

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grimmway Academy Arvin

CDS Code: 15101570124040

School Year: 2021-22

LEA contact information:

Hurshel Williams

Principal

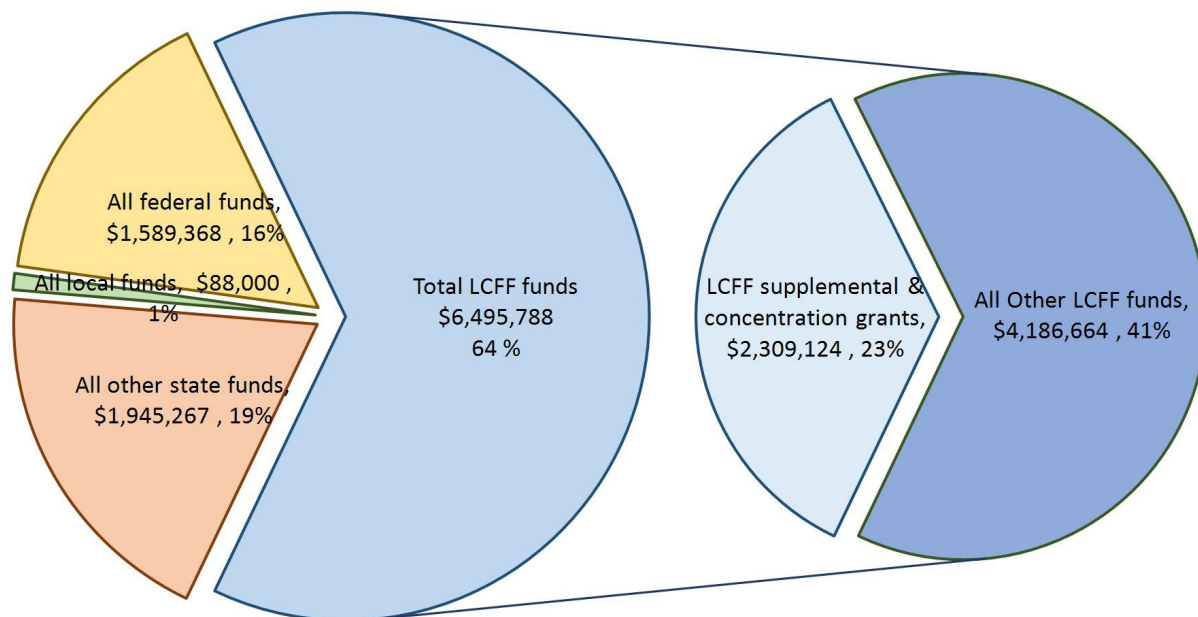
hwilliams@grimmwayschools.org

661-855-8200

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



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

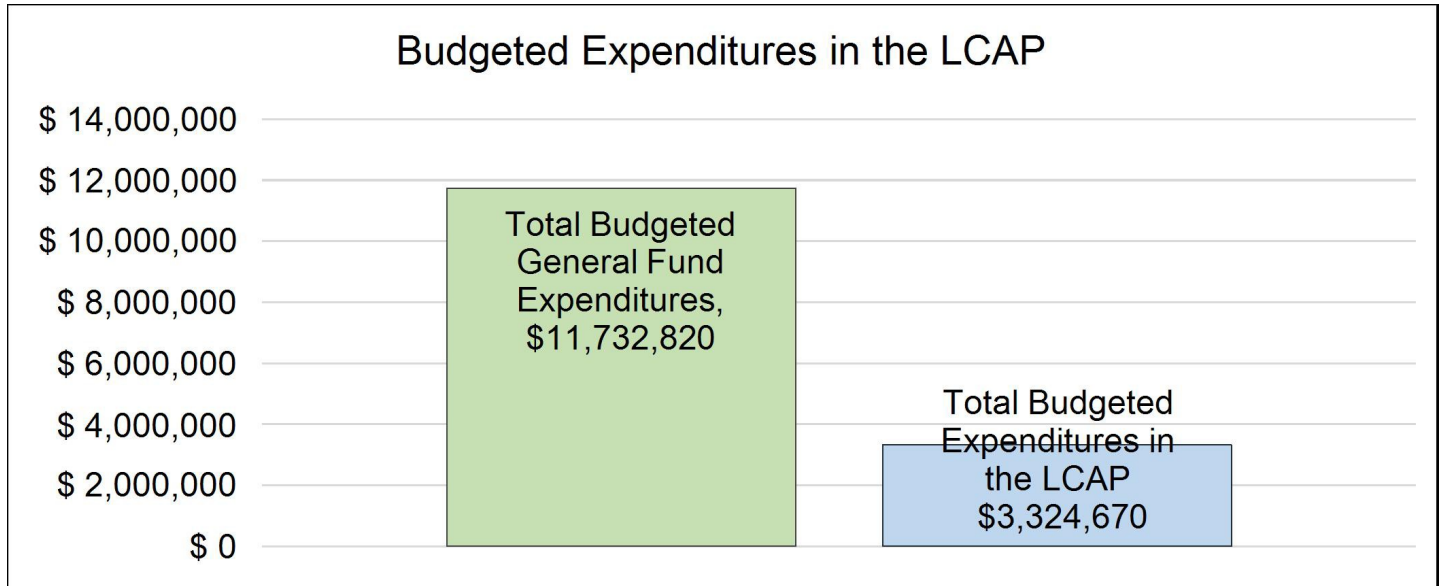
The total revenue projected for Grimmway Academy Arvin is \$10,118,423, of which \$6,495,788 is Local Control Funding Formula (LCFF), \$1,945,267 is other state funds, \$88,000 is local funds, and \$1,589,368

is federal funds. Of the \$6,495,788 in LCFF Funds, \$2,309,124 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Grimmway Academy Arvin plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Grimmway Academy Arvin plans to spend \$11,732,820 for the 2021-22 school year. Of that amount, \$3,324,670 is tied to actions/services in the LCAP and \$8,408,150 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

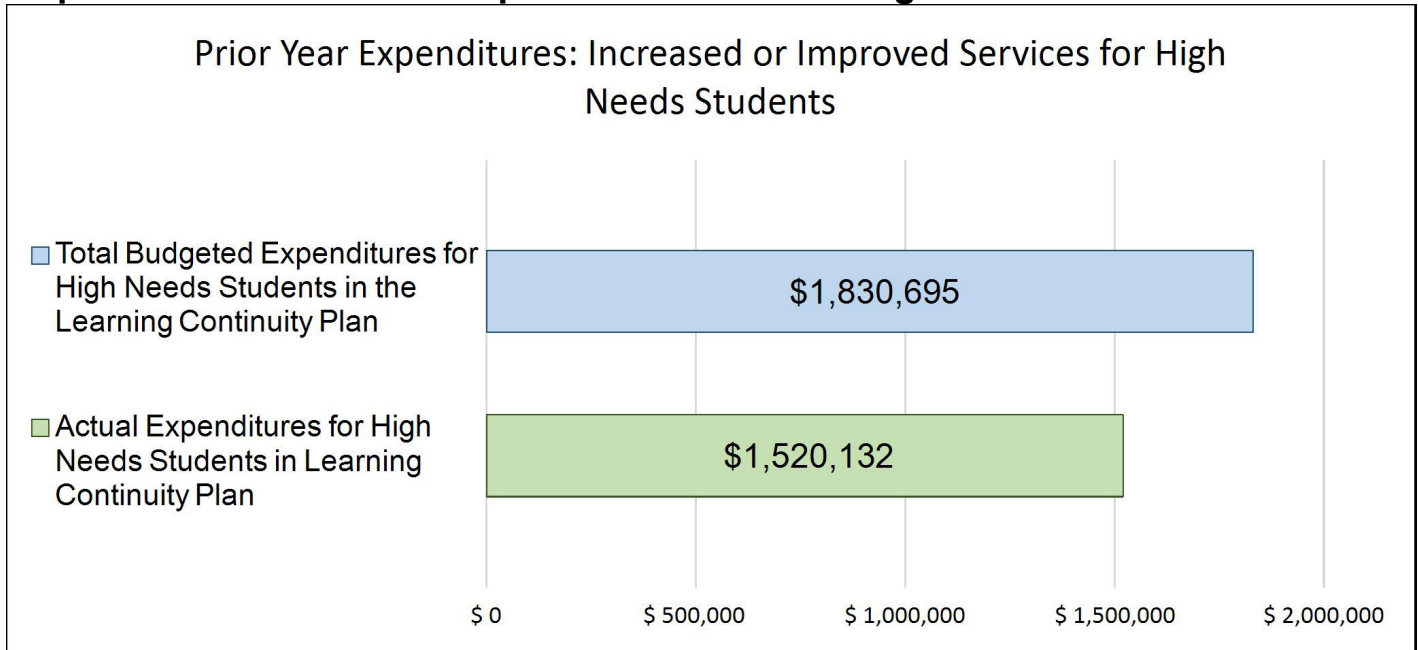
General Fund Expenditures that are not noted in the LCP include, but are not limited to: teacher and staff salaries and benefits, curriculum development, professional development, curricular materials, technology infrastructure, audit fees, school facility overhead expenses, back office support, CMO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

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Grimmway Academy Arvin is projecting it will receive \$2,309,124 based on the enrollment of foster youth, English learner, and low-income students. Grimmway Academy Arvin must describe how it intends to increase or improve services for high needs students in the LCAP. Grimmway Academy Arvin plans to spend \$2,365,159 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Grimmway Academy Arvin's Learning Continuity Plan budgeted \$1,830,695 for planned actions to increase or improve services for high needs students. Grimmway Academy Arvin actually spent \$1,520,132 for actions to increase or improve services for high needs students in 2020-21.

Grimmway Academy implemented all actions and services listed in the LCAP in a manner that increased or improved services for our unduplicated high needs students to the degree possible once the COVID 19 pandemic forced school to close for in-person learning. Funds were not fully expended in areas that did not adversely impact these services, including:- Lower than expected staffing costs.- Private philanthropic grant funds were used to provide specific services listed in the LCAP.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Grimmway Academy Arvin	Hurshel Williams Principal	hwilliams@grimmwayschools.org 661-855-8200

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)</p> <p>19-20 100% of teachers will be appropriately assigned and fully credentialed in subject areas</p> <p>Baseline 100 % of teachers are appropriately assigned and fully credentialed in subject areas</p>	<p>97.5% of teachers will be appropriately assigned and fully credentialed in subject areas</p>
<p>Metric/Indicator Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a)</p> <p>19-20 100% of Math & English teachers will receive professional development in CCSS</p> <p>Baseline 100% of Math & English teachers received professional development in CCSS.</p>	<p>Maintained 100% of Math & English teachers will receive professional development in CCSS</p>

Expected	Actual
<p>Metric/Indicator Programs and services enable ELs to access core and ELD standards (Priority 2b)</p> <p>19-20 Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials</p> <p>Baseline 100% of ELL students have access to high quality ELD Instruction and support materials.</p>	<p>Maintained 100% of ELL students need to have access to high quality ELD Instruction and support materials</p>
<p>Metric/Indicator School facilities maintained in good repair (Priority #1c)</p> <p>19-20 Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report</p> <p>Baseline All facilities have an overall rating of "exemplary" as indicated on the FIT report</p>	<p>Maintained all facilities have an overall rating of "exemplary" as indicated on the FIT report</p>
<p>Metric/Indicator Students have access to standards-aligned instructional materials (Priority #1b)</p> <p>19-20 Maintain 100% of students have access to standards-aligned instructional materials</p> <p>Baseline 100% of students have access to standards-aligned instructional materials</p>	<p>Maintained 100% of students have access to standards-aligned instructional materials</p>
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>19-20 At least 56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>Baseline</p>	<p>2019-2020 state assessments cancelled due to COVID-19</p>

Expected	Actual
45% of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments	
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>19-20 Maintain 20% of ELL students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments</p> <p>Baseline 18% of ELL students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments</p>	2019-2020 SBAC cancelled due to COVID-19
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>19-20 Maintain 40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments</p> <p>Baseline 33% of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments</p>	2019-2020 SBAC cancelled due to COVID-19
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>19-20 At least 20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>Baseline 13% of ELL students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p>	2019-2020 SBAC cancelled due to COVID-19
<p>Metric/Indicator NWEA Measures of Academic Progress, nationally normed students achievement assessment (Priority #4b)</p>	<p>47.5% of students at or above 50th percentile in NWEA Reading</p> <p>41.5% of students at or above 50th percentile in NWEA Math</p>

Expected	Actual
<p>19-20 Maintain 60% of students at or above 50th percentile in STAR (Priority #4)</p> <p>Maintain 60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)</p> <p>Baseline 44% of students at or above 50th percentile in NWEA Reading. 35% of students at or above 50th percentile in NWEA Math.</p>	
<p>Metric/Indicator EL progress towards English Proficiency (Priority #4d.)</p> <p>19-20 N/A</p> <p>Baseline 61.1% of ELL students met AMAO target #1 (Priority #4)</p>	2019-2020 ELPAC Testing Deferred due to Covid 19.
<p>Metric/Indicator EL progress towards English Proficiency (Priority #4d.)</p> <p>19-20 N/A</p> <p>Baseline 26.1% of ELL students, less than 5 years, met AMAO target #2 (Priority #4)</p>	2019-2020 ELPAC Testing Deferred due to Covid 19.
<p>Metric/Indicator EL progress towards English Proficiency (Priority #4d.)</p> <p>19-20 55% of students will score a 4 or 5 on the 18-19 summative ELPAC</p> <p>Baseline</p>	2019-2020 ELPAC Testing Deferred due to Covid 19.

