

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 Shafter	Brook Webb Principal	bwebb@growpublicschools.org 661-630-7220

Plan Summary [2021-22]

General Information

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

Grow Academy Shafter (GA Shafter) is an elementary charter school designed to serve students in the greater Shafter community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. Our goal is to close the achievement gap for students in rural areas around Shafter by creating an environment for student excellence and well-being.

GA Shafter enrolls approximately 90 students per grade each year in Kindergarten through eighth grades, with an end goal of educating approximately 800 students annually. Our student population is 25% English learner (EL), 73% socioeconomically disadvantaged, and 5.3% special education. 86% of our students are Hispanic.

GA Shafter 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 to not only prepare students for the academic rigors of secondary and higher education but to 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.

Grow Academy is motivated by the four core values of Grow Schools:

- High Expectations
- Health and Wellness
- Perseverance

Joy

The following goals encompass our vision:

Providing 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 9th grade.

Educate our scholars to be self-motivated, competent, and lifelong learners, and have an authentic love of reading.

Providing the parents in the Shafter 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 the Shafter area) 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.

Prior to the onset of the pandemic in March of 2020, we had tremendous success in creating collaborative partnerships with parents to improve student achievement, and were able to provide individualized learning for all students of GA Shafter.

During the 2020-2021 school year Grow Academy Shafter (GA Shafter) continually collected and analyzed data from student assessments, staff, parent, and student surveys. GA Shafter sought to maintain and build upon the positive learning environment and culture that we are known for. The school's emphasis on restorative practices through training and ongoing monitoring has resulted in fewer than 5 office referrals and a 0% suspension rate. College CREWS competitions, incentives, and weekly outdoor Gatherings continued to build strong community ties between students and staff. Weekly mentoring from CREW teachers supported students, strengthened their Growth Mindset, and self-efficacy. One-on-one check-ins with supervisors and coaches continue to establish a culture of high expectations and individualized professional development. GA Shafter believes that high-level professional learning opportunities will result in accelerated student outcomes over the next two years.

In the fourth year of operation, the instructional focus was on creating a meaningful hybrid learning model. Building upon prior years' data, resources were poured into academic support for instructors and digital learning access for our scholars and their families. GA Shafter had an 83% hybrid return rate in the fall and a 98% return rate in the spring. Our families continue to voice their support for the reopening of the school, and our return rates are a success indicator of our efforts to provide a safe learning environment for all staff and students.

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

Two academic coaches provided one-on-one support for teachers focused on planning purposefully to meet or exceed the common core standards. Professional Learning Communities were established to analyze student work and create action plans for teams. The school continued a standards-aligned assessment program, which consisted of weekly standards-aligned Illuminate DNA assessments in all classes, quarterly interims, and NWEA fluency assessments; all followed by data-driven conversations and intentional planning that occurred during weekly PLCs and the 20 Days of Professional Learning that is embedded into our academic calendar. This year we were able to employ an Intervention Coordinator who worked closely with the administration to enhance our Response to Intervention protocol and began the transitional work to incorporate Multi-Tiered Systems of Support (MTSS). We continued to implement co-teaching best practices in Humanities classrooms, and expand opportunities for our special education students within our full-inclusion classrooms. GA Shafter improved the overall number of students reading on grade level as indicated by Renaissance STAR Reading. This growth was supported by the implementation of the Lexia Core 5 and Power Up Literacy Programs.

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.

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

Grow Academy Shafter is in its fourth year of operation and has data on the California Data Dashboard from 2018-2019 as the SBAC was waived in 2019-2020 due to the COVID-19 Pandemic. Based on this data and ongoing academic and school climate assessments, as well as meetings with stakeholders, we have identified the following areas of need:

Continued instructional support to grow the overall effectiveness and rigor in the classroom: According to the Academic Performance Indicators from 2018-2019 there was an increase of 22.3 points in ELA and 9.6 points in Math. Despite these increases, our scores remain 5.1 points below standard in ELA and 26.9 points below standard in math. To address this need, Grow Academy Shafter teachers will participate in ongoing professional learning, two instructional coaches will lead coaching cycles through a partnership with the New Teacher

Center, ongoing professional development will be provided by California Lutheran Reading and Literacy Project, and data-driven Professional Learning Communities will be held weekly. STEM teachers will participate in ongoing training from Loyola Marymount and an expert consultant. We have also contracted with Success for All to provide curricular support with new staff as we are able to reinstate our 90 minute Literacy Block for grades K-5.

