Local Control and Accountability Plan

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

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

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

Prepare students for life and college by creating a developmentally optimal learning environment for adolescents that align with the principles of Montessori education, state standards, and Common Core.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3

7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The Grove School will employ 100% highly qualified teachers who are appropriately assigned	100% of Grove teachers are highly qualified and appropriately assigned
Maintain 100% of students having learning materials necessary for classes.	100% of students have necessary materials for all classes.
Teacher Training: Increase teaching staff with Montessori training from 75% to 85%, by having one non-Montessori trained teacher complete Montessori Adolescent training in 2019.	Did not occur. No Montessori Orientation to Adolescent Studies were offered in 2019 due to change in programs within national and international Montessori organizations. American Montessori International has moved to a full diploma program, which has a cost increase and limits. One staff member did complete Montessori Adolescent Orientation in the summer and fall of 2020 through an online program.
Portfolios and Student Led Conferences: 83% of students will achieve a proficient rating or above on the new Expected Schoolwide Learner Results (ESLRs) as an average of a self evaluation, peer and community evaluation, and teacher evaluation.	Fall 2019: Student Led Conference: 75% of MS proficient and 62% of HS proficient. Spring conferences did not occur as usual in May 2020 due to COVID-19 response.
Unit plans documented: 85% of unit plans will be documented.	90% of unit plans were documented for the first and second trimester of the 2019-2020 school year. No unit plans were collected in the spring of 2020 due to COVID-19 response.
CAASP Test Scores: Increase ELA proficient scores to 70% and Math to 44% for 2019 test and increase by 2% in ELA and 4% in Math in 2020.	Results in Spring 2019: ELA=78% Math=52%. No testing in 2020 due to COVID-19 response.
Improve training and access to technology: All 7th and 8th graders complete computer science and IT class; advanced class offered as minicourses all trimesters.	All 7th/8th students have been enrolled in a trimester-long technology elective class. Advanced minicourses in technology offered in 2019-20 were: Fall-- Recording Studio and video production; Winter-- Computer Technology; No Spring Mini-Courses were offered due to COVID-19 response.
Offer Minicourse class and/or mentoring lessons about skills for studying and working in groups.	Study Skills minicourse was offered in the fall. Emphasis on group work was practiced in all Key Experiences.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1 Employ high quality and qualified teaching faculty, counselors, and administrators (including recruitment, hiring, & retention). a. Hire a special education assistant, specifically to focus on supporting students with math goals and students identified as needing additional support on math. b. Hire a computer science and information technology teacher to teach introductory computer science classes to middle school students and more advanced classes for high school students	1000 $922,294 2000 $144 3000 $225,883 4000 $0 5000 $400	1000--$932,142 2000--$399 3000--$276,862 4000--$0 5000--$9,976
Action 2 Provide all classes with necessary learning materials for all students a. Implement Schoolwide Learner Outcomes that are connected to revised curriculum map b. Ensure learning objectives are aligned with unit plans for each class c. Review the necessary learning materials for each class d. Improve learning materials for all math and science classes e. Maintain meaningful and appropriately challenging classes for all students, focusing on low-performing and high performing students for academic success f. Order another classroom set of Chromebooks	1000 $65,710 2000 $3,257 3000 $22,935 4000 $28,080 5000 $52,744	1000--$7098 2000--$727 3000--$2,466 4000--$49,503 5000--$30,864
Action 3 Employ high quality classified staff and purchase necessary materials for operations of the school. Hire an operations manager to support the head of school so the head of school can focus his/her attention more on supporting the teachers and students to ensure a high quality education for all students.	1000 $0 2000 $330,282 3000 $120,747 4000 $43,688 5000 $128,399	1000--$0 2000--$278,031 3000--$86,580 4000--$11,389 5000--$108,035

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 4 Provide professional development for all teaching faculty and administrative staff a. Provide special training for first year teachers at Grove and regular support during their first year from the Head of School and Level Coordinators b. Provide training and development on Key Experiences and Programs at Grove, such as mentoring, CAWE and Winterim, Minicourses, etc. c. Departments meetings will be held to support collaboration and effective sequencing of curriculum and instruction in each department. Department meetings will be held at least once in the summer and throughout the year to support collaboration and effective sequencing of curriculum and instruction in each department d. Provide professional development for teachers to improve giving feedback on student work to improve learning e. Provide training and time to review assessment data f. Refine and implement evaluation and feedback process for teachers to support them in their development as Montessori teachers g. Specific training for teachers on working with students identified as low income, foster youth, and/or English learners h. Provide professional development for all teaching faculty and administrative staff	1000 $10,103 2000 $5,479 3000 $5,210 4000 $0 5000 $14,456	1000--$41,888 2000--$11,211 3000--$17,290 4000--$0 5000--$10,422

Goal Analysis

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

The school completed nearly all of the actions for this goal in the manner they were planned. The hiring of the special education math assistant has been a great addition to our program. They work under the direction of Grove's full time special education specialist. Together in cooperation with the classroom teachers, the assistant works with students one-on-one or in small groups to deliver specialized instruction to students with IEPs. This new position has focused on low performing students and adjusts instruction to provide appropriate rigor for all students. Further support for these students has been the addition of minicourses specific to study skills and academic support. These adjustments have been in coordination with our classroom materials, which were reviewed by teaching staff June-August, and necessary additional materials ordered in July and August. Adjustments to the Student-Led Conferences were made in the spring of 2019 and fully implemented in the fall of 2019. Additional adjustments were made during the 2019-2020 school year to increase usability for the spring 2020 conferences. The school continues its work of documenting its curriculum clearly, making refinements and implementing what it documented (such as a large increase in documented unit plans), and additional department meetings have been helpful in increasing their curriculum's alignment with whole school outcomes. Unit plans are reviewed by the head of school each trimester and discussed with staff as needed. More time was allotted for staff to

plan Key Experiences during staff inservices as well as opportunities for staff to attend specialized training through the reduction of staff attending large, more general conferences in 2019-2020. The addition of an operations manager has allowed the head of school to focus on providing support to staff and the curricular operations of the school. The operations manager is responsible for maintaining and improving the facilities as well as increasing efficiency in daily operations. While there was instruction to staff on working with students identified as low income, foster youth, and/or English learners, there was more of an emphasis on low performing students and students with IEPs due to the low number of students identified as low income, foster youth, and/or English learners enrolled compared to the increase in students with IEPs.

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

These actions and services to support Goal 1 were effective. The impact of the special education assistant and operation manager will continue to help the school run efficiently and provide better services to students. The immediate impact of additional support classes and planning time has been much appreciated by students and staff. Work still needs to be done to increase the effectiveness of training staff to work with our special education and students identified as low income, foster youth, and/or English learners. Changes to the Student Led Conference rubrics affected the overall scores for some students, causing a drop in percent of students scoring proficient. Some items such as review of assessment data were not fully completed due to school closures in response to the COVID-19 pandemic.

