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 2022-23

General Information

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

The Grove School (TGS), as of 2022, has passed its twentieth year as a free and public charter school in Redlands, California. It remains singular among schools in many ways: it offers the possibility of Montessori-based education from preschool through high school graduation, it is a public Montessori school serving adolescents, and is housed, partially, on a farm campus, aligning with Maria Montessori's vision of education for the adolescent. This combination of elements makes it unique in comparison to any school in the world. At the Grove school, student are the architects of his or her own future; learning from peers and teachers how to live an authentic life beyond perceived boundaries.

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.

TGS's campus is housed on two sites separated by Orange Street. This are generally categorized as the "high school campus" found at 200 Nevada Street where TGS rents a building from Montessori in Redlands and the "farm/middle school campus" at 11126 Iowa Street, where TGS rents 9 acres within Heritage Park, including a barn and farmhouse, owned by the City of Redlands. On the farm campus stands the Barton Schoolhouse, which is owned by TGS. Students may have classes on both campuses.

TGS has gradually increased its overall population from 212 students in the 2014-2015 school year to 236 and 235 total students, respectively, in the 2019-2020 and 2020-2021 school years. Enrollment was originally planned to increase during the 2020-2021 school year, but several students elected not to take their spot, and they were not replaced, given the uncertainty and hardships of the pandemic. In a typical year, TGS enrolls at least 40 new students in the 7th grade. That number was increased to 43 for the 2019-2020 school year. During the 2020-2021 school year, this dropped to 36 for the reasons stated above. Generally, numbers of students enrolled do not increase drastically for the eighth grade, although, since 2016, and with the exception of the 2019-2020 school year, the number of 8th grade students has been equal to or greater than that of 7th grade enrollment in the same year. With some minor exceptions, the number of students enrolled in the 9th grade has increased from 33 students to an average of 45 students. This increase comes as a result of the surrounding district policy of enrolling in high school in 9th grade,

serving as a more natural entry point for students to enroll into TGS. During the 2020-2021 school year, similar to trends in the 7th grade, students in the 9th grade may have elected to not take their spot and were not replaced, leaving that grades population at 38. Populations of students that were enrolled previously in the 2019-2020 school year, not at those entry points of 7th and 9th grade, tended to retain their numbers into the 2020-2021 year. During normal school years, students who drop are replaced,
 but because of the school closure, the original accepted number of 250 dropped to 235. The 2021-2022 School year saw a drop in student enrollment through the year from 268 students at the start of the year to 236 at the end of the year. TGS projects to continue its original plan for population growth students in the 2022-2023 school year as we plan to start the year with an enrollment of 256 students..

TGS's growing population has continued a trend of a majority white student population with very slow shifts in diversification. Given TGSs small size, an entire category can be lost or gained through a move by a single family, or sometimes, even the graduation of a single student. The surrounding school district, RUSD, student demographics show a greater range of diversity in nearly every category, particularly within its Hispanic or Latino demographic, which during the 2020-2021 school year comprised a majority of their population of students.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.

Analysis of CAASPP Scores by Year and Significant Data
While looking at these scores, it is important to remember that due to TGS's small population, a single student's change in proficiency can have a significant effect on overall percentages. In addition, since grades 7, 8, and 11 are the only grades taking CAASPP tests, student samples are inconsistent from year to year, and represent a different portion of the population. A better measure of success via CAASPP scores is to watch a class of students over time, as detailed in the CAASPP detailed scores tables found below. In addition, waivers for testing in 2020 and 2021 left gaps in the most recent CAASPP data. That said, from the data available, as a school, TGS has maintained a high level of students meeting or exceeding standards, particularly in ELA, where scores have ranged with 4% +/- of 70% of the overall population showing proficiency. Overall Math scores have shown greater variation. Proficiency in math decreased by approximately 15% from testing in the spring of 2016 through testing in the spring of 2018. CAASPP Math scores in 2019 increased by nearly 10.5%. However, proficiency is not consistent among demographics, and white students score between 32% and 19% greater than TGS Hispanic or Latinx students in ELA, with an exception of a year where Hispanic or Latinx students scored better than their white counterparts in ELA and Math. Not to diminish that achievement, but the shift may have been the result of just a few students in that sub group scoring well. TGS difference in Math scores of Hispanic or Latinx students and White students has narrowed over time from the greatest difference in 2015 of -50% to a difference of -18.65% in 2019. However, that is not particularly comforting, as that measurement changed not only with an increase of scores for Hispanic or Latinx students, but also because of a drop in math proficiency by white students. ELA scores for Economically Disadvantaged Students have varied over the years, with differences from year to year, most recently representing an increase of 24.27% of students showing proficiency from the 2018 to the 2019 school year.