Increased instructional support for individualization of learning to support increased proficiency of ELL, low-income, and special education students. Our EL students were 54 points below standard in math and 46 points below standard in ELA. Additionally, our socioeconomically Disadvantaged students were 33.3 points below standard in math and 15.1 below standard in ELA. The school aims to close this gap for our low-income and EL students by building on the success of the SFA program, co-teaching, and lab classes, which differentiate support and provide individualized instruction for students specific to their identified deficits. This will be accomplished via the support of Small Group Instructors (SGIs) who will deliver support to students in an effort to close the achievement gap for these subgroups and advance skills and standards mastery. In addition, we have purchased ELLevation to assist with data collection and program effectiveness for our ELL students.

In order to support a fully inclusive special education program and improve the proficiency of students with Individual Education Plans (IEP), Grow Academy Shafter will partner special education teachers with general education teachers to co-teach in a general education setting. A Co-teaching Model affords the special education teacher to act as a specialist in differentiation, provide intervention and acceleration for both special education and general education students. A Co-teacher Consultant will support these efforts and build upon our program through training, site visits, and feedback cycles, particularly with our newly hired staff.

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 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.

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

Additionally, through the formation of a Student Success Services Team (composed of 1.3 FTE School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services (APSS) , staff will continue to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and

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

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

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

Chronic Absenteeism

Based on the 2019 Dashboard data, our chronic absenteeism rate stands at 7.9% for AS. This is an overall decrease of 2.1%.

The subgroup breakdown is as follows:

SWD: 10.5%
EL: 10.8%
SED: 9%

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

LCAP Highlights

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

The 2021-2024 LCAP provides our three-year plan for continued improvement and development. In 2021-2022 we will continue the specific actions undertaken to address the various academic and social-emotional needs of our scholars.

Through an analysis of our current instructional data and input from staff and stakeholders, we identified the following:

Goal #1- Provide a personalized and inclusive learning experience that inspires all staff and students to achieve at high levels.

Our local assessment data shows that our overall proficiency achievement on Math and ELA CCSS aligned assessments is still below average. We will continue to focus resources on instructional support including; two instructional coaches, and a partnership with Cal Lutheran Reading and Literacy Project, and 20 days of focused professional development.

We will continue with our progress in the area of literacy for all students and proficiency in English for English language learners through our reading program, Success For All (SFA), Lexia Core 5, PowerUp, and Ellevation.

We will continue with a co-teaching model in order to support with fidelity our full-inclusion approach to special education and improve the growth of special needs and advanced students.

We will increase individualized learning opportunities in the Learning Lab by adding a Small Group Instructor to each classroom.

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

It is our belief that authentic parent engagement and education is the key to student success. We will support families through a personalized family engagement program, Academic Parent Teacher Team (APTT) meetings, and hosting community events to bring families together.

Monthly meetings with the principal. Suggestions include "Walk and Talk", "Coffee and Conversation", and "Talk at the Park".

Increase parent involvement opportunities in Sports, Clubs, and AMP.

Goal #3- Maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle.

We will continue to support the health and wellness of our scholars and families through the Edible Schoolyard program and Physical Fitness activities such as "Fun Runs".

Parents, scholars, and staff identified sports, art, and music as key components of our program that need to be expanded.

Comprehensive Support and Improvement

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

Schools Identified

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

Grow Academy Shafter is a single school LEA and is not in CSI.

Support for Identified Schools

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

Grow Academy Shafter is a single school LEA and is not in CSI.

Monitoring and Evaluating Effectiveness

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

Grow Academy Shafter is a single school LEA and is not in CSI.

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Stakeholder Engagement

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

Grow Academy Shafter is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such Grow Academy Shafter used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, school data, as well as, proposed actions and services. The following groups were actively involved in the LCAP development process described below:

School Governance: (principal, administrators, teachers, and classified staff) school staff working together to improve student achievement. During specific Governance meetings, the goals and actions of the LCAP were discussed. Input and feedback were also received from the staff. This staff meeting took place on March 22, 2021.

School Site Council: Committee members include teachers, parents, principal, assistant principal. This group provided input and feedback regarding the LCAP during a March 17, 2021, virtual meeting.

Parents of Grow Academy (POGA): Composed of parents of Grow Academy Shafter students. This group also provides input and feedback regarding the LCAP during a virtual meeting that took place on March 11, 2021.

On April 9, 2021 our Director of Special Education and Director of School Operations met with our SELPA for a 2021 LCAP Consultation. During this meeting feedback was solicited on the following: how do our students with disabilities have access to fully credentialed teachers, standards aligned instructional materials, and school facilities. Feedback included continuation of our full inclusion program with co-teaching model, behaviorist and counselor on site, technology with touch screens and speech to text, and in-person learning opportunities. In an effort to improve our practice, quarterly student surveys were suggested.