Expected	Actual
<p>47.4% of ELL students, more than 5 years, met AMAO target #2 (Priority #4)</p>	
<p>Metric/Indicator EL reclassification rate (Priority #4e)</p> <p>19-20 Maintain reclassification of 20% of ELL students (Priority #4)</p> <p>Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)</p> <p>Maintain 100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)</p> <p>Baseline ELL reclassification rate at 31% (Priority #4)</p>	<p>2019-2020 ELPAC Testing Deferred due to Covid 19.</p>
<p>Metric/Indicator Access to programs/services by students with exceptional needs (7c)</p> <p>19-20 Maintain 100% of Identified Special Education receiving adequate services as described in their IEP</p> <p>Baseline 100% of Identified Special Education receiving adequate services as described in their IEP</p>	<p>100% of students with special needs have access to programs and services</p>
<p>Metric/Indicator Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.(Priority# 7b)</p> <p>19-20 100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.</p> <p>Baseline</p>	<p>Maintained 100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.</p>

Expected	Actual
100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.	
<p>Metric/Indicator Extent to which pupils have access to and are enrolled in a broad course of study (Priority #7a)</p> <p>19-20 100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.</p> <p>Baseline 100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.</p>	Maintained 100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Intervention and enrichment time to be provided to targeted students by Small group instructors to supplement instruction	<p>Not Applicable Not Applicable 0</p> <p>Classified Support Salaries (21 Small group Instructors SGI's) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$547,080</p> <p>Not Applicable Not Applicable 0</p> <p>Benefits 21 SGI's 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$147,800</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable \$0</p>	<p>Not Applicable Not Applicable 0</p> <p>Classified Support Salaries (21 Small group Instructors SGI's) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$403,708</p> <p>Not Applicable Not Applicable 0</p> <p>Benefits 21 SGI's 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$83,970</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Not Applicable Not Applicable 0 Not Applicable Not Applicable 0	Not Applicable Not Applicable 0 Not Applicable Not Applicable 0
Intervention Coordinator to 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.	Intervention Coordinator Salary 1000-1999: Certificated Personnel Salaries Title I \$77,250 Benefits (Intervention Coordinator) 3000-3999: Employee Benefits Title I \$20,705 Intervention Materials 4000-4999: Books And Supplies LCFF Base \$5,000	Intervention Coordinator Salary 1000-1999: Certificated Personnel Salaries Title I \$82,714 Benefits (Intervention Coordinator) 3000-3999: Employee Benefits Title I \$18,242 Intervention Materials 4000-4999: Books And Supplies LCFF Base \$100
Grimmway Academy has invested in ensuring that all students have access to relevant, grade level novels and research material in order to increase student academic growth. The Library assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students and families.	Position Eliminated Not Applicable Not Applicable \$0 Library Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$29,000 Library Assistant Benefits 3000- 3999: Employee Benefits LCFF Supplemental and Concentration \$7,000 Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000 Library Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,000	Position Eliminated Not Applicable Not Applicable 0 Library Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$26,934 Library Assistant Benefits 3000- 3999: Employee Benefits LCFF Supplemental and Concentration \$4,813 Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,439 Library Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,195
Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.	LL Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$93,000	LL Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$83,930

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase access to Common Core State Standards (CCSS) materials to facilitate access to core curriculum	<p>Textbooks- Math 4000-4999: Books And Supplies LCFF Base \$3,361</p> <p>Amplify ELA 4000-4999: Books And Supplies LCFF Base \$9,888</p> <p>Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$36,000</p> <p>N/A Not Applicable Not Applicable 0</p> <p>3 yr purchase Not Applicable Not Applicable 0</p> <p>No new purchase Not Applicable Base \$0</p> <p>Kinder Corner (SFA) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,000</p>	<p>Textbooks- Math 4000-4999: Books And Supplies LCFF Base \$0</p> <p>Amplify ELA 4000-4999: Books And Supplies LCFF Base \$8,696</p> <p>Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$27,937</p> <p>N/A Not Applicable Not Applicable 0</p> <p>3 yr purchase Not Applicable Not Applicable 0</p> <p>No new purchase Not Applicable Not Applicable 0</p> <p>Kinder Corner (SFA) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,978</p>
Provide supplemental Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development to increase and improve services to EL students	<p>GLAD PD 5800: Professional/Consulting Services And Operating Expenditures Title III \$10,000</p> <p>PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Title II \$14,000</p> <p>Travel-Success For All Leaders Conference 5000-5999: Services And Other Operating Expenditures Title II \$25,000</p> <p>Learning Forward Conference 5800: Professional/Consulting</p>	<p>GLAD PD 5800: Professional/Consulting Services And Operating Expenditures Title III 0</p> <p>PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Title II \$10,900</p> <p>Travel-Success For All Leaders Conference 5000-5999: Services And Other Operating Expenditures Title II \$0</p> <p>Learning Forward Conference 5800: Professional/Consulting</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Operating Expenditures Title II \$3,800 N/A Not Applicable Not Applicable 0	Services And Operating Expenditures Title II \$3,992 N/A Not Applicable Not Applicable 0
Actively promote college readiness and awareness by: <ul style="list-style-type: none"> • Conducting a “College Fair” • Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college-going rates of EL and Low income students 	Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000	Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Professional Development provided by Center for Math and Science Teaching (CMAST) Focused on Science instruction.	PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Title II \$8,000 N/A Not Applicable Not Applicable 0	PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Title II \$0 N/A Not Applicable Not Applicable 0
Purchase replacement consumables for K-6 ELA teachers to increase access to grade level reading materials.	SFA consumables 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,768 N/A Not Applicable Not Applicable 0 N/A Not Applicable Not Applicable 0	SFA consumables 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,422 N/A Not Applicable Not Applicable 0 N/A Not Applicable Not Applicable 0
Provide a Summer Academic program to support the needs of at-risk students. Special emphasis is placed on mitigating the literacy gap with the goal being that students begin Kinder at or near grade-level literacy to increase academic achievement of EL and Low Income students.	Summer School/Kinder Camp 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$14,000 Summer School/Kinder Camp 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,000	Summer School/Kinder Camp 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$11,177 Summer School/Kinder Camp 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,007

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits - Summer School/Kinder Camp 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,000	Benefits - Summer School/Kinder Camp 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,869
Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA	Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$25,000 No Additional Benefits Not Applicable Not Applicable 0	Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,696 No Additional Benefits Not Applicable Not Applicable 0
Grimmway Academy is committed to providing enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students.	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$183,600 Benefits - Art & Music 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46,492 Art/Music Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,100	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$181,309 Benefits - Art & Music 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46,523 Art/Music Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$765
Intervention and enrichment provided to all students in lab classes throughout the day. Intervention instruction principally designed to serve the needs of unduplicated pupils.	3 Lab teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$151,000 3 Lab Teacher Benefits 3000-3999: Employee Benefits Title I \$47,500 3 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$162,000 3 Lab Teacher Benefits 3000-3999: Employee Benefits LCFF	3 Lab teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$157,131 3 Lab Teacher Benefits 3000-3999: Employee Benefits Title I \$46,511 2 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$112,517 2 Lab Teacher Benefits 3000-3999: Employee Benefits LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$50,000	Supplemental and Concentration \$33,305
Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally response to the unique needs of unduplicated students.	2 instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$152,250 Benefits- 3 instructional Coaches 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$50,000	2 instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$166,218 Benefits- 3 instructional Coaches 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$49,559
Implement ELlevation platform for improving services to English Language Learner students.	No Longer Using Not Applicable Not Applicable 0	No Longer Using Not Applicable Not Applicable 0
Continue the development of digital literacy with a K-6 Project Based Learning (PBL) teacher.	PBL Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$60,000 PBL Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$17,000	PBL Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$65,407 PBL Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$19,360

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds budgeted for actions or services that were not implemented were not implemented as a direct or indirect result of the impact of COVID-19 on school operations. Such funds were therefore utilized to develop and provide a dynamic learning experience that our teachers, students and their families would have within our GAA Distance Learning (DL) model that we initially premiered in April of 2020. This included making certain that funds would be utilized to ensure the accessibility of our DL model. Funds were additionally utilized in the following manner:

Purchasing and providing music equipment at a 1:1 instrument to student ratio.

Purchasing and providing art supplies at a 1:1 supplies to student ratio.

Purchasing and providing all of the ingredients needed for families to participate in our Virtual Cooking Classes.

Purchasing and providing all of the materials needed for families to participate in our Virtual Gardening Classes.

Purchasing and providing physical education equipment at a 1:1 equipment to student ratio.
Purchasing and providing mobile hotspots for all families in need.
Purchasing enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- “Mango 100-Day Challenge”
etc.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

At the onset of the pandemic in March of 2020, our goal was to develop and implement a GAA Distance Learning Program that mirrored our on-site Grimmway Academy Arvin academic model. To maintain academic and instructional continuity, the use of our state approved digital-based curriculum aided us in our implementation of standards based lessons and allowed us to sustain our various CCSS pacing guides during this Distance Learning period beginning in April of 2020.

Utilizing Google Classroom or Class Dojo platforms, supplemented with Zoom, GoGuardian Chat and the Google Classroom Stream, we ensured that both synchronous and asynchronous instruction occurred daily. Both students and staff follow a Daily Routine Schedule. Homeroom or Advisory instructors host a minimum of two daily live Zoom meetings. These meetings provide teachers with the opportunity to facilitate certain SEL Activities with their students. Additional elective course offerings such as Art, Music, Physical Education as well as Virtual Cooking and Gardening Classes assist us in our efforts to aid our students and families in maintaining a positive outlook. These elective offerings played a vital role in motivating our students to put forth their best effort toward mastering the core content standards that were being taught daily during this Distance Learning period.

Although our stakeholders expressed their appreciation toward the effort that we put into ensuring that live instruction versus packets would endure, our ability to track learning loss during this period was hampered by the suspension of the state dashboard and all statewide assessments.