Goal 2

Maintain and improve the physical learning environments and overall facility, following the principles of Montessori education, supporting the specific needs of each discipline, and are clean and safe.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected	Actual
Improve to 100% of indoor space meets "exemplary or good standard".	Work has been completed in the barn, ceramics studio, and woodshop. Cold Room renovations completed in November of 2019. All indoor classroom space met "exemplary or good standard" according to FIT evaluation.
80% of faculty will receive an evaluation of satisfactory or better for each aspect of the Montessori criteria for the physical space of the classroom environments.	New online form for requests for classroom repairs, as well as facilities manager working with operations manager to identify priority concerns. FIT report indicated that 100% of space met "exemplary or good standard". Faculty Evaluations were not completed in March and April of 2020 due to COVID-19 response.
The school will move into a new building for the high school.	Prior benchmarks were not met. This goal will not be achieved in 2019-2020. Steps have been/are being taken in revision of lease with city to begin process of obtaining new building.
Install more and updated security cameras and lights, as well as signage on the Farm Campus to increase clarity for public about school property and security during and after school hours.	New operations manager started the process in November 2019. New Cameras were installed in April of 2020.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1: Maintain Safe and Clean indoor facilities for all students.	1000 $1,024 2000 $23,424 3000 $10,267 4000 $5,428 5000 $116,072	1000--$571 2000--$6,000 3000--$2,547 4000--$8,860 5000--$113,957
Action 2: Improve outdoor facilities on farm campus Continue improvements to landscaping around the farm, care of fields, play areas, and lunch area.	1000 $768 2000 $36,059 3000 $9,290 4000 $1,557 5000 $12,699	1000--$0 2000--$28,533 3000--$11,277 4000--$317 5000--$16,630
Action 3: If the financing is viable, then continue to move forward with the financing of a new site and buildings to actualize the Long Range Planning goals for the school of a new high school building, renovated buildings and an improved physical facility on the Farm Campus.	1000 $512 2000 $0 3000 $139 4000 $0 5000 $4050	1000--$1,142 2000--$688 3000--$622 4000--$0 5000--$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 4: Hire new operations manager to improve the operational functions of the school to support the head of school and improve learning. Completed July 2019.	2000 –$60,000 3000--$8,000	1000--0 2000--$45,489 3000--$17,977 4000--$0 5000--$57

Goal Analysis

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

The actions and services for goal 2 were mostly achieved. The addition of the operations manager allowed for an increase in efficiency in responding to staff facilities requests and moving forward on larger improvements. Long Range planning, including the goal of moving into a new high school building, was stalled due to the search for a new head of school. Since the completion of the search in December, progress has been made toward this goal through increased communication with the city of Redlands and the resumption of regular meetings of the Grove School board's long range planning committee.

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

The actions / services were mostly effective in supporting goal 2. Facilities continue to be improved with minor additions to increase the effectiveness of the land based educational program on the farm campus. The stalling of long range planning due to the head of school search was a setback, however, we are now progressing towards our goal.

Goal 3

Create a positive school community where all stakeholders are respected, valued, supported and feel safe; as well as understand the school's mission, vision, and values as a Montessori school.

State and/or Local Priorities addressed by this goal:

State Priorities: 3
5
6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of students complete an orientation course.	Change of head of school position resulted in the orientation course not being offered. Students received orientation to the school through mentoring and key experiences.
100% of faculty completing orientation course.	All faculty completed orientation in August.
78% Attendance at New Family Orientation of families without siblings at Grove.	New Family orientation occurred in May and August, 2019. Over 100 people attended, but attendance was not taken to indicate which families attended.
80% Parents/Guardians reporting their involvement.	Not part of the 2019 Parent Survey.
Attendance at Parent Education Events	No baseline was established
Reduce to 14 incidents of disciplinary issues	3 assertive disciplinary incidents (2/26/2020). Disciplinary tracking stopped due to COVID-19 response and stopping of required live instruction.
Maintain 95.5% Attendance Rate	Final attendance count was February 29th due to COVID-19 response. Attendance rate was 95.84%
.5% Suspension Rate	1.2% Suspension Rate
3.2% Chronic Absenteeism	4.2% Chronic Absenteeism. Not full school year due to COVID-19 Response

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Complete activities throughout the year with students to create a positive, supportive, inclusive, and welcoming community, with emphasis on activities at the beginning of the school year. a. Provide professional development for teachers regarding respectful and positive discipline strategies b. Inform and educate students about positive social interactions to build community and the impacts of harassment, bullying, and discrimination c. Monitor and report on student discipline data quarterly to faculty and staff, and school board d. Provide specific counseling for students who need more emotional and behavioral support e. Create official position of Peace and Social Justice Coordinator to gather resources and coordinate opportunities throughout the school for students f. Offer Minicourse for middle school students about creating community of peace	1000 $16,110 2000 $966 3000 $5,398 4000 $32 5000 $4,239	1000--$8,822 2000--$159 3000--$2,771 4000--$98 5000--$3,164
Action #2 Offer opportunities for parent/guardian education and community events – parent/guardian education meetings, back to school night, Harvest Festival, new family meetings, grade level meetings, etc.	1000 $5,269 2000 $0 3000 $1,458 4000 $0 5000 $0	1000--$6,649 2000--$1,971 3000--$2,820 4000--$2,054 5000--$2,602
Continue efforts to improve communication with families to improve engagement and the understanding of the benefits of Montessori education from 12-18 years old, how does it work and why does it work to prepare young people for life and college. a. Continue efforts to improve the retention of 8th and 9th grade students b. Continue efforts to improve the understanding of the high quality high school program at Grove in order to increase retention from 8th grade through to 12th grade graduation	1000 $5,455 2000 $446 3000 $1,951 4000 $0 5000 $1,071	1000--$373 2000--$0 3000--$115 4000--$0 5000--$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.

The actions / services were all implemented as planned and assisted in the school making good progress on Goal 3.

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

The actions / services were somewhat effective in achieving Goal 3. The school has continued to experience a calm and settled year with student behavior. There is more work to be done to help influence more positive interactions between students. This includes providing training to staff on how to intervene and handle microaggressions between students. While attempts were made to increase parent involvement and community building through school events, there was a downturn in attendance at school functions. This may have been due to a change in leadership in the Parent Teacher Group and the spread of COVID-19 in the spring. 87% of 8th graders indicated they would be returning for 9th grade, showing an increase in retention of 8th to 9th graders.

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
Small one-person tables to replace large tables to allow for social distancing during instruction	1829	841	Y
Four handwashing stations to increase good hygiene practices and student safety while on campus	885.97	750	Y
Construction of outdoor classroom space including storage shed, portable sink, chairs, and labor	10000	12254	Y
Signage to promote social distancing and good hygiene	250	11.84	Y
Additional staff for supervision of students on campus and to support teachers who are conducting distance learning instruction.	50000	15331	Y
Additional Cleaning supplies (hand sanitizer, towels, etc)	1000	1200	Y
Additional no-touch thermometers for health screenings	250.34	133	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Face Shields for special education services and teacher or student requests	210	221	Y
Clear dividers for special education testing	150.93	151	Y
Improvements and maintenance to HVAC units to comply with COVID-19 requirements.	1200	6215	Y
Additional janitorial services for sanitization.	2000	2500	Y

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.