Due to a fairly small number of students in each grade, of an average of 35 students, a few students and their individual CAASPP results can change the schoolwide test results dramatically. This can be seen in the 2016 results, where the percentage increased 17% from 2015 and then decreased 13% in 2017. Another example of abnormal changes in results due to small numbers of students is in the Economically Disadvantaged subgroup where the percentage of students meeting the standard fluctuates up 20% and then down 30% within three years. With smaller numbers of students, it often makes it challenging, if not inaccurate, to generalize some of the results to how TGS is doing as a whole school. While this does not render such trends unimportant, it is equally important to look at three-

or four-year averages and additional measurements, in order to get a larger sample size from which to work.

Local data collected in the school district 2021-2022 demonstrated a return to math proficiencies as measured by the MDTP from spring of 2019. Scores from spring of 2019 are used as comparison as they represent the most recent scores collected during person instruction.
Algebra/High School Readiness median score increased by 4% from 2019- to 2022 for students in 7th grade math, and increased by 10% for students in pre-algebra and math 8.

Reflections: Identified Need

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

Based on a review of local data, there is a continued need to provide extra support to students who are low achieving. The MDTP data indicates lower levels of growth in the 2021-2022 school year, and indicated a need for increased monitoring through local assessment, and direct intervention as needed. While in 2021-2022 Grove did no have any significant subgroups, we recognize an increase in our English Learners and need to provide better support and access to specialized instruction.
Calculus readiness median scores increased by 10% from 2019 to 2022 for precalculus students.
These increases in scores show growth for our program and can be seen as a success for our addition of a 3rd full time math teacher for 7th grade students, and our work to implement best practices throughout out math departments.

LCAP Highlights

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

The LCAP continues to focus on providing direct services to students with the highest needs, as well as provide funding for all required academic services. This is being done by adding two paraprofessional positions and changing Grove's second special education teacher from part time to fulltime, and by continuing to build upon the use of our intervention team to offer SEL and academic supports. We have also adjusted facility improvements and additions to include more than just the Barton School House, which is reflective of long-term planning discussions that occurred with all educational partners.

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.

Grove is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Grove is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Grove is not eligible for comprehensive support and improvement.

Engaging Educational Partners

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

Educational partners were engaged through in person meetings, surveys, and open opportunities to provide feedback. During the regularly scheduled meetings of the the Grove staff, the Grove Board, the Parent Advisory Committee (PAC) and the Parents and Teachers of Grove (PTG), the Head of School was placed on the agenda to discuss the LCAP, data that had been collected, and solicit ideas from Board, PTG and PAC Members. This included a review of fall and winter survey data, a Mid-Year LCAP report, a spring LCAP update, and the discussion and approval of the planned use of Educator Effectiveness Funds Grant. Late in the spring Grove was awarded funds from the A-G Completion Improvement Grants for which a plan was also discussed and approved at public meetings. A Grove Vision Summit was also held in October of 2021 in which educational partners within the school and the greater community were invited to share their ideas about Grove and the directions it should move in.
A public meeting for all educational partners was held in late May where the LCAP was reviewed, before the final LCAP was presented to the Grove.

A summary of the feedback provided by specific educational partners.

The regularly scheduled meetings provided an opportunity for the HOS to review progress on LCAP goals and for educational to give input on current happenings on campus and where they would like to see the go. Educational Partners gave positive feedback and an interest in increasing opportunities for parents to participate in school events.

The Vision Summit allowed educational partners to provide specific feedback to key aspects of the school.   The tallied results showed that small class size, relationships between the school and community, and maintaining the farm as an open space and prepared environment for student learning were the most important aspects of Grove. The desire for strong staff/student relationship built around community and meaningful work was also seen as an import part of the school. A desire to create more focused programs that address the needs of adolescents, while maintaining the small school atmosphere was also important.

In fall survey data educational partners wanted to see a continued increase in AP class offering, improved test preparation, and support for those who struggle with testing. Parents and guardians specifically asked for more specific feedback from teachers regarding student progress and an increase in the number and type of electives.

