

Star Parents of Grow Academy-March 8, 2022

Maintain what was offered last year

School Site Council (March 10, 2022)

Carry forward the suggestions made by the SCC from the 21-22 LCAP, and add the following:

Career Fair, for students and parents

Farmers Market

Return to historical functions and gatherings

Class/Enrichment opportunities for parents, (Volunteer Teachers)

Family Study Night/Virtual

Volunteer Tutors

Educational Partners At Large (March 17, 2022)

Analysis of platform & software usage to determine cost effectiveness (i.e., Kickboard ineffective). Research alternatives

Home Economics (i.e., Sewing)

Family Fun Night Fair with stations hosted by grade levels as related to curriculum standards.

Arts & Crafts Fair for students to showcase their work

English Language Advisory Committee (March 23, 2022)

ELA instruction for parents (provide thematic units)-Spanish to English, English to Spanish Sentences Project

Sibling Tutoring

Parents that are traditional cooks, host virtual cooking classes (i.e., arts, crafts, hobbies, carpentry, "GAA Master Class", Training Workshops for Parents

Grow Academy Arvin Staff At-Large (March 23, 2022)

Whole group APPT parent conferences

Parent workshops (academic and non-academic)

Parent involvement (during recess/morning and dismissal)

In-Person 8th Grade Promotion ("pre-COVID")

Parent/Staff Luncheon

In-Person parent volunteer opportunities

Family events on campus

Father/Mother Dances

Fun Friday (i.e., picnic, outdoor activities)

Better parent communication

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

Star Parents of Grow Academy (March 8, 2022)
Virtual Yoga Classes and Afternoon Yoga Classes

School Site Council (March 10, 2022)
Carry forward the suggestions made by the SCC from the 21-22 LCAP, and add the following:
Girls On The Run
Healthy Afterschool Snack Opportunities
Bring Back In-Person physical activities (i.e., Wind Wolves, Hiking)
Skating, Bowling Family Nights
P.A. Family Day
Swim Day
Healthy Eating Log (Competition) and Healthy Eating Cookbook (student recipes)
Virtual Iron-Chef Cooking Competition

Educational Partners At Large (March 17, 2022)
Sport involvement (different teams for different grades)
Additional sports- basketball, football, and volleyball
Physical Fitness Fair (i.e. Sports Day)

English Language Advisory Committee (March 23, 2022)
Utilize the park for exercise classes (i.e., Yoga)
Running (5K, cross Arvin after school)
Family Skate Night (Roll-O-Rama)

Grow Academy Arvin Staff At-Large (March 23, 2022)
Expand the ESY program (nutrition classes for students, more fresh fruit options)
Offer dance classes and cheerleading
Bring back the salad bar, offer breakfast bar for teachers and adult lunch portions

Build a Gym (weight room), offer afternoon exercise classes, Zumba instead of morning announcements
Implement restorative justice practices
Hiking trips/nature journaling
Camp KEEP, DC Trips
Inform All Staff of health and wellness policies
Offer athletic programs for K-5 students
Track and Field Day, Health and Wellness Fair, Superhero Run, Color Run

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Based on the analysis of data as well as feedback received from educational partners related to Goal 1, GA Arvin will be allocating additional resources in an effort to help close the academic achievement gap for unduplicated pupils. GA Arvin intends to respond with the following actions:

Goal 1, Action 1-Teacher Development Initiative (New Action) was influenced by the feedback received from parents, staff, and parents of ELs. The Teacher Residents are an addition and improvement in services, in partnership with the Alder Graduate School of Education (GSE). The Alder GSE Program is a residency model (developed by the Aspire charter network) that combines immersive hands-on practice in the classroom with a rigorous curriculum of research-based coursework, consisting of in-person seminars as well as online instruction. Each Resident is paid with an expert mentor educator, spending four days a week in the classroom participating in hands-on-teaching and one day a week spent in collaboration with a regional cohort. Residents earn a Master's Degree and Teaching Credential in the following areas: Single Subject Math, Single Subject Science, Single Subject English, Single Subject History, Multiple Subject, Special Education (mild to moderate, RSP, and Physical Education. Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting unduplicated students and their families.

Goal 1, Action 2-Intervention Coordinator (Modified Action) was influenced by the feedback received from parents, teachers, parents of ELs, and parents of students with disabilities. With the creation of the Teacher Development Initiative, the Intervention Coordinator's duties will expand working closely with the Small Group Instructors (SGIs) and Alder GSE Teacher Residents to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs customize learning to student needs, in order to provide individually targeted student instruction. SGIs use software and supplemental curricular materials to deliver instruction to students who are grouped according to their current needs. This collaborative approach to providing services will help to achieve positive academic, social and emotional learning outcomes.

Goal 1, Action 3-Library Program was influenced by the feedback received from parents of SED students, teachers, and students. Grow Academy has invested in ensuring that all students have access to relevant culturally and age appropriate novels and research material in order to increase academic Growth for all students. The Library Assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students and families. Continue to increase the library inventory that will promote more reading opportunities. Increase number of books in circulation (in students' hands).

Goal 1, Action 4-Educational Software was influenced by the feedback received from teachers, parents of SED students, and school leadership. Staff will utilize software assessments and benchmarks in Learning Lab to identify individual learning needs in our students based on the data provided. Specifically, BrainPOP, Generation Genius, Moby Max, IXL, Next Gen, Zearn, ALEKS, NWEA, Renaissance Learning, Achieve 3000 (Smarty Ants), Mango ELD, SFA Lightning Squad, Second Steps, and Illuminate DNA, Infinite Campus, ThinkCentral (ELD), Panorama Education, ClassLink (new SSO), Bright Solutions (special needs). These platforms allow us to determine what students have learned and how to identify performance gaps.

Goal 2, Action 5-Success for All, was influenced by feedback received from teachers and parents of SED students. Grow Academy Arvin has adopted the Success for All framework to promote Social and Emotional Learning, which helps teachers set attainable goals focused on the students' individualized needs. Continue the implementation of KinderCorner which helps children make sense of the world around them, fostering development of oral language literacy, math, and interpersonal and self-help skills.

Goal 1, Action 6-Professional Development, was influenced by feedback received from teachers. GA Arvin will provide supplemental Professional Development for teachers and paraprofessionals, focusing on developing instructional expertise in differentiation in order to better meet the individual learning needs of each of our students via Success for All and through the Kern County Superintendent of Schools Induction Program.

Goal 1, Action 7-College Readiness, was influenced by feedback received from teachers, parents of SED students, and parents of ELs. GA Arvin plans to actively promote college readiness and awareness by: Conducting a "College Fair" Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college going rates of EL and SED students.

Goal 1, Action 8-English Learner Student Success (Modified Action) was influenced by the feedback received from teachers and parents of ELs. In an effort to help close the achievement gap for English Learners, GA Arvin intends to purchase supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material. These are supplemental materials that will be used as part of Grow Arvin Academy's additional ELD support. Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars. Mango EDL, ThinkCentral and Lightning Squad are other supplemental software platforms that will be implemented. In addition to supplemental materials and educational software, GA Arvin will also be purchasing new Chromebooks dedicated for English Learners to use for academic intervention and enrichment purposes.

Goal 1, Action 9-After-School Tutoring, was influenced by the feedback received from parents, teachers, and staff. GA Arvin will offer four (4) teachers will receive stipends to provide after school tutoring to targeted students scoring in the lowest 30% in Math or ELA. This will help to close the performance gap for our unduplicated students.

Goal 1, Action 10-Art & Music Programs was influenced by the feedback received from parents, teachers, parents of SED students, and parents of ELs. GA Arvin will provide one (1) Music Teacher one (1) art teacher and one teacher who will both devote 50% of their time between Art and Music to provide academic enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students.

Goal 1, Action 11-Instructional Coaches was influenced by the feedback received from teachers, parents of SED students, and parents of ELs. GA Arvin will provide Two (2) Instructional Coaches will work collaboratively with teachers in developing effective culturally appropriate lesson plans and assessments that are relevant and respond to the unique learning needs of each student. Our instructional coaches use tools from the New Teacher Center (NTC) to guide their efforts, and work closely with each classroom teacher to ensure that lesson plans are differentiated and address unique learning needs of our scholars in an Optimum

Learning Environment (OLE). The OLE is a model used by NTC to provide a template in each classroom for addressing the individual learning needs of each student. OLEs begin with a positive, productive school climate and provide intellectually and emotionally safe, stimulating classroom communities that are personalized and co-constructed by adults and students. Within the OLE framework, the diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth. The unique learning needs of our unduplicated students are identified and addressed in each lesson plan.

Goal 1, Action 12-Intervention and Enrichment was influenced by the feedback received from teachers, parents of SED students, and parents of ELs. GA Arvin will devote Intervention and enrichment time to be provided to students during the day period to supplement instruction. Intervention and enrichment programs will increase through the dedication of seven (7) Small Group Instructors and three (3) Kindergarten Aides. Eight (8) Lab Teachers + one Lab Aide will provide Intervention and enrichment programs provided to all students in lab classes throughout the day. Intervention instruction is designed to serve the individual needs of each student, including the unique learning challenges of our unduplicated pupils, aimed at closing the achievement gap.

Based on the analysis of data as well as feedback received from educational partners related to Goal 2, GA Arvin will be allocating additional resources in an effort to create collaborative partnerships with parents to improve student achievement. GA Arvin intends to respond with the following actions:

Goal 2, Action 1- Student Success Team (modified action) was influenced by the feedback received from parents of SED students, parents of ELs, and teachers. GA Arvin has added a new position to the SST to increase and improve services to parents and families of unduplicated students. The Assistant Principal (AP) of Academics is new to the SST, and will work collaboratively with students and parents/guardians to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress. The AP of Academics also implements the school's academic systems and curriculum development, facilitates the Optimum Learning Environment (OLE) in every classroom, mentors teachers and provides leadership and support for the Instructional Coaches and Intervention Coordinator. The AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent engagement education events and school culture initiatives to support the success for all students. Additionally, the APSS builds and enhances community partnerships to provide counseling and social services to struggling families. The School Psychologist is responsible for the assessment and behavior management for students with emotional disabilities, learning disabilities, autism and behavioral challenges. The School Counselor is responsible for promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The SST works closely with the Intervention Coordinator to implement strategies that will help to close the achievement gap of English Learners, students with disabilities, and socioeconomically disadvantaged students.

Goal 2, Action 2-Parent Communications/Education was influenced by the feedback received from parents and teachers. GA Arvin will continue to use multi-media to communicate information & opportunities for parents. (Group texts, ParentSquare, phone dialer, letters home, etc). Increase access and use of phone dialer system by expanding this system to include teachers. Continue using Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.

Goal 2, Action 3-Interpreter was influenced by the feedback received from parents of ELs. The Interpreter will provide translation services for all of the school-based governance meetings that help to increase parent engagement for low-income students and EL learners. These meetings include the Star Parents of Grow Academy, School Site Council, the English Learner Advisory Committee. GA Arvin adds Spanish only meetings and maintains translation services to be used in all parent and board meetings.

Goal 2, Action 4-Home visits was influenced by the feedback received from parents and teachers. GA Arvin will offer teacher training around structuring home visits.

Goal 2, Action 5-Positive Behavior Intervention was influenced by the feedback received from parents and teachers. GA Arvin will provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together". Purchases to stock "Student Store" to incentivize positive behavior. Getting Along Together is a program developed by the Success for All Foundation.

Goal 2, Action 6-Educational Field Trips was influenced by the feedback received from parents and teachers. GA Arvin will provide in-school field trips quarterly to reward and encourage positive behavior.

Goal 2, Action 7-Academic Parent Teacher Teams (APPT) was influenced by the feedback received from teachers, parents of SED students, and parents of ELs. Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school.

Goal 2, Action 8-Parent Appreciation Night, was influenced by the feedback received from teachers and parents. GA Arvin will continue to celebrate and encourage parent participation of EL, Foster, and SED students.

GA Arvin also included action steps to support the expansion of our parent engagement opportunities. Based on feedback from parents, we will carry forward all actions from the 21-22 LCAP. Additionally, GA Arvin will consider the career fair for students and parents, resume the in-person Farmers Market, and provide more volunteer opportunities for parents/guardians, including a family virtual study night. Grow Academy Arvin will continue the research-based Academic Parent Teacher Teams to help increase student academic learning by enhancing the quality quantity of parent-teacher interaction. To celebrate and encourage parent participation of EL, Foster, and SED students, we will offer a Parent Appreciation Night. We are excited to offer family cooking classes, family activities on campus such as the Spring Carnival, and community events. We will continue our partnership with Kern County Superintendent of Schools Children's Dental Health Network, Clinica Sierra Vista, and Adventist Health Bakersfield to increase access to healthcare for our families. We have established a partnership with Bank of America to provide financial literacy workshops, and will explore community partnerships to provide vision screening for students and English classes for parents. GA Arvin will continue to expand our community outreach through partnerships with Kiwanis, Lions, and other community groups that provide programs and services for families of Arvin and surrounding areas. Additional services will be provided to support McKinney Vento efforts through the dedicated work of our Director of Community Initiatives. GA Arvin will provide parent education workshops on various topics (i.e., internet safety, financial literacy) and will explore a new partnership with the Society of Hispanic Professional Engineers to implement Noche de Ciencias™ | SHPE. Finally, GA Arvin will bring back school field trips to reward and incentivize positive behavior and academic achievement.

