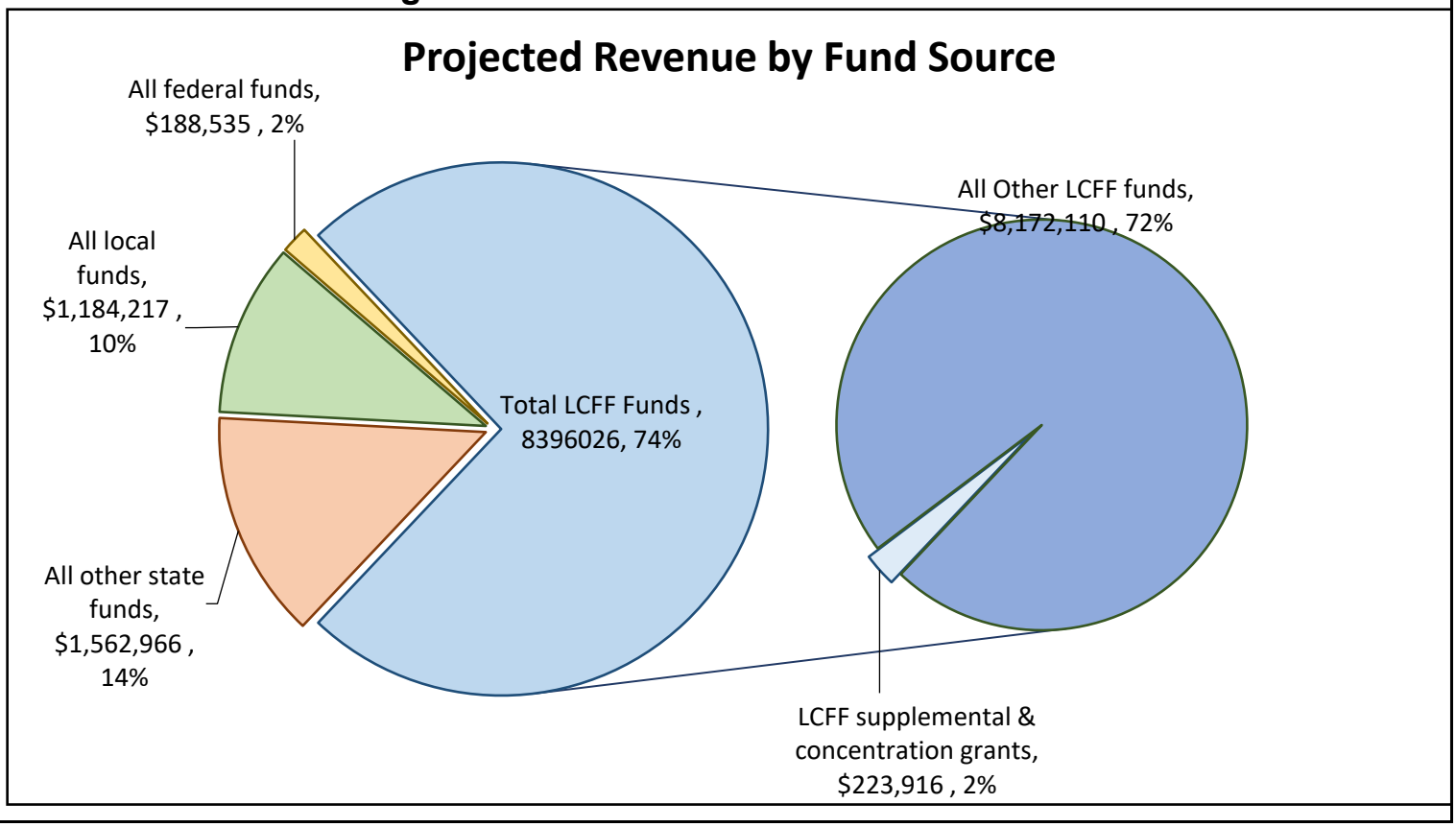
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community Roots Academy
CDS Code: 30 66464 0123729
School Year: 2025-26
LEA contact information: Jeremy Cavallaro, 949-831-4272, jcavallaro@communityrootsacademy.org

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

Budget Overview for the 2025-26 School Year

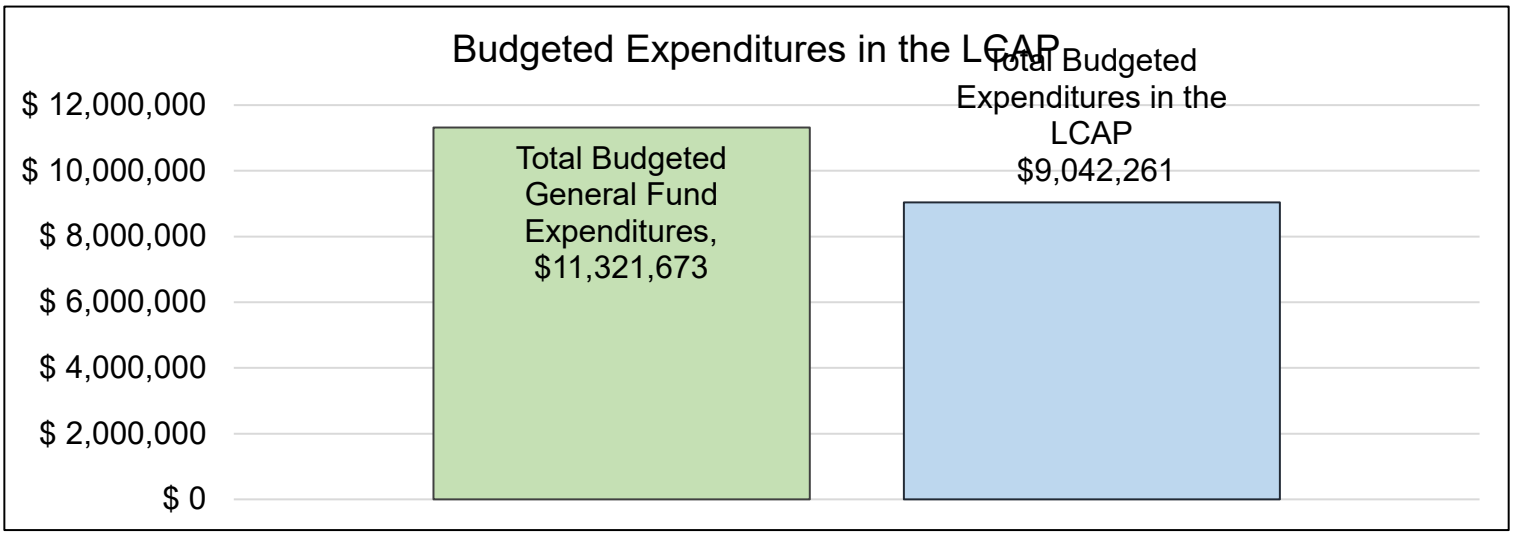


This chart shows the total general purpose revenue Community Roots Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Community Roots Academy is $11,331,744.00, of which $8,396,026.00 is Local Control Funding Formula (LCFF), $1,562,966.00 is other state funds, $1,184,217.00 is local funds, and $188,535.00 is federal funds. Of the $8,396,026.00 in LCFF Funds, $223,916.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Community Roots Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Community Roots Academy plans to spend $11,321,673.00 for the 2025-26 school year. Of that amount, $9,042,261.00 is tied to actions/services in the LCAP and $2,279,412.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

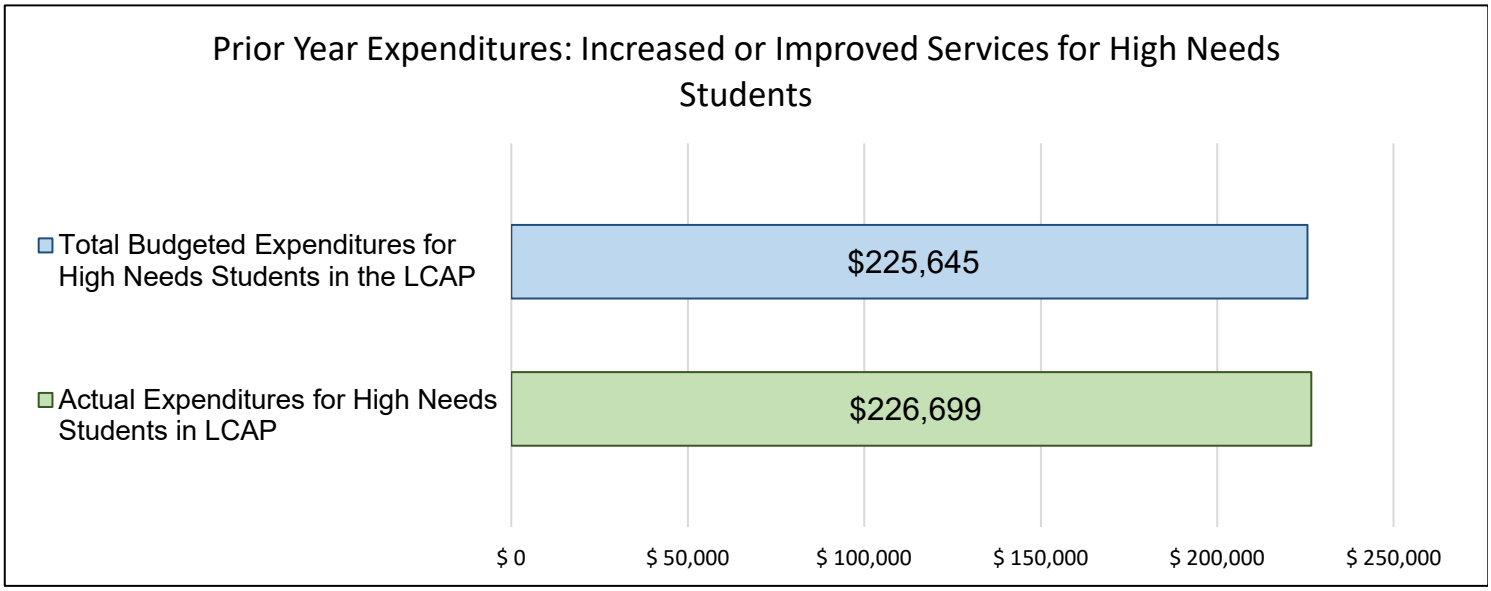
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Community Roots Academy is projecting it will receive $223,916.00 based on the enrollment of foster youth, English learner, and low-income students. Community Roots Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Community Roots Academy plans to spend $234,088.56 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Community Roots Academy's LCAP budgeted $225,645.00 for planned actions to increase or improve services for high needs students. Community Roots Academy actually spent $226,699.00 for actions to increase or improve services for high needs students in 2024-25.

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
Community Roots Academy	Jeremy Cavallaro, Executive Director of Education	jcavallaro@communityrootsacademy.org 949.831.4272

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Established in fall 2011, Community Roots Academy (CRA) is an innovative direct-funded charter school authorized by the Capistrano Unified School District and situated in a district facility via a multi-year Memorandum of Understanding. CRA earned WASC accreditation in its second year of operation and continues to maintain this accreditation through ongoing improvement cycles.

Vision: CRA is a learning community with rigorous academic standards dedicated to building strong relationships between all members. We are a learning environment that embodies the 21st century values we teach and practice. Collaboration, creativity, adaptability, reflection and evaluation are embedded in the CRA philosophy, governance, curriculum and daily operations. CRA supports and values children's different learning styles and strives to reach all students through meaningful project-based curriculum. Our educators collaborate with community-based organizations to create learning experiences that build efficacy, confidence, empathy, a sense of purpose and connections to the real world. CRA is a place to learn about who we are and empowers us to grow into the individuals we aspire to be. CRA students graduate as independent thinkers, responsible citizens and active community members.

Educational Program

At Community Roots Academy, learning is embedded in meaningful real-world context, and children are deliberately taught to see the connections between their formal education and the world. Students combine curiosity and application, leading to deep understanding of content, self-motivation, and confidence. These skill sets empower students to take on challenges to become who they want to be and excel to their fullest potential.