Goal 2

Create collaborative partnerships with parents to improve student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator • Efforts to promote parent participation (Priority #3c.)</p> <p>19-20 Maintain 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)</p> <p>Baseline • 71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.</p>	<p>Maintained 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities</p>
<p>Metric/Indicator Efforts to promote parent participation (Priority #3a.)</p> <p>19-20 Maintain monthly parent communications used to communicate volunteer opportunities.</p> <p>Baseline Monthly parent communications used to communicate volunteer opportunities.</p>	<p>Maintained monthly parent communications used to communicate virtual volunteer opportunities.</p>
<p>Metric/Indicator Efforts to seek parent input and decisions making (Priority #3a.)</p>	<p>Maintained parent participation of virtual School Governance meetings through Zoom (SPGA, SSC, Special programs, cooking classes, etc.)</p>

Expected	Actual
<p>19-20 Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.</p> <p>Baseline Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc. currently at 90%</p>	
<p>Metric/Indicator Efforts to promote parent participation (Priority #3b.)</p> <p>19-20 Increase parent involvement of all parents, including those of unduplicated students by providing translation services, child care, PTC's 4 times a year and morning, as well as evening sessions.</p> <p>This will increase parent participation by 5% from the 18-19 school year.</p> <p>Baseline Provided translation services 100% of the time for parents/guardians</p>	<p>Provided translation services 100% of the time through Zoom, ParentSquare, and other methods of communication for parents/guardians</p>
<p>Metric/Indicator Percent of students who are chronically absent (Priority #5b)</p> <p>19-20 Maintain Chronic Absenteeism rate to be less than 7% (Priority #5)</p> <p>Baseline Chronic Absenteeism Rate is 3.5%</p>	<p>Maintained Chronic Absenteeism rate to be less than 7%</p>
<p>Metric/Indicator Other local measures: Percent of Average Daily Attendance (Priority #5a)</p> <p>19-20</p>	<p>Maintained school attendance rate to be at 97% or above</p>

Expected	Actual
<p>Maintain school attendance rate to be at 97% or above (Priority #5)</p> <p>Baseline Average Daily Attendance rate is 96.6%</p>	
<p>Metric/Indicator Middle school drop out rate (Priority #5c.)</p> <p>19-20 Maintain Middle School Drop Out rate to be less than .50%</p> <p>Baseline Middle School Drop Out rate 0%</p>	<p>Maintained Middle School Drop Out rate to be less than .50%</p>
<p>Metric/Indicator Other local measures: Discipline citation rare (Priority #6c.)</p> <p>19-20 Maintain the rate of discipline citations/referrals by 15%</p> <p>Baseline Discipline citation rate 6%</p>	<p>Maintained the rate of discipline citations/referrals by 15%</p>
<p>Metric/Indicator Suspension rate (Priority #6a.)</p> <p>19-20 Maintain Suspension rate to be less than 2% (Priority #6)</p> <p>Baseline Suspension rate is 1.9%</p>	<p>Maintained Suspension rate to be less than 2%</p>
<p>Metric/Indicator Expulsion rate (Priority #6b.)</p> <p>19-20 Maintain Expulsion rate to be less than 1%(Priority #6)</p> <p>Baseline Expulsion rate is 0%</p>	<p>Maintained Expulsion rate to be less than 1%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Assistant Principal of Student Services to 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.</p>	<p>Salary for VP 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85,000</p> <p>Benefits for VP 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,00</p>	<p>Salary for VP 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$92,323</p> <p>Benefits for VP 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$27,348</p>
<p>Continue Professional Development for teachers and paraprofessionals on classroom management techniques to support the needs of Foster, SED and EL students.</p>	<p>Continuing SEL training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,000</p>	<p>Continuing SEL training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$0</p>
<p>Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc)</p> <p>Increase access and use of phone dialer system by expanding this system to include teachers.</p> <p>Implement Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>Supplies; Parent Communications 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,500</p> <p>Kickboard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,500</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>Supplies; Parent Communications 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,284</p> <p>Kickboard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,000</p>
<p>Parent classes on school curriculum, positive behavior, and use of technology.</p>	<p>Classes; Other Supplies 4000- 4999: Books And Supplies LCFF Supplemental and Concentration \$1,500</p>	<p>Classes; Other Supplies 4000- 4999: Books And Supplies LCFF Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide additional parent classes around math and literacy in order to empower parents to support students academically.	Classes; Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500	Classes; Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
<p>Provide a translator(s) for SPGA, Governance, SSC and other school site activities.</p> <p>Add Spanish only meetings, e.g.; ELAC/DELAC.</p> <p>Purchase translation device to be used in Parent meetings</p>	<p>Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,122</p> <p>Translation Device maintenance/replacement 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,000</p>	<p>Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,913</p> <p>Translation Device maintenance/replacement 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p>
<p>Teacher training around structuring home visits.</p> <p>Mileage for home visits.</p>	<p>PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Not Applicable \$0</p> <p>Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,400</p>	<p>PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Not Applicable 0</p> <p>Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,506</p>
<p>Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together".</p> <p>Allocating an equivalent portion of our budget for student incentives to match the unduplicated pupil percentage. Student incentives are in place to encourage and reward positive academic and social behavior Remaining funds will come from Base funding to support all students.</p>	<p>Student Store & Student Recognition Materials Unduplicated Students 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,500</p> <p>Student Store & Student Recognition Materials all Students 4000-4999: Books And Supplies LCFF Base \$1,500</p>	<p>Student Store & Student Recognition Materials Unduplicated Students 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,325</p> <p>Student Store & Student Recognition Materials all Students 4000-4999: Books And Supplies LCFF Base \$2,326</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.	In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,564	In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$35,047
School Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services. Grimmway Academy has an 87.5% unduplicated pupil count and the School Counselors duties will be principally directed to these students.	Salary for School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$63,860 Benefits for School Counselor 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,294	Salary for School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$72,004 Benefits for School Counselor 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,313
N/A	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
Offer Math, Literacy and Science nights to provide information to parents on how to support their child academically.	Math, Science and Literacy Night 4000-4999: Books And Supplies LCFF Base \$2,000	Math, Science and Literacy Night 4000-4999: Books And Supplies LCFF Base \$909
Parent Teacher Conferences 3X a year to increase parents awareness and connection of grade level curriculum and student expectations to increase parents or guardians efficacy in supporting their children at home.	Parent Conference Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000	Parent Conference Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,416
N/A	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
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	Parent Appreciation Night 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,500	Parent Appreciation Night 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Behavioral Specialist to work with at-risk students and coordinate other student social services as required.	Position Eliminated Not Applicable Not Applicable 0 Position Eliminated Not Applicable Not Applicable 0	Position Eliminated Not Applicable Not Applicable 0 Position Eliminated Not Applicable Not Applicable 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds budgeted for actions or services that were not implemented, were not implemented as a direct result of Covid 19. Such funds were therefore utilized to create collaborative partnerships with parents to improve student achievement both prior to the onset of the pandemic as well as within our GAA Distance Learning model that we initially premiered in April of 2020. Such uses include the following:

Purchasing and providing mobile hotspots for all families in need.

Providing families with additional Chromebooks or Hotspots to account for the number of students within the household.

Developing and hosting engaging virtual activities for the whole family.

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

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

etc.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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. Such successes included the following:

We hosted Saturday tutorial sessions on site for our students while hosting workshops for the parents/guardians of our scholars to attend during the tutoring period.

Workshops included the following:

Financial Literacy

Funding Options for College

Completing applications attributed to college

Dangers of the internet

Etc.

During school wide events we would host tutorial sessions on how to access the parent portal of our SIS system, how to access our digital curriculum or based computer/technology literacy classes.

etc.

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

Purchasing and providing mobile hotspots for all families in need.

Providing families with additional Chromebooks or Hotspots to account for the number of students within the household.

Developing and Hosting engaging virtual activities for the whole family.

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

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

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Goal 3

Provide an environment that encourages healthy lifestyles.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Health and Wellness

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percent of students meeting state targets in Physical Fitness (Priority #8a)</p> <p>19-20 Maintain 55% of students to meet state targets in physical fitness</p> <p>Baseline 54.4% of 5th grade students met state targets in Physical Fitness</p> <p>50% of 7th grade students met state targets in Physical Fitness</p>	<p>Due to COVID-19 students did not participate in the physical fitness assessments.</p>
<p>Metric/Indicator Percent of students who participate in the Edible School Yard program K-6 (Priority #8a)</p> <p>19-20 Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year</p> <p>Baseline 100% of students in K-6 participate in 9 ESY lessons per year</p>	<p>Due to COVID-19, less than 100% of students in K-6 to participated in 12 virtual Edible Schoolyard lessons per year</p>
<p>Metric/Indicator Number of parents participating in Family Cooking classes (Priority #8a)</p>	<p>30 families participated in a virtual family cooking classes</p>

Expected	Actual
<p>19-20 Maintain 50 families participating in a family cooking class</p> <p>Baseline 30 families participate in a family cooking class</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PE teachers will provide additional opportunities for physical education and activities.</p> <p>An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.</p> <p>PE & playground materials.</p>	<p>Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$105,000</p> <p>Salaries for PE Aide 2000-2999: Classified Personnel Salaries LCFF Base \$24,000</p> <p>Benefits for PE teachers and aide 3000-3999: Employee Benefits LCFF Base \$39,000</p> <p>PE & Playground Equipment/Materials 4000-4999: Books And Supplies LCFF Base \$2,000</p>	<p>Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$117,883</p> <p>Salaries for PE Aide 2000-2999: Classified Personnel Salaries LCFF Base \$27,412</p> <p>Benefits for PE teachers and aide 3000-3999: Employee Benefits LCFF Base \$33,447</p> <p>PE & Playground Equipment/Materials 4000-4999: Books And Supplies LCFF Base \$2,725</p>
<p>Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement.</p> <p>Offer cooking classes to students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen.</p> <p>Offer 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.</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>ESY Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,400</p> <p>Family Cooking Classes - Cooking Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,200</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>ESY Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>Family Cooking Classes - Cooking Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$219</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program will also offer nutrition education.	Salaries; Kitchen & Garden Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$270,000 Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46,000 Other Materials; ESY 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$27,000	Salaries; Kitchen & Garden Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$264,506 Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$70,726 Other Materials; ESY 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,326
Eliminated	No longer continuing Not Applicable Not Applicable 0	No longer continuing Not Applicable Not Applicable 0
Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.	Other Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,487	Other Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,856
Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy. Grimmway Academy will hold two Farmers Markets on campus for families and community members.	Wellness Fair and Farmers Markets 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000	Wellness Fair and Farmers Markets 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
N/A	N/A Not Applicable Not Applicable N/A N/A Not Applicable Not Applicable 0	N/A Not Applicable Not Applicable N/A N/A Not Applicable Not Applicable N/A
Establish an extra-curricular athletics program.	Equipment and Supplies 4000-4999: Books And Supplies LCFF Base \$10,000	Equipment and Supplies 4000-4999: Books And Supplies LCFF Base \$13,923

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any funds budgeted for actions or services that were not implemented, were not implemented as a direct result of Covid 19. Such funds were therefore utilized to provide an environment that encourages healthy lifestyles virtually through our GAA Distance Learning program that we initially premiered in April of 2020. This included making certain that funds would be utilized in the following manner:

- Purchasing and providing all of the ingredients needed for families to participate in our Virtual Cooking Classes.
- Purchasing and providing all of the materials needed for families to participate in our Virtual Gardening Classes.
- Purchasing and providing physical education equipment at a 1:1 equipment to student ratio.
- Purchasing and providing mobile hotspots for all families in need.
- etc.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

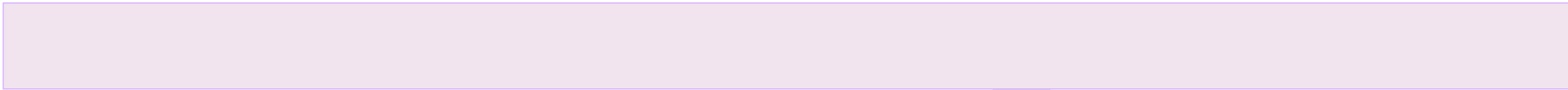
Prior to the onset of the pandemic in March of 2020, we had tremendous success in providing an environment that encourages healthy lifestyles by planning and hosting such events as the following:

Winter Fair- during which healthy lifestyles would be the overarching theme and include:

- Adult and Student athletic competitions.
- Bicycle obstacle course.
- Free health screenings provided by Adventist Health Mobile Free Clinic.
- Healthy Cooking Classes and Tastings.
- Fresh Produce Giveaways.
- Health and Wellness Fair
- Family Cooking Night
- Farmer's Market
- etc.

After the onset of the pandemic we continued to garner success through hosting such events as the following:

- Weekend Virtual Family Cooking Classes- with all ingredients provided to all participating students and their families.
- Weekend Virtual Family Gardening Classes- with all materials provided to all participating students and their families.
- School wide Family Virtual Dance Competitions.
- Hosting Family Yoga Competitions.
- etc.



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Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1) Using formative assessment data (NWEA MAP, weekly standard-aligned assessments, IABs) intervention and enrichment time is to be provided to targeted groups of students most at risk of learning loss, with an emphasis on ensuring that we serve our unduplicated students, by Small Group Instructors (SGIs).	\$646,400	\$396,753	Yes
2) Intervention Coordinator to oversee the implementation of the intervention and extension program by providing professional development and support to intervention/extension teachers in lab classes that are identifying those most at risk of learning loss and addressing individual learning needs accordingly.	\$77,250	\$112,414	Yes
3) Using formative assessment data (NWEA MAP, weekly standard-aligned assessments, IABs) to guide instruction, intervention and enrichment provided by lab teachers to all students in lab classes addressing the individual learning needs of students in light of learning loss from distance learning.	\$344,449	\$398,123	Yes
4) Based on student feedback through surveys concerning feelings of isolation and loneliness, Grimmway Academy is committed to providing enrichment programs in the arts that foster positive emotions by providing music and art enrichment courses for all students.	\$183,600	\$223,516	No
5) Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally responsive to the unique needs of unduplicated students using the Optimum Learning Environment (OLE) framework devised by NTC in	\$220,526	\$197,378	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
conjunction with CASEL. Lesson planning and feedback are intended to ensure that the needs of all learners are met – which a particular emphasis on students most at risk for learning loss.			
6) Given stakeholder input concerning effective distance learning instruction, Professional development will be provided for Instructional Coaches to work with teachers in developing effective distance and in-person lesson plans and assessments that are relevant and culturally responsive.	\$20,000	\$13,850	Yes
7) Based on stakeholder input indicating concerns about effective distance learning instruction (including serving the needs of EL students, SEL, and STEM and ELA Instruction), GA will invest in the following professional development activities:			
GLAD ELD Strategies Training to ensure that our EL students' individual learning needs are met.	\$10,000	\$0	Yes
Provide Professional Development for teachers, and paraprofessionals, focusing on SEL professional development ("Getting Along Together").	\$9,000	\$2,891	Yes
Anita Kreide Consultant (STEM Instruction)	\$10,000	\$10,004	No
Distance Learning ELA Professional Development	\$10,000	\$10,350	No
8) Given stakeholder concerns over the availability of nutritious meals for students in the community who are most vulnerable, GA will repurpose the ESY Educators to begin producing surplus food in the ESY Garden in order to make available for those members of our community most in need.	\$133,188	\$168,923	Yes
9) Grimmway 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.	\$2,000	\$1,912	Yes
Offer online cooking classes to families to reinforce healthy eating during school closure.			