Based on the analysis of data as well as feedback received from educational partners related to Goal 3, GA Arvin will be allocating resources in an effort to provide an environment that encourages healthy lifestyles. The Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA Arvin, and supports the academic content in both the classroom and the ESY kitchen and garden settings.

Goal 3, Action 1-Physical Education Activities was influenced by the feedback received from teachers, parents of SED students, and parents of ELs. Grow Academy will develop healthy students and improve pupil outcomes on fitness tests. GA will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance unduplicated pupils.

Goal 3, Action 2-Healthy Living was influenced by the feedback received from teachers, parents of SED students, and parents of ELs. To promote healthy living, Grow Academy Arvin will hold an annual Wellness Fair for families to increase awareness and outreach about health and wellness, while building community partnerships. Grow Academy Arvin will hold two Farmers Markets on campus for families and educational partners.

Goal 3, Action 3-Edible Schoolyard Program and Family Cooking Classes was influenced the feedback received from teachers, parents of SED students, and parents of ELs. GA Arvin will utilize the Edible Schoolyard program to create a learning experience for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County.

Goal 3, Action 4-Extra-curricular athletics programs was influenced by the feedback received from teachers, parents of SED students, and parents of ELs. Educational partners recommended providing extracurricular athletics to encourage attendance and improved academic performance, as well as reducing unwanted behaviors. Students' surveys show that they will be more engaged if school offered something that interested them and kept them engaged. Further, with limited access to organized youth sports in the city of Arvin due to its location, coupled with the average sports registration cost hovering over \$165 per child, Grow Academy Arvin, will continue to offer a free extracurricular athletics program benefitting low-income students. As stated in our student-athlete contract, in order to participate in these free extracurricular athletic activities students must achieve a 90% attendance rate or higher, have no disciplinary issues, and must represent Grow Academy with a high level of integrity and sportsmanship. Students may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation in extracurricular athletics for our SED students.

Additionally, GA Arvin will consider the expansion of after school healthy snack offerings and bring back outdoor physical activities that promote environmental stewardship (i.e., Wind Wolves Preserve nature hikes). We will offer more family fun nights (i.e. bowling, skating, swim) and pilot a healthy eating log competition for students. Grow Academy Arvin will also explore a healthy eating cookbook with student recipes, and host a Iron-Chef cooking competition. To promote healthy living, Grow Academy Arvin will hold an annual Wellness Fair for families to increase awareness about health and wellness while building community partnerships. GA Arvin will hold two Farmers Markets on campus for families and educational partners. We will continue to offer and expand extracurricular activities, including organized athletic programs for SED students. These athletic programs include, but are not limited to: soccer, basketball, softball, track and field, etc.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Fulfilling our mission as it relates to college access and success, especially for first generation students, includes the following indicators correlated to college access and post secondary success:

Reading at grade level by the 3rd grade

Avoiding excessive absenteeism

Proficiency in all ELA and Math courses and meeting benchmarks on state exams

Successful completion of Algebra 1 in 8th grade

Successful fulfillment of our mission requires an intentional focus on academic success.

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

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

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

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

Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4). Students with Disabilities (SWD): Despite the greatest increase among subgroups (46.4 points), SWD still remains 65.9 points below standard.

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

The Mathematics gaps are as follows: English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1). This is an area in which we must continue to improve upon, and GA Arvin continues to invest in academic software programs aimed at closing the gaps through differentiated learning. Some of these software programs include, but are not limited to BrainPop, Generation Genius, IXL, Achieve 3000, and Mango ELD.

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

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

2020-2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Arvin decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Arvin was able to yield the following results:

ELA: All Students-27.03% of all students at GA Arvin met or exceeded the ELA standard

ELA: SED Students-24.21% of all socioeconomically disadvantaged students met or exceeded the ELA standard

ELA: EL Students-37.79% of all EL Students met or exceeded the ELA standard

Math: All Students-17.59% of all students met or exceeded the Math standard

Math: SED Students-16.23% of all socioeconomically disadvantaged students met or exceeded the Math standard

Math: EL Students-25.23% of all EL students met or exceeded the Math standard

Science: All Students-13.97% of all students met or exceeded the Science standard

Science: SED Students-10.08% of all SED students met or exceeded the Science standard

Science: EL Students-18.60% of all EL Students met or exceed the Science standard

The final distinctive characteristic of GA lies in its focus on each child. All students create ILP's (Individualized Learning Plans) in collaboration with the learning lab teacher and parents. A student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP is also used in the Learning Lab as a part of our MTSS approach, providing multiple tiers of intervention for students in

need of additional assistance. Regular cycles of interim assessment results will be analyzed to identify students who are failing to make adequate progress in reaching the Charter School's goal for Significant Gains.

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A: Teachers are appropriately assigned and fully credentialed in subject areas	2020-2021 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Total Teachers: 27 Intern: 13% Ineffective: 42.6% Incomplete: 3.7%	2020-2021 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) Total Teachers: 27 Intern: 13% Ineffective: 42.6% Incomplete: 3.7%			100 % of teachers will be appropriately assigned and fully credentialed in subject areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>As compared to Kern County</p> <p>Ineffective: 6.4% Incomplete: 5.8%</p> <p>(DataQuest Teaching Assignment Report 2020-2021)</p>	<p>As compared to Kern County</p> <p>Ineffective: 6.4% Incomplete: 5.8%</p> <p>(DataQuest Teaching Assignment Report 2020-2021)</p>			
1B: Students have access to standards-aligned instructional materials for every student	100% of students have access to standards-aligned instructional materials as indicated in the Self-Reflection Tool for Local Indicators (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	100% of Students had access to standards-aligned instructional materials as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)			100% of students will have access to standards-aligned instructional materials as indicated in the Self-Reflection Tool for Local Indicators
1C: School Facilities in “Good Repair” per CDE’s Facility Inspection Tool	All facilities have an overall rating of “exemplary” as affirmed in the CDE’s Facility Inspection Tool (CA Dashboard under Basics: Teachers,	All facilities had an overall rating of “exemplary” as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)			All facilities will have an overall rating of “exemplary” as affirmed in the CDE’s Facility Inspection Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Instructional materials, and facilities.)				
2A: Implementation of state board adopted academic content and performance standards for all students	In the 2020-2021 school year, this priority was met as measured on the CA Dashboard for Local Indicators (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)	In the 2021-2022 school year this priority was met as measured on the CA Dashboard for Local Indicators (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)			In the 2021-2022 school year, this priority will be met as measured on the CA Dashboard for Local Indicators
2B: How the programs and services will enable English Learners to access the CCSS & ELD standards for the purposes of gaining academic content knowledge and English proficiency	100% of ELL students have access to high quality ELD Instruction and support materials. Additional designated ELD time is provided within LL and LC classes via credentialed instructors. 30 minutes of daily academic English language instruction provided within the ELD Designated Block. Additional 30	100% of ELL students had access to high quality ELD Instruction and support materials. Additional designated ELD time is provided within LL and LC classes via credentialed instructors. 30 minutes of daily academic English language instruction provided within the ELD Designated Block. Additional 30 minutes on Mango Language Software.			100% of ELL students will have access to high quality ELD Instruction and support materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	minutes on Mango Language Software. (Master Schedule-SIS)	(Master Schedule/SIS)			
7A: Pupils have access to and are enrolled in a broad course of study including courses described for grades: 1-6 (English, Math, Social Science, Science, Health, VAPA, other studies that are prescribed by the governing board)	100% of students have access to Math, ELA, Intervention and enrichment and elective courses (Course Offerings-Parent/Student Handbook)	100% of students had access to Math, ELA, Intervention and enrichment and elective courses (Course Offerings-Parent/Student Handbook)			100% of students will have access to Math, ELA, Intervention and enrichment and elective courses.
7B: Programs and services developed and provided to low income, English learner, and foster youth pupils	100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab. (Course Offerings-Parent/Student Handbook)	100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab (Course Offerings-Parent/Student Handbook)			100% of unduplicated students enrolled in appropriate programs and services will have their individual needs met
7C: Addresses the extent to which pupils	100% of identified pupils have access to programs and	100% of identified special education students received			100% of identified pupils will have access to programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
have access to and are enrolled in: Programs and services developed and provided to students with disabilities.	services developed and provided to students with disabilities, as described through the IEP process. (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).	adequate services as described in their IEP and evidence through GA Arvin's approach to Inclusion (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).			and services developed and provided to students with disabilities, as described through the IEP process.
4A: State Assessments	<p>2019-2020 CAASSPP 46.49% of all students met or exceeded ELA standard</p> <p>43.44% of low-income students met or exceeded the ELA standard</p> <p>9.42% of ELs met or exceeded the ELA standard</p> <p>33.40% of all students met or exceeded the Math standard</p> <p>31.33% of low-income students met or exceeded the Math standard</p>	<p>2020-2021 CAASPP 27.03% of all students met or exceeded the ELA standard</p> <p>24.21% of low-income students met or exceeded the ELA standard</p> <p>37.79% of ELs met or exceeded the ELA standard</p> <p>17.59% of all students met or exceeded the Math standard</p> <p>16.23% of low-income students met or exceeded the Math standard</p>			<p>60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>30.8% of EL students will meet or exceed the ELA standard</p> <p>50% of low-income students will meet or exceed the ELA standard</p> <p>50% of students will meet or exceed the Math standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>7.24% of ELs met or exceeded the math standard</p> <p>27.07% of all students met or exceeded the Science standard</p> <p>25.66% of low-income students met or exceeded the Science standard</p> <p>2.27% of ELs met or exceeded the Science standard</p> <p>2021 NWEA Map Growth 43% of all students met their Growth projection in Reading.</p> <p>51% of all students met their Growth projection in Math</p>	<p>25.23% of ELs students met or exceeded the math standard</p> <p>13.97% of all students met or exceeded the Science standard</p> <p>10.08% of low-income students met or exceeded the Science standard</p> <p>18.60% of ELs met or exceeded the Science standard</p> <p>2022 NWEA Map Growth 59% of all students met their Growth projection in Reading.</p> <p>60% of all students met their Growth projection in Math."</p>			<p>40% of EL students will meet or exceed the Math standard</p> <p>40% of low-income students will meet or exceed the Math standard</p> <p>30% of all students will meet or exceed the Science standard</p> <p>28% of low-income students will meet or exceed the Science standard</p> <p>4% of EL students will meet or exceed the Science standard</p> <p>(2019 California Dashboard)</p> <p>65 % of all students will meet their growth projection for NWEA Reading</p> <p>65 % of all students will meet their growth projection for NWEA Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(NWEA Map)
4B: % of pupils that have successfully completed A-G requirements	N/A	N/A			N/A
4C: % of pupils that have successfully completed CTE pathways	N/A	N/A			N/A
4D: % of pupils that have successfully completed both B and C)	N/A	N/A			N/A
4E: % of ELs who make progress toward English proficiency (as measured by ELPAC)	34% of students are making progress towards English language proficiency (2019 CA Dashboard)	42.68% of students are making progress towards English language proficiency (ELPAC Summative Assessment Comparison between			65% of of students are making progress towards English language proficiency (California Dashboard 2019)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2020-2021 and 2021-2022			
4F: ELL reclassification rate	22.6% total reclassification rate (2020-21 CALPADS)	36.8% total reclassification rate (2021-22 CALPADS)			The reclassification rate will be at 45%
4G: % of pupils that pass AP exams with a score of 3 or higher	N/A	N/A			N/A
4H: % of pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher)	N/A	N/A			N/A
8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	100% of students have access to Math, ELA, intervention, enrichment and elective courses. (Course Offerings-Parent/	100% of students have access to Math, ELA, intervention, enrichment and elective courses. (Course Offerings-Parent/ Student Handbook			100% of students have will have access to Math, ELA, Intervention and enrichment and elective courses

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention and Enrichment	Intervention and enrichment time to be provided to students during the day period to supplement instruction. Intervention and enrichment programs will increase through the dedication of seven (7) Small Group Instructors and three (3) Kindergarten Aides. Eight (8) Lab Teachers + one Lab Aide will provide Intervention and enrichment programs provided to all students in lab classes throughout the day. Intervention instruction is designed to serve the individual needs of each student, including the unique learning challenges of our unduplicated pupils, aimed at closing the achievement gap. Staff salaries are the expenditures associated with this action.	\$1,349,642.00	Yes
1.2	Intervention Coordinator and Related Materials	Intervention Coordinator will work closely with the Small Group Instructors (SGIs) and Alder GSE Teacher Residents to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs customize learning to student needs, in order to provide individually targeted student instruction. SGIs use software and supplemental curricular materials to deliver instruction to students who are grouped according to their current needs. This collaborative approach to providing services will help to achieve positive academic, social and emotional learning outcomes. Staff salaries contribute to this action.	\$133,039.00	Yes
1.3	Library Program	Grow Academy has invested in ensuring that all students have access to relevant culturally and age appropriate novels and research material in order to increase academic Growth for all students. The Library	\$54,080.00	No