In July 2020, the Grove School Board approved plans for return to in-person instruction based on six-foot distancing. When the Center for Disease Control changed the recommendation to three-foot distancing in school and this recommendation was adopted by the California Health Department and Department of Education, a new plan was written in April of 2021 and approved by the Grove Board. This new plan was adjusted to meet technology, sanitation, and staffing needs in order to allow more students on campus. Additional chrome books, outdoor sinks, monitors, cameras, cables, and other technology were purchased in order to allow teachers to deliver simultaneous instruction to both distance learning (DL) students and students participating in in-person instruction. In person tutoring hours were increased, as were tutor as professional duties, in order to accommodate needs created by the adjusted plan.

Analysis of In-Person Instructional Offerings

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

During quarters 1, 2, and 3 in-person learning was limited to small cohorts directed toward high risk populations and chronic absentee students. Small cohorts were also created for student interests, athletics, and one time events. The academic support cohorts were well received and proved effective in helping students with chronic absenteeism log into distance learning classes. The academic cohorts also proved effective in helping high risk students with work completion and supporting their academic progress. The club- and athletic-based cohorts had mixed success. The agricultural and market cohorts were successful in allowing interested students to work on campus with animals, and to participate in our weekly farmers market.

At the beginning of quarter 4 Grove offered in-person instruction to all students who were interested. 60.8% of students elected to return to campus, allowing Grove to offer in-person instruction 5 days a week without altering the schedule from our distance learning program. Teachers elected to offer DL and IPI simultaneously, allowing for a smooth transition to IPI and limited disruption for students and families who chose to stay DL for the remainder of the year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional Chromebooks and software	3000	6217	Y
Purchase of T-Mobile Hotspots beyond State allotment and service agreement beyond CDE provided devices.	7500	6627	Y
Additional technology for teachers and staff to support distance teaching.	6000	8200	N
BYU High School Online staff training to support distance teaching.	500	500	Y
Books for staff regarding distance learning.	500.34	882	Y
Additional classroom materials for students as supplies cannot be shared.	6000	5600	Y
Additional Science lab equipment since equipment cannot be shared.	5000	6100	Y
Additional Art supplies since supplies cannot be shared.	5000	4500	Y
Distance Learning software (Peardeck and Zoom).	3250	4081	N
Additional summer staff for planning and preparation for distance learning.	1200	1014	Y
Additional textbooks and reading materials since in-class readers cannot be shared.	10000	12463	Y
Document translation into languages other than English.	200	0	N

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 number of additional Chromebooks and software that was estimated before the start of the school year was found to be not nearly enough. Grove originally estimated that most of the Chromebooks available would go to our unduplicated students, as they would have the most need, and that most of the rest of the student body had technology at home that would support distance learning. It was discovered shortly after the start of the school year that additional Chromebooks would be needed to supply every student who needed one with a system. The amount spent on these devices was over twice what was estimated before the start of the year.

Additional T-Mobile hotspots were purchased with data plans in order to cover the unexpected demand from families. These devices were purchased with annual contracts in order to reduce costs and ensure continued service throughout the year. Additional technology was purchased for teaching staff in order to help ensure quality hybrid instruction for both DL and IPI students.

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.

Distance learning professional development was provided during summer inservice before the beginning of school and best practices were reviewed at monthly staff meetings and weekly level meetings. Best practices were identified and online work sessions were implemented where staff created lesson plans and shared them with each other. Difficulties were found in preserving many of the community aspects and hands-on focus of many of the regular assignments found in our Montessori environment. Staff worked hard to provide regular material distributions and worked within the established schedule of school office hours. Throughout distance learning, staff shared resources and strategies discovered through practice and from state and private industries.

Staff roles were established before the start of the 2020-2021 school year with consideration for how best to support students during distance learning. The schedule was designed to provide more time for one on one check-ins with our mentor program, additional time for staff to be available for individual or small group online support, and optional cohorts to be created to provide activities that supported social emotional learning. An intervention team was also created to review data on a weekly basis to identify and offer support to students who were struggling with chronic absenteeism or academics. These roles were filled by staff on a voluntary basis or through direction of administration and the intervention team. Challenges were found in accommodating individual family schedules and student needs, as well working to prevent staff burnout.

During our distance learning program The Grove School was able to maintain 100% communication with families and an attendance rate of over 95%. The use of our intervention team to follow up with chronic absentee students and their parents/guardians allowed us to maintain a chronic absentee rate of 3.4% for the 2020-2021 school year and quickly offer services to students who had unique needs, were English learners, pupils with exceptional needs, pupils in foster care, and pupils who were experiencing homelessness. The intervention team tracked attendance and academic achievement data to identify students and contact them to offer services. Those services included after school academic support, counseling services, one on one support with paraprofessionals, and opportunities to attend online classes while on campus. Challenges in offering these services came in the form of student transportation, proper staffing, and overcoming limitations set by COVID-19 safety protocols which limited the number of students per cohort.

Pupil progress was measured through a winter and spring local assessment of reading level and mathematical proficiency for each student's current math class. 47% of students showed growth in reading

level and 56% showed growth in mathematics between the assessments. These numbers do indicate challenges during distance learning to effectively improve scores on local assessments for all students.

A parent/guardian survey given in May 2021 showed a majority of families were positive about the distance learning offered by Grove with 94% of survey respondents indicating overall they had a positive experience with Grove's distance learning program. Through written feedback on the survey parents/guardians indicated the online schedule did interfere with regular routines and work schedules, and the necessity of having all work completed at home was also difficult for some. 91% of respondents did give positive feedback when asked about their experience in supporting their students with distance learning.

88% percent of respondents gave positive feedback concerning the continuity of the education program, but the written feedback indicated that the online learning was not fully representative of the hands-on experience they expect from The Grove School. There was also positive feedback about the efforts of individual teachers and the overall willingness of the school to work with families and students on individual levels.

3% percent of respondents indicated they struggled significantly to access online classes due to not having a proper device. Written feedback indicated that some families had to exchange devices after the start of the school year, but they were satisfied with the speed at which the school worked to resolve the issue. 24% of respondents indicated that they struggled to connect to online classes due to issues connecting to the internet. Written feedback indicated that some issues were because teachers struggled, multiple family members were logging into online classes or working from home online, and neighborhood-wide internet outages. It was unclear from the survey how many of the families who struggled with connectivity had received an internet hot spot from the school. Hot spots were provided to all families who requested one and were offered to families who were identified as struggling to connect to online classes.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional tutoring and teaching staff to support learning loss mitigation.	28000	40940	Y
PSAT expenses as an assessment tool; taken by grades 8-11.	3500	3500	Y
BYU High School Online Blended Learning Curriculum.	9380	9380	N
ELPAC Coordinator for ELL students.	2640	2752	Y
Homeless and foster youth liaison and student supports	2704	3586	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
CAASP in spring; assessment of pupil learning and recovery	4056	207	N
Document translation into languages other than English.	200	0	Y

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.

An Intervention Team was created for the 2020-2021 school year in order to help provide services to students who struggled with engagement, academic growth, and social emotional needs during distance learning. This team of teachers and our school counselor met weekly and organized in-person cohorts to help meet the needs of students. These cohorts included a half day cohort so that students could be on campus and receive assistance with logging into class and organization of work, and an after school cohort in which students received academic support. The team also contacted families of students who were consistently struggling academically or had chronic absenteeism. Unduplicated students, special education students, and other students who were designated high risk were offered these services first.