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Given stakeholder concerns about the safety and sanitation of the campus when students return, GA has invested in the following:			
10) Classroom cleaning and sanitation supplies to mitigate the risk of contracting COVID.	\$20,000	\$23,191	No
11) Personal protective equipment (masks, gloves) for students and staff.	\$20,000	\$17,370	No
12) Plexiglass screens for students and staff at workspaces	\$10,000	\$13,008	No
13) Health and safety screening equipment (thermometers, etc.)	\$1,000	\$22,026	No
14) Water bottle refill stations when students return to campus	\$4,000	\$5,900	No
15) Air filtration and purifier upgrades (including HVAC upgrades, and portable room air filtration systems)	\$50,000	\$62,103	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The following actions had material differences between budgeted and actual expenditures:

- Action 1: Small Group Instructor salaries were less than budgeted amount due to distance learning.
- Action 2: Intervention Coordinator salary & benefits, & professional development costs were higher than anticipated.
- Action 4: Enrichment programs were higher than anticipated due to additional art materials purchased for virtual classes.
- Action 5: One Instructional Coach was hired in October 2020 while three were budgeted.
- Action 6: Professional Development costs for effective distance learning instruction was less than anticipated.
- Action 7: GLAD Strategies Training was not implemented. SEL curriculum was less than anticipated.
- Action 8: ESY garden staff salaries were less due to distance learning verses in-person learning.
- Action 13. PPE costs were less due to a donation by OneMask for disposable face masks and gloves.
- Action 15. Health and screening costs were higher due to the purchase of two mobile thermal scanners.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Many of the successes that we had in implementing in-person instruction during the 2020-2021 school year include the following:

- Once we were allowed to host one on-site cohort we were serving over 80% of our total student population.
- We maintained a 0% industrial infection rate throughout the course of the school year.
- We completed the state CAASPP assessment exam at an approximately 97% completion rate.
- We were able to maintain a 0% suspension/expulsion rate throughout the duration of our in-person instruction period.
- Our Special Education Team provided services and closed the school-year with no overdue nor incomplete IEP's.

Although our successes in implementing in-person instruction far outweigh the challenges, certain challenges that we faced when implementing in-person instruction included the following:

- Covid fatigue as it relates to adhering to our covid protocols.
- Uncharacteristic behavior patterns of our middle school students.
- Staffing challenges due to excessive absences
- etc.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
16) Provide Distance Learning Professional Development for teachers and paraprofessionals, focusing on literacy.	\$20,000	0	Yes
17) Utilize weekly, standards based CCSS aligned assessments through Illuminate test item banks to track proficiency levels in order to provide targeted supports for our unduplicated students.	\$7,000	\$2,499	Yes
18) Purchasing/upgrading technology (Chromebooks) necessary for students to be successful in a distance learning context	\$70,000	\$82,101	No
19) Kajeet 3G Wireless Hotspots for families indicating that they did not have internet access at home.	\$13,000	\$20,395	Yes
20) Zoom Education License to use for synchronous lessons to ensure that students have access to live sessions with their teacher.	\$5,000	\$4,250	No
21) Technology stipends for distance learning teachers to purchase necessary hardware for teaching remotely	\$40,000	\$29,375	No
22) Signa Terra IT Network Consultants to provide technical support for families and teachers in addition to providing maintenance of technology and monitoring of the network to ensure that students can access the online curriculum to avoid further learning loss.	\$23,000	\$46,563	No
23) Go Guardian Premium Upgrade to ensure that teachers can monitor student learning during live sessions to prevent distractions and further learning loss.	\$7,500	\$9,927	No
24) Web cameras for teachers engaged in distance teaching to ensure that all students can view the live online lessons clearly, particularly EL students for whom hearing the teacher and classmates speak clearly is important for their ELD.	\$5,000	\$2,381	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following actions had material differences between budgeted and actual expenditures:

Action 16: Duplicate of Action 12 in section "In-Person Instructional Offerings"

Action 22: Signa Terra IT support was higher than anticipated due to maintenance of technology and monitoring of network to ensure students can access online curriculum.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Grimmway Academy Arvin (GAA) distance learning model was designed to be accessible as well as sustainable and could be seamlessly implemented in order to ensure continuity of instruction. In our attempt to maintain continuity, our GAA Distance Learning Program continues the use of our digital-based curriculum. This curriculum includes:

- ~ Core Knowledge Language Arts (CKLA)
- ~ Core Knowledge History and Geography (CKHG)
- ~ Amplify ELA
- ~ Amplify Science
- ~ Illustrative Mathematics
- ~ Engage New York

This utilization aids us in our implementation of standards-based lessons and allows us to maintain our various CCSS and NGSS pacing guides. Through the utilization of Google Classroom or Class Dojo as platforms, supplemented with Zoom, Go Guardian Chat and the Google Classroom Stream, authentic instruction and learning has been able to continue throughout this Distance Learning period.

To ensure equity and accessibility, we provided Chromebooks to all those who expressed a need. To date, we have distributed over 700 Chromebooks to our GAA scholars. This was accompanied with making certain that our stakeholders had access to the Internet by providing Kajeet hotspots upon request.

Grimmway Schools has adopted a pupil participation and progress model consistent with California Department of Education attendance and participation guidelines. Each teacher keeps a daily running record of synchronous and asynchronous activities in Google Sheets, and uses the data from the daily records to complete the weekly attendance record that is certified by each teacher. Every grade level begins each day with a synchronous "launch" (K-2: Class Dojo; 3-8: Google Classroom) in which teachers connect with their students, provide outcomes for the day, roadmap lessons, and engage in SEL activities. From there the online activities vary depending on grade level, including synchronous core-subject lessons and support time (office hours), asynchronous practice that may involve collaboration with classmates, daily "exit ticket" checks for understanding, and a synchronous "landing" final block used for targeted student supports.

Measuring student participation and the time value of work varies by grade level, but begins with totaling the time spent in all daily synchronous sessions, time spent on each individual practice assignment, including professional estimates on time allotted for assignment directions, student questions, peer collaboration, individual completion of the assignment, review of the assignment, and necessary corrections. Instructional time is also tabulated for Art and Music courses, as well as the ESY kitchen and garden classes. Launch and landing classes are where teachers engage in most of the explicit SEL instruction, using Success for All's "Getting Along Together" curriculum in grades K-5, and SEL competency aligned community building curricula in grades 6-8. Teachers utilize a wide array of formative assessments to measure student progress, including weekly standards-aligned assessments constructed from test banks in the Illuminate assessment platform, standards-aligned independent assignments submitted daily/weekly, Quarterly interim assessments (IAB), NWEA Map Growth Assessments, and visual and verbal checks for understanding during synchronous sessions.

Beginning in the Spring of 2020, all staff were given professional development on how to deliver instruction via Zoom and Google Classroom or Class Dojo. When staff reported back to work in July 2020, they were given training in how to use Universal Design for Learning Supports in a distance learning environment. Staff receive weekly training for support with distance learning, including such topics as student accommodations and formative assessment strategies for distance learning. The LEA has an Instructional Task Force composed of staff and admin from both school sites, including assistant principals, instructional coaches and the Chief Academic Officer, who analyze survey data from each training session to identify further areas for teacher support. In between training sessions, the instructional coaches work individually with teachers to support them with distance learning.

Grimmway Schools staff is committed to supporting student well-being and fostering student learning remotely. In the cases noted below, some of our staff roles and responsibilities have evolved due to distance learning. In many cases, however, support staff will continue to perform their duties to assist students and families and/or address students' academic and social-emotional needs through approved online platforms including Zoom, Google Hangout/Meet, and GoGuardian or by telephone.

Mirroring our on-site Full Inclusion model, our Grimmway Academy Arvin Distance Learning model incorporates a "push-in" or "pull out" system to support our students with special needs and provide services outlined within the IEP's of these students. This is accomplished during synchronous live instruction by creating breakout rooms within the Zoom meeting that may be hosted and utilized by our RSP instructors and their designated students. GoGuardian Chat is also incorporated and affords the RSP instructor the opportunity to view the screen of the device being utilized by the student. Through this GoGuardian Chat feature, RSP teachers are then able to provide additional academic support in real time. To further support our students with special needs, RSP instructors schedule and host Zoom meetings designed to provide personalized or individualized instruction in a small group or one-on-one setting.

The GA SPED Coordinator and her team have been in contact with parents and guardians of students having IEPs in order to schedule one-on-one instructional services where directed by an IEP.

English Learners receive 60 minutes of ELD Designated (Synchronous) Instruction 4 days each week. ELD Grade Level Google Classrooms were created for grades 1- 8. Each ELD Distance Learning Google Class is composed of 2 groups.

Although the successes within our GAA Distance Learning Program far outweigh the challenges, through ongoing surveys and town hall meetings some of the challenges within our DL program were identified by specific stakeholder groups as follows:

The challenges of distance learning at home (lack of academic supports, the difficulty in keeping their children engaged, and the absence of contact with teachers and their friends),

Concerns about safety when students are able to return to school

The desire for additional synchronous sessions to maintain their child's focus

The effectiveness of teachers in communicating with their child.

The challenges of keeping students focused during synchronous lessons

The amount of time that the shift to distance learning has taken on a daily basis

The desire for upgraded technology

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
25) Grimmway will purchase the following Educational Software to be used to identify student proficiency levels and provide learning experiences tailored to individual student needs (intervention – or acceleration).			
Next Gen Math (to support developing Math skill proficiency). Nextgenmath.com provides limitless Common Core resources designed to prepare students for mastery and real-world application of the mathematical standards. These resources are organized by grade level, claim, target, standard, and topic	\$10,000	\$10,140	Yes
Zearn (to support developing Math skill proficiency). During independent distance learning and in small groups with their teacher, Zearn Math provides students safe, in-the-moment feedback that precisely addresses areas of misconception.	\$26,000	\$2,500	Yes
ALEKS (to support ELA and literacy skill proficiency). A Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to determine exactly quickly and accurately what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.	\$9,200	\$9,135	Yes
Achieve 3000 (to support literacy development). Achieve 3000 provides embedded assessment and “just-right, just-on-time” content-matching enables students to move their Lexile measures up steadily, level by level. Students of all profiles who use Achieve3000 Literacy with recommended frequency and quality can attain up to 3.5X their expected Lexile gain.	\$23,000	\$25,000	Yes
Mango ELD (to support ELD). Mango delivers content-structured specifically to track skill levels and achievements recognized by local and international standards of proficiency	\$5,000	\$4,624	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
26) NWEA MAP Assessments: Provides diagnostic skills data and goal setting. MAP provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.	\$10,500	\$10,530	Yes
27) Renaissance Learning (Accelerated Reader): AR provides students with personalized goals; teachers monitor their progress and provide feedback to keep learners on track. As students' progress, AR provides reading recommendations and reading levels.	\$6,400	\$3,600	Yes
28) MobyMax: Identifies learning skill gaps based on an adaptive approach. Teachers monitor and use the data to inform individualized learning in the learning lab, and to adjust classroom lessons as needed.	\$5,000	0	Yes
29) Illuminate Item Banks (for use in weekly and quarterly CCSS aligned standards-based assessments). This resource allows teacher to develop and administer weekly standards-aligned assessments to determine proficiency levels. Data from these assessments are used by classroom and lab teachers to identify learning gaps.	\$3,500	\$2,875	No
30) Amplify CKLA: Amplify Core Knowledge Language Arts (CKLA) sequences deep content knowledge with research-based foundational skills, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction.	\$24,000	\$16,471	Yes
31) Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints, including foster, homeless, and English Language Learners.	\$40,000	\$21,493	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following actions had material differences between budgeted and actual expenditures:

Action 25 -Zearn cost was less than anticipated as this expenditure was incurred the previous fiscal year

Action 28: MobyMax curriculum was not implemented.