Action #	Title	Description	Total Funds	Contributing
		Assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students and families. Continue to increase the library inventory that will promote more reading opportunities. Increase number of books in circulation (in students' hands). Staff salaries, materials and supplies contribute to this action.		
1.4	Educational Software	Utilize software assessments and benchmarks in Learning Lab to identify individual learning needs in our students based on the data provided. Specifically, BrainPOP, Generation Genius, Moby Max, IXL, Next Gen, Zearn, ALEKS, NWEA, Renaissance Learning, Achieve 3000 (Smarty Ants), Mango ELD, SFA Lightning Squad, Second Steps, and Illuminate DNA, Infinite Campus, ThinkCentral (ELD), Panorama Education, ClassLink (new SSO), Bright Solutions (special needs). These platforms allow us to determine what students have learned and how to identify performance gaps. Software license fees, technical assistance.	\$106,622.00	Yes
1.5	Success for All (SFA)	Adopt the Success for All framework to promote Social and Emotional Learning, which helps teachers set attainable goals focused on the students' individualized needs. Continue the implementation of KinderCorner which helps children make sense of the world around them, fostering development of oral language literacy, math, and interpersonal and self-help skills. Purchase supplemental educational materials	\$57,000.00	Yes
1.6	Professional Development	Provide supplemental Professional Development for teachers and paraprofessionals, focusing on developing instructional expertise in differentiation in order to better meet the individual learning needs of	\$76,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>each of our students via Success for All and through the Kern County Superintendent of Schools Induction Program.</p> <p>From Learning Forward: "Standards for professional learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results and improved student achievement." Professional development registration fees and travel expenses.</p>		
1.7	College Readiness	Actively promote college readiness and awareness by: Conducting a "College Fair" Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college going rates of EL and SED students. College readiness materials and supplies.	\$30,000.00	Yes
1.8	Professional Development	Combined with action 1.6	\$0.00	
1.9	English Learner Student Success	Supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material. These are supplemental materials that will be used as part of Grow Arvin Academy's additional ELD support. Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars. Mango EDL, ThinkCentral and Lightning Squad are other supplemental software platforms that will be implemented. Newly purchased Chromebooks, Google licenses, educational software fees, materials, consumables and professional development contribute to this action.	\$61,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Summer Academic Program	Provide a Summer Academic program to support the individualized learning needs of students and increase academic achievement of EL, Foster Youth, and Low Income students. Staff salaries contribute to this action. This action is included in action 1.01 salaries.	\$0.00	
1.11	After School Tutoring	Four (4) teachers will receive stipends to provide after school tutoring to targeted students scoring in the lowest 30% in Math or ELA. This will help to close the performance gap for our unduplicated students.	\$20,000.00	Yes
1.12	Art & Music Programs	One (1) Music Teacher one (1) art teacher and one teacher who will both devote 50% of their time between Art and Music to provide academic enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students. Staff salaries and music and art materials, including instruments contribute to this action.	\$276,896.00	Yes
1.13	Instructional Coaches for Teacher Support	<p>Two (2) Instructional Coaches will work collaboratively with teachers in developing effective culturally appropriate lesson plans and assessments that are relevant and respond to the unique learning needs of each student.</p> <p>Our instructional coaches use tools from the New Teacher Center (NTC) to guide their efforts, and work closely with each classroom teacher to ensure that lesson plans are differentiated and address unique learning needs of our scholars in an Optimum Learning Environment (OLE). The OLE is a model used by NTC to provide a template in each classroom for addressing the individual learning needs of each student. OLEs begin with a positive, productive school climate and provide intellectually and emotionally safe, stimulating classroom communities that are personalized and co-constructed by adults and students. Within the OLE framework, the diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth. The unique</p>	\$186,307.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning needs of our unduplicated students are identified and addressed in each lesson plan. Staff salaries contribute to this action		
1.14	Digital Literacy PBL Teacher	One (1) Project Based Learning Teacher will continue the development of digital literacy targeting K-6 students. Staff salary contributes to this action item. This position has been eliminated.	\$0.00	
1.15	Intervention and Enrichment	Seven (7) Lab Teachers will provide Intervention and enrichment programs provided to all students in lab classes throughout the day. Intervention instruction is designed to serve the individual needs of each student, including the unique learning challenges of our unduplicated pupils, aimed at closing the achievement gap referenced in Goal 1. Staff salaries are the expenditures associated with this action. This action is included in action 1.01 salaries.	\$0.00	
1.16	Teacher Development Initiative	The Teacher Residents are an addition and improvement in services, in partnership with the Alder Graduate School of Education (GSE). The Alder GSE Program is a residency model (developed by the Aspire charter network) that combines immersive hands-on practice in the classroom with a rigorous curriculum of research-based coursework, consisting of in-person seminars as well as online instruction. Each Resident is paid with an expert mentor educator, spending four days a week in the classroom participating in hands-on-teaching and one day a week spent in collaboration with a regional cohort. Residents earn a Master's Degree and Teaching Credential in the following areas: Single Subject Math, Single Subject Science, Single Subject English, Single Subject History, Multiple Subject, Special Education (mild to moderate, RSP, and Physical Education. Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting	\$300,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students and their families. Staff salaries and professional development contribute to this action.		

Goal Analysis [2021-22]

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

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

In an effort to achieve Goal 1-Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement, GA Arvin set forth to implement a total of fifteen (15) actions. Just over 93% of the actions were implemented as planned. However, GA Arvin experienced some challenges in the implementation of some of the actions. Like all other school districts, GA Arvin experienced challenges as a result of the global pandemic, experiencing a unprecedented number of student absences as a result of an increase in the number of positive COVID-19 omicron cases. While we welcomed scholars back to full in-person instruction at the beginning of the new school year, we continued to adhere to the COVID-19 Public Health Guidance for K-12 schools established by the California Department of Public Health. Some of the health and safety measures implemented by Grow Academy Arvin included the following: increasing public awareness of vaccinations, universal indoor masking by all scholars, staff, teachers, and visitors, regardless of vaccination status, adherence to social distancing recommendations, hand washing, sanitation protocols, and air purification/ventilation systems. In collaboration with Grow Public Schools, Grow Academy Arvin continued to monitor and track COVID-19 cases and positivity rates throughout the community and county. In addition to the health and safety protocols, Grow Academy Arvin implemented several strategies to address the impact of lost instructional time. To address the impact of lost instructional time, Grow Academy Arvin extended the services provided by Small Group Instructors, Teachers for Summer Academy and Kinder Camp, provided supplemental materials and extended EL services, provided professional development, and increased services provided by the School Psychologist to assist in addressing behavioral and other challenges for students before learning is impacted, and link families to other services needed throughout the community. GA Arvin was able to implement a successful Summer Academy and Kinder Camp to provide supplemental instruction time for students. Summer SPED Intersessions were implemented for students needing additional targeted instructional support. Finally, the addition of an Independent Study Coordinator helped to provide oversight to ensure students placed in Independent Study due to COVID-19 remained on course with peers. On March 10, 2022, the Grow Public Schools (GPS) Board of Directors approved the Revised COVID-19 Safety Plan-also known as the Safe Return to In-Person Instruction Plan, which allowed Grow Academy Arvin to continue to evaluate, with guidance and consultation from the local public health department, if stable groups are a necessary measure in the event of an outreach. The most significant change to the original GPS Board Approved Plan relates to face coverings. Face coverings (disposable masks, reusable masks, and/or face shield(s)) became strongly recommended indoors for students, but not required ("mandatory"). This change created a sense of normalcy for educators and students which ultimately helps to promote a positive social-emotional learning environment. Some actions were not implemented as planned due to the increase in the number of Small Group Instructors being out due to COVID 19. Professional Development opportunities, originally scheduled to take place in-person were cancelled and implemented virtually instead. Field trips were not implemented as planned due to the pandemic.

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.

GA Arvin conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 1 was \$1,887,231. The estimated actual expenditures for 2021-22 LCAP Goal 1 was \$1,698,644. This is a difference of \$188,587. There were materials differences between budgeted to estimated actual expenditure in the following actions.

Action 1.1-Intervention & Enrichment (Underspent)-due to the increase in the number of Small Group Instructors out due to COVID-19 related illness, GA Arvin paid for classified substitutes.

Action 1.2-Intervention Coordinator (Overspent)-GA Arvin underestimated salary and benefits for staff.

Action 1.6-Professional Development (Underspent)-SFA in-person professional development conference was canceled due to COVID.

Action 1.7-College Readiness (Underspent)-In-person field trips were canceled due to COVID.

Action 1.8-Professional Development (Overspent)-Staff implemented additional professional development.

Action 1.9-English Learner Student Success (Underspent)-The Ellevation software program for EL students came in lower than anticipated.

Actions 1.10-Summer Academic Program and 1.11 After School Tutoring were both underspent as they were carried out through regular teacher salaries.

Action 1.13-Instructional Coaches (Overspent)-Staff underestimated salaries and benefits

Action 1.14-Digital Literacy PBL Teacher (Underspent)-The position was eliminated for the 21-22 school year.

Action 1.15-Intervention and Enrichment (Underspent)-Staff overestimated salaries.

For the 22-23 LCAP, many actions have also increased in the amount of funding when compared to previous LCAP years. Actions that have increased in funding include Goal 1, Actions 2,3,4,5,6,7, and 12. The funding for these actions have increased primarily as a result of increase in personnel costs, additional funding to support professional development, academic achievement and student access to technology (i.e., new student Chromebooks). The Teacher Development Initiative is a new action developed as a result of educational partner feedback. The Teacher Residents are an addition and improvement in services, in partnership with the Alder Graduate School of Education (GSE). The Alder GSE Program is a residency model (developed by the Aspire charter network) that combines immersive hands-on practice in the classroom with a rigorous curriculum of research-based coursework, consisting of in-person seminars as well as online instruction. Each Resident is paid with an expert mentor educator, spending four days a week in the classroom participating in hands-on-teaching and one day a week spent in collaboration with a regional cohort. Residents earn a Master's Degree and Teaching Credential in the following areas: Single Subject Math, Single Subject Science, Single Subject English, Single Subject History, Multiple Subject, Special Education (mild to moderate, RSP, and Physical Education).

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

Based on the available data as described below, it appears that GA Arvin is making progress toward achieving Goal 1. We attribute the success in helping to close the academic achievement gap to the following actions: Action 1.1 and 1.15-Intervention & Enrichment, Action 1.2-Intervention Coordinator, Action 1.8-Professional Development, and Action 1.13-Instructional Coaches.

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

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

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

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

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

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

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

2020-2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Arvin decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Arvin was able to yield the following results:

ELA: All Students-27.03% of all students at GA Arvin met or exceeded the ELA standard

ELA: SED Students-24.21% of all socioeconomically disadvantaged students met or exceeded the ELA standard

Math: All Students-17.59% of all students met or exceeded the Math standard

Math: SED Students-16.23% of all socioeconomically disadvantaged students met or exceeded the Math standard

Science: All Students-13.97% of all students met or exceeded the Science standard

Science: SED Students-10.08% of all SED students met or exceeded the Science standard

The progress for achieving Goal 1 specifically for ELs can be attributed to Action 1.9-English Learner Student Success. The ELA gaps are as follows: English Learners (ELs): Despite an increase of 34.6 points - which is a greater improvement than that of AS (29.9), EL performance remains at 41.6 points below standard when compared to AS (11.4). This is an area in which we must continue to improve upon. The Mathematics gaps are as follows: English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1). While CAASPP testing was optional in 2021, Grow Academy Arvin decided to have scholars take the assessment so we could have some data about the learning loss suffered as the

result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Arvin was able to yield the following results for ELs.

ELA: 37.79% of all EL Students met or exceeded the ELA standard

Math: 25.23% of all EL students met or exceeded the Math standard

Science: 18.60% of all EL Students met or exceed the Science standard

This is an area in which we must continue to improve upon, and GA Arvin continues to invest in academic software programs aimed at closing the gaps through differentiated learning. Some of these software programs include, but are not limited to BrainPop, Generation Genius, IXL, Achieve 3000, and Mango ELD. The comprehensive English Learner Program also attributes to the progress in achieving Goal 1. GA Arvin had a Fluent English Proficient Status (RFEP) 15.5% RFEP Rate for the number of EL students reclassified in 2020-2021 to the number of students reclassified in 2021-2022 as stated in CALPADS.

Several strategies that supported Action 1.9-English Learner Success included:

- Identified and closely monitored progress of ELs schoolwide
- Provided professional development and monitored teacher implementation of EL strategies and supports
- Held English Language Development (ELD) designated time during learning lab time
- Continued the use of CDE/SBE adopted ELD curriculum for grades 1-6 (Houghton Mifflin Harcourt California Journeys 2017)
- Mango ELD (software) licenses for entire EL student body and families
- BrainPop EL to further students' language acquisition during learning lab.

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

Goal 1 of the 2021-2024 LCAP for Grow Academy Arvin is a direct reflection of educational partner input. Goal 1 for the 22-23 LCAP remains unchanged from the last LCAP (21-22). All three goals were developed through educational partner input as part of the original Charter Petition submitted and approved by the Kern County Superintendent of Schools (Charter Authorizing Agent). While some of the actions will change to adapt to the evolving needs of the students and families, the priorities remain the same. Some of the planned actions will carry forward, while other actions will be combined based on feedback received from educational partners.

Based on feedback from educational partners, and outcomes achieved for students, the following actions will carry forward.