Project-Based Learning Model: Community Roots Academy's educational model provides students with project-based curriculum and learning that utilizes semester-long projects as frameworks to teach students multiple fundamental disciplines and 21st century skills simultaneously. CRA's curriculum includes engaging learning experiences that involve students in complex real-world projects through which they develop and apply skills and knowledge.

Students learn by doing as they actively explore complex real-world problems and challenges that promote environmental awareness and stewardship. With project-based learning at the center of this model learning community, emphasis is placed on mastery of fundamental

academic skills, problem-solving, critical thinking, collaboration, initiative, effective communications, adaptability, evaluating information and imagination. Every student participates and articulates their learning through project-based presentations to stakeholders, including community members from various professions.

Multi-Tiered System of Supports (MTSS): Community Roots Academy continues to strengthen and expand its MTSS improvement cycle. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all school system levels to support students. This comprehensive framework focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than Response to Intervention because it includes focusing on aligning the entire system of initiatives, supports, and resources while systematically addressing support for all students, including gifted and high achievers.

Demographics

Community Roots Academy is a WASC-accredited public school serving approximately 780 students in grades K-8 with the following demographics: 64% White, 15% Hispanic, 14% Two or More Races, 5% Asian, 1% Filipino, 2% English Learners, 12% Students with Disabilities, and 13% Socioeconomically Disadvantaged. CRA is reflective of the community it serves in Laguna Niguel and has developed a one-year LCAP that addresses the required 8 State Priorities. Community Roots Academy is not eligible for LCFF Equity Multiplier Funds; and has expended its Learning Recovery Emergency Block Grant (LREBG) Funds.

Course Offerings and Programs

Community Roots Academy offers a broad course of study for all students beyond core subjects. Elementary students participate in Music (K-4), while fifth graders join Choir and older students can participate in Orchestra (5-8). All students have access to Library (K-8), Garden (K-8), and Art (K-8) programs. Middle school students have additional opportunities including Model UN (7-8), Digital Media (6-8), and Student Leadership Team (6-8). Elementary students can engage in Green Champs (3-5) and Junior Coaches (3-5) programs. Advanced learners have access to Algebra 1 in addition to Math 8, and all middle school students are enrolled in an Advisory course.

Career Technical Education (CTE) Program: CRA has recently established and designed a comprehensive CTE Program offered to all middle school (6-8) students. The program includes pathways in Robotics, Sustainability, Agriculture, Filmmaking, Business Entrepreneurship, and Digital & Visual Arts. CRA was awarded a CTE grant from the California Department of Education to support this innovative programming.

Expanded Learning Opportunities: CRA provides a robust afterschool program called Community Care Club, partially funded with Expanded Learning Opportunities Program funds. Services include tutoring in reading and mathematics, STEAM programming, Homework Club, Orchestra for grades 5-8, Acting Academy for Kids, MS Debate Club, and the comprehensive Roots Athletics Sports Program. The athletic program continues to expand annually with new team sports offerings and has established partnerships with the City of Laguna Niguel for field access at Crown Valley Park.

Major Accomplishments and Recognition

- **Environmental Leadership**: Community Roots Academy has demonstrated exceptional commitment to environmental stewardship, earning the 2024 California Green Ribbon Schools Silver Level Award, an advancement from the 2023 Bronze Level recognition. The school has also received the Turf Rebate Award from the Municipal Water District of Orange County in both 2022 and 2024, along with the Moulton Niguel Water Hero Award for outstanding sustainability efforts.

- **Facility and Program Enhancements**: Recent improvements in 2024 include the development of a new outdoor learning flexible space, garden shed, and greenhouse. The school completed comprehensive bathroom renovations for enhanced water and energy efficiency. A kindergarten mural was added connecting to the Fall PBL Community Project and CRA values. In 2025, an additional water tank for rainwater harvesting was installed, further supporting environmental sustainability goals.
- **Academic and Professional Recognition**: CRA received the 2024 Ignited Innovation Grant awarded to a Science Teacher, recognizing innovative educational practices. School administrators and teachers co-presented at the 2024 CCTE Conference and published research on Project-Based Learning and Inclusion, Feedback that Supports Growth for All Students, and Prismatic Narrative Inquiry examining K-8 perspectives on Professional Learning Communities. Students have achieved remarkable success with over 25 awards and recognitions in various film festivals and arts competitions. The school has established a Strong Workforce Program partnership with Saddleback Community College and received a $10,000 Sprouts Grant for garden development.
- **Academic Performance**: In both 2023 and 2024, Community Roots Academy met the legal requirement for the "High Performing Tier," Criterion 2, as determined by the CA Department of Education. This designation is based on student group performance on the CA School Dashboard Academic Indicators including English Language Arts, Mathematics, and English Learner Progress Indicator, demonstrating consistent academic excellence across multiple years.

Community Partnerships

Community Roots Academy has established meaningful partnerships that support the school's mission and vision. These collaborations include Project Adventure for social-emotional learning, the Coast Film and Music Festival for student arts showcase, Shipley Nature Center for environmental education, U.S. Geological Service for earth science programming, Jet Propulsion Lab for STEM initiatives, and the University of California Irvine Student Teaching Program for educator development. The school has partnered with Bosch, a German multinational engineering and technology company, hosting intensive Design Thinking training for students. Additionally, CRA collaborates with Moulton Niguel Water District on sustainability initiatives. The school site serves as a reporting center for JPL in the event of an earthquake and hosts community events, showcasing environmental sustainability initiatives to hundreds of family members and community participants.

Behavior Framework and Values

CRA has developed and implemented a comprehensive Behavior Framework based on six core school values: Community, Perseverance, Collaboration, Well-being, Critical Thinking, and Open-Mindedness. The framework encompasses clear expectations and guidelines that help students understand schoolwide behavioral standards while building positive relationships and promoting social skills. The system includes positive reinforcement mechanisms currently being developed schoolwide, along with classroom-specific systems that recognize students exemplifying school values through various awards and recognition programs.

The framework emphasizes addressing inappropriate behavior through learning opportunities rather than punitive measures. Staff and teachers engage students in meaningful conversations about behavioral incidents, focusing on understanding what occurred, recognizing emotional impacts, identifying who was affected, and developing strategies for resolution. The approach promotes learning from mistakes through restorative practices and conversations facilitated by teachers, counselors, or administrators. These discussions determine appropriate actions needed to make situations right and establish clear next steps for moving forward, including communication with parents when necessary.

The school has presented this Behavior Framework to families, providing strategies for supporting children and teachers at home. The approach emphasizes open communication, collaborative problem-solving, solution-oriented thinking, accountability, and focuses on correcting and solving issues rather than placing blame or implementing punishment. This comprehensive framework supports the school's commitment to developing responsible citizens and active community members through positive behavioral supports and restorative practices.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following table reflects Community Roots Academy's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Yellow	N/A	Green	Green
English Learners	--	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Orange	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Blue	N/A	Orange	Yellow
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	Orange	Blue	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Green	Green
White	N/A	Yellow	Yellow	N/A	Green	Green
Two or More Races	N/A	Yellow	Green	N/A	Green	Green

English Language Arts & Math Academic Indicator: Community Roots Academy (CRA) has seen growth for both the ELA and Math Academic Indicators on the 2023 CA School Dashboard. However, there are evident achievement gaps among the following student groups: Socioeconomically Disadvantaged (SED), English Learners (EL), and Students with Disabilities (SWD). The following chart provides the distance from standard as measured on the 2023 Dashboard for the CAASPP ELA and Math Assessment administered in the 2022-23 school year to all students in grades 3-8.

2022-23 CAASPP: Distance from Standard

Student Group	ELA	MATH
All Students	+29.9	+3.8
Hispanic	+19.8	-10.2
White	+27.3	+0.5
Two or More Races	+39.6	+11.7
English Learners	-1.2	-23.1
SED	+3.2	-18.4
SWD	-34.6	-60.4

For the 2024-25 school year, CRA will implement the following to address these achievement gaps and accelerate learning as outlined in Goal 1, Actions 2 and 5:

Using the MTSS Framework, Community Roots Academy will collect data from universal screeners to identify learning and achievement gaps and provide tiered academic intervention to address learning gaps in reading, writing, and mathematics. Struggling learners will receive intervention at increasing intensity levels to accelerate their learning rate. Each student's progress will be closely monitored to assess both the learning rate and level of performance of individual students.

The Reading Specialist (credentialed) will provide phonics intervention and reading support (using the Science of Reading) for struggling students in grades K-3. Instructional Associates will provide tiered intervention and high-dosage evidence-based tutoring.

An additional credentialed teacher will be added to each grade level in K-5, and an additional content area teacher for middle school grades (6-8) to co-teach, provide push-in academic support, tiered intervention, and small group instruction. Students will also access the following supplemental intervention platforms: iReady learning platform (cost identified in Goal 1, Action 2), CapIT (Reading), and Learning A-Z, which provides leveled e-books. Students can also check out books from the library to support daily at-home reading. CRA will also provide expanded learning opportunities through after-school, intersession, and summer academic and enrichment programming.

Educational Facilitators will be placed in identified classrooms to provide tiered academic intervention through push-in and small-group instruction during the instructional day, to focus on Literacy/Reading and Mathematics, to narrow achievement gaps as measured by the ELA and Math Academic Indicators (CAASPP), which is prevalent among Unduplicated Pupils (EL, LTEL, Low Income); and Unduplicated Pupils that are dually identified SWD, to improve mastery of grade level standards.

Chronic Absenteeism Indicator: Although chronic absenteeism rates declined, they continue to remain higher than pre-pandemic rates. This year the leadership conducted a needs assessment to identify and target the root causes. CRA identified the primary causes as student disengagement and medically fragile students with medical health plans due to ongoing health concerns. Students that are chronically absent are those whose parents allow the student to stay home for any minor illness. This may be in part due to high awareness during the Covid pandemic. Other identified causes of high chronic absenteeism rates are families scheduling vacations during the school year resulting in excessive student absences.

To further improve daily student attendance and reduce chronic absenteeism rates, CRA's Leadership will revise the attendance policy and communicate it to families during summer orientation, and parent workshops and events; to the entire staff prior to the start of the school year; and to all students during orientation, and during daily messaging. The SEL team will implement schoolwide campaigns to engage our educational partners to promote daily student attendance; and address barriers to daily attendance, which impact overall student academic achievement and school culture. The SEL team will review daily student attendance, contact families, implement SART meetings with families to further reduce chronic absenteeism. CRA will incorporation attendance celebrations through Town Halls and Spirit events.

2024 CA SCHOOL DASHBOARD

The following table reflects Community Roots Academy's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Yellow	N/A	Green	Green
English Learners	--	--	--	N/A	--	--
Long-Term English Learners	--	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Yellow	Orange
Students with Disabilities	N/A	Yellow	Orange	N/A	Orange	Yellow
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	Green	Blue	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Green	Yellow
White	N/A	Yellow	Yellow	N/A	Green	Green
Two or More Races	N/A	Green	Blue	N/A	Green	Green

NOTE: Community Roots Academy has expended its Learning Recovery Emergency Block Grant (LREBG) Funds.

English Language Arts Needs Assessment (SWD)

Performance Data Analysis

Community Roots Academy's Students with Disabilities (SWD) student group received an Orange performance level on the 2024 CA School Dashboard ELA Academic Indicator, representing low performance with a Distance from Standard of -44.3. This student population comprises 12% of total enrollment, approximately 94 students out of 780 total students. Data analysis reveals that SWD are achieving only 1 year of academic growth in iReady assessments, compared to 1.5 years of growth demonstrated by other student groups, indicating a significant gap in learning acceleration.

Identified Strengths

Despite the performance challenges, Community Roots Academy demonstrates several strengths in supporting Students with Disabilities in ELA. The school has successfully implemented a comprehensive MTSS framework that provides systematic identification and support for struggling learners. CRA's project-based learning model offers authentic, engaging contexts for literacy development that can be particularly beneficial for students with diverse learning needs. The recent redesign of the Special Education Department has positioned educators directly within grade-level teams, fostering collaboration and inclusive practices.