Action 31: Additional distance learning school supplies were less than anticipated.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Although we established a process to determine the extent of student learning loss and a strategy on how to counter the effects of learning loss that include the following:

Learning Loss will be measured in the following manner:

Fall 2020 NWEA MAP Growth Assessments will be administered to garner baseline data and identify individual student growth targets.

A comparative analysis of our students' Fall 2020 NWEA results to their Winter 2019 NWEA Interim results will afford us the opportunity to determine the extent of the learning loss of our returning students.

Leveled Cohorts will be created based upon the results of the comparative analysis

"Learning Loss Mitigation" (L.L.M.) Blocks will be created within our GAA Distance Learning Daily Schedule as well as within our in-person schedule.

Students within these cohorts will receive additional academic support within these 30 min.- 60min. L.L.M. Blocks, 2-4 days a week.

Utilizing our digital based curriculum, standards based targeted skill instruction will be provided to the cohorts within these LLM Blocks.

Our digital based curriculum includes the following:

~NWEA Map Skills (both in ELA and Math)

~Illustrative Mathematics

~Amplify CKLA

~Amplify ELA

~Amplify Science

~Engage New York

~Next Gen Math

~Journeys

Quarterly NWEA MAP Skills assessments as well as monthly CAASPP Interim Assessment Blocks or Focused Interim Assessment Blocks assessments will be administered in order to determine and track the effectiveness of this learning loss mitigation model.

Certain factors continued to pose challenges to this model. These factors include the following:

Inconsistent Attendance
Unreliable Data/Results (particularly of students participating within our DL program.)
Parental Buy In
Student Buy In
Covid Protocols to not Intermingle Cohorts
Covid Quarantine Protocols
Technology or Internet Connectivity
etc.

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Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Many of the successes that GAA had in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year include the following:

Purchase and Implementation of the SEL curriculum Second Step.

Purchase of additional training and professional development in the use and implementation of Getting Along Together.

Establishment of a weekly 2hr SEL Block. This SEL block incorporated all GAA students.

Percentage of those attending and participating in the weekly 2hr SEL block consistently increased throughout the school year.

Percentage of Go Guardian “Beacon” Alerts decreased during the school year.

Increased opportunities for students to learn coping and engagement skills.

Increased opportunities for staff to identify social-emotional needs of students.

Reduction in behavior referrals

Increase in Kickboard Bonuses

Reduction in Kickboard (Schoolwide PBIS system) Deductions

Increase in Classroom rewards.\

Increase in our daily attendance within both our in-person and DL program

etc.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

GAA administered a basic level of attendance and participation tracking daily. This daily attendance and participation tracking process includes the following:

Credentialed Instructors take daily attendance within our DLSIS.

The DL SIS is maintained and monitored by our GAA Attendance Clerk

Both Credentialed Instructors and Attendance Clerk make confirmation phone calls throughout the instructional day to confirm the student attendance/absence.

Attendance Clerk will seek documentation from the parent/guardian in order to document the student's absence as excused or unexcused.

For stakeholders who exhibit chronic tardiness or attendance behaviors we further employ the following tiered reengagement strategies:

First Tier

Phone call home (for non-participation), detailing the importance of daily participation along with the effects of chronic absenteeism
Weekly Parent Information meetings, translated in real time
Parent Education meetings (1st will be online safety training)
Virtual Activity Calendar
E.S.Y. cooking classes

Second Tier

School counselor checks in with students.
Instructors support students by encouraging them to attend office hours to assist with assignments.
Excessive Absence Notification- Mailed Home.
Home Visit by School Representative

Third Tier

Refer to community resources/services as needed.
Refer for “Wellness Check” by the appropriate authorities.
Refer to the GAA Student Attendance Review Team.

Although this tiered system of support had a positive impact on the majority of our stakeholders, what became clear is that all too often, the negative impacts of covid superseded our GAA attendance requirements.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our Grimmway Academy Arvin Meals Program provides meals for our Grimmway Academy Arvin scholars as well as to our Arvin community members at large. In an attempt to achieve this goal, members of our Grimmway Schools COVID Task Force as well as our on-site Grimmway Academy Arvin Chef, regularly meets with local community members and adjoining school districts in order to coordinate our ongoing meal distribution efforts. These collaborations aid us in making certain that all families in need may take advantage of the meal service that we were providing.

Through such waivers as, “Seamless Summer Option”(SSO), “Meal Service Time Flexibility”, “Non-Congregate Feeding”, and “Allow Parents and Guardians to Pick Up Meals for Children”, Grimmway Academy Arvin is able to serve nutritious scratch meals to all children ages 18 years old and younger. Safety protocols were established and implemented for both “drive-up” and “walk-up” locations, to ensure contact-free distribution of all meals. Upon pick-up of their meal at either of our locations, families receive a hot lunch and a cold breakfast for the following day.

Although it is rewarding to be a resource for the Arvin community, our Hybrid model has required our school nutrition program to remain flexible as well as creative. Producing meals for onsite students and staff, DL students and Arvin community students, has at times proved challenging. Our covid protocols require all meals to be eaten outdoors in addition to social distancing, the result is that the Cafe Team must deliver meals throughout campus. Averaging over 700 “grab and go” nutritious breakfast and lunch for all of our school community members, has only been accomplished through meticulous planning and teamwork.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	32) Purchase of ParentSquare License to ensure that messages can reach a higher proportion of families, including instant translation from English to Spanish.	\$8,000	\$4,000	Yes
School Nutrition	33) GA will continue to provide meals to all students, including low income students, to protect the most vulnerable children against hunger. Additional support and supplies will be required to support this action.	\$10,000	\$10,000	Yes
Mental Health and Social and Emotional Well-Being	34) Development and implementation of SEL curriculum aligned with SEL Competencies (“Getting Along Together”), and continuous professional training for implementation and monitoring students, families, and staff.	\$20,000	\$0	Yes
Mental Health and Social and Emotional Well-Being	35) Increase social/emotional services to all students with the primary focus on unduplicated students through small group and 1:1 counseling provided by the school counselor.	\$85,782	\$85,120	Yes
Pupil Engagement and Outreach	36) Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints, including foster, homeless, and English Language Learners.	\$40,000	\$0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Action 34: Duplicate of action 7 in "In-Person Instructional Offerings" section.

Action 35: Duplicate of action 31 in "Pupil Learning Loss" section.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Stakeholder input and feedback is key in formulating and sustaining a successful in-person or distance learning program. The time and energy given toward seeking input from parents, students, staff and community members ultimately became time and energy saved.

In considering our 2021-2024 LCAP we recognize that stakeholder input will once again be key in developing a program that is accessible, equitable as well as sustainable.

Parent engagement in our DL ELD Designated Block facilitated and enhanced student participation and growth. Parents were able to view the CCSS based academic lessons and instruction as students participated in the DL classes. This afforded families the opportunity to determine the value of the ELD Designated Block as well as the overall importance English Learner Program. This has resulted in less criticism and more support for the program that may have previously been deemed as unnecessary or a stigma on their children.

In order to continue the gains made with our EL students and their families, within our 2021-2024 LCAP we have embedded the need to continue to ensure access to the ELD curriculum to our families at home once we are no longer hosting a DL program. This may take the form of providing technology for families to check out or come to campus to use within our Learning Lab that we remain open during evening hours.

Students who may have struggled within our DL program showed immediate academic growth and overall improvement once returning to on site in-person instruction. Scholars within our primary grades had a greater necessity to participate within our in-person program, particularly if the student was supervised within any type of organized day care versus being at home with a parent or guardian. The additional adult assistance required for a student in grades Kindergarten-2nd to be successful within our Distance Learning program was generally lacking for these students.

In considering our 2021-2024 LCAP we wanted to ensure that we adhere to our SGI model with fidelity. Additionally we have adjusted our schedule to ensure that students will be afforded significant quality time within our Learning Labs.

We further want to ensure that we have developed the appropriate expanded learning opportunities for all students identified as having significant learning loss. Such opportunities must target students within these primary grades in order to ensure that they have the foundational skills necessary to have a successful educational career.

Providing services to our students with special needs within our DL program initially posed a challenge, as we were adamant that our educational model of full inclusion would be adhered to with fidelity. Although in some instances certain students within this subgroup excelled within our DL model, the overwhelming majority of our students receiving Special Education services benefitted mightily once returning to in-person instruction.

Consequently in considering our 2021-2024 LCAP we have recognized that an increase in our instructors holding Special Education Teaching Credentials will be paramount in our effort to reduce the student with special needs to Special Education instructor ratio. Such a reduction will afford these instructors with the additional time that we anticipate will be needed in order to effectively mitigate the effects of learning loss.

Additionally we will be moving to a Co-Teaching model.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Through comparative analysis of both formative and summative data, our instructional team, consisting of classroom instructors, intervention specialists, academic counselors and administrators will be able to identify the specific learning needs due to the learning loss of individual students. Once identified, a comprehensive review of the student's attendance and participation records will take place in order to further determine the extent to which their academic deficiencies may be attributed to such factors. Upon conclusion of this in-depth academic analysis the team will host a culminating diagnostic team meeting which will expand to include the student, their family members, the school nurse, etc. to determine whether any additional considerations or services may be needed. Such services may include supplemental social-emotional support, counseling, or specific dietary needs. An Individualized Learning Plan (ILP) will then be generated for the individual student. A student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP will further incorporate any additional supports that were identified within the diagnostic team meeting.

The facilitation of the ILP will occur daily within our GA Arvin Learning Lab. Through small group instruction facilitated by our Small Group Instructors (SGIs) as well as through the utilization of digital learning platforms, our Learning Lab affords all identified scholars the opportunity to receive ongoing targeted supplemental support in their identified areas of need. Our Learning Lab or the digital platforms utilized within our Learning Lab will be made available to identified students during regular school hours, before or after school, as well as during our various summer and other seasonal intersessions. Regular cycles of weekly and interim assessment results will be analyzed to identify students who are failing to make adequate progress. ILP's will be updated regularly to reflect areas of strength, space for continued growth, and tangible steps taken by the student to improve learning. Regularly scheduled diagnostic team meetings will occur throughout the quarter or semester in order to monitor progress and if necessary modify the ILP.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Any funds budgeted for actions or services that were not implemented, were not implemented as a direct or indirect result of Covid 19. Such funds were therefore utilized to provide an environment that encourages Mental Wellness and Social Emotional Learning. We further recognize the necessity to provide additional services to our unduplicated students in order to continue to foster and promote healthy lifestyles, cultivate partnerships with their families as well as provide dynamic learning experiences that inspire these students to reach for higher academic achievement.

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Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators on the 2020 Dashboard. During the 2020-2021 year Grimmway Academy Arvin (GA Arvin) continually collected and analyzed data from students, staff, and parent surveys. Embedded within our 20-21 LCP, was GA Arvin's intent to continue to utilize a robust menu of formative and summative data to inform our instructional approaches and enable precision in identifying the most effective levers available to identify and address student learning loss that may have occurred as a result of the pandemic's impact on in-person as well as distant learning.

Formative data collected included the following:

- Weekly standards-aligned formative assessments created using CCSS-aligned item banks in the Illuminate LMS/Assessment platform
- Daily exit-tickets- for both onsite and distance learning instruction
- Success for All (SFA) literacy level assessment
- NWEA MAP Assessments (determining growth targets)
- ELPAC Assessments
- CAASPP IAB Interim assessments
- CAASPP ICA "Mirror" assessment

Summative data used included:

- Triannual NWEA Assessment (Fall; Winter; & End of Year)
- CAASPP SBAC Assessment

Personalized support and instruction are one of GA's academic cornerstones and will continue to be highlighted within our 2021-2024 LCAP. Each student at GA Arvin is responsible for creating an Individualized Learning Plan (ILP) in conjunction. Completed with their homeroom teacher, Lab Instructor as well as their parents, a student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP is used in the Learning Lab to inform our Multi-Tiered System of Support (MTSS) approach as a Universal Support. Regular cycles of weekly and interim assessment results will be analyzed to identify students who are failing to make adequate progress. ILP's regularly are updated to reflect areas of strength, (ie. California Department of Education, July 2020 Page 12) space for continued growth, tangible steps taken by the student to improve learning identified by the student and areas to target using digital learning platforms in the Learning Lab. Individualized learning plans aid the Small Group Instructors (SGIs) in determining which strategies or actions that need to be taken in order to assist the student in achieving their learning goals. As a result of the marked success, this process of identification and corrective action planning had throughout this hybrid educational period, it will continue to exist as a valued component of our 2021-2024 LCAP.