The English Learner Advisory Committee (ELAC) is a committee required by state regulations for any school that has 21 or more English learners. In addition, state regulations require that parents of English learners constitute at least the same percentage of the English Learner Advisory Committee members 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 for Grow Academy Shafter convened virtually on March 11, 2021, to discuss the LCAP and solicit feedback. A general feedback session (all parents, teachers, administrators, community stakeholders took place virtually on February 12, 2021.

The initial draft of the LCAP was submitted to the Grow Public Schools Board of Directors during its regular board meeting on June 28, 2021

In addition to the virtual stakeholder engagement sessions with the above-referenced governance groups, a Parent Survey was distributed via Padlet and Google Forms to solicit feedback. These were delivered every Sunday via our Community Comet Weekly Newsletter and via Parent Square messages from our CMO. Furthermore, office employees distributed flyers throughout the community for posting in windows encouraging families to contact GA Shafter with questions, comments, and suggestions. These were delivered every Sunday via our

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

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A summary of the feedback provided by specific stakeholder groups.

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

With respect to Goal 1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement, the following recommendations were made:

- Checking the time on assessments to determine if a student completed it well (POGA)
- Holding students accountable for completion of work- (i.e., Lexia) (POGA)
- Parents having access to their child's Google Classroom (POGA)
- Web-based programs with language translation (ELAC)
- Translated Help Docs for Google Classroom, Checking Grades, etc. (ELAC)
- Assistance with accessing instructional technology (ELAC)
- Progress Reports sent out more frequently-once per month-Biweekly for Cohort D (ELAC)
- English Classes for Parents (ELAC)
- Parent Courses Perhaps Team up with the Learning Center (SSC)
- Reshape RtI Process-share out with parents what that models GAA (SSC)
- Ongoing Teacher Development (Thinkmaps as an ELD Instructional Piece) (SSC)

For Goal 2: Create collaborative partnerships with parents to improve student achievement, the following recommendations were made:

- Parent Check in- biweekly- questionnaire via Google Forms (POGA)
- College Visits- 1 Day Visit (POGA)

Holding informational meetings (POGA)
Continue to send out frequent messages w/ updates on student progress (ELAC)
College Visits are valued and help connect the crew concept (ELAC)
Walk and Talk, Coffee, and conversations (at the park)(ELAC)
Transportation (SSC)
Childcare Partnerships (SSC)
Getting parents involved in Sports, Clubs, Music (SSC)
Transparency with how CMO funding is spent (SSC)

For Goal 3: Provide an environment that encourages healthy lifestyles.
Sports program- Clinics (Priscila), (Shafter Rec- Phillip) (POGA)
Semester Fun Runs (POGA)
Send Recipes Out "Facebook Feature" Pictures of Student's Foodie Pictures (ELAC)
Intramural Sports (ELAC)
Name that Tune, Guided Drawing, Sculpture, Hands-on Projects (ELAC)
More videos about the City of Shafter, Parks, Rec Center, etc. (ELAC)
More Facebook Live Reading Nights(ELAC)
Natural Parks, Live Cams, Virtual Field trips to encourage interest in the outdoors (ELAC)
Consistency with Retention of Teachers-Stability for Scholars (SSC)

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

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

Goal 1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement. Based on the feedback received from stakeholders relating to Goal 1, Grow Academy Shafter will be increasing funding to support English Learners, Foster Youth, and Low Income students. Intervention and enrichment programs will increase through the dedication of 14 Small Group Instructors . Staff will also receive more professional development to help oversee the implementation of intervention and enrichment activities benefiting students and families. To address the continued need of promoting literacy for ELL students, GA Shafter will be investing in culturally appropriate novels and research material in order to increase student academic Growth, especially for unduplicated students. In response to stakeholder feedback to provide more instructional technology and offer more academic assessments, we will be utilizing

software assessments in the Learning Lab to identify students needing supplemental instruction. Examples of the academic software include: BrainPop, Generation Genius, MobyMax, IXL, Elevation (ELL), NextGen, Aleks, Achieve 3000, etc. Additional professional development will be provided to staff to implement Success for All which will address Social Emotional Learning and Common Core State Standard best practices for EL students. To promote college readiness, GA Arvin will offer a “College Fair” and provide parent education workshops in English and Spanish in the areas of: college readiness, financial aid and planning, benefitting EL and Low Income students. Professional development in STEM and the California Reading and Literature Project will be provided to help EL students. To continue academic enrichment activities, GA Shafter will provide after school tutoring for unduplicated students who score in the lowest 30% in Math or ELA, and will offer music and art appreciation programs.