Data from the fall survey was overall positive as educational stakeholders list the following as strengths of the school: provides a quality educational experience for all students, students at Grove are usually kind and respectful of each other, students at Grove are usually kind and respectful of teachers and administration, students at Grove are usually kind and respectful to the school facilities, administration treats all students with respect, teachers treat all students with respect, has adults that really care about students, motivates students to learn and challenge themselves, has high expectations for all students, and keeps me well informed about school activities.

The California Healthy Kids Survey (CHKS) given in January of 2022 provided feedback from Educational Partners on overall school climate and issues affecting different groups.

Overall the student CHKS survey showed students have a positive view of Grove and they feel they are provided with meaningful opportunities. The results did confirm the expected drop in students' academic motivation, connection to school, and an increase in absences. This self reported data matched Grove attendance records for the year, and reports by teachers. It also followed trends seen in the 2021 CHKS which was given when the school was virtual due to COVID19 safety procedures.

Both middle and high school students indicated Grove holds them to high expectations, provides opportunities for meaningful participation, and they have positive caring adult relationships at school. There was also lower than 2017-2019 state average reporting of substance use and abuse for both levels. High School students did report a level of mean rumors that was higher than the 2017-2019 state average, while middle school students reported a lower level. High School students also reported a high level of opportunity for parent involvement, while middle school students reported the opportunity for parent involvement was below the state average.

Overall parents' responses to the CHKS showed a positive view of the Grove School. Parents indicated in the 2022 CHKS that they felt the school was responsive to their students' needs, was doing a good job promoting parent involvement, and providing social emotional resources for their students. Parents also indicated a more positive view of their students' academic motivation. While parents did overwhelmingly indicate they had attended a Grove event, less than forty percent indicated the had volunteered or served in a leadership position.

Staff survey results indicated a positive view of the school with on average over 87% of results indicating strongly agreeing or agreeing with a positive statement about the school. Room for the most growth to move from agree to strongly agree was with questions concerning student academic motivation and behavior. Staff also indicated a strong concern with student mental health which was higher than parents or students indicated.

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

On October 20th, 2022 the Grove board sponsored a visioning summit where families, students, staff, alumni, and members of the local community gave input on what makes Grove a great school, and areas where Grove could improve. This input specifically influenced to change from focusing on just Barton School house for improvement and increased classroom space, to explaining the goal to include the whole campus. (Goal 3, Action 2)
Parents with students who received English Language Learner services provided feedback that showed how valuable paraprofessionals were in providing direct services, leading us to change the paraprofessionals from a part-time to full-time position. Similar feedback came from families receiving special education services, as well as our special education teacher, so the second special education teacher was also changed from part time to full time. (Goal 1, Action 4 and 5)
Feedbacks during meetings with the PTG, PAC, and families during regularly scheduled meetings and coffee with the HOS, provided insight to schedule meetings with topics and work towards focusing on community events during the school day, not just extra curricular. (Goal 2 Action 3).

Positive feedback from educational patterners from both formal surveys and informal conversations influenced the decision for the continued use of the intervention team to identify students through local assessments and staff or parent referrals to provide SEL and academic support. (Goal 1, Action 3 and Goal2, Action 2).

Goals and Actions

Goal

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.	57% of eligible students participate in AP courses in 2021-2021 school year.	[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.	Identified 21 students in ELA (8.8%) and 22 Students in math (9.2%). All these students were offered tutoring.	[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.	62 Students were identified by the Intervention team in need of direct services.	[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.	Part time special education teacher was hired at beginning of the year.	[Intentionally Blank]	[Intentionally Blank]	Maintain a part time special education teacher position.
Properly credentialed Teachers	100% of teachers teaching core classes are properly credentialed	100% of teachers teaching core classes are properly credentialed.	[Intentionally Blank]	[Intentionally Blank]	100% of teachers teaching core classes are properly credentialed

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$18,384.00	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.	$10,895.00	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.	$7,457.00	Yes
Action #4	Hiring of a Full 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 full time second 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.	$81,430.00	No
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.	$46,323.00	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.	$1,848,975.00	No

Action #	Title	Description	Total Funds	Contributing
Action #7	Increased role of English Language Learner program coordinator	Coordinate strategies to assist English Language Learners in improving ELPAC scores and academic achievement.	$4,838.00	Yes
Action #8	Provide Educational Materials	Continue to provide educational and other materials that support student success	$53,933.00	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.