An additional component of our 2020-2021 LCP that will continue to remain prevalent within our 2021-2024 LCAP is our commitment to the Mental Health and Social Emotional Learning of our GA Arvin stakeholders. We believe that our investment in this component of our LCP positively influenced every aspect of our in-person as well as distance learning programs. Our intentionality to ensure that all students as well as adults within our school community were afforded the care and when need be the resources to ensure their SEL well being, cultivated and positive campus culture and climate, during one of the darkest times in history.

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Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,819,721.00	2,492,061.00
Base	0.00	0.00
LCFF Base	281,313.00	327,235.00
LCFF Supplemental and Concentration	2,181,153.00	1,845,336.00
Not Applicable	0.00	0.00
Title I	296,455.00	304,598.00
Title II	50,800.00	14,892.00
Title III	10,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,819,721.00	2,492,061.00
1000-1999: Certificated Personnel Salaries	1,053,960.00	1,058,683.00
2000-2999: Classified Personnel Salaries	912,080.00	731,263.00
3000-3999: Employee Benefits	497,091.00	458,986.00
4000-4999: Books And Supplies	264,704.00	175,487.00
5000-5999: Services And Other Operating Expenditures	43,522.00	17,703.00
5800: Professional/Consulting Services And Operating Expenditures	48,364.00	49,939.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,819,721.00	2,492,061.00
1000-1999: Certificated Personnel Salaries	LCFF Base	165,000.00	183,290.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	660,710.00	635,548.00
1000-1999: Certificated Personnel Salaries	Not Applicable	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	228,250.00	239,845.00
2000-2999: Classified Personnel Salaries	LCFF Base	24,000.00	27,412.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	888,080.00	703,851.00
3000-3999: Employee Benefits	LCFF Base	56,000.00	52,807.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	372,886.00	341,426.00
3000-3999: Employee Benefits	Title I	68,205.00	64,753.00
4000-4999: Books And Supplies	LCFF Base	33,749.00	28,679.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	230,955.00	146,808.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	18,522.00	17,703.00
5000-5999: Services And Other Operating Expenditures	Title II	25,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,564.00	35,047.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	10,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	25,800.00	14,892.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000.00	0.00
Not Applicable	Base	0.00	0.00
Not Applicable	Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,051,594.00	1,674,324.00
Goal 2	227,040.00	273,714.00
Goal 3	541,087.00	544,023.00

* Totals based on expenditure amounts in goal and annual update sections.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,771,413.00	\$1,679,712.00
Distance Learning Program	\$190,500.00	\$197,491.00
Pupil Learning Loss	\$162,600.00	\$106,368.00
Additional Actions and Plan Requirements	\$163,782.00	\$99,120.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,288,295.00	\$2,082,691.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$308,600.00	\$387,468.00
Distance Learning Program	\$145,500.00	\$172,216.00
Pupil Learning Loss	\$3,500.00	\$2,875.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$457,600.00	\$562,559.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,462,813.00	\$1,292,244.00
Distance Learning Program	\$45,000.00	\$25,275.00
Pupil Learning Loss	\$159,100.00	\$103,493.00
Additional Actions and Plan Requirements	\$163,782.00	\$99,120.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,830,695.00	\$1,520,132.00

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
Grimmway Academy Arvin	Hurshel Williams Principal	hwilliams@grimmwayschools.org 661-855-8200

Plan Summary [2021-22]

General Information

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

Grimmway Academy (GA) is a K-8 public charter school designed to serve students in the greater Arvin community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. The goal of GA is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being. GA enrolls approximately 90 students per grade per year in grades Kindergarten through sixth, and 80 students per grade per year in grades seventh through eighth, with an end goal of educating just over 800 students annually in grades K-8. Our student population is 37.3% English learner (EL), 80.5% Socioeconomically Disadvantaged and 6.8% students with disabilities. 94.5% of our students are Hispanic. GA is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness. Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is grown in the garden and prepared in the kitchen.

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

We at GA are motivated by four core values:

- High Expectations
- Health and Wellness
- Perseverance
- Joy

The following goals encompass our vision:

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

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

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

Providing the parents in the Arvin Community an educational pathway to position their children to be eligible for attending a four-year college.

Include a curriculum and school lunch program where growing, cooking, and sharing food at the table gives students the knowledge and values to build a healthy, humane, and sustainable future.

Encouraging our students to become leaders in their community and to return to Kern County (and specifically to Arvin) to help others achieve their goals.

Reflections: Successes

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

Based on the preliminary results of the 2018-19 SBAC results, we showed progress in both Math and ELA achievement. In the area of ELA, we increased significantly overall with a 29 point increase in our distance from three schoolwide. In addition, we increased the percent of students who achieved met or exceeded by 11%, to 46% from 35% in 2017-18. In the area of Math, we increased overall with an 11 point increase in our distance from three schoolwide. Additionally, we increased our percent of students who achieved met or exceeded by 3%, to 34% from 31% in 2017-18.

When looking at our economically disadvantaged, RFEP, students with disabilities, and Hispanic subgroups, Grimmway Academy Arvin surpassed the 2017-18 California state averages comparatively in both Math and ELA achievement.

Grimmway Academy Arvin is expected to move from Orange in 2017-18 to yellow in 2018-19 overall in both Math and ELA achievement. Similarly, our economically disadvantaged and Hispanic subgroups will also jump from orange to yellow on the CA Dashboard.

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.

Based on the preliminary 2018-19 results, our greatest area of need continues to be English learners and students with disabilities in both math and ELA. This year students with disabilities increased significantly in both Math and ELA, however, their dashboard performance level remains orange, same as 2017-18 results, based on average distance from three. Our English learner subgroup declined significantly in both Math and ELA based on the 2018-19 preliminary results. It is expected that our ELL students will be orange in the area of Math and red in the area of ELA.

In order to support the growth of both ELL and students with disabilities, Grimmway will increase site leadership training with GLAD and differentiation. In addition, we will be adding a small group instructor (SGI) to all of our k-6 classrooms in order to foster the individualized growth of all students, including ELL and students with disabilities.

LCAP Highlights

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

Through an analysis of our state and local data and input from staff and stakeholders, we identified four areas of focus for the 2019-20 school year:

1) Our state and local assessment data shows that our Math Achievement scores fall below our reading scores. In order to address this issue, additional action steps have been added in order to increase student achievement in the area of Math. Notable is our continued partnership with educators from Loyola Marymount University's Center for Math and Science Teaching (CMAST), as well as our Math Instructional Coaches attending the UCSB Mathematics Project Summer Workshop.

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

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

These focus areas are addressed through the following goals that are found in our Action Plan:

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

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

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

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.

Grimmway Academy has not been identified for CSI.

Support for Identified Schools

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

Grimmway Academy has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Grimmway Academy has not been identified for CSI.

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Stakeholder Engagement

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

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

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

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

School Site Council: Committee members include teachers, parents, principal, assistant principal. This group provides input and feedback regarding the LCAP during a March 18, 2021 meeting.

Star Parents of Grimmway Academy (SPGA): Comprised of parents of Grimmway Academy students. This group also provides input and feedback regarding the LCAP during a meeting that took place on March 2, 2021.

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 membership as their children represent of the student body. Members of the English Learner Advisory Committee give advice and feedback to the principal regarding English learner programs. The ELAC for Grimmway Academy convened on March 4, 2021 to discuss the LCAP and solicit feedback. A general feedback session (all parents, teachers, administrators, community stakeholders took place on February 24, 2021.

Board of Directors Meetings: INSERT DATE - Discussed LCAP results to date and provided a survey to the Board of Directors for input.

INSERT DATE- Board of Directors approve LCAP

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

A summary of the feedback provided by specific stakeholder groups.

Each of the above mentioned stakeholder and governance groups were given the opportunity to provide feedback on the LCAP. Through several virtual meetings (Zoom), stakeholders were given a general overview of the entire LCAP process (Google Slides), and provided input on the goals, action step, 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:

- provide access to more online educational sources (i.e., Brain Pop)
- Offer hands on science curriculum
- Provide incentives/Motivation for students who show growth (i.e.SBAC)
- Implement BrainPop Jr. and BrainPop for ELL students
- Provide technology tools for Small Group Instructors and classified staff who assist with academic testing
- Continue the Kickboard Incentives - Should include more academic rewards

- Provide hands on learning materials- For Core content as well as electives
- Purchase of additional instruments and a wider range of instructional materials
- Provide tablets--or other viable technology (touchscreen)

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

- Facilitate workshops even virtual workshop education. Like blueprints, wood shop, architecture, crafts, hands on even virtually.
- Continued laptop check out for those scholars that need them once everyone is back on campus
- ELA Classes w/parents
- Tablet purchases for families to checkout and utilize
- Purchase of books for parents (Bilingual)
- Provide parents the opportunity to participate in "Master Class" type of workshops based on a variety of topics (i.e., cooking, hobbies, art, etc.) Purchase materials for class content.

For Goal 3: Provide an environment that encourages healthy lifestyles.

- Staff to teach an English class for parents (once a week)
- Multicultural or bilingual e-books to read to their students
- Parent-driven classes where they teach skills to GAA scholars
- After Covid, community bike rides, fun runs and outdoor activities with the whole family when it isn't too hot or too cold
- Utilize the Park for exercise classes/Yoga... Current Zoom Yogas.
- Bike rides, fun runs, virtual fun run/walk
- Family competitions/classes (zumba, yoga, Girls on the Run, dads & boys activities, etc.)

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

Feedback provided by our stakeholders informed our LCAP in many ways. A prominent theme across stakeholder groups were concerns about the safety and health of students and teachers. When collecting data for our original School Reopening Plan, although most parents were eager to have children back at school for live lessons, there was concern from some parents/guardians about their child contracting the virus. As a result, GA invested a significant amount of time and resources in providing cleaning supplies, PPE equipment, and establishing health and safety protocols. The HR Team provided PPE training for all faculty and staff in advance of having students back on campus. Through surveys, parents were provided three options for school reopening:

- A daily A/B Hybrid
- A weekly A/B Hybrid
- A morning/afternoon hybrid

Based on feedback from parent surveys, GA adopted the Daily A/B Hybrid.

Based on feedback from parents concerned about learning loss, GA is investing in additional computer-based student learning supports which address individual learning needs.

Based on feedback from teachers and staff in surveys and faculty meetings, technology stipends were offered for teachers to supplement budgeted technology.

Investments in Distance Learning Professional Development in Science, ELA, and coaching were made in order to address teacher concerns

over the shift to distance learning.

Based on feedback from students through surveys and focus groups regarding concerns about their emotional and mental well-being, GA invested in CASEL SEL-competency aligned curriculums and the associated training.