Action 1.1 - increase in personnel costs

Action 1.2 - additional funding for personnel costs

Action 1.4 - additional funding to increase student access to educational software

Action 1.5 - increase in educational materials

Action 1.6 - additional funding for professional development

Action 1.7 - additional funding to promote college readiness for EL and SED students to

increase college going rates

Action 1. 8 - combined with action 1.6

Action 1.9 - increase in educational materials

Action 1.10 - combined with 1.01

Action 1.12 - additional funding for increased personnel and materials

Action 1.14 - position eliminated

Action 1.15 - combined with 1.01

Added Goal 1.16 -Teacher Development Initiative, to to better reflect the services provided.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Our rural location makes obtaining and retaining highly qualified teachers a significant challenge; yet our children require skilled teachers in order to meet their needs. On state assessments, in both math and ELA , our English Language Learners have not kept pace with their

peers; either English only or RFEF children. Also, math achievement on state assessments has not kept pace with English Language Arts achievement. Finally, fewer English Language Learners who have been designated for three or more years are meeting their annual Growth goals on the ELPAC assessment. With respect to other educational outcomes, Kern County has one of the lowest college participation and completion rates in the State of California: 36% of county high school graduates meet CSU/UC course requirements and has a “college going” rate for graduates of 48% (vs. 65.8% Statewide).

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

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

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Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4). Students with Disabilities (SWD): Despite the greatest increase among subgroups (46.4 points), SWD still remains 65.9 points below standard.

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

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Math: EL Students-25.23% of all EL students met or exceeded the Math standard

Science: All Students-13.97% of all students met or exceeded the Science standard

Science: SED Students-10.08% of all SED students met or exceeded the Science standard

Science: EL Students-18.60% of all EL Students met or exceed the Science standard

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A: Efforts to seek parent input in making decisions for district and school sites	All parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws have a 90% attendance rate of all	For 2021-2022 all parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws had a 90% attendance rate of all meetings			All parents elected to serve on the Star Parents of Grow Academy (SPGA) through election process described in the approved Bylaws will have a 100% attendance rate of all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>meetings throughout the school year. (SPGA Meeting Minutes)</p> <p>All parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws have a 90% attendance rate of all meetings throughout the school year. (SSC Meeting Minutes)</p> <p>All parents who sign up to attend evening programs (i.e., cooking classes, workshops) have a 90% attendance rate (Sign-In Sheets)</p>	<p>throughout the school year. (SPGA Meeting Minutes)</p> <p>For 2021-2022 all parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws had a 90% attendance rate of all meetings throughout the school year. (SSC Meeting Minutes)</p> <p>For 2021-2022 all parents who sign up to attend evening programs (i.e., cooking classes, workshops) had a 90% attendance rate (Sign-In Sheets)</p>			<p>meetings throughout the school year. (SPGA Meeting Minutes)</p> <p>All parents elected to serve on the School Site Council (SSC) through election process described in the approved Bylaws will have a 100% attendance rate of all meetings throughout the school year. (SSC Meeting Minutes)</p> <p>All parents who sign up to attend evening programs (i.e., cooking classes, workshops) will have a 100% attendance rate (Sign-In Sheets)</p>
3B: How district promotes participation of parents for unduplicated pupils	1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall	In the 2021-2022 school year, 930 parents of GAA utilized ParentSquare for ongoing 2-way communication with			Will provide translation services 100 % of the time for parents/guardians

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>parent engagement rate is 95%.</p> <p>28% of parents use the provided Spanish translation for two-way communication</p> <p>(2020-2021 ParentSquare Dashboard)</p>	<p>reach rate of 98%. The overall parent engagement rate was 99%.</p> <p>(2021-2022 ParentSquare Dashboard)</p>			Will achieve 100% parent engagement rate via ParentSquare
6C: Other local measures on sense of safety and school connectedness	Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grow Academy treated me like a partner in my child’s education” was 8.5 (on a 10 point Likert scale)	Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grow Academy treated me like a partner in my child’s education” was 8.5 (on a 10 point Likert scale)			Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement “Grow Academy treated me like a partner in my child’s education” will be 10 (on a 10 point Likert scale)
3C: How district will promote parental participation in	0 hours of in-person volunteer opportunities.	For 2021-2022 there were zero (0) hours of in-person volunteer			Will achieve 80% of parents,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for students with disabilities	(Suspended due to COVID) (Google Forms Volunteer Spreadsheets In-Kind Donation Spreadsheets)	opportunities. (Suspended due to COVID) (Google Forms Volunteer Spreadsheets In-Kind Donation Spreadsheets)			including parents of students with disabilities completed 30+ hours of parent service.
5A: School attendance rates	Average Daily Attendance rate is 91.6% (CALPADS)	For 2021-2022 the current Average Daily Attendance Rate 91.82% (Infinite Campus SIS)			Average Daily Attendance rate will be 97%
5B: Chronic absenteeism rates	Chronic Absenteeism Rate is 10.9 % (CA Dashboard)	For 2021-2022 the Chronic Absenteeism Rate is 9.15% (Infinite Campus SIS)			Chronic Absenteeism Rate will be 5% or less
5C: Middle school drop out rate	Middle School Drop Out rate 0% (Local Student Information System)	For 2021-2022 the Middle School Drop Out rate is 0% (Infinite Campus SIS)			Middle School Drop Out rate will be 0%
5D: High school drop out rates	N/A	N/A			N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E: High school graduation rates	N/A	N/A			N/A
6A: Pupil suspension rates	Suspension rate is 0% (CA Dashboard)	For 2021-2022 the Suspension rate is 0% (Infinite Campus SIS)			Suspension rate will be 0%
6B: Pupil expulsion rates	Expulsion rate is 0% (Local Student Information System)	For 2021-2022 the Expulsion rate is 0% (Infinite Campus SIS)			Expulsion rate will be 0%
6C: Other local measures	At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)	At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)			At least a 4.0 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey.
4A: State Assessments	2019-2020 CAASSPP 46.49% of all students met or exceeded ELA standard 43.44% of low-income students met or	2020-2021 CAASPP 27.03% of all students met or exceeded the ELA standard 24.21% of low-income students met or			60 % of all students will meet or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>exceeded the ELA standard</p> <p>9.42% of ELs met or exceeded the ELA standard</p> <p>33.40% of all students met or exceeded the Math standard</p> <p>31.33% of low-income students met or exceeded the Math standard</p> <p>7.24% of ELs met or exceeded the math standard</p> <p>27.07% of all students met or exceeded the Science standard</p> <p>25.66% of low-income students met or exceeded the Science standard</p> <p>2.27% of ELs met or exceeded the Science standard</p> <p>2021 NWEA Map Growth</p>	<p>exceeded the ELA standard</p> <p>37.79% of ELs met or exceeded the ELA standard</p> <p>17.59% of all students met or exceeded the Math standard</p> <p>16.23% of low-income students met or exceeded the Math standard</p> <p>25.23% of ELs students met or exceeded the math standard</p> <p>13.97% of all students met or exceeded the Science standard</p> <p>10.08% of low-income students met or exceeded the Science standard</p> <p>18.60% of ELs met or exceeded the Science standard</p> <p>2022 NWEA Map Growth</p>			<p>30.8% of EL students will meet or exceed the ELA standard</p> <p>50% of low-income students will meet or exceed the ELA standard</p> <p>50% of students will meet or exceed the Math standard</p> <p>40% of EL students will meet or exceed the Math standard</p> <p>40% of low-income students will meet or exceed the Math standard</p> <p>30% of all students will meet or exceed the Science standard</p> <p>28% of low-income students will meet or exceed the Science standard</p> <p>4% of EL students will meet or exceed the Science standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	43% of all students met their Growth projection in Reading. 51% of all students met their Growth projection in Math	59% of all students met their Growth projection in Reading. 60% of all students met their Growth projection in Math."			(2019 California Dashboard) 65% of all students met their Growth projection for Reading 65% of all students met their Growth projection for Math (NWEA Map)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Success Team	<p>Student Success Services Team, comprised of one (1) School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services and one (1) Assistant Principal of Academics will work collaboratively with students and parents/guardians to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress.</p> <p>The AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent engagement education events and school culture initiatives to support the success for all students.</p>	\$558,973.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Additionally, the APSS builds and enhances community partnerships to provide counseling and social services to struggling families. The School Psychologist is responsible for the assessment and behavior management for students with emotional disabilities, learning disabilities, autism and behavioral challenges.</p> <p>The School Counselor is responsible for promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The SST works closely with the Intervention Coordinator to implement strategies that will help to close the achievement gap of English Learners, students with disabilities, and socioeconomically disadvantaged students.</p> <p>Staff salaries contribute to this action.</p>		
2.2	McKinney Vento Support (Director of Community Initiatives)	<p>The Director of Community Initiatives (DCI) will organize and empower our parents and schools to ensure high quality schools for every family through local and state level advocacy, including establishing and cultivating relationships with key elected officials and community leaders to ensure that they know, support and protect our schools; as well as design and execute on programs and initiatives that deepen the relationships between the schools and the communities we serve. The DCI will also coordinate, along with site leadership, ensuring that services available in the external community are accessible for our scholars and their families - including, but not limited to coordinating access to medical and emotional health services for our scholars where appropriate and relevant. In addition, the DCI provides additional logistical support to the McKinney Vento coordinator on site. Staff salaries contribute to this action.</p>	\$0.00	

Action #	Title	Description	Total Funds	Contributing
2.3	Parent Communications + Education	Use multi-media to communicate information & opportunities for parents. (Group texts, ParentSquare, phone dialer, letters home, etc). Increase access and use of phone dialer system by expanding this system to include teachers. Continue using Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication. Software subscriptions fees, materials, and supplies contribute to this action. We hold events such as Literacy Fair and STEM Night - family events which celebrate learning and also serve to inform parents on ways to support, assist, and celebrate their children in their learning.	\$23,250.00	No
2.4	Parent Education	We hold events such as Literacy Fair and STEM Night - family events which celebrate learning and also serve to inform parents on ways to support, assist, and celebrate their children in their learning. This action is combined with action 2.3.	\$0.00	
2.5	Interpreter	The Interpreter will provide translation services for all of the school-based governance meetings that help to increase parent engagement for low-income students and EL learners. These meetings include the Star Parents of Grow Academy, School Site Council, the English Learner Advisory Committee. GA Arvin adds Spanish only meetings and maintains translation services to be used in all parent and board meetings. This action continued from the 2021-2022 LCAP and has been proven to be effective based on the following result: Provided translation services 100% of the time for parents/guardians of low-income and EL students.	\$12,000.00	Yes
2.6	Teacher Training	Teacher training around structuring home visits. Mileage for home visits.	\$2,400.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Positive Behavior Intervention	Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together". Purchases to stock "Student Store" to incentivize positive behavior. Getting Along Together is a program developed by the Success for All Foundation, Harvard University, and the University of Michigan that helps students build social and emotional skills (SEL) and apply them both in and out of the classroom. Getting Along Together has a three pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills. Using an Inside-Out Approach, the goal of Community Matters is to assist the school community in creating a positive school climate. This approach is research-based and focuses on such elements as building relationships based on trust and mutual respect. It is student centered and involves them in real problem solving and solution implementation. Restorative practices include circles and conferences that help students learn from their mistakes and make amends. The last element provides room for changing social norms through changing behavior rather than rules and policies.	\$15,000.00	No
2.8	Educational Field Trips	In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.	\$40,000.00	No
2.11	Academic Parent Teacher Teams (APTT)	<p>Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration.</p> <p>APTT is an intentional, systematic means of increasing student academic learning by enhancing the quality and quantity of parent-teacher interaction. APTT engages families in student learning. Parents understand their children's grade level goals and can apply what they learn in APTT to create a complementary home learning</p>	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environment that is individualized based upon unique learning needs of each of our students - especially important for our unduplicated pupil population - as well as the family context in which they live. Parent conference and materials contribute to this action.		
2.12	Parent Appreciation Night	Continue to celebrate and encourage parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night.	\$7,500.00	No

Goal Analysis [2021-22]

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

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

In an effort to achieve Goal 2, Create collaborative partnerships with parents to improve student achievement GA Arvin set forth to implement a total of ten (10) actions. Just over 80% of the actions were implemented as planned. Action 2.3 Parent Communications, additional platforms were used in ParentSquare. Actions 2.4 Parent Education, Action 2.6 Teacher Training, and Action 2.9 Academic Parent Teacher Teams were not implemented as planned due to COVID.

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.

GA Arvin conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 2 was \$428,131. The estimated actual expenditures for 2021-22 LCAP Goal 2 was \$420,335. This is a difference of \$7,796. There were material differences between budgeted to estimated actual expenditure in the following actions:

Action 2.1-Student Success Team (overspent)-staff under estimated salaries and benefits

Action 2.2-McKinney Vento Support (underspent)-salary was paid out of Grow Public Schools, not GA Arvin

Action 2.3-Parent Communications (overspent)-purchased additional platforms within ParentSquare

Actions 2.4 Parent Education, Action 2.6 Teacher Training, Action 2.8 Education Field Trips, and Action 2.9 Academic Parent Teacher Teams were all underspent due to COVID.

Action 2.5-Interpreter (underspent)-staff underestimated the frequency of translation services.

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

Based on the available data as described below, it appears that GA Arvin is making progress toward achieving Goal 2. We attribute the success in helping to create collaborative partnerships with parents to improve student achievement to the following actions: 2.1 Student Success Teams, 2.2 Parent Communications, 2.5 Interpreter, and 2.7 Academic Parent Teacher Teams.