All actions were implemented as planned.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Training and materials were purchased at the end of the 2020-21 school year and were not duplicated in 2021-22. The ELPAC coordinator/part time special education teacher that was hired went on disability in September 2021 and was not replaced until April 2022 with a part time Special education teacher. Grove's counselor continued to provide ELAC testing and help coordinate support to ELL students. Some of the diagnostics that we had anticipated paying for were free, and we increased our paraprofessionals from part time to full time to provide services to our unduplicated population.

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

The part time special education teacher who was hired went on disability in September and never fully returned to Grove. They were also to serve as the ELPAC coordinator, making action 4 and 7 not as effective as we hoped. Our counselor who previously served as the ELPAC coordinator fulfilled the ELPC duties and requirements, which helped to continue to provide services. hiring a part time special education teacher for 7 hours per week starting in April to helped fulfill our special education needs at the end of the school year, but not having the position filled during most of the year, adding extra responsibility to our one special education teacher.

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.

Action #4 will be changed from a part time special education teacher to a full time special education teacher.

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

Goal

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. | Back to School Night on 8/19/21 (140+ people attended), Fall Festival on 10/24/21(80 people attended) and a teacher Meet and Greet on 10/29/21 with 60 people attending. 125 families attended CAWE and Winterim demonstration day on March 18,2022. 20 Families at Parent Ed night on March 31, 2022.15 families attended at least 1 monthly coffee with the Head of School Saturday mornings LCAP meeting at PTG/PAC on January 11 and March 1,20 families in addition to the 5 represented on the PAC | [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.	35 (14.7%) students were identified and 100% were offered counseling services. 18 students accepted counseling services.	[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.	(146 students) 61% of Grove students joined a club. (62 students) 41% of high school student played a sport (60 students) 25% of Grove students participated in the fall and/or spring theatrical production.	[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	Contributing
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.	$14,276.00	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.	$22,448.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$111,285.00	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.	$5,822.00	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.

N/A Grove implement planned actions in 2021-2022 for Goal #2.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Grove encouraged students to participate in clubs, sports, theater productions, and other extracurricular activities. Stipends were paid to staff members who held clubs and activities outside of school hours. Additional sports were offered that were not budgeted, the cost of materials and equipment for sports and activities increased, and additional staff members were hired to support these roles. The middle school theater department put on its first play performances. Additional tutoring was offered after school through Varsity Tutors.

Parent/guardian/community events were held throughout the year with a decrease in parent/guardian/community participation after the early part of the year. Grove had anticipated spending more on mental health services than we did; the carryover from 2020-21 lasted longer than anticipated. It was difficult to get parents involved this year due to the pandemic.

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

Family involvement for informational session at the beginning of the year, and student work demonstration was strong. It was more difficult to get families to participate in LCAP and school policy discussions.
Offering counseling services to students through a community partnership proved to be effective in providing students and families with needed services.
As students returned to campus they were interested in participating in extra curricular activities, and there was a light increase in student involvement in the spring as compared to the fall.

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.

N/A

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

Goal

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%.	Overall Rating in 2022 winter was "Good" with an average of 90.9%.	[Intentionally Blank]	[Intentionally Blank]	Improve overall rating to exemplary.

Improvement of Barton School House	Plans for permanent bathrooms, kitchen, and additional classroom as part of the Barton School House were created in 2013 in conjunction with the City of Redlands.	We continue to attempt to negotiate the lease with the city. Improvements were made to the temporary bathrooms and door mechanics of the Barton School House	[Intentionally Blank]	[Intentionally Blank]	Fully functioning permanent bathrooms, kitchen and additional classroom for the Barton School House.
Improvement of landscaping as part of our role as stewards of Heritage Park.	In 2020-2021 pathways were laid, but no landscaping was completed on the west field, area between Barton School House and farm house, and near the outdoor theater.	August, completion of the Sports Area, September we continue paver work in theater and portion of pathways. Winter and spring worked landscaping in front and east side of Barton School House. An estimated 10% of our leased portion of Heritage park was improved.	[Intentionally Blank]	[Intentionally Blank]	Improved landscaping through park stewardship on 60% of the property.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$28,430.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$76,974.00	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.	$29,000.00	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.	$444,464.00	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.

There was a slight drop in the average FIT score due to a problem with the Barton School House restrooms, and barn electrical at the time of the review. Both issues have been addressed since January of 2022.
Due to continued negotiations with the city of Redlands, no progress was made towards Outcome #2 and Action #2.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While there was is not a material difference between Budget Expenditures and Estimated Actual Expenditures, money was not spent on Barton School House expenditures due to stall talks with the City of Redlands, and money was spent on unplanned improvements due to mechanical failure of Barton School House doors and bathroom.