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Academic Achievement: Our rural location makes obtaining and retaining highly qualified teachers a significant challenge; yet our children require skilled teachers in order to meet their needs. On state assessments, in both math and ELA , our 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 who have been designated for three or more years are meeting their annual growth goals on the CELDT assessment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)	100 % of teachers are appropriately assigned and fully credentialed in subject areas				100 % of teachers will be appropriately assigned and fully credentialed in subject areas
Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a)	100% of Math & English teachers will receive professional development in CCSS				100% of Math & English teachers will receive professional development in CCSS
Programs and services enable ELs to access core and ELD standards (Priority 2b)	100% of ELL students have access to high quality ELD Instruction and support materials.				100% of ELL students have access to high quality ELD Instruction and support materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities maintained in good repair (Priority #1c)	All facilities have an overall rating of "exemplary" as indicated on the FIT report				All facilities have an overall rating of "exemplary" as indicated on the FIT report
Students have access to standards-aligned instructional materials (Priority #1b)	100% of students have access to standards-aligned instructional materials				100% of students have access to standards-aligned instructional materials
State Assessments (Priority #4a)	46.5% of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments				45% of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments
State Assessments (Priority #4a)	18% of ELL students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments				34.9 %of ELL students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments
State Assessments (Priority #4a)	33% of students met or exceeded the Common Core Standards in Math on				5.3% of students met or exceeded the Common Core Standards in Math on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Smarter Balanced Assessments				Smarter Balanced Assessments
State Assessments (Priority #4a)	13% of ELL students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments				30.8% of ELL students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments
NWEA Measures of Academic Progress, nationally normed students achievement assessment (Priority #4b)	44% of students at or above 50th percentile in NWEA Reading. 35% of students at or above 50th percentile in NWEA Math				60 % of students at or above 50th percentile in NWEA Reading.
EL progress towards English Proficiency (Priority #4d.)	61.1% of ELL students met AMAO target #1 (Priority #4)				EL Progress- 30.2% Level 4; 46.4% Level 3; 17.9% Level 2; 5.5% level 1
EL progress towards English Proficiency (Priority #4d.)	26.1% of ELL students, less than 5 years, met AMAO target #2 (Priority #4)				6.4% of ELL students, less than 5 years, met AMAO target #2 (Priority #4)
EL reclassification rate (Priority #4e)	ELL reclassification rate at 31% (Priority #4)				ELL reclassification rate at 6.4% (Priority #4)
Access to programs/services by students with	100% of Identified Special Education				100% of Identified Special Education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
exceptional needs (Priority#7c)	receiving adequate services as described in their IEP				receiving adequate services as described in their IEP
Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.(Priority# 7b)	100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.				100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.
Extent to which pupils have access to and are enrolled in a broad course of study (Priority #7a)	100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.				100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.
Percent of Students passing the AP exam with a 3 or better (Priority #4f)	Percent of students who participate in and demonstrate college preparedness on EAP (Priority 4g)				Percent of students who participate in and demonstrate college preparedness on EAP (Priority 4g)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention and Enrichment	Intervention and enrichment time to be provided to students during the day period to supplement instruction.	\$463,454.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Intervention and Professional Development	Intervention Coordinator to 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.	\$112,718.00	Yes
3	Library Program	Grimmway Academy has invested in ensuring that all students have access to relevant, grade level novels and research material in order to increase student academic growth. The Library assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students and families. Continue to grow library to create additional reading opportunities. Increase number of books in circulation (in students hands)	\$45,350.00	No
4	Educational Software	Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.	\$93,000.00	Yes
5	Common Core and NGSS	Increase access to Common Core State Standards (CCSS) and NGSS materials to facilitate access to core curriculum.	\$61,000.00	Yes
6	Professional Development	Provide supplemental Professional Development for teachers and paraprofessionals, focusing on CCSS, SEL and EL development to increase and improve services to EL students.	\$43,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	College Readiness	Actively promote college readiness and awareness by: Conducting a "College Fair" Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college going rates of EL and Low income students.	\$10,000.00	Yes
8	Professional Development	Professional Development provided by Center for Math and Science Teaching (CMAST) Math coaching certification program for each classroom teacher. The MAST approach emphasizes the use of rigorous mathematical language, an effective strategy for English Learners.	\$8,000.00	Yes
9	Educational Materials	Purchase replacement consumables for K-6 ELA teachers to increase access to grade level reading materials.	\$10,000.00	Yes
10	Summer Academic Program	Provide a Summer Academic program to support the needs of at-risk students. Special emphasis is placed on mitigating the literacy gap with the goal being that students begin Kinder at or near grade-level literacy to increase academic achievement of EL and Low Income students.	\$18,400.00	Yes
11	After School Tutoring	Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA	\$25,000.00	Yes
12	Art & Music Programs	Grimmway Academy is committed to providing enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students.	\$239,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Instructional Coaches	Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally response to the unique needs of unduplicated students.	\$200,768.00	No
15	Digital Literacy - PBL Teacher	Continue the development of digital literacy with a K-6 Project Based Learning teacher.	\$84,736.00	No
16	Intervention and Enrichment	Intervention and enrichment provided to all students in lab classes throughout the day. Intervention instruction principally designed to serve the needs of unduplicated pupils.	\$866,480.00	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.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to promote parent participation (Priority #3c.)	71% (??) of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.				65% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.
Efforts to promote parent participation (Priority #3a.)	Monthly parent communications used to communicate volunteer opportunities.				Monthly parent communications used to communicate volunteer opportunities.
Efforts to seek parent input and decisions making (Priority #3a.)	Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc. currently at 90%				70 % Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to promote parent participation (Priority #3b.)	Provided translation services 100% of the time for parents/guardians				Provided translation services 100% of the time for parents/guardians
Percent of students who are chronically absent (Priority #5b)	Chronic Absenteeism Rate is 10.9 %				Chronic Absenteeism Rate is 10.9%
Other local measures: Percent of Average Daily Attendance (Priority #5a)	Average Daily Attendance rate is 91.6%				Average Daily Attendance rate is 96.6%
Middle school drop out rate (Priority #5c.)	Middle School Drop Out rate 0%				Middle School Drop Out rate 0%
Other local measures: Discipline citation rate (Priority #6c.)	Discipline citation rate 15%				Discipline citation rate 15%
Suspension rate (Priority #6a.)	Suspension rate is 0%				Suspension rate is 0%
Expulsion rate (Priority #6b.)	Expulsion rate is 0%				Expulsion rate is 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assistant Principal of Student Services	Assistant Principal of Student Services to 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.	\$239,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	Continue Professional Development for teachers and paraprofessionals on classroom management techniques to support the needs of Foster, SED and EL students. Continuing SEL training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment.	\$10,000.00	Yes
3	Parent Communications	Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc) Increase access and use of phone dialer system by expanding this system to include teachers. Continue using Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.	\$15,000.00	Yes
4	Parent Education	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.	\$2,000.00	Yes
5	Translation Services	Provide a translator(s) for SPGA, Governance, SSC and other school site activities. Add Spanish only meetings, e.g.; ELAC/DELAC. Maintain translation devices to be used in all parent and board meetings.	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Teacher Training	Teacher training around structuring home visits. Mileage for home visits.	\$2,400.00	Yes
7	Positive Behavior Intervention	Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together". Purchases to stock "Student Store" to encourage and reward positive behavior.	\$15,000.00	Yes
8	Educational Field Trips	In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.	\$40,000.00	No
9	Services for At-Risk Students	School Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services. Grimmway Academy has an 87.5% unduplicated pupil count and the School Counselors duties will be principally directed to these students.	\$110,250.00	Yes
11	Parent Teacher Conferences	Parent Teacher Conferences 3X a year to increase parents awareness and connection of grade level curriculum and student expectations to increase parents or guardians efficacy in supporting their children at home.	\$4,000.00	Yes
12	Parent Appreciation Night	Continue to celebrate and encourage parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night	\$7,500.00	Yes
14				No

Goal Analysis [2021-22]

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

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

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

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

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

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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students meeting state targets in Physical Fitness (Priority #8a)	54.4% of 5th grade students met state targets in Physical Fitness 50% of 7th grade students met state targets in Physical Fitness				88% of students meet state targets in physical fitness
88% of students meet state targets in physical fitness	100% of students in K-6 participate in 9 (?) ESY lessons per year				100% of students in K-6 participate in 12 ESY lessons per year
Number of parents participating in Family Cooking classes (Priority #8a)	60 families participated in a family cooking class				60 families participated in a family cooking class

Actions

Action #	Title	Description	Total Funds	Contributing
1	Physical Education Activities	<p>PE teachers will provide additional opportunities for physical education and activities.</p> <p>An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.</p> <p>PE & playground materials.</p>	\$182,594.00	No
2	ESY Cooking Classes and Family Cooking Classes	<p>Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement.</p> <p>Offer cooking classes to students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen.</p> <p>Offer 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.</p>	\$7,000.00	No
3	Edible Schoolyard Program	<p>Utilize the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program will also offer nutrition education.</p>	\$359,063.00	No
4	Healthy Living	<p>Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy.</p> <p>Grimmway Academy will hold two Farmers Markets on campus for families and community members.</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Extra-curricular athletics programs	Continue to build an extra-curricular athletics program.	\$15,000.00	No
8	Extra-Curricular Athletics Program	Establish an extra-curricular athletics program.	\$15,000.00	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.

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.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

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

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

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

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

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

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

GA has also invested in assessments (NWEA MAP Growth) that identifies and provides goals for our unduplicated students. In response to data, targeted cohorts of students most at risk for learning loss – in particular, our unduplicated pupils – will be brought onto campus and provided targeted academic supports by our small group instructors and lab teachers. This is in addition to the classroom teachers are provided requisite training to ensure that they are providing increased/improved services for our English Learners, foster youth, and low-income pupils.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,767,712.00			\$556,958.00	\$3,324,670.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,872,770.00	\$451,900.00

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	\$463,454.00				\$463,454.00
1	2	English Learners Foster Youth Low Income	Intervention and Professional Development	\$10,000.00			\$102,718.00	\$112,718.00
1	3	All	Library Program	\$45,350.00				\$45,350.00
1	4	English Learners Foster Youth Low Income	Educational Software	\$93,000.00				\$93,000.00
1	5	English Learners Foster Youth Low Income	Common Core and NGSS	\$61,000.00				\$61,000.00
1	6	English Learners	Professional Development				\$43,000.00	\$43,000.00
1	7	English Learners	College Readiness	\$10,000.00				\$10,000.00
1	8	English Learners	Professional Development				\$8,000.00	\$8,000.00
1	9	English Learners Foster Youth Low Income	Educational Materials	\$10,000.00				\$10,000.00
1	10	English Learners Low Income	Summer Academic Program	\$18,400.00				\$18,400.00
1	11	English Learners Foster Youth Low Income	After School Tutoring	\$25,000.00				\$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	Art & Music Programs	\$239,722.00				\$239,722.00
1	13	All	Instructional Coaches	\$200,768.00				\$200,768.00
1	15	All	Digital Literacy - PBL Teacher	\$84,736.00				\$84,736.00
1	16	English Learners Foster Youth Low Income	Intervention and Enrichment	\$463,240.00			\$403,240.00	\$866,480.00
2	1	English Learners Foster Youth Low Income	Assistant Principal of Student Services	\$239,235.00				\$239,235.00
2	2	English Learners Foster Youth Low Income	Professional Development	\$10,000.00				\$10,000.00
2	3	English Learners Foster Youth Low Income	Parent Communications	\$15,000.00				\$15,000.00
2	4	English Learners Foster Youth Low Income	Parent Education	\$2,000.00				\$2,000.00
2	5	English Learners	Translation Services	\$9,000.00				\$9,000.00
2	6	English Learners Foster Youth Low Income	Teacher Training	\$2,400.00				\$2,400.00
2	7	English Learners Foster Youth Low Income	Positive Behavior Intervention	\$15,000.00				\$15,000.00
2	8	All	Educational Field Trips	\$40,000.00				\$40,000.00
2	9	English Learners Low Income	Services for At-Risk Students	\$110,250.00				\$110,250.00
2	11	English Learners Foster Youth Low Income	Parent Teacher Conferences	\$4,000.00				\$4,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	English Learners Foster Youth Low Income	Parent Appreciation Night	\$7,500.00				\$7,500.00
2	14	All						
3	1	All	Physical Education Activities	\$182,594.00				\$182,594.00
3	2	All	ESY Cooking Classes and Family Cooking Classes	\$7,000.00				\$7,000.00
3	3	All	Edible Schoolyard Program	\$359,063.00				\$359,063.00
3	4	All	Healthy Living	\$10,000.00				\$10,000.00
3	6	All	Extra-curricular athletics programs	\$15,000.00				\$15,000.00
3	8	All	Extra-Curricular Athletics Program	\$15,000.00				\$15,000.00

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,808,201.00	\$2,365,159.00
LEA-wide Total:	\$147,650.00	\$198,650.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,660,551.00	\$2,166,509.00

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	All Schools	\$463,454.00	\$463,454.00
1	2	Intervention and Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$112,718.00
1	4	Educational Software	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$93,000.00	\$93,000.00
1	5	Common Core and NGSS	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$61,000.00	\$61,000.00
1	6	Professional Development	LEA-wide	English Learners	All Schools Specific Schools: Grimmway Academy		\$43,000.00
1	7	College Readiness	LEA-wide	English Learners	All Schools Specific Schools: Grimmway Academy	\$10,000.00	\$10,000.00
1	8	Professional Development	LEA-wide	English Learners	All Schools Specific Schools: Grimmway Academy		\$8,000.00
1	9	Educational Materials	Schoolwide	English Learners Foster Youth	All Schools	\$10,000.00	\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	10	Summer Academic Program	LEA-wide	English Learners Low Income	All Schools Specific Schools: Grimmway Academy	\$18,400.00	\$18,400.00
1	11	After School Tutoring	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
1	12	Art & Music Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$239,722.00	\$239,722.00
1	16	Intervention and Enrichment	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$463,240.00	\$866,480.00
2	1	Assistant Principal of Student Services	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$239,235.00	\$239,235.00
2	2	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	3	Parent Communications	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
2	4	Parent Education	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	5	Translation Services	LEA-wide	English Learners	All Schools Specific Schools: Grimmway Academy	\$9,000.00	\$9,000.00
2	6	Teacher Training	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,400.00	\$2,400.00
2	7	Positive Behavior Intervention	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	9	Services for At-Risk Students	LEA-wide	English Learners Low Income	All Schools Specific Schools: Grimmway Academy	\$110,250.00	\$110,250.00
2	11	Parent Teacher Conferences	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	\$4,000.00
2	12	Parent Appreciation Night	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	\$7,500.00

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Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- 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.