The school's commitment to evidence-based interventions is evident through the implementation of iReady assessments, DIBELS screenings, and CapIt phonics programming. CRA has invested in a credentialed Reading Specialist and maintains Instructional Facilitators who provide targeted support. The establishment of Launch Lab programming demonstrates the school's dedication to differentiated instruction and meeting diverse student needs. Additionally, CRA's strong partnership network, including collaborations with Orange County Department of Education (OCDE), UC Irvine and community organizations, provides enriched learning opportunities that can support literacy development through real-world connections.

Identified Gaps and Critical Needs

- The data clearly indicates that reading comprehension represents the most significant barrier preventing Students with Disabilities from accessing grade-level content across all subject areas. These students are performing significantly below grade level in foundational literacy skills including phonemic awareness, phonics, and fluency. Additionally, limited academic language development restricts their ability to demonstrate content knowledge due to persistent language and reading barriers that compound across all academic disciplines.
- From a systems perspective, current Tier 2 intervention cycles are not providing adequate dosage or duration to accelerate learning for this population. There exists a critical need for more targeted, evidence-based reading interventions specifically aligned with Science of Reading principles. The assessment also reveals gaps in systematic tracking of individual student reading growth and skill development, limiting the ability to make data-driven instructional decisions.

Identified Resource Inequities

- Analysis reveals several resource inequities that may be contributing to the performance gap for Students with Disabilities in ELA. While general education students have access to a broad range of supplemental literacy resources through the project-based learning model, Students with Disabilities may not be receiving equitable access to specialized reading curricula and intervention materials specifically

designed for their learning profiles. The current allocation of intervention time and intensity appears insufficient, with SWD receiving less growth-producing instruction compared to their peers.

Root Cause Analysis

- Instructional factors contributing to the performance gap include inconsistent implementation of differentiated instruction strategies across classrooms and limited access to specialized reading curricula specifically designed for students with disabilities. Professional development opportunities focusing on evidence-based literacy instruction for diverse learners have been insufficient to meet the complex needs of this student population.
- Systemic factors have also played a significant role, as the previous service delivery model did not maximize inclusion and collaboration between special education and general education teachers. Limited coordination between reading intervention services and specialized academic instruction has resulted in fragmented support that fails to provide the intensive, coordinated approach necessary for accelerating learning.

Evidence-Based Action Plan for 2025-26

- To address Tier 1 instructional needs, CRA will implement a Dyslexia screener for early identification in Kindergarten and Grade 1, aligned with state guidelines and best practices. The school will strengthen co-teaching models by embedding special education staff directly in general education classrooms and expand the use of evidence-based programs including CapIt phonics curriculum and iReady personalized instruction platforms.
- Tier 2 intensive interventions will focus on increasing Reading Specialist services utilizing Science of Reading methodology for students in grades K-3. High-dosage tutoring will be implemented with trained Instructional Associates, and systematic 6-8 week intervention cycles will be established with frequent progress monitoring to ensure appropriate intensity and duration of support.
- Specialized support services will be enhanced through the redesigned Special Education service delivery model, with educators situated directly in grade-level teams to maximize collaboration. Weekly Professional Learning Communities will focus specifically on accommodations and modifications for Students with Disabilities, while Specialized Academic Instruction will be integrated within general education settings using a least restrictive environment approach.

This comprehensive needs assessment addresses the critical gaps in reading achievement for Students with Disabilities while leveraging Community Roots Academy's existing MTSS framework and project-based learning model to provide coordinated, evidence-based support that accelerates learning and closes achievement gaps.

Mathematics Needs Assessment: SED

Based on the 2024 CA School Dashboard, both Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) student groups demonstrate significant performance gaps in mathematics. SWD received a Red performance level with -93.9 Distance from Standard, while SED shows concerning performance patterns. The SED population represents 13% of enrollment (approximately 101 students) and SWD comprises 12% (approximately 94 students) of CRA's 780 total students. Both groups are achieving only 1 year of growth in iReady math assessments compared to 1.5 years for other student populations.

Identified Strengths: Community Roots Academy demonstrates several mathematical instructional strengths that can support struggling learners. The school's project-based learning model provides authentic, real-world contexts for mathematical application that can engage diverse learners effectively. CRA has invested in iReady math assessments and personalized instruction platforms that provide diagnostic data and individualized learning pathways. The implementation of Illustrative Math curriculum with Orange County Department of Education coaching support ensures standards-aligned instruction.

The newly redesigned MTSS framework positions the school to systematically identify and support students requiring mathematical intervention. CRA's partnership with community organizations and businesses, including Bosch engineering company, provides opportunities for students to see mathematics applications in professional contexts. The addition of a Math Intervention Teacher for grades 4-8 represents a significant investment in targeted support for struggling learners.

Identified Needs

- The greatest instructional need centers on foundational number sense and computational fluency that creates barriers to accessing grade-level mathematical concepts. Both SED and SWD students require intensive intervention in basic mathematical operations, fraction understanding, and algebraic reasoning skills. The gap in mathematical vocabulary and academic language specifically impacts these populations' ability to demonstrate conceptual understanding through word problems and mathematical communication.
- Current Tier 2 intervention lacks sufficient intensity and duration to accelerate learning for students performing significantly below grade level. There exists a critical need for systematic progress monitoring protocols that track individual student growth in specific mathematical skill areas. Additionally, the integration between special education mathematical support and general education instruction requires strengthening to ensure coordinated, comprehensive intervention.

Identified Resource Inequities

- Analysis reveals significant resource disparities affecting SED and SWD students' mathematical achievement. While general education students access enriched mathematical experiences through project-based learning and community partnerships, students requiring intervention may have limited exposure to these engaging applications. The allocation of intervention time appears insufficient, with SED and SWD students receiving less intensive mathematical support compared to their academic needs.
- Technology access presents inequities, as students requiring mathematical intervention may need specialized software, manipulatives, and assistive technology tools that are not consistently available. Professional development resources have focused broadly on general mathematical instruction, but specialized training for supporting SED and SWD students in mathematics has been limited. Family engagement in mathematical learning may be inequitable, as SED families may lack resources to support mathematical practice at home, while families of SWD students may need specialized guidance for supporting mathematical development.

Root Cause Analysis

- Instructional factors contributing to mathematical performance gaps include inconsistent implementation of differentiated instruction strategies that address diverse learning needs. Limited access to specialized mathematical intervention curricula designed for struggling learners has restricted the effectiveness of support services. Professional development in mathematical intervention strategies and trauma-informed instruction for SED students has been insufficient.
- Systemic factors include the previous lack of a dedicated Math Intervention Teacher and insufficient coordination between general education mathematical instruction and specialized support services. The absence of systematic mathematical screening protocols has delayed

identification of students requiring intensive intervention. Additionally, limited family engagement strategies specifically focused on mathematical learning have reduced home-school collaboration in supporting student progress.

Plan of Action for 2025-26

- The primary intervention strategy involves implementing the newly hired Math Intervention Teacher for grades 4-8, utilizing iReady diagnostic data and teacher input to provide targeted small-group instruction. This educator will contribute to MTSS and Student Support Team processes for struggling learners while delivering evidence-based mathematical interventions during the instructional day.
- Tier 1 instruction will be enhanced through continued Illustrative Math implementation with specialized professional development focusing on differentiation strategies for SED and SWD students. FactsWise math fluency programming will be expanded to provide systematic computational practice. The integration of mathematical concepts within project-based learning will be strengthened to provide authentic application opportunities for all students.
- Tier 2 interventions will include high-dosage tutoring with Instructional Associates trained in mathematical intervention strategies. Systematic progress monitoring protocols will be established with weekly data collection and monthly intervention adjustments based on student response patterns. Saturday School programming will provide extended mathematical support for chronically absent students and those requiring intensive intervention.
- Family engagement will be enhanced through mathematical literacy workshops specifically designed for SED families, providing strategies and resources for supporting mathematical learning at home. Communication tools will be expanded to ensure families of SWD students receive guidance for supporting mathematical development through home practice and reinforcement activities.

Suspension Rate Indicator: Needs Assessment

The 2024 CA School Dashboard suspension rate indicator reflects data from the 2022-23 and 2023-24 school years. Both Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) student groups received Orange performance levels, indicating low performance. However, these ratings are significantly influenced by the small population sizes of these subgroups rather than representing widespread disciplinary concerns.

For the SED student group, suspension numbers increased from 2 students in 2022-23 to 4 students in 2023-24. While this represents a doubling of suspensions, the actual number remains very small relative to the total SED population. Similarly, the SWD student group had zero suspensions in 2022-23 and 2 students suspended in 2023-24. The Orange performance levels for both groups result from the statistical impact of small denominators, where even minimal increases in suspension numbers can dramatically affect performance ratings.

In contrast, the schoolwide suspension data provides a more representative picture, with 13 total students suspended across all populations, resulting in a Yellow performance level on the Dashboard. This indicates that while targeted attention is needed for the SED and SWD subgroups, the overall school climate and disciplinary practices are functioning at a moderate level rather than representing a systemic concern.

2022-23: Suspension		
	Total	Rate
All Students	12	1.5%
Asian	0	0.0%
Hispanic	0	0.0%
White	10	1.8%
Two or More Races	1	0.9%
SED	2	2.0%
SWD	0	0.0%

2023-24: Suspension		
	Total	Rate
All Students	13	1.3%
Asian	0	0.0%
Hispanic	1	0.0%
White	12	1.9%
Two or More Races	0	0.0%
SED	4	2.6%
SWD	2	1.8%

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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.

Community Roots Academy is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators/Principal	Community Roots Academy's administrative team engaged in extensive consultation throughout the 2024-25 school year to develop the 2025-26 LCAP through weekly Director's meetings and strategic planning sessions. **Ongoing Weekly Directors Meetings** Weekly Directors meetings included ongoing discussion of the LCAP Midyear Update, 2024 California School Dashboard results, and comprehensive review and analysis of internal and local data including iReady assessments, DIBELS results, Tier 2 interventions, SEL data, and behavior referrals. Meetings also addressed ELPAC results, Expanded Learning Opportunities Program evaluation, and development of 2025-26 LCAP Goals, metrics, and actions. **Key Meeting Dates and Topics:** • **January 21, 2025: LCAP Midyear Review** Administrative team conducted comprehensive review of current LCAP implementation progress and identified areas for adjustment and improvement. • **March 21-22, 2025: Special Education Audit Review** Leadership team reviewed Special Education audit findings and developed corresponding goals and action items for inclusion in the 2025-26 LCAP. • **April 2 and 4, 2025: LCAP Planning and Development** Participants included Elementary Director, Middle School Director, Director of Special Education, Assistant Elementary Director, Middle School Student Development Director, and Special Education Consultant. Sessions focused on initial planning and development of 2025-26 LCAP framework. • **April 18, 2025: LCAP Planning and Development Continuation** Administrative team continued comprehensive planning and development of 2025-26 LCAP components. • **April 29, 2025: Leadership Strategic Planning Meeting** Participants included Executive Directors, Elementary Director, Middle School Director, Director of Special Education, Office and Facilities Manager, Human Resources Manager, and Special Education Consultant. Discussion focused on

Educational Partner(s)	Process for Engagement
	2025-26 LCAP goals, actions, and metrics, along with development of professional development needs assessment. • **April 30, 2025: Strategic Planning Meeting** Participants included Executive Director, Elementary Director, Middle School Director, Director of Special Education, Assistant Elementary Director, Middle School Student Development Director, and Special Education Consultant. Team discussed 2025-26 LCAP goals, actions, and metrics while developing Leadership Big Ideas and professional development priorities. • **May 2, 2025: Strategic Planning Meeting Continuation** Same participant group continued discussion of 2025-26 LCAP goals, actions, and metrics, furthering development of Leadership Big Ideas and professional development needs. • **May 21, 2025: Strategic Planning Meeting - Data Analysis** Administrative team continued strategic planning discussions with analysis of parent, staff, and student survey data, reviewed draft master schedule, and addressed staffing allocation for the upcoming year. **Administrative Feedback from Consultation Process:** • Reorganization of office and administrative roles and responsibilities to improve efficiency • Master schedule considerations for enhanced efficiency and optimal staffing allocation • Continued strengthening of daily attendance practices to reduce chronic absenteeism rates through refined attendance policies • Development of comprehensive professional development and action plans for instruction, including engagement of educational consultants • Continued expansion of MTSS/Student Support Team capacity and effectiveness • Sustained focus on strengthening Tier 1 instruction across all grade levels and content areas This extensive consultation process ensured that administrative perspectives and expertise directly informed the development of the 2025-26 LCAP goals, actions, and strategic priorities.
Teachers	Community Roots Academy teachers provided valuable input for the 2025-26 LCAP development through monthly Professional Learning Community (PLC) meetings throughout the 2024-25 school year. • **Monthly PLC Meetings - Ongoing Consultation** Teachers participated in monthly PLC meetings that included comprehensive discussion of the 2024-25 LCAP Midyear Update and analysis of 2024 California School Dashboard results. These collaborative sessions focused on reviewing and