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

Task list allowed facilities maintenance to organize time and priorities repairs and help with action #4. Barton School House improvement was stalled because of continued lease negotiations with the city of Redlands. Through volunteer days and student projects, we have been able to move toward our goal through Action #3.

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.

Action 2 was adjusted to reflect a broaden vision for additional facilities beyond additions to the Barton School House.

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

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

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,184,810.00	$99,103.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.06%	0%	$0.00	4.06%

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

Required Descriptions

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

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 include the use of STAR Reading and IXL as diagnostic assessments helped to identify specific areas English Language learners, foster youth and low-income students who are struggling and provide direct services through paraprofessionals. As well the intervention team prioritizes unduplicated students when offer services such as social emotional and academic counseling, helping to ensure that limited services are available to them.

Increased Services include a newly hired paraprofessional with a focus on our growing population of English language learners, as well as the use of after school and elective tutoring classes. By creating more opportunities for student interest centered activities and experiences through stipend club positions and elective courses, student are able to be more connected to school.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Grove does not have above 55% of foster youth, English learners, or low income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	6:255	N/A
Staff-to-student ratio of certificated staff providing direct services to students	19:255	N/A

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$2,185,705.00	$107,235.00	$456,106.00	$55,888.00	$2,804,934.00	$2,374,753.00	$430,181.00

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.		$15,584.00	$1,000.00	$0.00	$1,800.00	$18,384.00
1	2	Increase use of local diagnostic testing in English language and mathematics		$5,895.00	$0.00	$5,000.00	$0.00	$10,895.00
1	3	Continued use of the Intervention Team		$6,998.00	$0.00	$459.00	$0.00	$7,457.00
1	4	Hiring of a Full Time Special Education Teacher	Special Education Students	$16,286.00	$0.00	$65,144.00	$0.00	$81,430.00
1	5	Hire paraprofessionals to assist with direct intervention strategies		$35,323.00	$1,000.00	$10,000.00	$0.00	$46,323.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	6	Continue to employ properly credentialed teachers and highly qualified administrative and classified staff	All Grove Students	$1,532,147.00	$30,235.00	$273,593.00	$13,000.00	$1,848,975.00
1	7	Increased role of English Language Learner program coordinator		$2,928.00	$0.00	$910.00	$1,000.00	$4,838.00
1	8	Provide Educational Materials	All Grove Students	$23,933.00	$20,000.00	$10,000.00	$0.00	$53,933.00
2	1	Provide opportunities for family participation at Grove events.	All Grove Students	$4,276.00	$5,000.00	$5,000.00	$0.00	$14,276.00
2	2	Offer mental health services to students who are identified to benefit from such services.		$10,448.00	$0.00	$5,000.00	$7,000.00	$22,448.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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	$53,197.00	$0.00	$25,000.00	$33,088.00	$111,285.00
2	4	Increase of involvement of Parent Advisory Committee and Parent Teacher Group	All Grove Students	$822.00	$0.00	$5,000.00	$0.00	$5,822.00
3	1	Use of a facilities task list	All Grove Students	$27,430.00	$0.00	$1,000.00	$0.00	$28,430.00
3	2	Barton School House Improvement	All Grove Students	$26,974.00	$50,000.00	$0.00	$0.00	$76,974.00
3	3	Landscaping and Grounds Improvements	All Grove Students	$4,000.00	$0.00	$25,000.00	$0.00	$29,000.00
3	4	Maintain and operate existing school facilities and programs	All Grove Students	$419,464.00	$0.00	$25,000.00	$0.00	$444,464.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$2,184,810.00	$99,103.00	4.54%	0.00%	4.54%	$77,176.00	0.00%	3.53%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$77,176.00	$110,345.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$15,584.00	$18,384.00
Schoolwide Total:	$61,592.00	$91,961.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Additional AP courses will be offered on an annual basis.	Yes	Limited	All within 11th and 12th grade	The Grove School Campus	$15,584.00	0%
1	2	Increase use of local diagnostic testing in English language and mathematics	Yes	Schoolwide	All enrolled unduplicated students at the Grove School	The Grove School Campus	$5,895.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Continued use of the Intervention Team	Yes	Schoolwide	All enrolled unduplicated students at the Grove School	The Grove School Campus	$6,998.00	0%
1	5	Hire paraprofessionals to assist with direct intervention strategies	Yes	Schoolwide	All unduplicated students who have been identified through diagnostic testing, local assessments, and teacher recommendations.	The Grove School Campus	$35,323.00	0%
1	7	Increased role of English Language Learner program coordinator	Yes	Schoolwide	English language Learners	The Grove School Campus	$2,928.00	0%
2	2	Offer mental health services to students who are identified to benefit from such services.	Yes	Schoolwide	All enrolled unduplicated students at the Grove School who are identified	The Grove School Campus	$10,448.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$2,792,659.00	$2,814,377.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Additional AP courses will be offered on an annual basis.	Yes	$26,475.00	$16,713.00
1	2	Increase use of local diagnostic testing in English language and mathematics	Yes	$17,118.00	$10,376.00
1	3	Continued use of the Intervention Team	Yes	$46,075.00	$6,779.00
1	4	Hiring of a part time Special Education Teacher	No	$30,022.00	$21,125.00
1	5	Hire paraprofessionals to assist with direct intervention strategies	Yes	$15,114.00	$39,619.00
1	6	Continue to employ properly credentialed teachers and highly qualified administrative and classified staff	No	$1,973,179.00	$1,932,466.00
1	7	Increased role of English Language Learner program coordinator	Yes	$14,800.00	$3,489.00
1	8	Provide Educational Materials	No	$57,343.00	$49,030.00
2	1	Provide opportunities for family participation at Grove events.	No	$17,043.00	$12,978.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2	Offer mental health services to students who are identified to benefit from such services.	Yes	$27,055.00	$20,407.00
2	3	Increase offerings for students to participate in clubs, sports and other activities related to the improvement of social emotional health.	No	$65,075.00	$146,623.00
2	4	Increase of involvement of Parent Advisory Committee and Parent Teacher Group	No	$14,043.00	$5,822.00
3	1	Use of a facilities task list	No	$50,771.00	$25,845.00
3	2	Barton School House Improvement	No	$64,052.00	$69,976.00
3	3	Landscaping and Grounds Improvements	No	$19,190.00	$49,561.00
3	4	Maintain and operate existing school facilities and programs	No	$355,304.00	$403,568.00