Goal 2: Create collaborative partnerships with parents to improve student achievement. Based on the feedback received from stakeholders relating to Goal 1, GA Shafter will improve the overall integration of programs and services for unduplicated students through the Assistant Principal of Student Services. The AP of Student Services will work with students and parents/guardians to enhance form and frequency of communication in order to identify the most effective strategies to improve academic outcomes. AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent education nights, school culture initiatives to support the success of all students and establishing community partnerships to provide counseling and social services to struggling families. The McKinney Vento Liaison will be responsible for the active and ongoing identification of homeless children and youth to provide coordination of programs and services with other partnering agencies and organizations. The use of multi-media will help to improve communication with parents and stakeholders in both English and Spanish. GA Shafter will continue to use ParentSquare, social media, letters, group texts, and phone calls to effectively communicate with parents. To address the need for ongoing parent engagement, parent classes on school curriculum, positive behavior, and use of technology. Provide additional parent classes around math and literacy in order to empower parents to support students academically. Continuing to build partnerships with EL parents, GA Shafter will provide translator(s) for SPGA, Governance, SSC and other school site activities. Add Spanish only meetings, e.g.; ELAC/DELAC, and will maintain translation devices to be used in all parent and board meetings. School field trips will be scheduled quarterly to reward/encourage positive behavior and academic achievement.

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



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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed for assignments (Priority 1A)	100 % of teachers are fully credentialed in subject areas				100 % of teachers are appropriately assigned and fully credentialed in subject areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students have access to standards-aligned instructional materials for every student (Priority #1b)	100% of students have access to standards-aligned instructional materials as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				100% of students will have access to standards-aligned instructional materials
School Facilities in “Good Repair” per CDE’s Facility Inspection Tool (Priority #1c)	All facilities have an overall rating of "exemplary" as affirmed in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				All facilities will have an overall rating of "exemplary" as indicated on the FIT report
Implementation of state board adopted academic content and performance standards for all students (Priority #2a)	In the 2020-2021 the school year, all teachers participate in 164 professional development hours (GPS Board Approved School Calendar)				100% of Math & English teachers will receive professional development in CCSS
How the programs and services will enable English Learners to access	100% of ELL students have access to high quality ELD Instruction and				100% of ELL students will have access to high quality ELD Instruction and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the CCSS & ELD standards for the purposes of gaining academic content knowledge and English proficiency (Priority # 2b)	support materials. (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)				support materials
<p>Pupils have access to and are enrolled in English, Math, Social Science, Science, Health, VAPA, other studies that are prescribed by the governing board for grades 1-6</p> <p>Pupils have access to and are enrolled in English, Social Sciences, Foreign Language, PE, Science, Math, VAPA, Applied Arts, and CTE (Priority #7a)</p>	100% of students have 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 extracurricular courses.
Programs and services developed and provided to low income, English	100% of unduplicated students received individualized learning				100% of unduplicated students enrolled in appropriate programs and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
learner, and foster youth pupils (Priority #7b)	support based on their identified needs in the Learning Lab				services will have their individual needs met.
Programs and services developed and provided to students with disabilities (Priority #7c)	100% of identified special education students received adequate services as described in their IEP and evidence through GA’s approach to Inclusion (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).				100% of identified special education students will receive adequate services as described in their IEP and evidence through GA’s approach to Inclusion (SPED Co-Teachers in each ELA Classroom).
State Assessments (Priority #4a)	<p>48.02% of all students met or exceeded the Common Core Standards in ELA</p> <p>29.63% of ELL Students met or exceeded the ELA standard</p> <p>44.13% of low-income students met or exceeded the ELA 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 ELL students will meet or exceed the Common Core Standards in ELA on Smarter Balanced Assessments</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>35.71% of all students met or exceeded the Math standard</p> <p>19.75% of ELL students met or exceeded the math standard</p> <p>32.86% of low-income students met or exceeded the Math standard</p> <p>22.82% of all students met or exceeded the Science standard</p> <p>16.46% of low-income students met or exceeded the Science standard</p> <p>8.00% of ELL students met or exceeded the Science standard</p>				<p>40% of ELL students will meet or exceed the Common Core Standards in Math on Smarter Balanced Assessments</p> <p>50% of students will meet or exceed the Common Core Standards in Math on Smarter Balanced Assessments</p> <p>60 % of students will be at or above 50th percentile in NWEA Reading.</p>
% of pupils that have successfully completed A-G requirements (Priority #4b)	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils that have successfully completed CTE pathways (Priority #4c)	N/A				N/A
% of pupils that have successfully completed both B and C) (Priority #4d)	N/A				N/A
% of ELs who make progress toward English proficiency (as measured by ELPAC) (Priority #4e)	38.2% of ELL students are making progress towards English language proficiency (California Dashboard 2019)				65% of of students will make progress towards English language proficiency
ELL reclassification rate (Priority #4f)	ELL reclassification rate at 34.1 % (CA Dashboard)				Reclassification rate will be at 45%
% of pupils that pass AP exams with a score of 3 or higher (Priority #4g)	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher) (Priority #4h)	N/A				N/A
Pupil outcomes in subjects described in 51210/51220 (Priority #8a)	100% of students have access to Math, ELA, intervention, enrichment and elective courses.				100% of students have will have access to Math, ELA, Intervention and enrichment and elective courses