Educational Partner(s)	Process for Engagement
	analyzing internal and local data to inform decision-making and contributed to the development of 2025-26 LCAP goals, actions, and metrics. **Teacher Feedback from Consultation Process:** • **Professional Development and Instructional Support** Teachers requested development of professional development and action plans for instruction that are curriculum-focused and targeted to individual educator needs. Feedback emphasized the need to reprioritize professional development with less emphasis on broad concepts and more focus on specific instructional practices. Teachers also recommended restructuring August professional development days to maximize effectiveness and relevance to classroom instruction. • **Curriculum and Academic Support** Teachers identified the need for specific Tier 2 curriculum resources for mathematics and writing to better support struggling learners. They also advocated for strategic individualized summer academic programs to address learning gaps and accelerate student progress. • **Behavior and Climate Initiatives** Teachers expressed strong support for restorative practices and de-escalation professional development for all staff members to improve classroom management and school climate. They recommended increasing schoolwide positive behavior recognition and incentive structures to promote student engagement and positive behavior choices. • **Collaboration and Community Building** Teachers requested more opportunities for cross-departmental collaboration and interaction to strengthen collegial relationships and share best practices across grade levels and content areas. They noted that monthly buddy days were very successful and should be continued or expanded. This teacher input directly informed the development of professional development priorities, curriculum needs, and school climate initiatives included in the 2025-26 LCAP, ensuring that educator perspectives and classroom experiences guide school improvement efforts.
Other School Personnel	Community Roots Academy's classified staff provided important feedback regarding their professional development needs and capacity building for the 2025-26 LCAP development. **Classified Staff Feedback from Consultation Process:** • **Intervention Support Capacity Building** Classified staff emphasized the need to build capacity for intervention support through continued development of content area knowledge. They identified this as a priority to ensure they can effectively support students across all academic subjects and grade levels.

Educational Partner(s)	Process for Engagement
	• **Curriculum Access and Alignment** Staff requested access to all general education curriculum materials to better understand learning objectives and align their support services with classroom instruction. This access would enable classified staff to provide more targeted and effective assistance to students. • **Professional Development for Instructional Facilitators** Classified staff highlighted the importance of comprehensive training for Instructional Facilitators to enhance their ability to support both teachers and students. This training would strengthen the overall instructional support system and improve student outcomes. This feedback from classified staff demonstrates their commitment to professional growth and their understanding of how enhanced training and resources can improve their effectiveness in supporting student learning and school operations.
Students	Community Roots Academy gathered student feedback for the 2025-26 LCAP development through Kelvin Surveys administered twice during the 2024-25 school year. **Student Survey Administration:** • **Fall Survey:** October 15-17, 2024 • **Spring Survey:** May 19-21, 2025 **Student Feedback from Consultation Process:** • **School Safety and Climate** Students reported feeling safe at school, indicating that current safety measures and school climate initiatives are effective in creating a secure learning environment. • **Successful Programs and Activities** Students provided positive feedback about buddy days, noting their success in building connections across grade levels and fostering a sense of community. They expressed strong support for continuing the Launch Lab program, which serves accelerated students with enrichment and advanced learning opportunities. • **Program Expansion Requests** Students requested continued expansion of recess activities to provide more diverse engagement opportunities during break times. They also advocated for expanding student leadership opportunities across all grade levels, demonstrating their desire for increased voice and participation in school governance and activities. This student feedback reflects their appreciation for current programs while identifying areas for growth and expansion that would enhance their educational experience and engagement at Community Roots Academy. Their input directly informed decisions about program continuation and development priorities for the 2025-26 school year.

Educational Partner(s)	Process for Engagement
Parents including those representing Unduplicated Pupils & Students with Disabilities	Community Roots Academy engaged parents throughout the 2024-25 school year through multiple consultation opportunities to gather input for the 2025-26 LCAP development. **Parent Consultation Meetings and Surveys:** **Kelvin Surveys** • **Spring Survey:** May 19-21, 2025 **Monthly PPO Administrative Meetings** • May 31, 2024 • September 6, 2024 • September 27, 2024 • October 25, 2024 • November 19, 2024 • January 31, 2025 • March 28, 2025 • March 31, 2025 • May 30, 2025 **PPO Director Talks** • May 20, 2024 • September 20, 2024 • October 4, 2024 • January 10, 2025 • February 7, 2025 **ELAC/ELOP Meetings** • September 20, 2024 • September 24, 2024 • October 22, 2024 • November 19, 2024

Educational Partner(s)	Process for Engagement
	• January 28, 2025 • March 28, 2025 • April 24, 2025 • May 27, 2025 **Parent Feedback from Consultation Process:** • **Academic Support Services** Parents requested additional before-school and after-school tutoring opportunities specifically for elementary students to provide extra academic support and help students achieve grade-level proficiency. • **Program Continuation** Parents expressed strong support for continuing the Launch Lab program, recognizing its value in serving accelerated students and providing enrichment opportunities for high-achieving learners. • **Parent Education and Engagement** Parents advocated for continuing to host parent workshops on relevant topics that support their ability to partner effectively in their children's education. They also expressed appreciation for Director's Talks that kick off PPO meetings, requesting continuation of this communication format. This comprehensive parent engagement process ensured that family perspectives and priorities directly informed the development of the 2025-26 LCAP, reflecting the school's commitment to meaningful partnership with parents in educational decision-making.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from these stakeholders to ensure their perspectives were incorporated as follows:

Administrators/Principal Feedback

Key Feedback:

- Reorganization of office and administrative roles for improved efficiency

- Master schedule considerations for enhanced efficiency and optimal staffing

- Continued strengthening of daily attendance practices to reduce chronic absenteeism

- Development of comprehensive professional development and action plans for instruction

- Continued expansion of MTSS/Student Support Team capacity

- Sustained focus on strengthening Tier 1 instruction across all grade levels

Implemented in: Multiple goals, particularly Goal 1 (MTSS Framework) and Goal 2 (Professional Development)

Teachers Feedback

Key Feedback:

- Professional Development: Requested curriculum-focused professional development targeted to individual needs, with less emphasis on broad concepts and more on specific instructional practices**.**

- Curriculum Support: Identified need for specific Tier 2 curriculum resources for mathematics and writing, and strategic individualized summer academic programs

- Behavior Management: Strong support for restorative practices and de-escalation professional development for all staff

- Collaboration: Requested more cross-departmental collaboration opportunities and noted success of monthly buddy days

Implemented in: Goal 2, Action 2 (Professional Development) and Goal 1, Actions 2-3 (MTSS interventions and SEL support)

Classified Staff Feedback

Key Feedback:

- Capacity Building: Need to build intervention support capacity through continued content area knowledge development

- Curriculum Access: Requested access to all general education curriculum materials for better alignment

- Training: Highlighted importance of comprehensive training for Instructional Facilitators

Implemented in: Goal 2, Action 2 (Professional Development)

Students Feedback

Key Feedback:

- Safety: Students reported feeling safe at school

- Successful Programs: Positive feedback about buddy days and strong support for continuing Launch Lab program

- Program Expansion: Requested continued expansion of recess activities and student leadership opportunities across all grade levels

Implemented in: Goal 1, Action 2 (Launch Lab expansion) and Goal 3, Action 1 (Student engagement activities)

Parents Feedback

Key Feedback:

- Academic Support: Requested additional before-school and after-school tutoring for elementary students

- Program Continuation: Strong support for continuing Launch Lab program

- Parent Education: Advocated for continuing parent workshops and appreciated Director's Talks format

Implemented in: Goal 1, Action 2 (tutoring services) and Goal 3, Action 3 (Parent engagement opportunities including Director's Talks)

How Feedback Influenced the LCAP

Specific examples include:

- Addition of Math Intervention Teacher (Goal 1, Action 2) based on curriculum support needs
- Enhanced professional development focus (Goal 2, Action 2) based on teacher feedback
- Expansion of Launch Lab to elementary grades (Goal 1, Action 2) based on student and parent support
- Implementation of Director's Talks (Goal 3, Action 3) based on parent engagement preferences
- Addition of SEL programming and behavior support (Goal 1, Action 3) based on multiple stakeholder input

This comprehensive feedback system demonstrates CRA's commitment to meaningful engagement with its educational partners in their continuous improvement process.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen the Multi-tiered System of Supports (MTSS) to identify and address students' academic, social-emotional, behavioral, and mental health needs to improve student engagement, school climate, and close achievement gaps among Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD).	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Addressing students' social and emotional needs gives all students the opportunity to thrive and succeed in school. These behavioral supports are integrated with academic supports in the MTSS framework. MTSS that focuses on academic support has been implemented but there is a need to strengthen the social-emotional, behavioral and mental health needs; and ensure systems are in place and held accountable by administrators to improve overall student SEL needs, and behavioral issues that impede instruction, school climate and student academic outcomes. Chronic absenteeism remains an area for improvement. With the full implementation of tiered intervention attendance plan, including supports and home visits, we anticipate significant improvement in daily student attendance and a reduction in chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students +29.9 Hispanic +19.8 White +27.3 Two or More Races +39.6 SED +3.2 SWD -34.6	2023-24 ELA CAASPP DFS All Students +33.8 Hispanic +12.4 White +32.1 Two or More Races +42.5 SED +4.3 SWD -44.3		2024-25 ELA CAASPP DFS All Students +34.3 Hispanic +12.9 White +32.6 Two or More Races +43 SED +4.8 SWD -43.8	All Students: +3.9 Hispanic: -7.4 White: +4.8 Two or More Races: +2.9 SED: +1.1 SWD: -9.7
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students +3.8 Hispanic -10.2 White +0.5 Two or More Races +11.7 SED -18.4 SWD -60.4	2023-24 Math CAASPP DFS All Students +7.7 Hispanic -10.1 White +6.9 Two or More Races +4.5 SED -29.6 SWD -52.3		2024-25 Math CAASPP DFS All Students +8.2 Hispanic -9.6 White +7.4 Two or More Races +5 SED -29.1 SWD -51.8	All Students: +3.9 Hispanic: -0.1 White: +6.4 Two or More Races: -7.2 SED: -11.2 SWD: +8.1
3	% Proficient CAST Source: CAASPP website	2022-23 CAST % All Students 55.1% White 55.3%	2023-24 CAST PFS All Students +0.2 White -0.7		2024-25 CAST PFS All Students +.5 White -0.4	All Students: +1.9% White: +1.7% * Comparison 2022-23 vs 2023-24 (% met or exceeded standards)
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	62.5% Source: 2023 Dashboard	53.3% Source: 2024 CA School Dashboard		54%	-9.2%
5	% students English Language	2022-23: 34.8% Proficient	2023-24: 36.36% Proficient		2024-25: 38% Proficient	-1.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Proficiency for Summative ELPAC Source: ELPAC website					
6	Reclassification Rate Source: Dataquest	2022-23: 34.7%	2023-24: 36.4%		2024-25: 44%	+1.7%
7	Attendance Rate Source: CALPADS	2022-23: 94%	2023-24: 94.5%		2024-25: 95%	+0.5%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 13.9% Asian 10.5% Hispanic 17.9% White 13.6% Two or More Races 13.6% SED 20.4% SWD 20.9%	2023-24: Chronic Absenteeism Rate All Students 11.0% Asian 9.5% Hispanic 15.3% White 10.9% Two or More Races 8.1% SED 17.0% SWD 13.4%		2024-25 Chronic Absenteeism Rate All Students 10.5% Asian 9.0% Hispanic 14.8% White 10.5% Two or More Races 7.8% SED 16.5% SWD 13.0%	All Students: -2.9% Asian: -1% Hispanic: -2.6% White: -2.7% Two or More Races: -5.5% SED: -3.4% SWD: -13.5%
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 1.5% Asian 0.0% Hispanic 0.0% White 1.8% Two or More Races 0.9% SED 2.0% SWD 0.0%	2023-24: Suspension Rate All Students 1.3% Asian 0.0% Hispanic 0.0% White 1.9% Two or More Races 0.0% SED 2.6% SWD 1.8%		2024-25 Suspension Rate All Students 1.0% Asian 0% Hispanic 0% White 0% Two or More Races 0% SED 0.9% SWD 3.9%	All Students: -0.2% Asian: 0% Hispanic: 0% White: +0.1% Two or More Races: -0.9% SED: +0.6% SWD: +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
12	% students participating in elective course or enrichment. Source: Master Schedule CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
13	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 97%	2023-24: 100%		2024-25: 100%	0%
14	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 97%	2023-24: 100%		2024-25: 100%	0%

NOTE: Community Roots Academy currently serves grades K-8, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action has been fully implemented. iReady (ELA/Math) assessment is administered for students in grades 2-8 three times per year. Students in grades K-1 are administered the Capit and DIBELS which provides an accurate measure on student skills and understanding.