Due to the substantial number of students still receiving instruction through Distance Learning, widespread inconsistent or unreliable broadband access, the significant amount of unmanaged devices students use at home, and the disproportionate impact a CAASPP administration would create on instructional time, Grove decided to proceed with the option afforded by the CDE to administer local assessments for English Language Arts and Math in lieu of CAASPP in the spring of 2021. This required classroom teachers to use class time to deliver the test, and time outside of class to review and analyze the results. The results were also mailed out to families using by the office staff.

There were no new documents that needed translation into a language other than English in the 2020-21 fiscal year.

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.

For the 2020-2021 school year The Grove School implemented the use of the STAR reading assessment and MDTP mathematics in February and May. The Renaissance math assessment was also given in May and early June. The midyear assessment provided valuable data for adjusting our current strategies. The end of the year local assessments were used in place of the CAASPP, and provided data for the 2021-2022 school year. By using midyear assessments teachers were able to assess areas where students were not progressing and use the data to influence spring 2021 lesson plans. The end of year assessments provide feedback on students' ability levels and knowledge as they move into the next grade

level. These local assessments and in-class performance were used to help determine placement for the 2021-2022 school year and were used to inform lesson planning and pacing guides.

In-person cohorts were established to assist students who were identified as struggling with learning loss and tutors were hired to provide in-person and online support. During our hybrid program tutors were hired for additional hours in order to meet the needs of our in-person instruction students and students who continued to be distance learning.

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.

The Grove School takes mental health very seriously and takes action to monitor and support the mental health of all stakeholders. September was Suicide Prevention Week and Grove created a webpage to raise awareness and provide resources. The webpage was shared in weekly newsletters and announcements. Grove began a collaboration with Spring to Autumn Family Counseling to provide mental health counseling to struggling and at-risk students. This service is provided at no cost to families.

In December, our school held three education events to talk about the mental health impact of the pandemic on students and parents, the importance of self-care and when and how to seek help. One event targeted students, one parents, and the third event was for teachers.

The Grove School also administered the CA Healthy Kids Survey to gather data about students' well-being. The results led to the creation of a cohort for senior students to increase connectedness and well-being amongst that group.

The pandemic had a tremendous impact on student mental health. The biggest challenge during this school year was accurately monitoring students' mental health; in non-pandemic years, teachers and staff check in with students regularly, but this was more difficult to do in a distance learning environment.

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.

The head of school continued to meet with the Parent Advisory board on a monthly basis and the school maintained contact with families through a weekly newsletter. Families were invited to openly communicate with the school through direct email to the head of school, and support and teaching staff.

In August Back to School night and new family orientation provided an overview of the planned distance learning program. A new section of the Grove School website was set up as well as a separate website dedicated to providing information for new families. Students and their parents/guardians were invited to directly communicate with the staff of the school and a general email was established in case stakeholders were unsure where to send their questions/comments.

Public board meetings continued to be held monthly in a virtual format. Information about these meetings was included in the weekly communication and direct emails were sent to Grove families when information was presented to the board regarding in-person instruction, distance learning, the Learning Continuity Plan, and the Budget Overview for Parents. At all public board meetings there were opportunities for participation during discussions through online chat features and the designated public comment portion of the agenda.

Student led conferences were held virtually in both the fall and spring in which students and parents/guardians were able to ask questions and provide feedback about the school as students provided an overview of their year and the progress progress they had made toward their goals.

Surveys were sent to stakeholders during both the 2019-2020 school year and the 2020-2021 school year in order to obtain stakeholder input. In March 2020 a survey was shared regarding the spring 2020 distance learning experience of students and families. In July of 2020 a thought exchange was shared with stakeholders to gather information on possible distance learning and hybrid programs for the 2020-2021 school year. In October of 2020 a needs assessment survey was sent to students to gather information about social emotional needs and how to direct our mentorship program. In February 2021 a survey was sent to staff to gather information from staff regarding return to in-person instruction. In March of 2021 families were surveyed about their preference for in-person instruction. Athletic interest surveys were also sent out at the beginning of each season.

Analysis of School Nutrition

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

The Kitchen at Grove has worked hard to continue to provide healthy and nutritious meals to our students, families and staff throughout the pandemic. Our biggest challenge has been adapting our program to meet the USDA's definition of "nutritionally adequate" and the increased amount of documentation required to demonstrate our adherence to those guidelines. Altering our recipes, researching nutrition information for the wide variety of ingredients that go into the meals we prepare, building tools to help automate the process, and working with staff to help shape a system that we can use to make the documentation part of the natural protocols we follow in the production of lunches has increased the work-load considerably. Additionally, we've seen a huge decline in signups for lunches, which have dropped from an average of about 40 meals per day to students, to an average of around 3 for the 2020-21 school year. Students returned to inn-person instruction April 19th, and we've seen that number increase to an average of 6 meals per day; this number may continue to grow as the IPI portion of the year progresses.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
In Person Instruction	Classrooms and storage areas were improved to allow for student spacing and greater air flow. Additional furniture was also purchased to allow for proper distancing between students.	0	30950	N

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.

The additional costs for preparing the campus for in-person instruction were not foreseen in the original analysis of the facilities in July of 2020. As we began preparing for students' return and federal and local guidelines were presented, additional costs were incurred.

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.

The 2020-2021 school year provided insight into the value of the Grove School's social-emotional lessons, prepared environment, prepared strategies to meet student needs, and the need to regularly assess student learning. With a well-established mentor program, Grove teachers took advantage of virtual meetings. They were able to meet one-on-one with students more often during the 2020-2021 than ever before. This allowed teachers to help students with work completion, organization, and provide social-emotional lessons. Students learning through distance learning for most of the school year allowed The Grove to step back from the prepared environments and reevaluate its needs and best practices. This temporary change also permitted new furniture to be brought in and technological needs to be addressed. Grove was able to analyze how best to prepare the outdoor space. 2020-2021 also saw Grove use new strategies to assess students' individual levels and provide support. The use of the Intervention Team proved effective in identifying students and offering services which addressed individual needs. Grove also saw an increase in school events through virtual attendance offerings; families appreciated the flexibility of being able to attend meetings without having to physically come on to campus.

The creation of actions for the LCAP helped inform Grove that more needed to be done to discover students' individual needs and establish means to deliver the proper services. This includes the continued use of the Intervention Team and a broader use of local assessments to identify students with needs. The

use of paraprofessionals and specialists to deliver services are also an important part of the 2021-2024 LCAP as Grove saw an increased need for one-on-one and small group services within our population. The 2020-2021 school year was a difficult year for all students, and Grove recognizes its ability to provide access to mental health services through a community partnership.

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

The Grove School will continue to address learning loss by an increased use of local assessments to determine and monitor academic levels in mathematics and reading. We will also create various levels of support including additional support for language learners. These supports include one on one and small group instructions, as well as leveled classes designed to meet the needs of students who are behind grade level. The intervention team and the use of zero and period 7 and 8 classes will be an important function of offering these services. Periods 7 and 8 can also be utilized to meet the needs of students who have credit deficiencies, allowing them to work towards an on time graduation. The increased role of the English Language learner coordinator will assist students to receive additional help in acquiring English language skills. In order to meet the needs of students who are struggling with mental health issues, Grove will increase its community partnership with mental health professionals and prioritize those students with unique needs.

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.