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and Enrichment	Together, the Intervention Coordinator and Lab teachers are to provide support, intervention, and enrichment to all students in lab classes throughout the instructional day. Intervention instruction principally designed to serve the needs of unduplicated pupils. This allocation is for 4 lab teachers and one Intervention Coordinator. Staff salaries contribute to this action.	\$373,114.00	Yes
2	Targeted Academic Support for Unduplicated Students	1 AP of Academics oversees the implementation of the fidelity of the academic program by working with teachers and academic coaches to ensure unduplicated students are receiving target academic support. All students create ILP's (Individualized Learning Plans) in	\$123,293.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Staff salaries contribute to this action.		
3	Literacy Programs	Grow Academy Shafter 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. Continue to increase the library inventory that will promote more reading opportunities. Increase the number of books in circulation (in students' hands). Materials and supplies contribute to this action.	\$10,000.00	No
4	Educational Software	Utilize software assessments and benchmarks in Learning Lab to identify individual learning needs in our students based on the data provided. Specifically, BrainPOP, Rosetta Stone, Dreambox, Moby Max, Edmentum, Ellevation, Soar Study Skills. These platforms allow us to determine what students have learned and how to identify performance gaps. Software license fees, technical assistance.	\$20,375.00	Yes
5	Success for All	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.	\$48,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Professional Development	Provide Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development. 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. Service contracts and conference fees contribute to this action.	\$56,000.00	Yes
7	Summer Academic Program	Provide a Summer Academic program to support the needs of at-risk students and increase academic achievement of EL, Foster Youth, and Low Income students. Staff salaries and instructional materials contribute to this action.	\$11,000.00	Yes
8	Provide Fall and Spring Intersessions to Support Unduplicated Students	Provide Fall and Spring Intersessions to support our most needy unduplicated students in Math or ELA. Salaries and instructional materials contribute to this action.	\$2,500.00	No
9	Expand After School Program	Expand the after school program to support academic intervention, enrichment, and extra-curricular opportunities for students. ASES staff and instructional materials contribute to this action.	\$176,120.00	No
10	School-Wide Literacy Initiatives	Part time Literacy Specialist to support school-wide literacy initiatives. Staff salaries contribute to this action.	\$58,650.00	No
11	English Language Development	Provide rigorous leveled literacy instruction school wide to support English language development of English Learners and all students.	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Educational Materials replacement consumables for K-6 ELA teachers to increase access for ELs to grade level reading materials. These materials are used as part of GA's Designated ELD instruction.		
12	Co-teaching Model	Continue co-teaching model in grades K-8. 8 SPED Teachers salaries and benefits. 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 item.	\$682,206.00	Yes
13	Instructional Coaches for Teacher Support	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	\$195,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 item		
15	Small Group Instructors in Lab Classes	Eleven (11) Small Group Instructors (SGI's) in Lab classes will help 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.	\$413,138.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

At Grow Academy Shafter 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 Shafter 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 Shafter 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 Shafter 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 RFEP children. Also, math achievement on state assessments has not kept pace with English Language Arts achievement. Finally, fewer English Language Learners who have been designated for three or more years are meeting their annual Growth

goals on the ELPAC assessment. With respect to other educational outcomes, Kern County has one of the lowest college participation and completion rates in the State of California: 36% of county high school graduates meet CSU/UC course requirements and has a “college going” rate for graduates of 48% (vs. 65.8% Statewide).