Action 2: This action has been fully implemented. Community Roots Academy continues to provide effective tiered academic intervention in reading, math and writing during the instructional day to ensure student mastery of content standards and accelerate learning for struggling learners.

This year the Reading Specialist, Instructional Facilitators and credentialed classroom teachers have provided targeted 6-8 week tiered intervention cycles for identified students to further close achievement gaps.

The Launch Lab continues to effectively identify high achieving students to participate in accelerated individualized challenging projects that provides students with learning experiences in depth and complexity. Students are selected for Launch Lab based on a strength-based formative assessment.

Action 3: This action has been fully implemented. The Counselors and Physical Education team attended the Project Adventure Professional Development in August 2024 during staffwide professional development. In addition, the Physical Education team participates in monthly Project Adventure professional learning and consultation where they also reflect and refine implementation in the Physical Education course.

The K-5 Elementary School Counselor provides tiered SEL support to students to address behavioral and social-emotional challenges that impact student learning. During the Fall 2024 semester, the K-5 ES Counselor presented Tier 1 SEL Classroom lessons. Additionally, weekly lessons have taken place in each of the four Kindergarten classrooms, and monthly lessons in grades 1-5 classrooms.

The Middle School (grades 6-8) Counselor designs the Advisory Scope and Sequence, and daily lesson plans that teachers deliver during the Advisory course encompassing SEL components.

This year, CRA added an additional 1st grade classroom (a total of four, previously three) to further reduce class sizes in grade 1. The addition of this classroom resulted in a total of 24 students compared to 32 students.

Action 4: This action has been partially implemented. Community Roots Academy offers a broad course of study for all students beyond core subjects as outlined in this action. At the start of the school year, the Music teacher assigned for grades K-2 and 5 resigned. Due to staffing shortages county and state-wide, filling the position with a high quality educator has been a challenge. Temporarily the course was taught by teachers with experience in Music instruction. After an extensive search, CRA has hired a Music teacher as of January 2025.

Despite extensive teacher recruitment efforts, CRA has not been able to hire a qualified credentialed teacher for the Medical/Healthcare CTE elective program for middle school students. Therefore, this elective has not been offered this school year.

Action 5: This action has been fully implemented. CRA Leadership with the Director of Special Education redesigned the Special Education Department starting with the 2024-25 and services to improve delivery of instruction, and student academic performance and throughout the year with the departure of the Director of SPED, Psychologist and Instructional Facilitators.

All Education Specialists and Instructional Facilitators are now situated and assigned to grade level teams to ensure planning with General Education teachers. Their work areas are now located in General Education classroom to maximize services for Students with Disabilities (SWD) using a least restrictive model of instruction.

The Special Education educators collaborate with General Education educators during weekly PLCs where discussion takes place on all students including SWD; to determine specific accommodations, effective strategies to differentiate instruction (lessons and units); analysis of student work, assessment data; and address classroom concerns and needs.

Specialized Academic Instruction (SAI) services and tiered intervention is developed within grade-level teacher PLC. The Special Education staff attend and participate in weekly PLCs; in addition to professional learning offered by the SELPA and OCDE. Instructional Facilitators were provided the opportunity to participate in Registered Behavior Technician Training.

Our Special Education staff, including service providers collaborate with our General Education educators (team), and school administrators during weekly Student Study Team (SST) meetings where we determine next steps and identified intervention for students referred for Special Education assessment or 504 Plan, and analyzing student data for Tier 2 intervention for entry and exit status.

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.

Material differences are defined as significant variances between planned and actual spending that impact the implementation of educational programs and services. The following actions experienced substantial deviations from their original budget allocations:

- **Action 4 – Music Teacher** The resignation of the Music Teacher early in the school year created a material decrease in estimated actual expenditures compared to the budgeted amount. This position remained vacant for the remainder of the academic year,
- **Action 5 – SPED Staff Changes:** There were staff resignations (Director of SPED, School Psychologist, Instructional Facilitators) that created a material decrease in estimated actual expenditures compared to the budgeted amount.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action demonstrates strong effectiveness in supporting Goal 1's MTSS framework and achievement gap reduction objectives. The comprehensive assessment system successfully identifies students needing support, provides actionable data for instruction, and shows measurable improvement in student outcomes for targeted populations. The adaptive implementation strategies maintained assessment integrity while accommodating developmental needs, indicating significant progress toward achieving Goal 1 through effective data-driven decision making.

Strong Student Performance Growth The assessment system demonstrated substantial effectiveness in improving student outcomes. iReady diagnostic results showed students at or above grade level benchmark increased from 34% in Fall 2023 to 51% in Fall 2024, representing a significant 17-percentage point gain. Annual growth patterns consistently show ELA scores increasing by 30% or more and Math scores by 25% or more from beginning to end of year, while students performing two or more grade levels below decreased by 10% in ELA and 8% in Math.

Targeted Population Success English Language Learner students showed particularly strong results, with a 16% decrease in students scoring two or more grade levels below benchmark in ELA and a 15% increase in students performing at or above grade level in mathematics. These outcomes directly support Goal 1's focus on closing achievement gaps among targeted populations.

Data-Driven Instruction Teachers successfully used beginning-of-year iReady data to establish SMART goals and inform differentiated instruction. The assessment system provided actionable information that effectively guided tiered intervention decisions and instructional planning throughout the year.

Action 2: This action demonstrates highly effective progress toward Goal 1's MTSS framework strengthening and learning acceleration objectives. The comprehensive staffing model and systematic intervention delivery directly address achievement gaps while providing enrichment for advanced learners. Successful implementation of tiered interventions, professional development systems, and specialized programming indicates substantial progress toward ensuring all students receive appropriate academic support within a well-functioning MTSS framework.

Expanded Intervention Capacity The action achieved full implementation and significantly increased tiered academic interventions in reading, math, and writing. CRA successfully utilized Reading Specialists, Instructional Facilitators, and credentialed teachers to deliver targeted 6-8 week intervention cycles, creating a robust MTSS support system that directly addresses learning gaps.

Strategic Staffing Model Additional credentialed teachers at each grade level (K-5) and content area teachers for middle school (6-8) enable differentiated instruction and Tier 1 supports for all students. Instructional Facilitators and Education Specialists assigned to specific grade levels provide targeted Tier 2 and 3 interventions for students not meeting benchmarks in core academic areas.

Capacity Building and Specialized Support The Reading Specialist successfully trained all Instructional Facilitators and Education Specialists in evidence-based practices, building systemic intervention capacity. A dedicated teacher provides designated English language development support for English learners, while the Launch Lab program effectively serves high-achieving students through individualized, strength-based projects.

Systematic Improvements: CRA created a comprehensive MTSS Framework that leverages diverse staff expertise to provide academic and social-emotional support. The collaborative service delivery model integrating Reading Specialists, Instructional Facilitators, Education Specialists, and credentialed teachers creates flexible responses to varied student needs across different intervention intensities.

Action 3: This action demonstrates highly effective progress toward Goal 1's social-emotional, behavioral, and mental health objectives within the MTSS framework. The comprehensive service delivery model, proactive intervention approach, and systematic SEL implementation directly improve student engagement and school climate. Data showing reduced reactive interventions and increased proactive support indicates successful prevention of behavioral issues that impede instruction and academic outcomes.

Comprehensive SEL Service Delivery The action achieved full implementation with all K-8 students receiving Tier 1 SEL services. The K-5 counselor allocated over 75% of time to whole class SEL lessons focusing on Zones of Regulation and conflict resolution, providing weekly lessons in kindergarten classrooms and monthly lessons in grades 1-5. The middle school counselor delivers SEL lessons during advisory periods and oversees implementation by general and special education teachers.

Proactive Intervention Success Data demonstrates effectiveness through preventive approaches, with 62% of the K-5 counselor's time devoted to proactive student check-ins while only 7% was spent on conflict resolution and restorative practices. This indicates the preventive model successfully reduces behavioral incidents before escalation, supporting improved school climate and student engagement goals.

Structural and Professional Development Improvements PE staff and counselors completed comprehensive Project Adventure professional development with ongoing monthly consultation. The school successfully reduced first grade class sizes from 32 to 24 students by adding a fourth classroom, directly addressing identified social-emotional challenges in primary grades. The 2024-25 Recess MTSS team now handles restorative problem-solving conversations, creating systematic behavioral support throughout the school day.

Systematic Integration

CRA successfully integrated SEL monthly themes into morning announcements, lunch activities, and academic content areas schoolwide. Collaboration between counselors, special education, and general education staff through Goal Book, Project Adventure, and SELPA training created a cohesive support system with regular data review meetings ensuring continuous service adjustment.

Action 4: This action shows mixed effectiveness in supporting Goal 1's comprehensive educational opportunity objectives. CTE program expansion, increased student leadership engagement, and maintenance of advanced coursework demonstrate strong progress toward diverse learning pathways and student engagement. However, staffing challenges in core areas indicate implementation gaps that affect consistent broad course of study access, highlighting the need for improved recruitment and retention strategies to ensure reliable program delivery across all subject areas.

CTE Program Development The action demonstrates strong effectiveness in expanding educational opportunities through successful implementation of middle school CTE pathways including Robotics, Sustainability, Agricultural, Filmmaking, and Business Entrepreneurship programs. The addition of the Wayfinder Expedition program connects students with industry professionals in real-world contexts, creating meaningful experiential learning opportunities that enhance student engagement.

Student Engagement Growth Student survey results show increased satisfaction with leadership opportunities in grades 6-8, indicating successful engagement through the broad course of study offerings. Various clubs and activities including Green Champs, Junior Coaches, 100-mile Club, and Student Leadership Team continue promoting community building across grade levels, while Algebra 1 offerings ensure advanced learners have access to appropriately challenging coursework.

Action 5: This action demonstrates highly effective progress toward Goal 1's objectives of addressing learning gaps and accelerating learning for students with disabilities within the MTSS framework. The inclusive service delivery model strengthened collaboration systems, and improved

administrative structure directly support the goal of closing achievement gaps while ensuring students with disabilities receive appropriate tiered interventions and access to grade-level content and standards.

Enhanced Service Delivery Model The action achieved full implementation with significant structural improvements. All Education Specialists and Instructional Facilitators were placed on assigned grade level teams with desks located inside general education classrooms to maximize services and support all students. This inclusive model increased accountability and collaborative opportunities between special education and general education staff.

Strengthened Collaboration and Professional Development Special education staff successfully collaborate with general education teams in weekly PLCs to discuss all students, including those with disabilities, determining specific accommodations and differentiation needed for units and lessons. The implementation of weekly special education PLCs increased collaboration within the department, while all Instructional Facilitators received optional Registered Behavior Technician Training to enhance their skills.

Improved Administrative Structure The transition from two special education co-directors to one Director of Special Education created clearer division of labor among the educational administration team and stronger departmental unity. Education Specialists have decreased time allocated to administrative tasks during student hours, allowing more direct service delivery.