Grow Public Schools
Proposed Budget FY22
As of May FY2021

2021-22			
Proposed Budget			
Grow Academy Arvin	Grow Academy Shafter	Grow Public Schools CMO	Total

SUMMARY

Revenue

LCFF Entitlement	8,804,912	8,550,925	-	17,355,837
Federal Revenue	1,589,368	1,489,691	411,663	3,490,722
Other State Revenues	1,945,267	1,969,650	-	3,914,917
Local Revenues	88,000	84,500	2,704,987	2,877,487
Fundraising and Grants	-	-	-	-
Total Revenue	12,427,547	12,094,766	3,116,650	27,638,963

Expenses

Compensation and Benefits	7,034,312	6,224,154	1,839,429	15,097,895
Books and Supplies	1,135,713	1,093,845	56,785	2,286,344
Services and Other Operating Expenditures	3,353,734	3,122,260	920,183	7,396,177
Depreciation	209,061	160,336	14,384	383,782
Other Outflows	-	491	-	491
Total Expenses	11,732,820	10,601,087	2,830,781	25,164,688

Operating Income	694,727	1,493,679	285,869	2,474,275
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Fund Balance

Beginning Balance (Unaudited)	8,510,552	1,981,378	1,782,720	12,274,650
Audit Adjustment				-
Beginning Balance (Audited)	8,510,552	1,981,378	1,782,720	12,274,650
Operating Income	694,727	1,493,679	285,869	2,474,275

Ending Fund Balance	9,205,279	3,475,057	2,068,589	14,748,925
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Total Revenue Per ADA	16,431	15,991		18,271
Total Expenses Per ADA	15,512	14,016		16,635
Operating Income Per ADA	919	1,975		1,636
Fund Balance as a % of Expenses	78%	33%	73%	59%

Grow Public Schools
Proposed Budget FY22
As of May FY2021

2021-22			
Proposed Budget			
Grow Academy Arvin	Grow Academy Shafter	Grow Public Schools CMO	Total

Key Assumptions

Enrollment Breakdown

K	88	88	-	176
1	88	88	-	176
2	88	88	-	176
3	88	88	-	176
4	88	88	-	176
5	88	88	-	176
6	88	88	-	176
7	88	88	-	176
8	88	88	-	176
Total Enrolled	792	792	-	1,584

ADA %

K-3	95.5%	95.5%	-	95.5%
4-6	95.5%	95.5%	-	95.5%
7-8	95.5%	95.5%	-	95.5%
Average ADA %	95.5%	95.5%	-	95.5%

ADA

K-3	336.2	336.2	-	672.3
4-6	252.1	252.1	-	504.2
7-8	168.1	168.1	-	336.2
Total ADA	756.4	756.4	-	1,512.7

Demographic Information

CALPADS Enrollment (for unduplicated % calc)	792	792	-	1,584
# Unduplicated (CALPADS)	662	631	-	1,293
# Free & Reduced Lunch (CALPADS)	666	661	-	1,327
# ELL (CALPADS)	301	233	-	534
New Students	-	92	-	92

Grow Public Schools
Proposed Budget FY22
As of May FY2021

2021-22			
Proposed Budget			
Grow Academy Arvin	Grow Academy Shafter	Grow Public Schools CMO	Total

School Information

FTE's	115.0	94.8	14.2	224.0
Teachers	46	44	-	90
Certificated Pay Increases				
Classified Pay Increases				
# of school days	-	-	-	
Default Expense Inflation Rate	3%	1%	4%	

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Grow Public Schools
Proposed Budget FY22
As of May FY2021

2021-22			
Proposed Budget			
Grow Academy Arvin	Grow Academy Shafter	Grow Public Schools CMO	Total

REVENUE

LCFF Entitlement

8011	Charter Schools General Purpose Entitlement - State Aid	6,694,825	7,641,561	-	14,336,386
8012	Education Protection Account Entitlement	1,460,487	151,272	-	1,611,759
8096	Charter Schools in Lieu of Property Taxes	649,600	758,092	-	1,407,692
SUBTOTAL - LCFF Entitlement		8,804,912	8,550,925	-	17,355,837

Federal Revenue

8181	Special Education - Entitlement	135,924	107,533	-	243,457
8220	Child Nutrition Programs	473,888	484,392	-	958,280
8291	Title I	287,592	178,643	-	466,235
8292	Title II	33,704	25,832	-	59,536
8293	Title III	34,434	18,762	-	53,196
8294	Title IV	22,044	12,937	-	34,981
8296	Other Federal Revenue	-	80,580	411,663	492,243
8297	PY Federal - Not Accrued	-	-	-	-
8299	All Other Federal Revenue	601,782	581,012	-	1,182,794
SUBTOTAL - Federal Revenue		1,589,368	1,489,691	411,663	3,490,722

Other State Revenue

8319	Other State Apportionments - Prior Years	-	-	-	-
8381	Special Education - Entitlement (State	508,922	402,623	-	911,545
8520	Child Nutrition - State	92,664	108,334	-	200,998
8545	School Facilities Apportionments	641,251	483,502	-	1,124,753
8550	Mandated Cost Reimbursements	13,186	11,505	-	24,691
8560	State Lottery Revenue	157,208	157,208	-	314,415
8590	All Other State Revenue	398,867	646,675	-	1,045,542
8596	Other State Revenue : ASES	133,169	159,803	-	292,973
SUBTOTAL - Other State Revenue		1,945,267	1,969,650	-	3,914,917

Local Revenue

Grow Public Schools
Proposed Budget FY22
As of May FY2021

2021-22				
Proposed Budget				
	Grow Academy Arvin	Grow Academy Shafter	Grow Public Schools CMO	Total
8636 Uniforms	43,000	51,000	-	94,000
8660 Interest	15,000	7,500	-	22,500
8693 Field Trips	10,000	11,000	-	21,000
8699 All Other Local Revenue	-	-	26,508	26,508
8701 Other Local Revenue: SPGA / POGA	20,000	15,000	-	35,000
8721 CMO Fees Revenue	-	-	2,678,479	2,678,479
SUBTOTAL - Local Revenue	88,000	84,500	2,704,987	2,877,487
Fundraising and Grants				
8802 Donations - Private	-	-	-	-
8803 Fundraising	-	-	-	-
8811 In Kind Donations	-	-	-	-
SUBTOTAL - Fundraising and Grants	-	-	-	-
TOTAL REVENUE	12,427,547	12,094,766	3,116,650	27,638,963

Grow Public Schools
Proposed Budget FY22
As of May FY2021

2021-22			
Proposed Budget			
Grow Academy Arvin	Grow Academy Shafter	Grow Public Schools CMO	Total

EXPENSES

Compensation & Benefits

Certificated Salaries

1100	Teachers Salaries	2,800,874	2,683,258	-	5,484,132
1103	Teacher - Substitute Pay	10,000	7,000	-	17,000
1200	Certificated Pupil Support Salaries	388,862	387,844	-	776,706
1300	Certificated Supervisor & Administrator Salaries	354,686	338,653	18,231	711,570
SUBTOTAL - Certificated Salaries		3,554,422	3,416,755	18,231	6,989,408

Classified Salaries

2100	Classified Instructional Aide Salaries	944,068	692,020	-	1,636,088
2200	Classified Support Salaries	614,662	492,965	-	1,107,627
2400	Classified Clerical & Office Salaries	173,787	156,989	1,534,585	1,865,361
2905	Other Classified - After School	203,152	141,120	-	344,272
SUBTOTAL - Classified Salaries		1,935,669	1,483,094	1,534,585	4,953,348

Employee Benefits

3100	STRS	597,178	570,501	3,085	1,170,764
3300	OASDI-Medicare-Alternative	201,168	165,790	107,215	474,172
3400	Health & Welfare Benefits	680,706	527,616	123,097	1,331,419
3500	Unemployment Insurance	3,882	3,400	973	8,256
3600	Workers Comp Insurance	54,901	48,998	15,528	119,428
3900	Other Employee Benefits	6,386	8,000	36,714	51,100
SUBTOTAL - Employee Benefits		1,544,221	1,324,305	286,612	3,155,139

Books & Supplies

4100	Approved Textbooks & Core Curricula Materials	26,575	85,555	-	112,130
4200	Books & Other Reference Materials	30,331	28,963	2,080	61,374
4315	Custodial Supplies	32,500	30,000	-	62,500
4320	Educational Software	116,180	78,094	2,700	196,974

Grow Public Schools
Proposed Budget FY22
As of May FY2021

2021-22				
Proposed Budget				
	Grow Academy Arvin	Grow Academy Shafter	Grow Public Schools CMO	Total
4325 Instructional Materials & Supplies	35,600	110,934	6,500	153,034
4330 Office Supplies	41,200	30,300	12,600	84,100
4345 Non Instructional Materials & Supplies	63,512	58,642	14,040	136,194
4346 Teacher Budget	44,000	40,350	-	84,350
4350 Uniforms	43,000	57,250	-	100,250
4351 Yearbook	-	5,580	-	5,580
4352 ESY Materials and Supplies	15,000	16,000	-	31,000
4366 SPGA / POGA	20,000	15,000	-	35,000
4400 Noncapitalized Equipment	174,794	82,600	12,500	269,894
4700 Student Food & Disposables (NSLP)	406,486	400,744	-	807,230
4710 Adult Food & Catering	35,051	32,825	-	67,876
4720 Other (Non-NSLP) Food	51,485	21,008	6,365	78,858
SUBTOTAL - Books and Supplies	1,135,713	1,093,845	56,785	2,286,344

Services & Other Operating Expenses

5200 Travel & Conferences	40,150	23,511	80,187	143,848
5300 Dues & Memberships	112,862	55,266	37,752	205,880
5400 Insurance	147,940	135,210	590	283,740
5500 Operations & Housekeeping	171,810	300,944	21,265	494,020
5605 Equipment Leases	56,298	44,223	3,600	104,121
5610 Rent	900,001	678,599	125,565	1,704,166
5615 Repairs and Maintenance - Building	68,622	27,598	1,170	97,390
5803 Audit Fees	-	-	31,720	31,720
5809 Banking Fees	515	500	2,163	3,178
5812 Business Services	-	-	177,500	177,500
5815 Consultants - Instructional	97,414	137,049	-	234,463
5820 Consultants Non-Instructional	25,850	23,476	208,836	258,162
5824 District Oversight Fees	66,948	76,416	-	143,364
5830 Field Trips Expenses	55,099	46,600	3,120	104,819
5836 Fingerprinting	2,000	3,371	520	5,891
5845 Legal Fees	-	-	41,600	41,600
5851 Marketing	2,448	3,207	65,000	70,655

Grow Public Schools
Proposed Budget FY22
As of May FY2021

2021-22				
Proposed Budget				
	Grow Academy Arvin	Grow Academy Shafter	Grow Public Schools CMO	Total
5857 Payroll Fees	-	-	24,660	24,660
5858 CMO Fees Expense	1,357,350	1,321,129	-	2,678,479
5860 Printing and Reproduction	-	-	26,686	26,686
5861 Prior Yr Exp (not accrued)	-	-	-	-
5863 Professional Development	41,431	65,954	11,605	118,990
5875 Staff Recruiting	-	-	6,000	6,000
5887 Technology Services	73,790	63,953	27,898	165,641
5898 Bad Debt Expense	-	-	-	-
5899 Miscellaneous Operating Expenses	73,060	44,114	520	117,694
5900 Communications	60,145	71,139	22,224	153,509
SUBTOTAL - Services & Other Operating Exp.	3,353,734	3,122,260	920,183	7,396,177
Depreciation Expense				
6900 Depreciation	209,061	160,336	14,384	383,782
SUBTOTAL - Depreciation Expense	209,061	160,336	14,384	383,782
Other Outflows				
7438 Long term debt - Interest	-	491	-	491
SUBTOTAL - Other Outflows	-	491	-	491
TOTAL EXPENSES	11,732,820	10,601,087	2,830,781	25,164,688