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

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

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

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

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

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

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

2020-2021 CAASPP Results

While CAASPP testing was optional in 2021, Grow Academy Arvin decided to have scholars take the assessment so we could have some data about the learning loss suffered as the result of the COVID-19 pandemic. The comparative analysis is difficult to complete since not every district took the CAASPP in Kern County. Based on comparable LEAs that did complete the test, Grow Academy Arvin was able to yield the following results:

ELA: All Students-27.03% of all students at GA Arvin met or exceeded the ELA standard

ELA: SED Students-24.21% of all socioeconomically disadvantaged students met or exceeded the ELA standard

Math: All Students-17.59% of all students met or exceeded the Math standard

Math: SED Students-16.23% of all socioeconomically disadvantaged students met or exceeded the Math standard

Science: All Students-13.97% of all students met or exceeded the Science standard

Science: SED Students-10.08% of all SED students met or exceeded the Science standard

2.1 Student Success Team was instrumental in helping GA Arvin in making progress toward Goal 2, and helped to increase the frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes. 2.2-Parent Communications was successful as measured by the ParentSquare dashboard. For the 2021-2022 school year, 930 parents of GAA utilized ParentSquare for

ongoing 2-way communication with a reach rate of 98%. The overall parent engagement rate was 99%. 2.5-Interpreter was deemed successful in providing translation services for all school-based governance and parent engagement meetings throughout the school year. Translation services occurred 100% of the time for parents/guardians of low-income and EL students. Action 2.7 Academic Parent Teacher Teams helped to increase student academic learning by enhancing the quality and quantity of parent-teacher interaction.

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

Goal 2 of the 2021-2024 LCAP for Grow Academy Arvin is a direct reflection of educational partner input. Goal 2 for the 22-23 LCAP remains unchanged from the last LCAP (21-22). All three goals were developed through educational partner input as part of the original Charter Petition submitted and approved by the Kern County Superintendent of Schools (Charter Authorizing Agent). While some of the actions will change to adapt to the evolving needs of the students and families, the priorities remain the same. Some of the planned actions will carry forward, while other actions will be combined based on feedback received from educational partners.

Based on feedback from educational partners, and results outcomes achieved for students, the following actions will carry forward. A few actions will either carry forward with slight modifications or will be removed to better address the needs of parents and families of unduplicated pupils. These are summarized below:

- Action 2.1 - additional funding for increased personnel
- Action 2.2 this position is being funded by the Home Office
- Action 2.3 - additional funding for materials
- Action 2.4 - action combined with 2.3

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

Food Recognition - this survey assesses the retention standards such as seasonality of produce, identification of key food groups, and nutrition concepts for K-6 grade students.

Family Health and Wellness - this survey measures the influence that GA has made on our families by evaluating how the ESY curriculum has impacted healthy eating choices in the home.

Student Health Wellness - this survey measures the influence the ESY program has in instilling strong values of seasonality, environmental stewardship, personal expression, and nourishment of self and family.

ESY Exit Survey - this survey measures the impact and values that the ESY has instilled in the 5th grade class who promote to middle school and identifies core skills and concepts these students plan to carry into their daily food choices throughout high school and beyond.

The most recent ESY survey results (2018-2019: 3rd, 5th, 8th grade) showed the effectiveness of the ESY in shifting dietary behaviors, including:

As a result of the ESY program:

80% of parents want to cook healthier meals at home

65% of parents have made a positive change in health and wellness since attending GA

80% of students participate in the grocery shopping

The ESY survey results (2021-2022: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

Personal Responsibility & Environmental Stewardship-Over 84% of students agreed that the ESY taught the students about the importance of taking personal responsibility to protect the environment;

Supporting Local Farmers- 63% of students agreed that the ESY taught the students that seasonal produce is a way to help local farmers.

Personal Reflections-50% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.

Team Work-Over 77% of students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration

Self-Confidence-66% of students agreed that they can read a recipe and make a dish for themselves.

Kitchen Safety-92% of students agreed they can use a knife safely in the kitchen.

Health Lifestyles-62% of students agreed that the ESY taught them how to live a healthy lifestyle.

Healthy Eating-41% of students agreed they can make healthier food choices as a result of their participation in the ESY.

Food Variety-70% of students agreed they feel comfortable trying new foods
 Garden Maintenance-56% of students agreed that they could take care of their own garden

The most recent ESY survey results (2018-2019: 3rd, 5th, 8th grade) showed the effectiveness of the ESY in shifting dietary behaviors, including:

As a result of the ESY program:

80% of parents want to cook healthier meals at home

65% of parents have made a positive change in health and wellness since attending GA

80% of students participate in the grocery shopping

The Grimm Family Education Foundation is stewarding year 2 of a 7 year study in partnership with California State University Bakersfield's Doctoral Program in Educational Leadership (Ed.D.) Early research suggests that the authentic and engaging learning opportunities found in edible schoolyards and accompanying culinary kitchens empower academic achievement as measured by the commonly used NWEA MAP tests. As our schools serve low-socioeconomic communities, there are implications for furthering systematic equity in student achievement. This study represents a preliminary analysis and data collection is ongoing.

We plan to provide an environment that encourages healthy lifestyles through the actions within this goal. The actions outlined work together to provide a dynamic healthy living education for students and teachers. We will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8A: Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing, various participation rates)	64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity 20.7% of 5th grade students; 21.1% of 7th grade students need	64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity 20.7% of 5th grade students; 21.1% of 7th grade students need			The percentage of 5th and 7th grade students needing improvement in Aerobic Capacity will decrease by 5% The percentage of 5th and 7th grade students needing

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>improvement in body composition</p> <p>37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength</p> <p>1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength</p> <p>49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength</p> <p>16.1% of 5th graders; 58.9 % of 7th grade students need improvement on flexibility</p> <p>32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity</p> <p>52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness</p>	<p>improvement in body composition</p> <p>37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength</p> <p>1.1 % of 5th graders; 9.5% of 7th grade students need improvement in trunk extension strength</p> <p>49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength</p> <p>16.1% of 5th graders; 58.9 % of 7th grade students need improvement on flexibility</p> <p>32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity</p> <p>52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness</p>			<p>improvement in body composition will decrease by 3%</p> <p>The percentage of 5th and 7th grade students needing improvement in abdominal strength will decrease by 3%</p> <p>The percentage of 7th grade students needing improvement in trunk extension strength will decrease by 3%</p> <p>The percentage of 5th grade and 7th grade students needing improvement in upper body strength will decrease by 5%</p> <p>The percentage of 5th grade and 7th grade students needing improvement on flexibility will decrease by 5%</p> <p>The percentage of 5th and 7th grade students meeting the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Zone for Body Composition</p> <p>62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength</p> <p>98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength</p> <p>50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength</p> <p>83.9% of 5th grade students; 41.1% of 7th met Healthy Fitness Zone for Flexibility</p> <p>(2018-2019 California Physical Fitness Report)</p>	<p>Zone for Body Composition</p> <p>62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength</p> <p>98.9% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength</p> <p>50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength</p> <p>83.9% of 5th grade students; 41.1% of 7th met Healthy Fitness Zone for Flexibility</p> <p>(2018-2019 California Physical Fitness Report)</p>			<p>Healthy Fitness Zone for Aerobic Capacity will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Body Composition will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Abdominal Strength will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Trunk Extension Strength will increase by 5%</p> <p>The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Upper Body Strength will increase by 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					The percentage of 5th and 7th grade students meeting the Healthy Fitness Zone for Flexibility will increase by 5%
7B: Pupils have access to and are enrolled in: Programs and services developed and provided to low income, English Learner and foster youth	All SED, EL, and Foster Youth students enrolled in 6th grade will participate in daily Edible School Yard enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge. (CALPADS Attendance Report)	100 % of SED, EL, and Foster Youth students enrolled in 6th grade will participated in daily Edible School Yard enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge. (Infinite Campus/Master Schedule)			The ESY enrichment activities aimed at increasing their knowledge of food, taste, kitchen sanitation and safety, preparation of competing in the Iron Chef Challenge will expand to include all 7th and 8th grade students. (CALPADS Attendance Report)
7B: Pupils have access to and are enrolled in: Programs and services developed and provided to low income, English	20 combined voluntary garden and kitchen classes were offered to families. Students were not required to attend	151 Garden and 151 Kitchen classes were provided to K-8th grade students 10 Family garden and kitchen classes were provided			25 combined voluntary garden and kitchen classes will be offered to families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learner and foster youth	<p>(Zoom Participation Logs)</p> <p>80% of parents want to cook healthier meals at home (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey)</p> <p>65% of parents have made a positive change in health and wellness since attending GA (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey)</p> <p>80% of students participate in the grocery shopping (2016-2017 ESY Exit Survey) (2017-2018 ESY Exit Survey)</p>	<p>(Infinite Campus SIS)</p> <p>Personal Responsibility & Environmental Stewardship-Over 84% of students agreed that the ESY taught the students about the importance of taking personal responsibility to protect the environment;</p> <p>Supporting Local Farmers- 63% of students agreed that the ESY taught the students that seasonal produce is a way to help local farmers.</p> <p>Personal Reflections- 50% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.</p> <p>Team Work-Over 77% of students agreed that the activities/jobs completed in the ESY were the result of</p>			<p>90% of parents will report to want to cook healthier meals at home</p> <p>75% of parents will make a positive change in health and wellness since attending GA</p> <p>85% of students will report to participate in grocery shopping</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>team efforts and collaboration</p> <p>Self-Confidence-66% of students agreed that they can read a recipe and make a dish for themselves.</p> <p>Kitchen Safety-92% of students agreed they can use a knife safely in the kitchen.</p> <p>Health Lifestyles-62% of students agreed that the ESY taught them how to live a healthy lifestyle.</p> <p>Healthy Eating-41% of students agreed they can make healthier food choices as a result of their participation in the ESY.</p> <p>Food Variety-70% of students agreed they feel comfortable trying new foods</p> <p>Garden Maintenance-56% of students agreed that they could</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		take care of their own garden (2021-2022 ESY Exit Survey)			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Physical Education Activities	<p>Grow Academy will develop healthy students and improve pupil outcomes on fitness tests. GA will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low-income families being the most sedentary.</p> <p>The effectiveness of this action will be measured by local fitness scores at Grow Academy and the state fitness test when reinstated.</p> <p>Further, a total of two (2) PE teachers will continue to provide physical education instruction and activities. 630 K-6 students will receive physical education for at least 80-110 minutes per week throughout the school year, while 180 middle school students in each grade will receive physical education for at least 150-225 minutes per week throughout the school year. Staff salaries, materials and playground equipment contribute to this action.</p>	\$181,808.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	ESY Cooking Classes and Family Cooking Classes	<p>As stated in Goal 1, in 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, chronic lower respiratory disease, among other chronic health conditions in Kern County. Kern County continues to rank 52 out of 57 for health outcomes. Actions #2,3, and 4 are all aligned to address these chronic health conditions in Kern County. To address this, Grow Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement. The Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Arvin students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden setting. A team of two (2) ESY Lead Educators and four (4) ESY Instructors Offer cooking classes to unduplicated students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes. Cooking supplies, books, and instructional materials contribute to this action. Combined with action 3.3.</p>	\$0.00	
3.3	Edible Schoolyard Program	<p>Utilize the Edible Schoolyard program to create a learning experience for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. Socio-economically disadvantaged students and families in Arvin do not have healthy meal choices readily available to them. The ESY Team will provide a total of 154 garden lessons and 154 kitchen lessons will be provided to students.</p>	\$408,968.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Salaries for both kitchen and garden staff, materials and supplies contribute to this action.</p> <p>As stated in Goal 1, in 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, chronic lower respiratory disease, among other chronic health conditions in Kern County. Kern County continues to rank 52 out of 57 for health outcomes. Actions #2,3, and 4 are all aligned to address these chronic health conditions in Kern County.</p> <p>To address this, Grow Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement.</p> <p>The Edible Schoolyard (ESY) at Grow Academy Arvin was established in 2011 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Arvin students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden setting. A team of two (2) ESY Lead Educators and four (4) ESY Instructors Offer cooking classes to unduplicated students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes. Cooking supplies, books, and instructional materials contribute to this action.</p>		
3.4	Healthy Living	To promote healthy living, Grow Academy Arvin will hold an annual Wellness Fair for families to increase awareness and outreach about health and wellness, while building community partnerships. Grow Academy Arvin will hold two Farmers Markets on campus for families	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and educational partners. Materials supplies, and vendor booth fees contribute to this action.		
3.6	Extra-curricular athletics programs	<p>Educational partners recommended providing extracurricular athletics to encourage attendance and improved academic performance, as well as reducing unwanted behaviors. Students' surveys show that they will be more engaged if school offered something that interested them and kept them engaged.</p> <p>Further, with limited access to organized youth sports in the city of Arvin due to its location, coupled with the average sports registration cost hovering over \$165 per child, Grow Academy Arvin, will continue to offer a free extracurricular athletics program benefitting low-income students. As stated in our student-athlete contract, in order to participate in these free extracurricular athletic activities students must achieve a 90% attendance rate or higher, have no disciplinary issues, and must represent Grow Academy with a high level of integrity and sportsmanship.</p> <p>Students may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation in extracurricular athletics for our SED students who may not have the financial means to participate outside the school setting. Equipment and supplies contribute to this action.</p>	\$15,000.00	Yes

Goal Analysis [2021-22]

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

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

In an effort to achieve Goal 3, and provide an environment that encourages healthy lifestyles, GA Arvin set forth to implement a total of five (5) actions. About 60% of the actions were implemented as planned. Action 3.2 ESY Cooking/Family Cooking Classes and Action 3.4 Healthy Living were not implemented as planned due to COVID and safety precautions.