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

No changes are being made to the planned goal for 2025-26. Community Roots Academy will maintain Goal 1's focus on strengthening the Multi-tiered System of Supports (MTSS) to identify and address students' academic, social-emotional, behavioral, and mental health needs to improve student engagement, school climate, and close achievement gaps among Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD).

Action Refinements Based on Needs Assessment

While the core goal remains unchanged, **actions have been revised to address identified gaps and needs** based on our comprehensive needs assessment and analysis of student performance data. These refinements ensure that our MTSS framework continues to evolve and respond effectively to student needs while maintaining fidelity to evidence-based practices.

The action modifications reflect lessons learned from implementation experiences during the current year and incorporate feedback from educational partners, particularly teachers who requested more targeted professional development and curriculum resources, and administrators who identified opportunities to strengthen intervention delivery systems.

Metric Enhancement for Improved Data Reporting

Metric Modification: The CA Science Test (CAST) metric (Metric #3) will be updated to report results using **"points from standard"** as displayed on the 2024 CA School Dashboard, rather than the current methodology of reporting the percentage of students who met or exceeded standards.

This change reflects **educational partner feedback** requesting greater consistency and transparency in data reporting. The "points from standard" methodology aligns with how English Language Arts and Mathematics results are reported on the Dashboard, providing stakeholders with a more consistent framework for understanding student performance across all academic areas. This modification also ensures **consistency with CA**

School Dashboard reporting methodology, making it easier for families and community members to interpret and compare academic outcomes across different subject areas.

Maintaining Organizational Flexibility

Community Roots Academy will **continue to develop a one-year LCAP** to maintain flexibility in responding to evolving student needs and organizational priorities. This approach allows the school to remain responsive to emerging data trends, changing student demographics, new research on effective practices, and evolving educational partner feedback while maintaining focus on core improvement strategies that demonstrate effectiveness.

The one-year cycle enables CRA to incorporate real-time learning from implementation experiences and adjust strategies based on student outcome data, ensuring that our MTSS framework remains dynamic and responsive to the specific needs of our learning community. This flexibility is particularly important as we continue to refine our intervention delivery models and strengthen coordination between academic and social-emotional supports within our comprehensive MTSS framework.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	Community Roots Academy implements a comprehensive assessment system as part of our Multi-tiered System of Support (MTSS) to monitor all students' academic progress and identify those requiring additional support or acceleration. **Assessment Schedule and Tools:** All students participate in multiple assessments throughout the year: • **iReady Reading and Math:** Administered three times annually (fall, winter, and spring) to establish baseline performance, set trimester growth targets, and monitor academic progress • **DIBELS (Dynamic Indicators of Basic Early Literacy Skills):** Administered to students in grades K-5 three times yearly, with additional progress monitoring checks as needed • **CapIt Assessment:** Administered to students in grades K-1 **Assessment Purposes:** These universal screeners provide essential data to determine which students need additional academic support and which are ready for advancement. The spring iReady assessment date will be	$46,926	N

		moved earlier in the school year to ensure results can inform Response to Intervention (RtI) programming and intervention planning. **iReady Assessment Program:** The California State Board of Education has approved Curriculum Associates' iReady as a verified data source. This comprehensive assessment and instruction program connects diagnostic data with personalized instruction, offering educators user-friendly dashboards and actionable reports that highlight each student's strengths and areas of need. The program's online lessons provide tailored instruction to accelerate individual student growth. **DIBELS Assessment Program:** DIBELS measures focus on four of the five critical early literacy skills essential for successful reading: phonemic awareness, phonics, fluency, and vocabulary. These short fluency measures are designed for regular monitoring of early literacy development and reading skill acquisition. **Data Management:** All iReady and DIBELS assessment data will be housed in PowerSchool to ensure centralized access and comprehensive student progress tracking. This assessment system enables data-driven decision-making to support every student's academic success through targeted instruction and intervention.		
2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Community Roots Academy is committed to expanding and strengthening its Multi-Tiered System of Supports (MTSS) Framework to ensure equitable access to high-quality instruction, timely interventions, and enriched learning opportunities for all students. **Data-Driven Identification and Intervention** Using data from universal screeners and multiple measures of student performance, CRA identifies learning and achievement gaps in reading, writing, and mathematics. The MTSS process operates through clearly defined protocols and procedures, with continuous refinement to improve implementation fidelity and effectiveness. Struggling learners receive intervention with increasing levels of intensity across three tiers to accelerate academic growth. Student progress is closely monitored through formative assessments, universal screeners, and ongoing teacher	$478,777	Y

observations to assess learning rates and performance levels, enabling teams to adapt supports accordingly.

Specialized Staff and Targeted Interventions

A credentialed Reading Specialist delivers targeted phonics intervention and reading instruction for students in grades K-3, while Instructional Associates provide additional tiered intervention and high-dosage, evidence-based tutoring. This year, CRA will implement a Dyslexia screener for Kindergarten and Grade 1 students, aligned with state guidelines, including communication protocols and response processes for early identification and timely intervention.

A Math Intervention Teacher supports students in grades 4-8 requiring Tier 2 intervention, utilizing iReady diagnostic data, unit assessments, and teacher input to provide targeted small-group instruction and contribute to MTSS and Student Support Team (SST) processes. CRA maintains additional credentialed teachers per grade level (K-5) and one additional content-area teacher for middle school grades (6-8) to provide co-teaching, push-in support, small-group instruction, and flexible instructional models.

Extended Learning and Enrichment Programs

CRA continues to provide after-school tutoring and enrichment, intersession learning camps, and summer academic programs to broaden access to extended learning opportunities. The addition of Saturday School provides extended academic support and targeted intervention to accelerate learning recovery and support mastery of essential skills, particularly for chronically absent students, while increasing daily attendance and decreasing learning loss.

For high-achieving students, CRA identifies and supports learners through its Launch Lab program, offering differentiated instruction through individual and group projects, flexible groupings, and strength-based formative assessments to challenge and extend student learning.

This comprehensive MTSS framework ensures that all students receive appropriate levels of support and challenge to maximize their academic potential.

3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Community Roots Academy is committed to providing comprehensive social-emotional support to address students' behavioral and mental health needs through our Multi-Tiered System of Supports Framework. **Core SEL Programming and Support Structure** CRA continues to implement Project Adventure schoolwide alongside the Second Step SEL curriculum for grades K-8. The SEL Team, comprising the Director of Student Services, Administration, Counselors, and General Education teachers, provides input and feedback on SEL curriculum implementation and schoolwide SEL practices. The Kelvin survey, an evidence-based SEL universal screener, is administered to all students to identify needs and monitor progress. **Targeted Early Elementary Interventions** Due to increased social-emotional and behavioral challenges in grades K-2, CRA implements reduced class sizes and targeted small-group SEL instruction at the start of the school year. The focus of specials classes including PE, Art, Music, and Garden has been shifted to emphasize social-emotional learning, problem-solving, critical thinking, and interdependence skills for these younger students. **Tiered Counseling and Mental Health Support** Counselors provide tiered counseling and SEL support for identified students to address the significant increase in student mental health needs. Counseling staff participate in ongoing professional learning and collaborate with the Special Education Department and general education teachers to implement SEL supports and interventions through Goal Book, Project Adventure, and training offered through OCDE and El Dorado SELPA. **MTSS Team Expansion and Professional Development** CRA continues to expand the MTSS/Student Support Team through onboarding of interns, determining grade-level SEL representatives, and supporting Second Step implementation. Professional development includes August training on Restorative Conversations and Restorative Circles training with OCDE. The team is developing universal communication protocols for addressing bullying concerns from parents. **Attendance and Communication**	$297,653	N

		The SEL/Attendance staff updates and communicates the school's attendance plan to families before the school year begins, informs staff during summer training, and educates all students during orientation. CRA is increasing parent communication and engagement regarding attendance, chronic absenteeism, tardies, and early dismissals, with potential summer school programming to address both academic and attendance needs. **Schoolwide SEL Calendar for 2025-26** CRA has developed a comprehensive counseling scope and sequence with monthly themes. September focuses on "You Matter" Connection during National Suicide Prevention Week, emphasizing student strengths, community building, and self-awareness. November features "Kindness Quest" during Bullying Prevention Week, promoting kindness as a superpower and rising up against bullying. February includes a College/Career Fair exploring the purpose of education, featuring project-based learning foundations and discussions about perseverance and adaptability. March emphasizes "Wellness in Action" with movement, nutrition, and state testing wellness strategies. **Administrative Support Structure** The Associate Director's role has been retitled to Elementary Assistant Director, with responsibilities including supervising tier 2 interventions, data tracking, SST Team coordination, behavior interventions, parent communication, attendance monitoring, teacher observation and feedback, and Kelvin survey administration. A new Middle School Student Development Director position has been added to focus on behavior interventions, parent communication, middle school athletics, sports fundraisers, school programs and engagement, and attendance monitoring. This comprehensive approach ensures that all students receive appropriate social-emotional support while building a positive school culture that promotes academic and personal success.		

4	BROAD COURSE OF STUDY	Community Roots Academy provides all students with a comprehensive educational experience that extends well beyond core academic subjects including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. • **Arts and Enrichment Programs:** Students participate in a robust arts and enrichment curriculum that includes Music for grades K-4 and Choir for grade 5, Orchestra for grades 5-8, Library instruction for grades K-8, Garden programming for all students, and Art classes across all grade levels. Additional enrichment opportunities include the 100-mile Club to promote physical fitness and wellness. • **Leadership and Service Learning:** CRA fosters student leadership through age-appropriate programs including Green Champs for grades 3-5, Junior Coaches for grades 3-5, Student Leadership Team for grades 6-8, and the newly added Wayfinders program for grades 5-8. These programs develop civic responsibility, environmental stewardship, and peer mentorship skills. • **Advanced Academic Opportunities:** High-achieving students have access to accelerated coursework, including Algebra 1 offered in addition to Math 8 for advanced learners, ensuring appropriate academic challenge and preparation for high school mathematics. • **Career Technical Education (CTE) Program:** Community Roots Academy continues to design and expand its CTE program to provide middle school students with career exploration and hands-on learning experiences. The program offers diverse pathways including Robotics, Sustainability through partnership with Saddleback College, Agricultural studies through Saddleback College, Filmmaking, Business Entrepreneurship, and Digital Media. **Purpose and Partnership Benefits** The CTE program adds depth to middle school electives while providing students with valuable insights for their K-12 Strong Workforce Program pathway. Through partnership with the South Orange County Community College District, CRA receives comprehensive program support including instructional resources, professional development training, and opportunities for students to showcase their work. This collaboration	$670,441	N

		enhances the school's project-based learning approach and creates meaningful connections between classroom learning and real-world career applications. **Community College Partnership** The partnership with the South Orange County Community College District provides essential support for the entire CTE program, aligning with the Strong Workforce Program goals. This collaboration ensures high-quality instructional materials, ongoing educator training, and authentic learning experiences that prepare students for future academic and career success. This comprehensive course of study ensures that all students develop well-rounded skills, explore diverse interests, and gain exposure to potential career pathways while maintaining strong academic foundations.		
5	SERVICES TO SUPPORT SWD	Community Roots Academy operates as part of the El Dorado Charter Special Education Local Plan Area (SELPA) and maintains a comprehensive special education program designed to strengthen services for Students with Disabilities, address learning gaps, and accelerate academic progress. **Leadership and Program Management** The Special Education Director leads all aspects of special education programming, overseeing the referral and evaluation process, Individual Education Plan (IEP) development, and implementation and monitoring of services for students with educational disabilities. The director supervises a dedicated team of educational specialists, instructional facilitators, and related service providers who deliver the academic, social-emotional, and behavioral services outlined in each student's IEP. **Classroom-Based Support and Intervention** Educational Facilitators are strategically placed in identified classrooms to provide tiered academic intervention through push-in support and small-group instruction during the regular instructional day. This targeted approach focuses on literacy, reading, and mathematics instruction to	$1,746,555	N

		narrow achievement gaps among Students with Disabilities and Unduplicated Pupils while improving mastery of grade-level standards. **Collaborative Service Delivery Model** Special education and general education teams collaborate to develop tier-two support structures for intervention and pre-referral data collection. The school is working toward a fully inclusive environment where special education service providers deliver required service minutes within general education classrooms and through small heterogeneous groupings. This approach leverages mixed-ability peer-to-peer interactions to enhance both academic learning and social-emotional development. **Professional Development and Continuous Improvement** The special education team participates in all relevant professional development provided by Community Roots Academy, as well as specialized training offered by El Dorado SELPA and other professional organizations. Professional development focuses on gaining knowledge that directly impacts student outcomes by improving instructional practices that accelerate learning. Recent training topics include MTSS implementation, response to intervention strategies, phonemic awareness curriculum, data tracking systems, and progress monitoring techniques. **Inclusive Practices and Student Outcomes** Through this comprehensive approach, CRA ensures that Students with Disabilities receive appropriate support within the least restrictive environment while maintaining high expectations for academic achievement and social-emotional growth. The collaborative model promotes equity and inclusion while delivering specialized services that meet individual student needs.		