When the LCP was written for the unique circumstances of the 2020-21 school year, the administration and staff of the school had some ideas and expectations that did not work out the way they were projected, and some ideas and expectations that exceeded the original plans. For instance, the LCP included a plan to hire additional staff (or expand the hours of existing staff) to supervise unduplicated students in on-campus activities. These activities were related more to social-emotional learning than academic progress. The reality was that students and families were more interested in academic support, so instead of hiring one or two tutors for academic support and a few other employees to help supervise key experiences, Grove hired more tutors to assist with our unduplicated students' academic progress.

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.

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 by demonstrating a need for verified data that speaks to individual student's abilities and needs, the value of mentor time and additional opportunities for social emotional growth, the importance of building community from within through the ASB and key experiences, and the use of the intervention team and specialists to deliver services. The LCAP for 21-22 through 23-24 was written with this understanding in mind and the proposed goals and actions reflect Grove's desire to not only address the needs of our current students as we return to a full in-person program, but also to help us create a sustainable program that has supports in place for all students.

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. (mailto: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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grove	Andrew Christopherson Head of School	headofschool@thegroveschool.org 9097987831

Plan Summary 2021-24

General Information

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

Mission
The Grove School is a public Montessori community that guides adolescents in their work of self-construction, as they become engaged and respectful world citizens.

Vision
The Grove School relies on the framework for adolescent education defined by Maria Montessori. At the core of her vision is the expectation that students will "pass from one stage of independence to a higher [one], by means of their own activity, through their own effort or will." The Grove School's unique, rich, safe, challenging, relevant, and comprehensive program is valued as a vital part of Redlands heritage and legacy. All members of our community model respect and clear communication in order to foster collaboration and cooperation.

Grove's student-centered model allows students to practice the principle of freedom with responsibility. Montessori's vision of land-based experiential learning underlies our program, providing a prepared farm environment for students to engage in purposeful and meaningful work that helps lead them towards independence through real-life challenges. This work has to engage the hands; they need to be

active, moving, and physically involved. At the same time they need their intellect engaged in the same task; they need to plan what their activity is, to analyze the best way to carry it out, to test it, and use trial and error to work towards mastery. At the high school level, students in Grove classrooms work with skilled and dedicated teachers who use project-based instruction, frequent group work, and real-life application of concepts to prepare students for the challenges of university education. Grove teaching is based on intrinsic motivation and provides a rigorous curriculum with high expectations for individual achievement.

TGS 2020-2021 Enrollment by Ethnicity
African American .8%
American Indian or Alaska Native .4%
Asian 8.5%
Filipino 1.3%
Hispanic or Latin 26.7%
Pacific Islander .8%
White 54.7%
Two or More Races 6.4%
Not Reported .4%
Total Number of Students   236
Source: Local Data

Location Explained
The Grove School leases a building from Montessori in Redlands and a 9.5 acre property from the City of Redlands. The farm campus is located on this property and is used for educational purposes through applied studies. The property has a 10,000 sq ft barn, a small house that is used for office space and two classrooms, and a 100-year-old renovated school house. The Grove School is also considered a caretaker of the park and hosts a weekly farmers' market on the property.

The Grove School is an exceptionally unique school, being only one of twenty Montessori high schools in the United States and one of three that have a working farm for applied studies.

Reflections: Successes

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

1. Navigating the effects of the COVID-19 pandemic. In the spring of 2020 we were able to offer a remote learning program that continued to engage a large percentage of our student body. This included academic offerings as well as virtual field trips, whole school projects, student led conferences, and maintenance of our 9 acre farm.
2. Improvements to our campus. Grove was able to renovate two classrooms, a library, and install an office space in our leased 1920's farmhouse. Pathways were installed and pavers were used to create a level seating area for our outdoor theater, and we increased our middle school lunch area by 600 sq

feet. Additionally, two outdoor classroom spaces and a sports court were added to our middle school campus.

3. Expansion of the math department. We successfully added an additional math teacher allowing us to have a smaller teacher-to-student ratio within our math classes.

4. Achieving an attendance rate of over 95% throughout the 2020-2021 school year.

5. Regular activities organized and led by our high school and middle school ASBs and clubs. These activities included trivia events, art contests, and panel discussions by experts.

6. The implementation of an intervention team to provide strategies and support to students with chronic absenteeism, low grades, and those who were identified as high risk.

7. Offering of cohorts for both academic and social emotional support.

8. Partnering with Spring to Autumn Counseling Services to offer counseling to students identified through special services or the intervention team as needing additional mental health support.

9. Increasing teachers access to technology enabling them to provide quality distance and hybrid instruction.

10. Maintaining a holistic approach to discipline and using early intervention techniques to avoid major disciplinary issues.

Reflections: Identified Need

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

The CA Dashboard did not include the 20219-2021 school year. The identified needs below are based on local indicators.

During the 2019-2020 and 2020-2021 school year we noticed a drop in students' English Language Arts and mathematics scores on local assessments. These lower-than-normal scores indicate a need to improve direct services to students in both ELA and math classes. Additional tutors were hired for the 2020-2021 school year, as well as an additional middle school math teacher. In-person cohorts were formed during distance learning to assist with students who were identified as high- risk, chronically absent or low performing.

Through the California Healthy Kids Survey, administered in January of 2021, a high percentage of students identified themselves as having feelings of chronic sadness on a regular basis, indicating a need for more direct service to address the social emotional and mental health needs of students. Grove contracted with Spring to Autumn Counseling Services to provide counseling sessions to those students identified. In-person cohorts were also formed around student interests during distance learning to help address social emotional needs. Virtual gatherings and student led events also continued throughout the 2020-2021 school year.

Through stakeholder surveys and discussions came a desire to continue to improve facilities and to

provide teachers and students with improved technology and materials. In order to offer a strong distance learning and hybrid model, teachers were provided with increased access to technology and internet hot spots; additional Chromebook were purchased to allow better access for students during distance learning. Improvements to the middle school campus were made to both meet Dept of Health safety standards and improve the ability for the school and larger community to use the facilities.

LCAP Highlights

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

1. Increase in direct services for students including one on one and small group tutoring, hiring a part time special education teacher, hiring a paraprofessional, and increasing the role of the English Language Learner Coordinator.
2. Use of local diagnostic testing to identify specific needs of students.
3. Increase in AP course offerings
4. Increase in offerings of mental health services and resources to students. Including opportunities for participation in clubs, sports, and other activities related to social emotional health.
5. Increase in community participation in school events
6. Increase involvement of PAC/PTG in planning and review of schoolwide documents.
7. Stewardship of Heritage Park and continued partnership with the City of Redlands to improve the landscaping and outdoor spaces, as well new classroom space.
8. Continued improvement and maintenance to all existing buildings and student spaces.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholders were engaged through online surveys and virtual live meetings. Stakeholder responses and feedback was considered by the administration, shared at public meetings, and with staff. When the information was shared stakeholders had the opportunity to provide feedback at meetings, give interpretations of the data, and suggest actions the school could take.

In January 2021 the staff was surveyed about the LCAP goals and strength, weaknesses, opportunities, and threats (SWOT) of the Grove school. The results were reviewed with the staff, parent community, and board at regularly scheduled meetings in March. The parent community was surveyed as well in February and the results were reviewed at the regularly scheduled March meetings by the PAC, parents and guardians, and the board.