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.

GA Arvin conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 3 was \$544,561. The estimated actual expenditures for 2021-22 LCAP Goal 3 was \$549,822. This is a difference of \$5,261. There were materials differences between budgeted to estimated actual expenditure in the following actions:

3.1 Physical Education Activities (Overspent)-underestimated salaries and benefits

3.2 ESY Cooking/Family Cooking Classes

3.4 Healthy Living (Both Underspent)-Due to COVID and safety precautions, parents were not allowed on campus for classes.

3.6 Extra-curricular athletics program (Overspent)-Due to the demand and the number of eligible students who signed up to participate, this was the first time in over 2 years that sports were offered.

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

Based on the available data as described below, it appears that GA Arvin is making progress toward achieving Goal 3. Each year we measure the effectiveness of the ESY in four (4) main areas: Food Recognition - this survey assesses the retention standards such as seasonality of produce, identification of key food groups, and nutrition concepts for K-5 grade students. Family Health and Wellness - this survey measures the influence that GA has made on our families by evaluating how the ESY curriculum has impacted healthy eating choices in the home. Student Health Wellness - this survey measures the influence the ESY program has in instilling strong values of seasonality, environmental stewardship, personal expression, and nourishment of self and family.

ESY Exit Survey - this survey measures the impact and values that the ESY has instilled in the 5th grade class who promote to middle school and identifies core skills and concepts these students plan to carry into their daily food choices throughout high school and beyond. The most recent ESY survey results (2018-2019: 3rd, 5th, 8th grade) showed the effectiveness of the ESY in shifting dietary behaviors, including:

As a result of the ESY program:

80% of parents want to cook healthier meals at home

65% of parents have made a positive change in health and wellness since attending GA

80% of students participate in the grocery shopping

The ESY survey results (2021-2022: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

Personal Responsibility & Environmental Stewardship-Over 84% of students agreed that the ESY taught the students about the importance of taking personal responsibility to protect the environment;

Supporting Local Farmers- 63% of students agreed that the ESY taught the students that seasonal produce is a way to help local farmers.

Personal Reflections-50% of students agreed that they can express their feelings and opinions in the ESY kitchen and garden.
Team Work-Over 77% of students agreed that the activities/jobs completed in the ESY were the result of team efforts and collaboration
Self-Confidence-66% of students agreed that they can read a recipe and make a dish for themselves.
Kitchen Safety-92% of students agreed they can use a knife safely in the kitchen.
Health Lifestyles-62% of students agreed that the ESY taught them how to live a healthy lifestyle.
Healthy Eating-41% of students agreed they can make healthier food choices as a result of their participation in the ESY.
Food Variety-70% of students agreed they feel comfortable trying new foods
Garden Maintenance-56% of students agreed that they could take care of their own garden

We attribute the success in helping to provide an environment that encourages healthy lifestyles to the following actions: 3.1 Physical Education Activities, 3.3 Edible Schoolyard Program, 3.6 Extra-curricular athletics program.

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

Goal 3 of the 2021-2024 LCAP for Grow Academy Arvin is a direct reflection of educational partner input. Goal 3 for the 22-23 LCAP remains unchanged from the last LCAP (21-22). All three goals were developed through educational partner input as part of the original Charter Petition submitted and approved by the Kern County Superintendent of Schools (Charter Authorizing Agent). While some of the actions will change to adapt to the evolving needs of the students and families, the priorities remain the same. Some of the planned actions will carry forward, while other actions will be combined based on feedback received from educational partners.

Based on feedback from educational partners, a few actions will either carry forward with slight modifications to better address the needs of parents and families of unduplicated pupils. These are summarized below:

Action 3.1 - additional funding for personnel costs + materials

Action 3.2 - combined with action 3.3

Action 3.3 - additional funding for personnel costs + materials

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,894,383	\$370,257

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
39.98%	0.00%	\$0.00	39.98%

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

Required Descriptions

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

Conditions and Circumstances

Grow Academy Arvin enrolls approximately 90 students per grade per year in grades Kindergarten through 5th, and 110 students per year in grades seventh and eighth, with an end goal of educating just over 800 students annually in grades K-8. Our student population is 37% English learner (EL), 81% Socioeconomically Disadvantaged and 7% students with disabilities. 95% of GA students are Latino/Hispanic from families who are considered low-income.

The rural demographic conditions and circumstances of Arvin pose distinct challenges for the students GAA serves – access to fully credentialed teachers in core subject areas (math, science & English and special education, academic language and literacy rich households with availability to tutors, technology, food/shelter & resources availability within the community, transportation, and sustained trauma and academic needs due to the COVID-19 pandemic). In addition to the foundational academic and social services that Grow Academy Arvin provides to all of its students, additional actions and support are directed towards achieving the expected measurable outcomes of our English Learners, Foster/Homeless and Low Income priority groups of students.

In addition to the basic services that Grow Academy Arvin provides to all students, without regard to their status as English Learners, Low income or Foster Youth, Grimmway Academy Arvin provides a number of additional services and supports that are directed towards the needs of unduplicated pupils in order to increase or improve services by at least 40%—relative to services provided to all students. Grow Academy Arvin’s goal is that not only are students prepared for the academic rigors of secondary and higher education, but also augment

above and beyond services ensuring equity-driven actions that address specific academic gaps, overall student and family engagement and the impact on proper nutrition has on lifelong health and well-being.

The LCAP goals and aforementioned actions will be measured through a variety of measurements, including NWEA, CAASPP, ELPAC, CA State Dashboard, site-based dashboards focused on student and engagement (attendance, chronic absenteeism) as well as school climate, social emotional learning and parent volunteerism satisfaction surveys.

Academic Achievement and Opportunity Gaps

The 21-22 SY average attendance rate of 91% and a chronic absenteeism rate of 10% represents the engagement of students and families. Grow Academy-Arvin fundamentally believes student attendance and family engagement is directly correlated with overall student growth and success in school.

A comparison of the 2021 CAASPP SBAC results to the 2022 SBAC reveals the following:

In the area ELA

- There was a 28% growth for all students meeting or exceeding standards.
- There was a 114% growth for English Learners meeting or exceeding standards.
- There was a 24% growth for Low Income students.

In the area of Math

- There was a 13% growth for all students meeting or exceeding standards.
- There was a 5% growth for English Learners meeting or exceeding standards.
- There was no growth for Low Income students.

Further analysis of the comparison of the '21 and '22 CAASPP results reveals the following:

English Language Arts Gaps: Although our EL students showed substantial growth (114%) they are still 17 percentage points below All Students and 19 percentage points below our English Only population. Our Low Income students also displayed growth, however they scored 3 percentage points below All Students and 5 percentage points below our English Only population. This is an area in which we must continue to improve.

Mathematic Gaps: Although our EL students displayed growth, they remained 15 percentage points below All Students and 20 percentage points below our English Only population. Our Low Income students also displayed growth, however they scored 3 percentage points below All Students and 9 percentage points below our English Only population. This is an area in which we must continue to improve.

Grow Academy Arvin's goal is that not only are students prepared for the academic rigors of secondary and higher education, but also augment above and beyond services ensuring equity-driven actions that address specific academic gaps, overall student and family engagement and the impact on proper nutrition has on lifelong health and well-being.

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

Grow Academy Arvin will continue to measure the effectiveness of GOAL 1, ACTIONS 1, 2, 4, 5, 6, 7, 9, 11, 12, 13, and 16 through available local and state assessments, including, but not limited to the following: NWEA (English and Math) CAASPP SBAC ELPAC

Action 1- Intervention and Enrichment Intervention and enrichment time to be provided to students during the day period to supplement instruction. Intervention and enrichment programs will increase through the dedication of seven (7) Small Group Instructors and three (3) Kindergarten Aides. Eight (8) Lab Teachers + one Lab Aide will provide intervention and enrichment programs to all students within lab classes throughout the day. Intervention instruction is designed to serve the individual needs of each student, including the unique learning

challenges of our unduplicated pupils, aimed at closing the achievement gap. Staff salaries are the expenditures associated with this action. This action is continued from the 2021 LCAP and has been proven to be effective based on the following results:

A comparison of the 2021 and 2022 SBAC reveals the following:
ELA SBAC Comparison

- English Learners (increased significantly) with a 114% growth in students meeting or exceeding standards.
- Low Income students (increased) with a 24% growth in students meeting or exceeding standards.

Math SBAC Comparison

- English Learners increased with 5% meeting or exceeding standards.
- There was no growth for Low Income students.

Action 2- Intervention Coordinator and Related Materials Intervention Coordinator will work closely with the Small Group Instructors (SGIs) and Alder GSE Teacher Residents to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs customize learning to student needs, in order to provide individually targeted student instruction. SGIs use software and supplemental curricular materials to deliver instruction to students who are grouped according to their current needs. This collaborative approach to providing services will help to achieve positive academic, social and emotional learning outcomes. Staff salaries contribute to this action. This action is continued from the 2021 LCAP and has been proven to be effective based on the aforementioned '21 to '22 CAASPP comparisons in ELA and Math.

Action 4- Educational Software Utilize software assessments and benchmarks in Learning Lab to identify individual learning needs in our students based on the data provided. Specifically, BrainPOP, Generation Genius, Moby Max, IXL, Next Gen, Zearn, ALEKS, NWEA, Renaissance Learning, Achieve 3000 (Smarty Ants), Mango ELD, SFA Lightning Squad, Second Steps, and Illuminate DNA, Infinite Campus, ThinkCentral (ELD), Panorama Education, ClassLink (new SSO), Bright Solutions (special needs). These platforms allow us to determine what students have learned and how to identify performance gaps. This includes Software license fees as well as technical assistance. This action is continued from the 2021 LCAP and has been proven to be effective based on the aforementioned '21 to '22 CAASPP comparisons in ELA and Math.

Action 5- Success for All Success for All (SFA) framework promotes Social and Emotional Learning, and helps teachers set attainable goals focused on the students' individualized needs. Continue the implementation of KinderCorner which helps children make sense of the world around them, fostering development of oral language literacy, math, and interpersonal and self-help skills. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. SFA also provides the opportunity to improve SEL/culture and climate through Getting Along Together. This action is continued from the 2021 LCAP and has been proven to be effective based on the aforementioned '21 to '22 CAASPP comparisons in ELA and Math.

To further improve overall SEL/culture and climate for students and staff, and parents, Grow Academy Arvin will be implementing a new SEL survey platform, Kelvin.

Research confirms that SEL can:

- Increase prosocial behaviors

- Improve students attitudes toward school
- Reduce depression and stress among students
- Improve academic achievement, test scores, grades, and engagement
- Increase parent engagement and improve school favorability rates.

Kelvin offers an “all in one” solution to collecting information on social-emotional wellbeing through interactive pulse surveys (English and Spanish) made available in the Clever console. Kelvin offers real-time pulse surveys through a chat feature embedded in the Google Chrome console (“pop up surveys”) with a simplified user experience and the available to customize the tools based on the needs of students. The first survey will be administered in October of 2021. Baseline data will then be collected, and results will be reported in the mid-year supplemental LCAP

Action 6- Professional Development Provide supplemental Professional Development for teachers and paraprofessionals, focusing on developing instructional expertise in differentiation in order to better meet the individual learning needs of each of our students via Success for All and through the Kern County Superintendent of Schools Induction Program. From Learning Forward: "Standards for professional learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results and improved student achievement." Professional development registration fees and travel expenses. This action is continued from the 2021 LCAP and has been proven to be effective based on the aforementioned '21 to '22 CAASPP comparisons in ELA and Math.

Action 7- College Readiness Actively promote college readiness and awareness by: Conducting a “College Fair” Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college going rates of EL and SED students. College readiness materials and supplies. This action is continued from the 2021 LCAP and has been proven to be effective based on the aforementioned '21 to '22 CAASPP comparisons in ELA and Math.

Action 9- English Learner Student Success Supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material. These are supplemental materials that will be used as part of Grow Arvin Academy's additional ELD support. Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars. Mango EDL, ThinkCentral and Lightning Squad are other supplemental software platforms that will be implemented. Newly purchased Chromebooks, Google licenses, educational software fees, materials, consumables and professional development contribute to this action. This action is continued from the 2021 LCAP and has been proven to be effective based on the aforementioned '21 to '22 CAASPP comparisons in ELA and Math.

Action 11- After School Tutoring Four (4) teachers will receive stipends to provide after school tutoring that will be targeted to students scoring in the lowest 30% in Math or ELA. This will help to close the performance gap for our unduplicated students. This action is continued from the 2021 LCAP and has been proven to be effective based on the aforementioned '21 to '22 CAASPP comparisons in ELA and Math.

Action 12- Art & Music Programs One (1) Music Teacher and one (1) Art teacher will both devote 50% of their time to provide academic enrichment programs that most students in the Arvin community are not able to afford outside of school. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. This action is continued from the 2021 LCAP and has been proven to be effective based on the aforementioned '21 to '22 CAASPP comparisons in ELA and Math.