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to seek parent input and making decisions at the school site. (Priority #3a)	Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc. 80% participation rate as indicated via sign in sheets and Zoom attendance logs.				Will continue to achieve 80% rate of parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee
How the school promotes participation of students for	895 parents of GA Shafter are utilizing ParentSquare for				Will Maintain weekly Community Comet

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated pupils. (Priority #3b)	ongoing two-way communication with an overall parent engagement rate of 96% 22% of parents use the provided spanish translation for two-way communication (ParentSquare Dashboard)				parent newsletters used to communicate volunteer opportunities disseminated via Parent Square. Read rate metrics collected within Parent Square.
How the school promotes participation of parents for unduplicated students. (Priority #3b)	Provided translation services for parents/guardians 100 % of the time				Will provide translation services for parents/guardians 100 % of the time.
How district will promote parental participation in programs for students with disabilities (Priority #3c)	75% active involvement of parents at all school site activities and events including those with students who have exceptional needs. (Sign-In Sheet/Survey Data)				Will achieve 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.
School attendance rates (Priority #5a)	Average Daily Attendance rate is 91.6% (CALPADS)				Maintain school attendance rate to be at 97% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic absenteeism rates (Priority #5b)	Chronic Absenteeism Rate is 10.9 % (CA Dashboard)				Chronic Absenteeism Rate will be 5% or less
Middle school dropout rates (Priority #5c)	Middle School Drop Out rate 0% (CA Dashboard)				Middle School Drop Out rate will be 0%
High school drop out rates (Priority #5d)	N/A				N/A
High school graduation rates (Priority #5e)	N/A				N/A
Pupil suspension rates (Priority #6a)	Suspension rate is 0% (CA Dashboard)				Maintain Suspension rate to be less than 2%
Pupil expulsion rates (Priority #6b)	Expulsion rate is 0%				Maintain Expulsion rate to be less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwide and classroom culture metrics (Priority #6c.)	Minimum average of 3.6 (out of 5) 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Success Team	<p>Student Success Services Team, comprised of 1.3 FTE School Psychologist, one (1) School Counselor, and one (1) Assistant Principal of Student Services (APSS) will work collaboratively with students and parents/guardians to enhance the type and frequency of ongoing communication in order to identify the most effective strategies that aim to improve academic outcomes, while assessing behavioral and social-emotional progress.</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. 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>	\$359,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>		
3	Family Engagement	<p>Provide monthly opportunities for family engagement through parent activities specifically designed for SED and EL families.</p> <p>Materials/Supplies</p>	\$6,500.00	No
4	Translation Services	<p>Provide a translator(s) for POGA, Governance, SSC and other school site activities. Add Spanish only meetings, e.g.; ELAC/DELAC. Maintain translation services to be used in all parent and board meetings. Translation software fees, Zoom, stipends for a translator contribute to this action.</p>	\$13,000.00	Yes
5	Teacher Training for Family Home Visits	<p>Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll. Mileage reimbursement contributes to this action.</p>	\$3,000.00	No
6	Student Incentives	<p>Provide student attendance/behavior incentives through the Student Store program. Student incentive materials contribute to this action.</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Quarterly Field Trips	Quarterly field trips (as permitted) to encourage attendance and positive behavior and to enhance educational experiences for students. Entry and travel expenses contribute to this action.	\$45,000.00	No
8	McKinney Vento Support (Director of Community Initiatives)	The Director of Community Initiatives (DCI) will organize and empower our parents and schools to ensure high quality schools for every family through local and state level advocacy, including establishing and cultivating relationships with key elected officials and community leaders to ensure that they know, support and protect our schools; as 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.	\$15,000.00	Yes
9	Academic Parent Teacher Team Meetings	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	\$2,000.00	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. Triannual Academic Parent Teacher Team meetings to increase parent awareness and connection to grade level curriculum and student expectations. APTT supplies and materials contribute to this action.		
10	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. Supplies and materials contribute to this action.	\$7,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
3	Maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle.

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 2020-2021, 77.1% of GA Shafter'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 Shafter was established in 2017 to instill life-long healthy eating habits in the students and communities in which they serve. To that end, Grow Academy Shafter extends annual wellness surveys to select grade levels as part of a long-term initiative to track health and wellness trends in GA Shafter students. The Edible Schoolyard program ensures that every student has access to nutrition education, guides the selection and preparation of organic and locally sourced food served at GA, and supports the academic content in both the classroom and the ESY kitchen and garden settings.

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

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

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

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

ESY Exit Survey - this survey measures the impact and values that the ESY has instilled in the 8th grade graduating class and identifies core skills and concepts these students plan to carry into their daily food choices throughout high school and beyond.