Students were also given the opportunity to complete the SWOT survey and discussions were held in mentor groups about the LCAP goals and ways to improve the school. Those discussions were captured by mentors and shared with the head of school. Student survey results were included in the reviews of the parent community survey.

In May of 2021 a Parent Distance Learning Survey was distributed and feedback about The Grove

School's distance learning program for 2021-2022 was collected. This information was reviewed in preparation for 2021-2024 LCAP as it provides insight into the experiences of families during the 2020-2021 school year and identifies some student needs.

A summary of the feedback provided by specific stakeholder groups.

The Grove School sent out several surveys to our stakeholders (staff, parents/guardians, and students) in the 2020-21 year, and requested feedback on a variety of subjects.

Staff feedback notes- LCAP 2021-2024 and Strengths/Weaknesses/Opportunities/Threats (SWOT) summary of survey results:

Biggest Strength--There are high levels of communication and collaboration

Biggest Weakness--The current Grove School high school building is a strength to the school. This result was a mostly positive result, but also had the highest percentage of "weakness" votes out of all of the possibilities.

Opportunities--
To have the High School and Middle School all on one campus
To have a Visual Arts complex
To have more AP and Honors classes
To increase cooperation with outside agencies and experts.
To provide more support for our ELL students, perhaps an aide or something

Threats--
District cooperation.
The COVID-19 Pandemic and its fallout; the transition back to in-person schooling will be difficult
Budget Lawsuits
Lawsuits
Stagnant teacher salaries
Student enrollment/engagement and retention of our student population
State / Federal Funding
Losing our Charter

Staff LCAP survey results:
Most Important:
Goal #1: [Employ high quality and qualified teaching faculty, counselors, and administrators (including recruitment, hiring, and retention)]
Goal #1: [Provided all classes with necessary learning materials for all students]
Goal #2: [Research options for capital improvements and new buildings to improve the educational learning environment]
Goal #3: [Complete activities throughout the year with students to create a positive, supportive, inclusive, and welcoming community, with emphasis on activities at the beginning of the school year]

Least important: Goal #4: [Continue efforts to improve communication with families to improve engagement and the understanding of the benefits of Montessori education from 12-18 years old, how does it work and why does it work to prepare young people for life and college]

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

The Grove Staff held a workshop regarding the 2019-20 LCAP Goals, and provided these ideas for current and future LCAPs.

Workshop Ideas on 2019-2020 LCAP Goals:
Collecting, reviewing, and utilizing Verified Data (Data For Participation in College Preparation Activities, Unit Plans (Scope & Sequence) , Department Meetings, Strategic Targeting for Students in Need, Intervention Data)
Summer Bridge Courses,
Integrating the farm w/Curriculum
Maintain current procedures and policies during distance learning
Student Led Conference integrity maintained when transiting back to in-person learning.
Staff members should be afforded professional development opportunities for area of content.
Expose students to trade-school career opportunities.
Continue to offer professional development in Montessori pedagogy.
Create a schedule of improvements that need to be done
Create a long range planning schedule
Work with the City
Build teams/people power, money, community donations,
Procure building for HS on farm campus, get a gym,
More locations for internet boosts,
School phones in classrooms,
Faculty space (outdoors and indoors),
Science lab on the MS campus
Woodshop classroom area- larger area/environmentally controlled,
Make storage for hay (animal- and weatherproof, lockable),
Have more activities for students at lunch (basketball court, tetherball, track),
Build workout stations on campus,
More classroom supplies
Respond better to gender relations,
Respond better to verbal interaction.
Increase our diversity.
Draft a school statement regarding inclusivity, equality and diversity.
Student, staff, and parent surveys; working on boundaries;
Increase in benefits and compensation
Flexible expectations for staff

Survey Results- February Parent/Guardian and Students--Strengths/Weaknesses/Opportunities/Threats

STRENGTHS

- Existing standards and expectations for all students ("weakness" - 7%)
- School leadership ("weakness" - 4%)
- Levels of communication and collaboration ("weakness" - 5%)

WEAKNESSES
- The current Grove School high school building ("weakness" - 12%) ("strength" - 36%)
- The current Grove School farm campus ("weakness" - 6%) ("strength" - 51%)
- Level of family and community involvement ("weakness" - 6%) ("strength" - 52%)

Top Opportunities
Increasing AP and Honors classes
Cooperation with outside agencies and experts for facilities improvements and educational experiences
Support Tutors for specific populations

Top Threats
Losing our Charter
The transition back to in-person learning

Top Ranking LCAP Action Items
Goal #1: Employ high quality and qualified teaching faculty, counselors, and administrators (including recruitment, hiring, and retention)
Goal #1: Provided all classes with necessary learning materials for all students
Goal #2: Maintain safe and clean indoor and outdoor facilities for all students
Goal #3:   Complete activities throughout the year with students to create a positive, supportive, inclusive, and welcoming community, with emphasis on activities at the beginning of the school year

Feedback from March 2021 Parent Action Committee meeting:
PTG- 3/3/2021 LCAP SWOT survey- Notes from Meeting
Discussion of Grove's Strengths/Weaknesses
·   Projects to improve the buildings and campus
o   Virtual environment this year makes it hard to rate the building
·   Social- Quirky and social needs-
o   Strength- available to everybody- social and strong community-
·   Expectations- Continuation of the Montessori Philosophy and teacher training. Montessori Trained teacher
o   Giving teachers the opportunity for Montessori Training and facilitate the training
·   High School Building- Having one building that we owned
o   Limitations of the facilities-
o   Be on one campus
o   Collaboration

Transportation for field trips
o   Figuring out transportation for activities
o   Opportunity to getting into the community
o   Sports teams
o   Consider part of the facilities- moving students from place to place

- ·   Classroom supplies
- ·   Communications
- o   Provided communication coordinator time

Opportunities

- o   AP and Honors Classes
- o   Concern if numbers so small it would pull students from other classes
- o   What AP courses are students and families looking for?
- o   Math
- o   About opportunities for students
- o   Cooperation with outside agencies and experts
- o   Networking with Community Colleges
- o   Community service projects, internships,
- o   CTE opportunities- skilled based job opportunity- trade skills

LCAP

- o   What does is it take to employ and maintain high qualified teaching factuality
- o   Competitive pay rate that shows teachers are valued
- o   Benefits
- o   Maintain Safe and clean indoors
- o   Safe electrical windows, good toilets, drinking
- o   Transportation
- o   Campus security
- § for on campus overnight
- § Changes to the area an neighborhood- buildings and
- § Need for more campus security because of more traffic and people
- o   Community activities
- o   Student presentations- put students in the spotlights
- o   Want to go the events

Student Feedback collected through Regularly scheduled Mentor group virtual meetings- 4/5/21

Facilities:

The Agriculture Club needs better stuff/organizing tools/classroom

Students would like a better Science lab space

Secure space for animatronics lab

Larger Classrooms

Possibly a gym**

A swimming area**

Gender neutral bathroom like at the farm (there is not yet one at the high school)

New high school

Soccer field

Lockers

Swings

New tables

More raised planting beds for the farm

Lounge/Library on the HS campus

New picnic benches

Basketball

Another microwave at the HS, or updated electrical to allow for another microwave