Action 13- Instructional Coaches Two (2) Instructional Coaches will work collaboratively with teachers in developing effective culturally appropriate lesson plans and assessments that are relevant and respond to the unique learning needs of each student. Our instructional coaches use tools from the New Teacher Center (NTC) to guide their efforts, and work closely with each classroom teacher to ensure that

lesson plans are differentiated and address unique learning needs of our scholars in an Optimum Learning Environment (OLE). The OLE is a model used by NTC to provide a template in each classroom for addressing the individual learning needs of each student. OLEs begin with a positive, productive school climate and provide intellectually and emotionally safe, stimulating classroom communities that are personalized and co-constructed by adults and students. Within the OLE framework, the diverse needs of each learner are addressed with an ever-present attention to equity and continuous academic, social, and emotional growth. The unique learning needs of our unduplicated students are identified and addressed in each lesson plan. Staff salaries contribute to this action. This action is continued from the 2021 LCAP and has been proven to be effective based on the aforementioned '21 to '22 CAASPP comparisons in ELA and Math.

Action 16- Teacher Development Initiative The Teacher Residents are an addition and improvement in services, in partnership with the Alder Graduate School of Education (GSE). The Alder GSE Program is a residency model (developed by the Aspire charter network) that combines immersive hands-on practice in the classroom with a rigorous curriculum of research-based coursework, consisting of in-person seminars as well as online instruction. Each Resident is paid with an expert mentor educator, spending four days a week in the classroom participating in hands-on teaching and one day a week spent in collaboration with a regional cohort. Residents earn a Master's Degree and Teaching Credential in the following areas: Single Subject Math, Single Subject Science, Single Subject English, Single Subject History, Multiple Subject, Special Education (mild to moderate, RSP, and Physical Education. Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting unduplicated students and their families. Staff salaries and professional development contribute to this action. We will use a comparison of the '22 to '23 CAASPP results to determine the effectiveness of this action item.

Goal 2: Create collaborative partnerships with parents to improve student achievement.

Grow Academy Arvin will continue to measure the effectiveness of GOAL 2 ACTIONS 1, 5, and 12 through available local and state assessments, including, but not limited to the following:

At Grow Academy Arvin, our mission is to close the opportunity gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. We accomplish this through a process of continuous learning and growth, offering new educational opportunities and creating an environment of achievement for all students. As a result, students achieve academically, emotionally and physically, maximizing their individual potential to be prepared for the rigors of college, career and life. Fulfilling our mission as it relates to college access and success, especially for first generation students, includes the following indicators correlated to college access and post secondary success:

- Reading at grade level by the 3rd grade
- Avoiding excessive absenteeism
- Proficiency in all ELA and Math courses and meeting benchmarks on state exams
- Successful completion of Algebra 1 in 8th grade
- Successful fulfillment of our mission requires an intentional focus on academic success.

The following conditions and circumstances were also assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP. The goal of GA Arvin is to create collaborative partnerships with parents to improve student achievement. Our rural location makes obtaining and retaining highly qualified teachers a significant challenge; yet our children require skilled teachers in order to meet their needs. On state assessments, in both math and ELA, our ELs have not kept pace with their peers; either English only or RFEP children. Also, math achievement on state assessments has not kept pace with English Language Arts achievement. Finally, fewer English Language Learners who have been designated for three or more years are meeting their annual growth goals on the ELPAC assessment. With respect to other educational outcomes, Kern County has one of the lowest college participation and completion rates in the State of

California: 36% of county high school graduates meet CSU/UC course requirements and has a “college going” rate for graduates of 48% (vs. 65.8% Statewide).

Other identified needs for students and families include:

- Providing comprehensive student support services for at-risk students through intervention and enrichment
- Increasing support for homeless students identified as described in McKinney Vento
- Continuing ongoing parent two-way communication
- Expanding parent engagement opportunities.

A comparison of the 2021 CAASPP SBAC results to the 2022 SBAC reveals the following:

In the area ELA

- There was a 28% growth for all students meeting or exceeding standards.
- There was a 114% growth for English Learners meeting or exceeding standards.
- There was a 24% growth for Low Income students.

In the area of Math

- There was a 13% growth for all students meeting or exceeding standards.
- There was a 5% growth for English Learners meeting or exceeding standards.
- There was no growth for Low Income students.

Further analysis of the comparison of the ‘21 and ‘22 CAASPP results reveals the following:

English Language Arts Gaps: Although our EL students showed substantial growth (114%) they are still 17 percentage points below All Students and 19 percentage points below our English Only population. Our Low Income students also displayed growth, however they scored 3 percentage points below All Students and 5 percentage points below our English Only population. This is an area in which we must continue to improve.

Mathematic Gaps: Although our EL students displayed growth, they remained 15 percentage points below All Students and 20 percentage points below our English Only population. Our Low Income students also displayed growth, however they scored 3 percentage points below All Students and 9 percentage points below our English Only population. This is an area in which we must continue to improve.

2021-2022 Smarter Balanced California Science test (CAST) reveals the following:

Grade 5:

- All Students: 10.60 % met or exceeded standards
- Socio-economically Disadvantaged 10.39 % met or exceeded standards
- English Learners 6.82% met or exceeded standards ?

Grade 8

- All Students: 6.25% met or exceeded standards
- Socio-economically Disadvantaged 4.76% met or exceeded standards
- English Learners 0% met or exceeded standards

Based on the above data and the need to continue to build collaborative partnerships with parents to improve student achievement, and through stakeholder input received, the following actions for Goal 2 will be implemented in the 21-24 LCAP.

Action 1- Student Success Teams The Student Success Services Team is comprised of 1.3 FTE School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services (APSS) will work collaboratively with students and parents/guardians to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress.

The AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent engagement education events and school culture initiatives to support the success for all students. Additionally, the APSS builds and enhances community partnerships to provide counseling and social services to struggling families. The School Psychologist is responsible for the assessment and behavior management for students with emotional disabilities, learning disabilities, autism and behavioral challenges.

The School Counselor is responsible for promoting student success, providing preventive services, and responding to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students. The SST works closely with the Intervention Coordinator to implement strategies that will help to close the achievement gap of English Learners, students with disabilities, and socioeconomically disadvantaged students.

Action 5- Interpreter The Interpreter will provide translation services for all of the school-based governance meetings that help to increase parent engagement for low-income students and EL learners. These meetings include the Star Parents of Grow Academy, School Site Council, the English Learner Advisory Committee. GA Arvin adds Spanish only meetings and maintains translation services to be used in all parent and board meetings. This action continued from the 2019 LCAP and has been proven to be effective based on the following result: Provided translation services 100% of the time for parents/guardians of low-income and EL students.

Action 11- Academic Parent Teacher Teams Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration.

APTT is an intentional, systematic means of increasing student academic learning by enhancing the quality and quantity of parent-teacher interaction. APTT engages families in student learning. Parents understand their children's grade level goals and can apply what they learn in APTT to create a complementary home learning environment that is individualized based upon unique learning needs of each of our students - especially important for our unduplicated pupil population - as well as the family context in which they live. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income students. This action continued from the 2021 LCAP and has been proven to be effective based on the following results:

- 1,092 parents and staff of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 99%.
- The current overall parent engagement rate is 99%;
- 54% of parents use the provided spanish translation for two-way communication (ParentSquare Dashboard)
- Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement "Grimmway Academy treated me like a partner in my child's education" was 8.5 (on a 10 point Likert scale).
- Grow Academy scored 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)

Average Daily Attendance rate is 91.6% (CALPADS) Chronic Absenteeism Rate is 10.9 % (CA Dashboard- 2019) Suspension Rate, Expulsion Rate, and Middle School Dropout Rate all remain at 0% (CA Dashboard-2019) 46.49% of all students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments 9.42% of ELs met or exceeded the ELA standard 43.44% of low-income students met or exceeded the ELA standard 33.40% of all students met or exceeded the Math standard 7.24% of EL students met or exceeded the Math standard 31.33% of low-income students met or exceeded the Math standard 27.07% of all students met or exceeded the Science standard 25.66% of low-income students met or exceeded the Science standard 2.27% of EL students met or exceeded the Science standard

Goal 3: Provide an environment that encourages healthy lifestyles.

Grow Academy Arvin will continue to measure the effectiveness of Goal 3, Actions 1, 3, 4 and 6 through available local and state assessments, including, but not limited to the following:

- California Fitness Tests
- Edible School Yard Participation Exit Surveys
- Parent Satisfaction Surveys

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

In 2018, over half (55%) of all deaths were attributed to chronic disease, such as coronary heart disease, cancer, chronic lower respiratory disease, diabetes, chronic liver disease, and Alzheimer's. Obesity, mental health, and asthma were also identified as some of the top health problems facing our communities in the 2018 Community Health Survey. Coronary heart disease kills over 1,000 Kern County residents and is responsible for over 4,000 hospitalizations yearly. Although obesity may not be listed as a cause of death or reason for a hospital visit, this condition puts individuals at higher risk for stroke, heart disease, high blood pressure, diabetes, some cancers, and sleep disorders.

Therefore, reducing obesity in a population is likely to have far reaching impacts. While California as a whole meets the national objectives for reducing obesity in the population, Kern County continues to have a higher proportion of obese residents than the rest of the State and does not meet the Healthy People 2020 target.

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

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

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

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

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

GAA measures the effectiveness of the ESY in four (4) main areas:

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

Our most recent ESY survey results (2018-2019: 3rd, 5th, 8th grade) showed the effectiveness of the ESY in shifting dietary behaviors, including: As a result of the ESY program:

- 80% of parents want to cook healthier meals at home
- 65% of parents have made a positive change in health and wellness since attending GA
- 80% of students participate in the grocery shopping

The ESY survey results (2017-2018: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:

- Food Recognition-Over 75% of all students (K-5th grade) demonstrated food recognition
- Family Health and Wellness-80% of all students (K-5th grade) participate in grocery shopping
- Edible School Yard Exit Survey-93% of 6th graders agreed they felt confident they would use a knife safely in the kitchen, while 83% agreed the ESY curriculum taught them to have a personal responsibility to protect the environment.

Based on the above data, and through stakeholder input received, the need to continue to provide an environment that encourages healthy lifestyles for English Learners, Socioeconomically disadvantaged students, and foster youth, the following actions for Goal 3 will be implemented in the 21-24 LCAP.

Action 1- Physical Education Activities Grow Academy Arvin (GA Arvin) will develop healthy students and improve pupil outcomes through fitness tests. GA Arvin will maintain a standardized Elementary Physical Education program and trained staff will provide targeted assistance to low income, English learners, and Foster Youth - all of whom are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low-income families being the most sedentary. The effectiveness of this action will be measured by local fitness scores at Grow Academy and the state fitness test when reinstated. Further, a total of two (2) PE teachers and one (1) PE Aide will continue to provide physical education instruction and activities. 630 K-6 students will receive physical education for at least 80-110 minutes per week throughout the school year, while 180 middle school students in each grade will receive physical education for at least 150-225 minutes per week throughout the school year. Staff salaries, materials and playground equipment contribute to this action. This action continued from the 2021 LCAP and been proven to be effective

based on the following results:

Overall, trend data from the 2016-2017 and the 2017-2018 California Fitness Reports suggests that 5th grade and 7th grade SED students, when compared to all students, met more categories (4 out of 6) of the Healthy Fitness Zone. Additionally, the need to continue providing physical education activities can be justified through the additional data below (California Physical Fitness Report-2018-2019).

- 64.4% of 5th grade students and 46.3% of 7th grade students need improvement in Aerobic Capacity
- 20.7% of 5th grade students and 21.1% of 7th grade students need improvement in body composition
- 37.9% of 5th graders and 6.3% of 7th grade students need improvement in abdominal strength
- 1.1 % of 5th graders and 9.5% of 7th grade students need improvement in trunk extension strength
- 49.4% of 5th graders and 18.9 % of 7th grade students need improvement on upper body strength
- 16.1% of 5th graders and 58.9 % of 7th grade students need improvement on flexibility
- 32.2% of 5th grade students and 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity
- 52.9% of 5th grade students and 47.4% of 7th met Healthy Fitness Zone for Body Composition
- 62.1% of 5th grade students and 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength
- 98.9% of 5th grade students and 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength
- 50.6% of 5th grade students and 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength
- 83.9% of 5th grade students and 41.1% of 7th met Healthy Fitness Zone for Flexibility

Action 3- Edible School Yard Utilize the Edible Schoolyard program to increase the learning experiences for our unduplicated students in the kitchen & garden, while promoting a healthy lifestyle. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will help to create an environment that encourages healthy lifestyles for Foster Youth, English Learners, and Low-Income students. A team of two (2) ESY Lead Educators and four (4) ESY Instructors will offer nutrition education classes to students and families, which helps to address chronic coronary heart disease and obesity throughout Kern County. Socio-economically disadvantaged students and families in Arvin do not have healthy meal choices readily available to them. The ESY Team will provide a total of 154 garden lessons and 154 kitchen lessons will be provided to students. This action continued from the 2021 LCAP and been proven to be effective based on the following results:

- 80% of parents want to cook healthier meals at home
- 65% of parents have made a positive change in health and wellness since attending GA
- 80% of students participate in the grocery shopping
- 75% of all students (K-5th grade) demonstrated food recognition
- 93% of 6th graders agreed they felt confident they would use a knife safely in the kitchen,
- 83% agreed the ESY curriculum taught them to have a personal responsibility to protect the environment.