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

As a result of the ESY program:

80% of parents want to cook healthier meals at home

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

80% of students participate in the grocery shopping

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing,	28.9% of 5th need improvement in Aerobic Capacity 25.6% of 5th grade students; need				100% of students will meet state targets in physical fitness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
various participation rates) (Priority #8a)	<p>improvement in body composition</p> <p>34.4% of 5th graders need improvement in abdominal strength</p> <p>42.2% of 5th graders need improvement on upper body strength</p> <p>(2018-2019 California Physical Fitness Report)</p>				
Percent of students meeting state targets in Physical Fitness (Priority #8a)	<p>64.4% of 5th grade students met Healthy Fitness Zone for Aerobic Capacity</p> <p>64.4% of 5th grade students met Healthy Fitness Zone for Body Composition</p> <p>65.6% of 5th grade students met Healthy Fitness Zone for Abdominal Strength</p> <p>57.8% of 5th grade students met Healthy Fitness Zone for Upper Body Strength</p>				100% of students will meet state targets in physical fitness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2018-2019 California Physical Fitness Report				
Pupil outcomes in subjects described in 51210/51220 (ex: CBM metrics, Physical Fitness Testing, various participation rates) (Priority #8a)	<p>90 middle school students received physical education for at least 150-225 minutes per week throughout the school year.</p> <p>630 elementary students (K-6) received physical education for at least 80-110 minutes per week throughout the school year (CALPADS Attendance Report)</p> <p>(CALPADS Attendance Report)</p>				100% of student will participate in Physical Education classes
Number of parents participating in Family Cooking classes (Priority #8a)	A total of 77 ESY lessons were provided in the 2020-2021 school year benefiting all K-5 students (CALPADS Attendance Report)				Maintain 100% of students in K-5 to participate in 12 Edible Schoolyard lessons per year

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Art and Music Programs	One (1) Music and two (2) Art Teachers of Grow Academy Shafter is committed to providing enrichment programs that most students in the Shafter community are not able to afford outside of school, by providing music and Art enrichment courses for all students. Research suggest there is a positive correlation between arts/music participation and positive health and wellness outcomes. Over the past decade, health psychologists have cautiously begun looking at how the arts might be used in a variety of ways to heal emotional injuries, increase understanding of oneself and others, develop a capacity for self-reflection, reduce symptoms, and alter behaviors and thinking patterns. ⁸ Krout RE. Music listening to facilitate relaxation and promote wellness: integrated aspects of our neurophysiological responses to music. <i>Arts Psychother</i> 2006;34(2):134–141 [Google Scholar] Staff salaries are contributing to this action.	\$258,530.00	Yes
2	Edible School Yard Program	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 and 3 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.	\$341,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The Edible Schoolyard (ESY) at Grow Academy Shafter was established in 2017 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 Shafter 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.</p> <p>A team of two (2) ESY Lead Educators and two (2) 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. Staff salaries, cooking supplies, books, and instructional materials contribute to this action.</p>		
3	Promote Health and Wellness	Quarterly family activities to promote health and wellness including Farmer's Market/Wellness Fair, Family Cooking Classes, and Garden Days. Materials and supplies contribute to this action item.	\$5,000.00	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.

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

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

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

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Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32%	\$2,055,137

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

Required Descriptions

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

The school will continue to improve services for unduplicated populations by expanding our staffing model to include small group instructors (SGI's) in every grade level. SGIs will be responsible for working with the classroom teacher(s) to review data and provide targeted small group instruction to students, with a primary focus on unduplicated students, in order to address learning deficits. In addition, the school will continue to provide coaching for teachers, high-quality curricular materials, including SFA resources and support, and further develop the Solution Teams' continuous cycle of improvement. After-school and intersession tutoring has been added for students identified as underperforming in either math or reading. Online learning programs have been added to improve services to unduplicated pupils, which include the addition of the Lexia Core 5/Power-up programs, a research-proven literacy program that also builds critical thinking skills, to support the lowest-performing 20% of students. Additionally, monthly PLCs are led by outside consultants for departments to provide increased accessibility to the content for unduplicated populations.

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 schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

- supporting the academic needs of unduplicated pupils who are below grade level in reading and math in order to close the achievement gap (Goal 1, Actions #2, #8, and #27). The use of intervention curriculum supports the learning loss needs of unduplicated pupils by building foundational skills and closing the achievement gap (Goal 1, Action #1 and 2).

- Providing English learners with additional resources and supports to increase their language proficiency (Goal 1, Actions #11 and #14). Providing English learners additional opportunities to listen to and speak English will increase their academic vocabulary and support their language acquisition.
- Providing Low Income and Foster Youth pupils with a social-emotional curriculum in order to support growth in this area (Goal 2, Action #11). Unduplicated pupils who have experienced trauma related to the COVID-19 pandemic are able to access online curriculum to support personal growth in a variety of areas (Goal 2, Action #11).