A/C

Athletic space

Somewhere to hold assemblies

Classroom Materials:

Science textbooks- More and New

Science lab materials

Consistent textbook editions

At least a few better or updated computers/laptops

Maybe nicer looking chairs

More up-to-date classroom equipment if needed

New Tables

Environmentally Friendly options

Calculators

Program Offerings:

More variety in AP courses (AP psychology, AP stats)

Different Foriegn Language offerings, French, ASL

Digital Design

Advanced Physical Sciences (AP physics, chemistry)

Band

More (or a return to) community activities, minicourses, field trips

Weight lifting

Computer Science/Coding

Simple Robotics

Videography/editing

Musical theatre classes

3d art class

Animation Class or club

Tailoring Club

Cybersecurtiy

Board Game/Cards club

More Official ELECTIVE Classes/Not mini-courses

Drivers Ed Classes

Survival Classes

Life Skills Classes/Adulting Classes

    Car Maintenance

    Real life cooking classes

    Finances/Banking/Loans

Just ceramics classes

Gaming Classes

More campouts
Business and Civics classes
An Exchange or Travel program
Access to college courses

Other:
Teachers to communicate with each other about when they are assigning large things like projects, essays, etc.
Lower workload or more time to get work done

Goals and Actions

Goals

Goal #	Description
Goal 1	To achieve growth in all subjects, with a focus on mathematics and English language arts.

An explanation of why the LEA has developed this goal.

Analysis of student performance on local benchmark assessments and student course grades shows that 54% of students met or exceeded grade-level proficiency in grade level standards and measured reading level as determined through local assessments administered in the spring of 2021.

53% of students demonstrated proficiency in their current mathematics course. Of particular concern is the performance of 33% students in Algebra 1 who did not meet proficiency standards.

We plan to improve the areas listed above through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Student Participation in Advanced Placement Courses	57% of eligible students participate in AP courses in 2020-2021 school year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase of 10% of eligible students participating in an AP class.
Identification of students in need of direct support in Math and ELA through the use of diagnostic testing	2021-2022 will serve as a baseline year for the number of students identified for direct support.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Offer direct support to 100% of students identified as needing additional support in ELA and Mathematics with a decrease of 30% of students identified from 2021-2022 baseline

The Intervention Team will identify and offer services to students who struggle with chronic absenteeism, academic scores, or behavioral issues.	Use the protocols established in 2020-2021 and identify students who are in need for direct services to establish a baseline in 2021-2022.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Offer direct services to 100% of students identified by the intervention team and decrease the number identified by 30% from baseline.
Hire a part time special education teacher.	Higher a part time special education teacher to be the case carrier for students with disabilities in grades 7 and 8.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain a part time special education teacher position.
Properly credentialed Teachers	100% of teachers teaching core classes are properly credentialed	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers teaching core classes are properly credentialed

Actions

Action # Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Additional AP courses will be offered on an annual basis.	Starting in the 2021-2022 school year AP Seminar will be offered as an additional AP English Language arts course. Additionally starting in the 2021-2022 school year AP Biology and AP environmental science will be offered. These offerings will improve services to our high achieving students and address the desire for an increase in AP offerings.	$26,475.00	Yes
Action #2	Increase use of local diagnostic testing in English language and mathematics	In order to improve an understanding of student progress and provide more direct services to high needs and low performing students, starting in the 2021-2022 Grove will utilize the MDTP and Renaissance STAR testing 3 times a year to help determine student progress towards mastery of class based standards.	$17,118.00	Yes
Action #3	Continued use of the Intervention Team	During the 2020-2021 school year Grove formed an intervention team of administration and teachers. This team reviewed data weekly and identified students for direct intervention for attendance, academic, and behavior issues. Continuing this service through the 2021-2022 school year will continue to benefit high risk students.	$46,075.00	Yes
Action #4	Hiring of a part time Special Education Teacher	As the number of students with disabilities continues to grow, the hiring of an additional special education teacher will improve service to students with disabilities. Starting in 2021-2022 this part time special education teacher will allow for the lowering of cases carried by our one full time special education teacher and allow for more personalized attention within our full inclusion model for our students with disabilities.	$30,022.00	No

Action # Title		Description	Total Funds	Contributin
Action #5	Hire paraprofessionals to assist with direct intervention strategies	Paraprofessionals will engage with students one on one or in small groups and provide academic support to targeted students.	$15,114.00	Yes
Action #6	Continue to employ properly credentialed teachers and highly qualified administrative and classified staff	Having credentialed teachers teaching within their subject areas will help ensure high quality instruction and continued operation of the school.	$1,973,179.00	No
Action #7	Increased role of English Language Learner program coordinator	Coordinate strategies to assist English Language Learners in improving ELPAC scores and academic achievement.	$14,800.00	Yes
Action #8	Provide Educational Materials	Continue to provide educational and other materials that support student success	$57,343.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	To increase direct services to students for social emotional and mental health.

An explanation of why the LEA has developed this goal.

Input received from stakeholders through the LCAP development process indicates a need to address social emotional and mental health needs with 46% of students indicating "chronic sadness/hopelessness" and 40% of students experiencing "social emotional distress" as indicated on the California Healthy Kids Survey.

Input also indicates a desire from our stakeholders to continue to improve our work to "create a positive, supportive, inclusive, and welcoming community", with 88% of stakeholders indicating this as an important or most important aspect of Grove.

We plan to improve the areas listed above through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Increase in family participation in Grove events	Due to the cancelation of in person events in 2020-2021, the 2021-2022 school year will serve as a baseline year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase attendance at school wide events centered on establishing a welcoming community by 20% from the 2021-2022 baseline.
Offering counseling services to qualifying students	In 2020-2021 Grove identified 31 students who would benefit from counseling services and 100% were offered services through a community partnership.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Offer counseling services to 100% of students who are identified as would benefit from counseling services.

Increase involvement of students in clubs, sports and other activities related to the improvement of social emotional health.	Due to COVID-19 and the inability to offer in person instruction in 2020-2021, the 2021-2022 school year will serve as a baseline year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 20% of students involved in clubs, sports and other activities related to the improvement of social emotional health.

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Provide opportunities for family participation at Grove events.	Offer opportunities for parent/guardian education and community events parent/guardian education meetings, back to school night, Harvest Festival, new family meetings, grade level meetings, etc. Track family attendance at these events.	$17,042.00	No
Action #2	Offer mental health services to students who are identified to benefit from such services.	Through the intervention team, special services, and school counselor students will be identified potentially benefiting from counseling and be offered counseling through a partner organization.	$27,055.00	Yes

Action # Title		Description	Total Funds	Contributin
Action #3	Increase offerings for students to participate in clubs, sports and other activities related to the improvement of social emotional health.	Continue to offer stipends for staff who offer in person programs outside of school that are focused on student interests.	$65,075.00	No
Action #4	Increase of involvement of Parent Advisory Committee and Parent Teacher Group	Increase the involvement of Grove parent groups in the review and creation of schoolwide documents and planning.	$14,043.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Maintain and improve the physical learning environments and overall facility following the principles of Montessori education, supporting the specific needs of each discipline, and are clean and safe.

An explanation of why the LEA has developed this goal.