Action 4- Healthy Living In order to promote healthy living, Grow Academy Arvin will hold an annual Wellness Fair for families to increase awareness and outreach about health and wellness, while building community partnerships. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will help to create an environment that encourages healthy lifestyles for Foster Youth, English Learners, and Low-Income students. Grow Academy Arvin will hold two Farmers Markets on campus for families and community stakeholders. This action continued from the 2021 LCAP and been proven to be effective based on the following results:

- 80% of parents want to cook healthier meals at home
- 65% of parents have made a positive change in health and wellness since attending GA
- 80% of students participate in the grocery shopping

- 75% of all students (K-5th grade) demonstrated food recognition
- 93% of 6th graders agreed they felt confident they would use a knife safely in the kitchen,
- 83% agreed the ESY curriculum taught them to have a personal responsibility to protect the environment.

Action 6- Extra-Curricular Athletics Program- Stakeholders recommended providing extracurricular athletics to encourage attendance and improved academic performance, as well as reducing unwanted behaviors. Students' surveys show that they will be more engaged if school offered something that interested them and kept them engaged. Further, with limited access to organized youth sports in the city of Arvin due to its location, coupled with the average sports registration cost hovering over \$165 per child, Grow Academy Arvin, will continue to offer a free extracurricular athletics program benefitting low-income students. As stated in our student-athlete contract, in order to participate in these free extracurricular athletic activities students must achieve a 90% attendance rate or higher, have no disciplinary issues, and must represent Grow Academy with a high level of integrity and sportsmanship. Students may choose from a wide variety of team sports and activities, and will engage in games and competitions with students from neighboring school districts. This will increase opportunities for participation in extracurricular athletics for our SED students who may not have the financial means to participate outside the school. This action continued from the 2021 LCAP and been proven to be effective based on the following results:

Overall, trend data from the 2016-2017 and the 2017-2018 California Fitness Reports suggests that 5th grade and 7th grade SED students, when compared to all students, met more categories (4 out of 6) of the Healthy Fitness Zone. Additionally, the need to continue providing physical education activities can be justified through the additional data below (California Physical Fitness Report-2018-2019).

- 64.4% of 5th grade students and 46.3% of 7th grade students need improvement in Aerobic Capacity
- 20.7% of 5th grade students and 21.1% of 7th grade students need improvement in body composition
- 37.9% of 5th graders and 6.3% of 7th grade students need improvement in abdominal strength
- 1.1 % of 5th graders and 9.5% of 7th grade students need improvement in trunk extension strength
- 49.4% of 5th graders and 18.9 % of 7th grade students need improvement on upper body strength
- 16.1% of 5th graders and 58.9 % of 7th grade students need improvement on flexibility
- 32.2% of 5th grade students and 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity
- 52.9% of 5th grade students and 47.4% of 7th met Healthy Fitness Zone for Body Composition
- 62.1% of 5th grade students and 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength
- 98.9% of 5th grade students and 81.1% of 7th met Healthy Fitness Zone for Trunk Extension Strength
- 50.6% of 5th grade students and 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength
- 83.9% of 5th grade students and 41.1% of 7th met Healthy Fitness Zone for Flexibility

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

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required (40%) percentage increase as compared to all services for all students.

The following Goals/Actions are targeted for EL's, Foster and SED priority groups.

Goal 1, Action 9- English Learner Student Success

Supplemental educational materials and consumables for K-6 ELA teachers to increase EL students' access to grade level reading material. These are supplemental materials that will be used as part of Grow Arvin Academy's additional ELD support. Implementation of and training for the Ellevation digital platform, a comprehensive EL program management platform that organizes all EL student data, supports critical reclassification meetings, and enables accurate reporting to provide overall improved services for EL students and help to address the gap in assessment outcomes for our EL scholars. Mango EDL, ThinkCentral and Lightning Squad are other supplemental software platforms that will be implemented. Newly purchased Chromebooks, Google licenses, educational software fees, materials, consumables and professional development contribute to this action.

Goal 2, Action 5- Interpreter

The Interpreter will provide translation services for all of the school-based governance meetings that help to increase parent engagement for low-income students and EL learners. These meetings include the Star Parents of Grow Academy, School Site Council, the English Learner Advisory Committee. GA Arvin adds Spanish only meetings and maintains translation services to be used in all parent and board meetings. This action continued from the 2021 LCAP and has been proven to be effective based on the following result: Provided translation services 100% of the time for parents/guardians of low-income and EL students.

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.

Grow Academy Arvin does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent, so no additional funding has been added.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:20.4	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:15.3	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,565,213.00			\$363,672.00	\$3,928,885.00	\$3,371,113.00	\$557,772.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Intervention and Enrichment	English Learners Foster Youth Low Income	\$1,061,378.00			\$288,264.00	\$1,349,642.00
1	1.2	Intervention Coordinator and Related Materials	English Learners Foster Youth Low Income	\$133,039.00				\$133,039.00
1	1.3	Library Program	All	\$54,080.00				\$54,080.00
1	1.4	Educational Software	English Learners Foster Youth Low Income	\$106,622.00				\$106,622.00
1	1.5	Success for All (SFA)	English Learners Foster Youth Low Income	\$57,000.00				\$57,000.00
1	1.6	Professional Development	English Learners Foster Youth Low Income	\$39,000.00			\$37,500.00	\$76,500.00
1	1.7	College Readiness	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.8	Professional Development		\$0.00				\$0.00
1	1.9	English Learner Student Success	English Learners	\$61,000.00				\$61,000.00
1	1.10	Summer Academic Program		\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	After School Tutoring	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.12	Art & Music Programs	English Learners Foster Youth Low Income	\$276,896.00				\$276,896.00
1	1.13	Instructional Coaches for Teacher Support	English Learners Foster Youth Low Income	\$186,307.00				\$186,307.00
1	1.14	Digital Literacy PBL Teacher		\$0.00				\$0.00
1	1.15	Intervention and Enrichment		\$0.00				\$0.00
1	1.16	Teacher Development Initiative	English Learners Foster Youth Low Income	\$300,400.00				\$300,400.00
2	2.1	Student Success Team	English Learners Foster Youth Low Income	\$521,065.00			\$37,908.00	\$558,973.00
2	2.2	McKinney Vento Support (Director of Community Initiatives)		\$0.00				\$0.00
2	2.3	Parent Communications + Education	All	\$23,250.00				\$23,250.00
2	2.4	Parent Education		\$0.00				\$0.00
2	2.5	Interpreter	English Learners	\$12,000.00				\$12,000.00
2	2.6	Teacher Training	All	\$2,400.00				\$2,400.00
2	2.7	Positive Behavior Intervention	All	\$15,000.00				\$15,000.00
2	2.8	Educational Field Trips	All	\$40,000.00				\$40,000.00
2	2.11	Academic Parent Teacher Teams (APTT)	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Parent Appreciation Night	All	\$7,500.00				\$7,500.00
3	3.1	Physical Education Activities	English Learners Foster Youth Low Income	\$181,808.00				\$181,808.00
3	3.2	ESY Cooking Classes and Family Cooking Classes		\$0.00				\$0.00
3	3.3	Edible Schoolyard Program	English Learners Foster Youth Low Income	\$408,968.00				\$408,968.00
3	3.4	Healthy Living	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.6	Extra-curricular athletics programs	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00

2022-23 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
\$7,238,674	\$2,894,383	39.98%	0.00%	39.98%	\$3,422,983.00	0.00%	47.29 %	Total:	\$3,422,983.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$73,000.00
								Schoolwide Total:	\$3,349,983.00

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	Intervention and Enrichment	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$1,061,378.00	
1	1.2	Intervention Coordinator and Related Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$133,039.00	
1	1.4	Educational Software	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$106,622.00	
1	1.5	Success for All (SFA)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$57,000.00	
1	1.6	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$39,000.00	

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	1.7	College Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$30,000.00	
1	1.9	English Learner Student Success	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Grow Academy Arvin	\$61,000.00	
1	1.11	After School Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$20,000.00	
1	1.12	Art & Music Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$276,896.00	
1	1.13	Instructional Coaches for Teacher Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grow Academy Arvin	\$186,307.00	
1	1.16	Teacher Development Initiative	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grow Academy Arvin	\$300,400.00	
2	2.1	Student Success Team	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$521,065.00	
2	2.5	Interpreter	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Grow Academy Arvin	\$12,000.00	
2	2.11	Academic Parent Teacher Teams (APTT)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$2,500.00	
3	3.1	Physical Education Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$181,808.00	

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 (%)
3	3.3	Edible Schoolyard Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$408,968.00	
3	3.4	Healthy Living	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$10,000.00	
3	3.6	Extra-curricular athletics programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Grow Academy Arvin	\$15,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,859,923.00	\$2,668,801.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Intervention and Enrichment	Yes	\$470,510.00	\$343,128
1	1.2	Intervention Coordinator and Related Materials	Yes	\$113,216.00	\$140,437
1	1.3	Library Program	No	\$47,110.00	\$51,329
1	1.4	Educational Software	Yes	\$83,309.00	\$82,508
1	1.5	Success for All (SFA)	Yes	\$47,000.00	\$53,706
1	1.6	Professional Development	Yes	\$43,000.00	\$17,965
1	1.7	College Readiness	Yes	\$10,000.00	\$3,000
1	1.8	Professional Development	Yes	\$8,000.00	\$20,453
1	1.9	English Learner Student Success	Yes	\$30,375.00	\$20,397
1	1.10	Summer Academic Program	Yes	\$11,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	After School Tutoring	Yes	\$20,000.00	\$3,500
1	1.12	Art & Music Programs	Yes	\$241,836.00	\$248,961
1	1.13	Instructional Coaches	Yes	\$197,839.00	\$228,048
1	1.14	Digital Literacy PBL Teacher	No	\$66,767.00	\$0
1	1.15	Intervention and Enrichment	Yes	\$497,269.00	\$485,212
2	2.1	Student Success Team	Yes	\$318,231.00	\$360,090
2	2.2	McKinney Vento Support (Director of Community Initiatives)	Yes	\$15,000.00	\$1,000
2	2.3	Parent Communications	No	\$15,000.00	\$22,500
2	2.4	Parent Education	No	\$2,000.00	\$0
2	2.5	Interpreter	Yes	\$9,000.00	\$10,759
2	2.6	Teacher Training	No	\$2,400.00	\$0
2	2.7	Positive Behavior Intervention	No	\$15,000.00	\$8,500
2	2.8	Educational Field Trips	No	\$40,000.00	\$7,002

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Academic Parent Teacher Teams (APTT)	Yes	\$4,000.00	\$1,284
2	2.12	Parent Appreciation Night	No	\$7,500.00	\$9,200
3	3.1	Physical Education Activities	Yes	\$153,498.00	\$167,670
3	3.2	ESY Cooking Classes and Family Cooking Classes	Yes	\$7,000.00	\$2,567
3	3.3	Edible Schoolyard Program	Yes	\$359,063.00	\$362,999
3	3.4	Healthy Living	Yes	\$10,000.00	\$1,000
3	3.6	Extra-curricular athletics programs	Yes	\$15,000.00	\$15,586

2021-22 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)
\$2,457,074	\$2,364,554.00	\$2,460,062.00	(\$95,508.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention and Enrichment	Yes	\$470,510.00	\$343,128		0%
1	1.2	Intervention Coordinator and Related Materials	Yes	\$113,216.00	\$140,437		0%
1	1.4	Educational Software	Yes	\$83,309.00	\$82,508		0%
1	1.5	Success for All (SFA)	Yes	\$47,000.00	\$53,706		0%
1	1.6	Professional Development	Yes	\$39,000.00	\$17,965		0%
1	1.7	College Readiness	Yes	\$10,000.00	\$3,000		0%
1	1.8	Professional Development	Yes				0%
1	1.9	English Learner Student Success	Yes	\$30,375.00	\$20,397		0%
1	1.10	Summer Academic Program	Yes	\$11,000.00	\$0		0%
1	1.11	After School Tutoring	Yes	\$20,000.00	\$3,500		0%
1	1.12	Art & Music Programs	Yes	\$241,836.00	\$248,961		0%
1	1.13	Instructional Coaches	Yes	\$197,839.00	\$228,048		0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Intervention and Enrichment	Yes	\$209,677.00	\$397,457		0%
2	2.1	Student Success Team	Yes	\$318,231.00	\$362,090		0%
2	2.2	McKinney Vento Support (Director of Community Initiatives)	Yes	\$15,000.00	\$1,000		0%
2	2.5	Interpreter	Yes	\$9,000.00	\$6,759		0%
2	2.11	Academic Parent Teacher Teams (APTT)	Yes	\$4,000.00	\$1,284		0%
3	3.1	Physical Education Activities	Yes	\$153,498.00	\$167,670		0%
3	3.2	ESY Cooking Classes and Family Cooking Classes	Yes	\$7,000.00	\$2,567		0%
3	3.3	Edible Schoolyard Program	Yes	\$359,063.00	\$362,999		0%
3	3.4	Healthy Living	Yes	\$10,000.00	\$1,000		0%
3	3.6	Extra-curricular athletics programs	Yes	\$15,000.00	\$15,586		0%

2021-22 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)
\$6,486,983	\$2,457,074	0.00%	37.88%	\$2,460,062.00	0.00%	37.92%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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.

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.

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

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

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

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **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 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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