Goal

Goal #	Description	Type of Goal
2	Continue to provide robust professional learning opportunities for all educators that integrates the MTSS Framework and differentiation, with our Project-based Learning approach that will challenge high achieving and struggling learners to close achievement gaps.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Based on findings from our needs assessment and strategic planning, a review of dashboard findings, and feedback from educational partners there is a need to provide differentiated professional development and coaching for teachers and support staff in addition to the following areas: literacy/reading, mathematics, providing tiered academic and behavioral intervention and supports, that includes behavior expectations, while addressing the social and emotional needs so that students can thrive and succeed in school; and the adults are held accountable with implementing evidence-based strategies.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 83.2%	2022-23: 88.5%		2023-24: 79%	+5.3%
16	% students with access to standards-aligned materials.	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Textbook Inventory/classroom observations					
17	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: 3 Health: 4 PE: 5 VAPA: 5 World Language: NA	2024-25 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: 4 Health: 5 PE: 5 VAPA: 5 World Language: NA		2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: 4 Health: 5 PE: 5 VAPA: 5 World Language: NA	ELA: 0 ELD: 0 Math: 0 Social Science: 0 Science: 0 CTE: +1 Health: 0 PE: 0 VAPA: 0 World Language: NA

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action has been fully implemented. Prior to the start of the 2024-25 school year, CRA conducted a needs assessment that resulted in reorganizing staff roles and responsibilities to improve student academic outcomes, maximize services to students, and ensure adherence to our school's mission and vision. This resulted in the elimination of an additional SPED Administrator; and shifted the role of Tier 2 to the Elementary Administrative Associate.

Action 2: This action has been fully implemented. CRA provides a robust and comprehensive professional learning opportunities for all educators, support staff, administrators including PLCs to ensure collaboration and planning time to address academic content standards and effective evidence-based pedagogical strategies are implemented to address the diverse learning needs of our students. In addition to the topics outlined in this action, other topics include standards and grading with report cards; Narrative writing and reflecting on annual goals.

CRA Administrators and teachers co-presented at the 2024 CCTE Conference; and their research was published on Project-based Learning and Inclusion, Feedback that Supports Growth for all students; and Prismatic Narrative Inquiry; Examining K-8 Perspectives on Professional Learning Communities (PLCs).

Action 3: This action has been fully implemented. Annually, CRA conducts a textbook/instructional materials inventory to ensure all students have access to standards-aligned curricular and instructional materials.

Action 4: This action has been fully implemented. Annually, CRA conducts a technology device inventory and assesses internet connectivity bandwidth needs are met; and purchases of software and hardware are made as needed.

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.

Material differences are defined as significant variances between planned and actual spending that impact the implementation of educational programs and services. The following actions experienced substantial deviations from their original budget allocations:

- **Action 1– Additional Teachers**: Additional teaching staff were added, and salary changes created a material increase in estimated actual expenditures compared to the budgeted amount.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action demonstrates highly effective progress toward Goal 2's objective of providing robust professional learning opportunities within an effective organizational structure. The strategic administrative reorganization, successful leadership additions, and comprehensive professional development model directly support the goal of integrating MTSS Framework and differentiation approaches. The high staff satisfaction with training and support indicates that the action is successfully building educator capacity to challenge both high-achieving and struggling learners while closing achievement gaps through effective leadership and ongoing professional development.

Administrative Reorganization Success The action achieved full implementation with strategic organizational improvements that increased efficiency. The transition from two special education directors to one Director of Special Education created greater unity, collaboration, and overall effectiveness within the special education department while allowing for clearer role definition across the administrative team.

Successful Leadership Transitions The addition of an Elementary Administrative Associate proved highly effective, with the new administrator providing strong support to primary grades, especially kindergarten and first grade. This individual's transition from a long-term classroom

teacher (since 2012) to the administrative team was seamless due to her integral role in developing school practices and supporting teachers over many years.

Enhanced Middle School Support The addition of a second administrator to the middle school team, serving as Student Development Coordinator with athletic director responsibilities, strengthened the school's capacity to address behavioral interventions, parent communication, and student engagement while managing athletics programs during the school day.

Professional Development Effectiveness

Comprehensive Staff Training Recent staff Kelvin survey results show 95% of staff reported having the training they need to be successful in their jobs and support students effectively. This indicates that the 14 days of intensive Summer Professional Development, along with additional non-instructional days and weekly professional learning opportunities, are meeting educator needs and building capacity.

Sustained Professional Learning Model The combination of intensive summer preparation and ongoing weekly professional development throughout the academic year ensures continuous improvement and alignment with school initiatives, supporting the goal of providing robust professional learning opportunities for all educators.

Action 2: This action demonstrates highly effective progress toward Goal 2's objective of providing robust professional learning that integrates MTSS Framework and differentiation approaches. The comprehensive training implementation, successful behavioral framework launch, and external recognition through research publications indicate that professional development is effectively building educator capacity to challenge all learners while closing achievement gaps through evidence-based pedagogical strategies.

Comprehensive Training Implementation The action achieved full implementation across all identified focus areas including MTSS Framework, Tier 2 academic and behavioral strategies, FactsWise, SEL development, college/career readiness pathways, equity and inclusion, content area differentiation, Illustrative Math coaching, and special education accommodations. The systematic approach addresses the goal's emphasis on integrating MTSS with differentiated instruction.

Behavioral Framework Success The school successfully launched a schoolwide behavior framework with clearly defined behavior infractions, definitions, and actions. Teachers now regularly complete Behavior Incident Reports, providing administrators with accurate data for decision-making and intervention planning, directly supporting the MTSS integration objectives.

Differentiated Professional Learning Professional development was appropriately differentiated for teachers and administrators based on individual needs while maintaining schoolwide initiatives. Instructional Facilitators participated alongside general education teachers and special education teams, ensuring coordinated capacity building across all staff roles.

Action 3: This action demonstrates effective progress toward Goal 2's objective of providing standards-aligned curriculum within a professional learning framework. Successful curriculum adoption and ongoing mathematics coaching show strong implementation of differentiated instructional materials. The professional development scheduling challenges highlight the need for systematic training coordination, though the planned consultant training indicates responsive adjustment to ensure consistent curriculum implementation and strengthen the connection between adoption and professional learning opportunities.

Successful Curriculum Adoption The action achieved full implementation with successful adoption of Step Up to Writing curriculum for grades K-5, providing structured writing instruction to supplement the ELA program. The school also provided ongoing professional development and coaching in mathematics for grades K-8, ensuring teachers have necessary implementation support.

Standards-Aligned Access The school maintained comprehensive access to standards-aligned curriculum and instructional materials across core subject areas through annual needs assessments and strategic purchases, meeting fundamental requirements for equitable educational opportunities.

Action 4: This action demonstrates highly effective progress toward Goal 2's objective of ensuring all students have access to standards-aligned instructional materials through technology. Universal device access and reliable infrastructure directly support the goal's emphasis on providing robust educational resources that enable differentiated instruction and close achievement gaps. The successful elimination of connectivity barriers allows teachers to effectively integrate technology into instruction while ensuring all students can participate in digital learning opportunities regardless of their home circumstances.

Universal Technology Access The action achieved full implementation with all students having access to technology devices for instructional and supplemental materials both at school and at home. This comprehensive access eliminates barriers to digital learning and ensures equitable participation in technology-enhanced instruction.

Infrastructure Improvements Successful bandwidth updates resulted in very few internet connectivity issues during the current and previous school years, creating a reliable technology environment that supports consistent access to digital learning platforms and resources.

Minimal Implementation Challenges The only identified challenge was occasional student responsibility issues with school devices, which represents typical operational concerns rather than systemic access problems.

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

No changes are being made to the planned goal for 2025-26. Community Roots Academy will maintain Goal 2's focus on continuing to provide robust professional learning opportunities for all educators that integrates the MTSS Framework and differentiation, with our Project-based Learning approach that will challenge high achieving and struggling learners to close achievement gaps.

Action Refinements Based on Needs Assessment

While the core goal remains unchanged, **actions have been revised to address identified gaps and needs** based on our comprehensive needs assessment and analysis of educator feedback and implementation effectiveness. These refinements ensure that our professional development programming continues to evolve and respond effectively to both educator needs and student outcomes while maintaining alignment with our educational model and priorities.

The action modifications reflect lessons learned from the extensive summer professional development program and ongoing weekly professional learning opportunities implemented during the current year. Educational partner feedback, particularly from teachers who requested more curriculum-focused professional development targeted to individual educator needs, has directly informed these adjustments. Teachers

emphasized the need to reprioritize professional development with less emphasis on broad concepts and more focus on specific instructional practices, which has been incorporated into the refined action planning.

Administrative feedback regarding the successful reorganization of office and administrative roles, along with the need for continued development of comprehensive professional development and action plans for instruction, has also shaped the action revisions. The positive outcomes from adding specialized administrative positions, such as the Elementary Assistant Director and Middle School Student Development Director, have informed decisions about maintaining and strengthening these support structures.

Responsive Professional Development Design: The action refinements specifically address teacher recommendations for restructuring August professional development days to maximize effectiveness and relevance to classroom instruction. This includes enhancing the integration of MTSS Framework training with specific pedagogical strategies that support both high-achieving and struggling learners within our project-based learning environment.

Classified staff feedback regarding the need for continued development of content area knowledge and access to general education curriculum materials has been incorporated to ensure that professional development opportunities extend comprehensively across all staff roles and responsibilities.

Maintaining Organizational Flexibility: Community Roots Academy will **continue to develop a one-year LCAP** to maintain flexibility in responding to evolving student needs and organizational priorities. This approach allows the school to remain responsive to emerging professional development needs, new research on effective instructional practices, changes in curriculum adoptions, and evolving educational partner feedback while maintaining focus on core improvement strategies that demonstrate effectiveness.