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,236,562.00	\$858,326.00		\$143,407.00	\$3,238,295.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,919,443.00	\$318,852.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Intervention and Enrichment	\$350,000.00			\$23,114.00	\$373,114.00
1	2	English Learners Foster Youth Low Income	Targeted Academic Support for Unduplicated Students	\$6,000.00			\$117,293.00	\$123,293.00
1	3	All	Literacy Programs	\$10,000.00				\$10,000.00
1	4	English Learners Foster Youth Low Income	Educational Software	\$20,375.00				\$20,375.00
1	5		Success for All	\$48,100.00				\$48,100.00
1	6	English Learners Foster Youth Low Income	Professional Development	\$53,000.00			\$3,000.00	\$56,000.00
1	7	English Learners Foster Youth Low Income	Summer Academic Program	\$11,000.00				\$11,000.00
1	8	All	Provide Fall and Spring Intersessions to Support Unduplicated Students	\$2,500.00				\$2,500.00
1	9	All	Expand After School Program		\$176,120.00			\$176,120.00
1	10	All	School-Wide Literacy Initiatives	\$58,650.00				\$58,650.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	English Language Development	\$7,000.00				\$7,000.00
1	12	English Learners Foster Youth Low Income	Co-teaching Model		\$682,206.00			\$682,206.00
1	13	English Learners Foster Youth Low Income	Instructional Coaches for Teacher Support	\$195,837.00				\$195,837.00
1	15	English Learners Foster Youth Low Income	Small Group Instructors in Lab Classes	\$413,138.00				\$413,138.00
2	1	English Learners Foster Youth Low Income	Student Success Team	\$359,563.00				\$359,563.00
2	3	All	Family Engagement	\$6,500.00				\$6,500.00
2	4	English Learners Foster Youth Low Income	Translation Services	\$13,000.00				\$13,000.00
2	5	All	Teacher Training for Family Home Visits	\$3,000.00				\$3,000.00
2	6	All	Student Incentives	\$5,000.00				\$5,000.00
2	7	All	Quarterly Field Trips	\$45,000.00				\$45,000.00
2	8	Foster Youth	McKinney Vento Support (Director of Community Initiatives)	\$15,000.00				\$15,000.00
2	9	English Learners Foster Youth Low Income	Academic Parent Teacher Team Meetings	\$2,000.00				\$2,000.00
2	10	All	Parent Appreciation Night	\$7,000.00				\$7,000.00
3	1	English Learners Foster Youth Low Income	Art and Music Programs	\$258,530.00				\$258,530.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Edible School Yard Program	\$341,369.00				\$341,369.00
3	3	English Learners Foster Youth Low Income	Promote Health and Wellness	\$5,000.00				\$5,000.00

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$2,098,912.00	\$2,924,525.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$15,000.00	\$15,000.00
Schoolwide Total:	\$2,083,912.00	\$2,909,525.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Intervention and Enrichment	Schoolwide	English Learners Foster Youth Low Income		\$350,000.00	\$373,114.00
1	2	Targeted Academic Support for Unduplicated Students	Schoolwide	English Learners Foster Youth Low Income		\$6,000.00	\$123,293.00
1	4	Educational Software	Schoolwide	English Learners Foster Youth Low Income		\$20,375.00	\$20,375.00
1	5	Success for All	Schoolwide			\$48,100.00	\$48,100.00
1	6	Professional Development	Schoolwide	English Learners Foster Youth Low Income		\$53,000.00	\$56,000.00
1	7	Summer Academic Program	Schoolwide	English Learners Foster Youth Low Income		\$11,000.00	\$11,000.00
1	11	English Language Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	\$7,000.00
1	12	Co-teaching Model	Schoolwide	English Learners Foster Youth			\$682,206.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	13	Instructional Coaches for Teacher Support	Schoolwide	English Learners Foster Youth Low Income		\$195,837.00	\$195,837.00
1	15	Small Group Instructors in Lab Classes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$413,138.00	\$413,138.00
2	1	Student Success Team	Schoolwide	English Learners Foster Youth Low Income		\$359,563.00	\$359,563.00
2	4	Translation Services	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	\$13,000.00
2	8	McKinney Vento Support (Director of Community Initiatives)	Limited to Unduplicated Student Group(s)	Foster Youth		\$15,000.00	\$15,000.00
2	9	Academic Parent Teacher Team Meetings	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
3	1	Art and Music Programs	Schoolwide	English Learners Foster Youth Low Income		\$258,530.00	\$258,530.00
3	2	Edible School Yard Program	Schoolwide	English Learners Foster Youth Low Income		\$341,369.00	\$341,369.00
3	3	Promote Health and Wellness	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.