Surveys indicated that 88% of stakeholders saw the improvement of our physical space as important or most important. Ideas on how to improve were shared in formal discussions.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
FIT Report	Overall Rating in fall of 2020 was "Good" with a average of 92.8%.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Improve overall rating to exemplary.

Improvement of BSH	Plans for permanent bathrooms, kitchen, and additional classroom as part of the Barton Schoolhouse were created in 2013 in conjunction with the City of Redlands.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Fully functioning permeate bathrooms, kitchen and additional classroom for the Barton Schoolhouse (BSH).
Improvement of landscaping as part of stewards of Heritage Park.	In 2020-2021 pathways were laid, but no landscaping was completed on the west field, area between BSH and farm house, and near the outdoor theater.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Improved landscaping through park stewardship on 60% of the property.

Actions

Action # Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Use of a facilities task list	The operation manager will create a weekly list of facilities repairs and other tasks that will be completed by the facilities manager. These tasks will work to increase the overall rating of our FIT report.	$50,771.00	No
Action #2	Barton School House Improvement	Working with the City of Redlands towards completion of the master plan for Heritage Park and increase and improve the school facilities. This includes the addition of a classroom, commercial kitchen, and permanent bathrooms on the historic Barton School House.	$64,052.00	No
Action #3	Landscaping and Grounds Improvements	Working with the City of Redlands to continue completion of the master plan for Heritage Park and provide a well prepared outdoor environment for Grove students. This includes a sports court, outdoor theater area, native plant landscaping, and outdoor classroom and work spaces. In order to better support the Grove School's agricultural and Montessori mission.	$19,190.00	No
Action #4	Maintain and operate existing school facilities and programs	Continue to support student instruction by providing an effective school environment through the maintenance and operation of our current indoor and outdoor facilities.	$355,304.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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
4.06%	$93,363.00

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

Required Descriptions

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

The Grove School student body is composed of 13% unduplicated students. In order to direct funds to these students The Grove School will design programs with the needs of these students first, and prioritize the offering of specialized services to these students. Through community partnerships, effective professional development, increased on campus opportunities, well-rounded student-centered curriculum delivered by highly qualified teachers, and accurate and timely data reporting and analysis, The Grove School will increase the quality and amount of services provided to foster youth, homeless youth, English Language Learners and low income students. Funds will also be used to promote a positive school culture through student led clubs, key experiences, and other community events.

GOAL ONE: Actions 2, 3, 5, and 7 allow for an increase in identifying the needs of students and direction of support to those students who need it most. This includes collecting data through local assessments, providing time and personnel to analyze the data collected, and increasing our staffing to help deliver services (Contributing Actions). Through these actions we will better engage students in learning, increase their attendance and participation, and address their individual needs (Measurable Outcomes)

GOAL TWO: Actions 1,2,3   School climate data was reviewed and it was determined there was a need to prioritize social emotional health and access to activities that promote good mental health for our unduplicated students. By increasing Grove's ability to offer counseling services through community partnership and an increase of activities which have been shown to improve social emotional health, we will be able to address individual needs of our unduplicated students (Contributing Actions). The effectiveness of these actions will be measured by an increase in participation and referral for services (Measurable Outcomes).

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

IMPROVED SERVICES
ELL Coordinator Position
Diagnostic Assessment
Communication with stakeholders

INCREASED SERVICES
Paraprofessional and tutoring services to deliver direct services to students
Opportunity for student interest centered activities and experiences
Professional Development
Counseling Services through community partnership

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Additional AP courses will be offered on an annual basis.		$24,847.00	$1,000.00	$628.00	$0.00	$26,475.00
1	2	Increase use of local diagnostic testing in English language and mathematics		$16,065.00	$0.00	$1,053.00	$0.00	$17,118.00
1	3	Continued use of the Intervention Team		$43,241.00	$0.00	$2,834.00	$0.00	$46,075.00

1	4	Hiring of a part time Special Education Teacher	Special Education Students	$28,176.00	$0.00	$1,846.00	$0.00	$30,022.00
1	5	Hire paraprofessionals to assist with direct intervention strategies		$0.00	$15,114.00	$0.00	$0.00	$15,114.00
1	6	Continue to employ properly credentialed teachers and highly qualified administrative and classified staff	All Grove Students	$1,826,842.00	$26,624.00	$119,713.00	$0.00	$1,973,179.00
1	7	Increased role of English Language Learner program coordinator		$13,890.00	$0.00	$910.00	$0.00	$14,800.00
1	8	Provide Educational Materials	All Grove Students	$49,064.00	$5,064.00	$3,215.00	$0.00	$57,343.00
2	1	Provide opportunities for family participation at Grove events.	All Grove Students	$15,994.00	$0.00	$1,048.00	$0.00	$17,042.00

2	2	Offer mental health services to students who are identified to benefit from such services.		$10,375.00	$16,000.00	$680.00	$0.00	$27,055.00
2	3	Increase offerings for students to participate in clubs, sports and other activities related to the improvement of social emotional health.	All Grove Students	$0.00	$65,075.00	$0.00	$0.00	$65,075.00
2	4	Increase of involvement of Parent Advisory Committee and Parent Teacher Group	All Grove Students	$13,179.00	$0.00	$864.00	$0.00	$14,043.00
3	1	Use of a facilities task list	All Grove Students	$47,649.00	$0.00	$3,122.00	$0.00	$50,771.00

3	2	Barton School House Improvement	All Grove Students	$13,188.00	$50,000.00	$864.00	$0.00	$64,052.00
3	3	Landscaping and Grounds Improvements	All Grove Students	$9,563.00	$9,000.00	$627.00	$0.00	$19,190.00
3	4	Maintain and operate existing school facilities and programs	All Grove Students	$305,218.00	$30,085.00	$20,001.00	$0.00	$355,304.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,417,291.00	$217,962.00	$157,405.00	$0.00	$2,792,658.00

Total Personnel	Total Non-Personnel
$35,884,608.00	$8,797,920.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Additional AP courses will be offered on an annual basis.	Limited	All within 11th and 12th grade	The Grove School Campus	$24,847.00	$26,475.00

1	2	Increase use of local diagnostic testing in English language and mathematics	Schoolwide	All enrolled unduplicated students at the Grove School	The Grove School Campus	$16,065.00	$17,118.00
1	3	Continued use of the Intervention Team	Schoolwide	All enrolled unduplicated students at the Grove School	The Grove School Campus	$43,241.00	$46,075.00
1	5	Hire paraprofessionals to assist with direct intervention strategies	Schoolwide	All unduplicated students who have been identified through diagnostic testing, local assessments, and teacher recommendations.	The Grove School Campus	$0.00	$15,114.00
1	7	Increased role of English Language Learner program coordinator	Schoolwide	English language Learners	The Grove School Campus	$13,890.00	$14,800.00
2	2	Offer mental health services to students who are identified to benefit from such services.	Schoolwide	All enrolled unduplicated students at the Grove School who are identified	The Grove School Campus	$10,375.00	$27,055.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$0.00	$0.00
Limited Total:	$24,847.00	$26,475.00
Schoolwide Total:	$83,571.00	$120,162.00

Annual Update Table Year 1

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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

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.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)

Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 2020–23 LCAP from the 2017–20 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 rsate 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 inpidual 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.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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).

- **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.