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

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$93,363.00	$146,637.00	$0.00	$146,637.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Additional AP courses will be offered on an annual basis.	Yes	$24,847.00	$0.00	0.00%	0.00%
1	2	Increase use of local diagnostic testing in English language and mathematics	Yes	$16,065.00	$0.00	0.00%	0.00%
1	3	Continued use of the Intervention Team	Yes	$43,241.00	$0.00	0.00%	0.00%
1	4	Hire paraprofessionals to assist with direct intervention strategies	Yes	$0.00	$0.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	5	Increased role of English Language Learner program coordinator	Yes	$13,890.00	$0.00	0.00%	0.00%
2	1	Offer mental health services to students who are identified to benefit from such services.	Yes	$10,375.00	$0.00	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	$2,299,594.00	$93,363.00	0.00%	4.06%	$0.00	0.00%	0.00%	$93,363.52	4.06%

Instructions

- Plan Summary

- Engaging Educational Partners

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the
outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful

engagement
with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP
template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging
educational partners.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through
grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved
opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended
to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA
> using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by
> meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners,
research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

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

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or

more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

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

Comprehensive Support and Improvement

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of

the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics

- Determination of the desired outcome on one or more metrics

- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

- Inclusion of action(s) or a group of actions

- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services

- Determination of effectiveness of the specific actions to achieve the goal

- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process

- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the

performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal

to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies,

consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or

Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

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

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year:
Add the Projected Percentage to Increase or Improve Services for the Coming
School Year and the Proportional LCFF Required Carryover Percentage and
specify the percentage. This is the LEAs percentage by which services for
unduplicated pupils must be increased or improved as compared to the services
provided to all students in the LCAP year, as calculated pursuant to 5 CCR
Section 15496(a)(7).

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its

unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

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

For schools with 40% 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds,

describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- *LCAP Year:* Identify the applicable LCAP Year.

- *1. Projected LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- *LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the 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 based on information provided in the Total Personnel column and the Total Funds column.

LCFF Funds:

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:

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

Local Funds:

Enter the total amount of Local Funds utilized to implement this action, if any.

Federal Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Total Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of

improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- Estimated Actual Expenditures: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- *6. Estimated Actual LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- *Estimated Actual Expenditures for Contributing Actions:* Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- *Estimated Actual Percentage of Improved Services:* For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- *9. Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual

Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

13. LCFF Carryover — Percentage (12 divided by 9)

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

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