The one-year cycle enables CRA to incorporate real-time learning from professional development implementation experiences and adjust training priorities based on student outcome data and educator effectiveness measures. This flexibility is particularly important as we continue to refine our integration of MTSS Framework with differentiated instruction and project-based learning approaches, ensuring that our professional development programming remains dynamic and responsive to the specific needs of our educational community.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Community Roots Academy employs a comprehensive leadership and instructional team to deliver high-quality education across all grade levels. The administrative team includes two Directors overseeing Elementary School and Middle School operations, along with an Associate Director who provides additional support for school-wide initiatives and programs. **Instructional Staff**	$4,220,053	N

		CRA employs appropriately credentialed teachers who provide instruction in core subject areas including English Language Arts, Mathematics, Science, Social Studies, and Physical Education as part of the school's foundational educational program. All teaching staff hold valid credentials aligned with their subject areas and grade levels to ensure students receive expert instruction across all disciplines. **Professional Development and Preparation** To ensure excellence in educational delivery, Directors and teachers participate in 14 days of intensive Summer Professional Development designed to prepare for the upcoming academic school year. This comprehensive training addresses curriculum updates, instructional strategies, assessment practices, and school-wide initiatives. Throughout the academic year, staff engage in an additional three non-instructional days dedicated to professional learning, supplemented by weekly professional development opportunities that support continuous improvement and collaboration. This staffing structure and professional development framework ensures that Community Roots Academy maintains high-quality instruction and effective leadership to support student achievement and school operations.		
2	PROFESSIONAL DEVELOPMENT	Community Roots Academy is committed to providing teachers and administrators with comprehensive professional learning opportunities that align with our mission, educational model, and identified educator needs. These opportunities focus on schoolwide initiatives and evidence-based pedagogical strategies designed to support the academic, social-emotional, behavioral, and mental health needs of our students while removing barriers to learning. **Core Professional Development Focus Areas** Professional development for the 2024-25 school year emphasizes several key areas including the MTSS Framework and System of Supports, Tier 2 academic and behavioral strategies, and social-emotional learning development. Staff will engage in training on FactsWise for grades K-5, college and career readiness pathways, and equity and inclusion practices. Content area team development focuses on differentiation for all	$53,138	N

		learners with particular attention to higher-level students, while Illustrative Math training includes OCDE coaching support. Additional focus areas include writing instruction, addressing modifications and accommodations for students with disabilities, de-escalation training, and Restorative Circles training. **Differentiated Learning Opportunities** Differentiated professional development is offered to all teachers and administrators based on individual requests and needs to build capacity and expertise. Instructional Facilitators participate in professional development alongside General Education teachers and the Special Education Team to ensure coordinated support across all student populations. **Leadership and Data Analysis** Community Roots Academy's elementary curricular leadership team, consisting of teacher representatives from each grade level, analyzes assessment data, aligns grade-level instructional plans, and supports Data Team Protocols during Professional Learning Communities. This structure ensures that professional development translates directly into improved classroom instruction and student outcomes. **Administrative Professional Learning** Administrators participate in specialized professional learning opportunities including conferences and workshops such as the California MTSS Professional Learning Institute, SEL and Project Adventure training, and the Institute for Social-Emotional Learning. The Special Education and Administrative Team completes 30 hours of SELPA training to maintain current knowledge of special education requirements and best practices. **Mentorship and Credentialing Support** On-campus mentors provide support for teacher induction coursework and monitoring for both teacher and administrative credentialing, ensuring that all staff members receive the guidance needed to maintain and advance their professional qualifications. This comprehensive professional development program ensures that all staff members have access to current, relevant training that directly supports student success and school improvement goals.		

3	CORE CURRICULAR PROGRAM NEEDS	Community Roots Academy ensures that all students have access to high-quality, standards-aligned curriculum and instructional materials across all subject areas. The school conducts annual assessments of curricular needs and makes purchases as necessary to maintain current, effective educational resources that support student learning and achievement. **Curriculum Adoptions and Updates** To strengthen the educational program, CRA has adopted Step Up to Writing as a new writing curriculum to supplement the English Language Arts program. This adoption provides students with structured writing instruction and support across grade levels. Additionally, the school is adopting a new music curriculum to enhance arts education and provide students with comprehensive musical learning experiences. **Ongoing Resource Management** The school maintains a systematic approach to curriculum evaluation and resource allocation, ensuring that instructional materials remain current, effective, and aligned with state standards. This ongoing process supports consistent, high-quality instruction across all classrooms and grade levels.	$141,826	N
4	CLOSING THE DIGITAL DIVIDE	Community Roots Academy is committed to ensuring equitable access to technology for all students to support their educational success. The school provides every student with access to a technology device necessary for accessing instructional and supplemental materials, eliminating barriers that could prevent students from fully participating in their educational program. **Technology Infrastructure and Support** The IT department maintains and updates all technology devices to ensure optimal performance and reliability. This includes conducting annual comprehensive needs assessments that evaluate current technology resources, identify areas for improvement, and assess bandwidth requirements to support effective digital learning. These assessments inform decision-making regarding technology upgrades, replacements, and infrastructure improvements.	$63,367	N

		Equitable Access and Digital Learning By providing universal access to technology devices and maintaining robust technical support, CRA ensures that all students can engage with digital learning platforms, complete assignments, and access educational resources regardless of their personal circumstances. This comprehensive approach to technology access supports both in-school and remote learning opportunities while preparing students for success in an increasingly digital world.		

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, collaboration, and shared decision-making to provide students with a safe, welcoming, and inclusive, positive learning environment to ensure students are in class engaged and ready to learn.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

There is a need to continue to strengthen partnerships with families to improve student outcomes, student engagement, school climate, improve daily student attendance to improve student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Source: SARC	2023-24: Good	2024-25: Good		2025-26: Good	No difference
19	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	2023-24: 9. 5 10.5 11.4 12.5	2024-25: 9. 5 10. 5 11. 5 12.5		2025-26: 9. 5 10.5 11.5 12.5	9. 0 10.0 11.+1 12.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
20	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 5 2. 5 3. 4 4. 5	2024-25: 1. 5 2. 5 3. 5 4. 5		2025-26: 1. 5 2. 5 3. 5 4. 5	1. 0 2. 0 3. +1 4. 0
21	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 74% Sense of Safety 73% School connectedness	2024-25: 76% Sense of Safety 78% School Connectedness		2025-26: 78% Sense of Safety 80% School Connectedness	+2% Sense of Safety +5% School Connectedness
22	Other Local Measure - Parent Survey: Sense of	2023-24: 93% Sense of Safety	2024-25: 94% Sense of Safety		2025-26: >90% Sense of Safety	+1% Sense of Safety +1% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	safety & school connectedness. Source: Panorama	90% School connectedness	91% School Connectedness		>90% School Connectedness	
23	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 88% Sense of Safety 96% School connectedness	2024-25: 89% Sense of Safety 95% School Connectedness		2025-26: 90% Sense of Safety >90% School Connectedness	+1% Sense of Safety -1% School Connectedness

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action has been fully implemented. This school year, CRA expanded the Launch Lab to include grades K-5. Prior to this year, Launch Lab was offered to grades 6-8. Therefore, Launch Lab is now offered schoolwide and students are identified using a strength-based formative assessment. Monthly safety drills take place with staff and students. The morning and afternoon clubs provide our students opportunities to engage with peers in a safe learning environment.

Results from the Fall 2024 Kelvin School Climate Survey include:

Grades 1-2:

- 87% Student Participation
- 91% Sense of Safety
- 85% School Connectedness

Grades 3-5:

- 91% Student Participation
- 68% Sense of Safety
- 81% School Connectedness

Grades 6-8:

- 91% Student Participation
- 72% Sense of Safety
- 75% School Connectedness

The Kelvin School Climate Survey will be administered in the Spring 2025 and results will be reported on the LCAP and Local Indicators Report.

Action 2: This action has been fully implemented. CRA has formed an ELAC and meets monthly covering all required ELAC topics. CRA has not formed an EL Parent Advisory Committee because the school is not required to form an EL-PAC since it does not receive Federal Title funds.

CRA hosts monthly PPO meetings.

Action 3: This action has been fully implemented. New for the 2024-25 school year, to increase parent engagement, CRA starts all PPO Meetings with a Director's Chat that focuses on specific topics which include:

- September: ELPAC & ELOP Programming
- October: Behavior Framework
- November: Safety Drills & Protocols
- December: CRA Values
- January: CRA Values
- February: CAASPP and CA Science Test (CAST)

CRA continues to host Guest Speakers and Book Clubs; and to accommodate families with young children, babysitting is now offered onsite.

Kelvin parent survey will be administered in the Spring 2025; and results will be reported in the LCAP.

Action 4: This action has been fully implemented. In partnership with Capistrano Unified School District (CUSD), the student bathrooms have been retrofitted for water and energy efficiency. CRA currently leases its school facility from CUSD. CRA has designed and installed a new outdoor garden– which also serves as an outdoor classroom.

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.

Material differences are defined as significant variances between planned and actual spending that impact the implementation of educational programs and services. The following actions experienced substantial deviations from their original budget allocations:

- **Action 4– Custodial**: Additional custodial services, supplies and storage were needed and created a material increase in estimated actual expenditures compared to the budgeted amount.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action demonstrates highly effective progress toward Goal 3's objectives of engaging parents as partners while providing a safe, welcoming learning environment. The strong survey results, expanded programming, successful recognition systems, and growing athletic participation directly support improved student engagement and positive school climate, creating conditions where students are in class, engaged, and ready to learn.

Strong Student Engagement and Safety Results The action achieved full implementation with highly positive Kelvin survey results demonstrating effectiveness. Fall 2024 results show strong participation rates (87-91% across grade levels) and favorable responses for connectedness (75-91%) and safety (68-85%), indicating successful climate improvement efforts.

Expanded Programming Success The school successfully added Launch Lab programming to elementary grades K-5 and implemented the Wayfinder program in middle school, expanding opportunities for student engagement and enrichment. Roots Athletic program growth from approximately 160 students in 2023-24 to an expected 240 students in 2024-25 demonstrates increasing student participation in school activities.

Enhanced Safety and Recognition Systems Monthly safety drills resulted in quicker and more accurate responses from students and staff. The school implemented effective recognition systems including Rooty Rockstar awards at Town Halls and expanded the 100-mile club to four mornings per week, promoting positive behavior and school spirit.

Community Building Initiatives The elementary buddy class program successfully pairs upper elementary students with younger grades (5th with 2nd, 4th with 1st, 3rd with kindergarten), enabling older students to model school values while building cross-grade connections through monthly themed activities.

Action 2: This action demonstrates effective progress toward Goal 3's objective of engaging parents as partners through meaningful participation in decision-making. The established committee structure, enhanced administrative collaboration, and accessibility supports create formal pathways for parent input that directly contribute to shared decision-making goals. While ELAC participation presents an ongoing challenge, the functioning committee systems provide essential infrastructure for parent engagement in school governance and educational planning.

Established Committee Structure The action achieved full implementation with functioning committees including the English Language Advisory Committee (ELAC) and Parent Participation Organization (PPO) with subcommittees. These formal structures provide organized channels for parent voice in school decision-making processes.

Enhanced Communication and Collaboration Increased communication and collaboration between administration and the PPO board occurred through the addition of monthly meetings, strengthening the partnership between school leadership and parent representatives in governance activities.

Accessibility Support Translation of materials and interpreter services remain available upon request, ensuring that language barriers do not prevent families from participating in decision-making opportunities, particularly supporting families representing Unduplicated Pupils and Students with Disabilities.

Action 3: This action demonstrates effective progress toward Goal 3's objective of engaging parents as partners through education, communication, and collaboration. The enhanced PPO meeting format, improved workshop participation, and comprehensive communication systems strengthen partnerships with families while providing multiple engagement pathways. The systematic data collection ensures continuous improvement based on family feedback, directly supporting the goal of creating collaborative educational environments.

Enhanced PPO Meeting Engagement The action shows partial implementation status as an ongoing effort throughout the year. The addition of monthly Directors Talks to kick off PPO meetings significantly increased attendance, with presentations covering essential topics including ELPAC & ELOP (September), Behavior Framework (October), Safety Drills & Protocols (November), CRA Values (December/January), and planned CAASPP & CASAT testing information (February).

Improved Workshop Participation Guest speaker events saw increased participation with the return of onsite babysitting services, removing barriers for families to attend educational workshops and programming. The school also implemented a Director Book Club for parents in October 2024, expanding educational partnership opportunities.

Comprehensive Communication Systems The school maintains consistent family communication through multiple platforms including social media, website, and ParentSquare messaging systems. Families have continuous access to PowerSchool Parent Portal for viewing academic progress, grades, attendance records, and direct teacher communication.

Data Collection and Feedback Annual family surveys using Kelvin assessments measure sense of safety and connectedness while soliciting valuable input about school programs and services, ensuring family perspectives inform school improvement efforts.

Action 4: This action demonstrates highly effective progress toward Goal 3's objective of providing a safe, welcoming, and positive learning environment. The successful facility upgrades, enhanced learning spaces, and improved student safety perceptions directly support the goal of ensuring students are in class, engaged, and ready to learn by creating physical environments that promote safety, security, and educational opportunity.

Successful Facility Upgrades The action achieved full implementation with comprehensive bathroom renovations completed in partnership with CAPO, including updates and retrofitting for water and energy efficiency. Students report increased sense of security in renovated bathrooms, while bathroom vandalism, graffiti, and destruction have greatly decreased since renovations.

Enhanced Learning Spaces The new outdoor garden and kitchen classroom was completed with new storage and greenhouse facilities, providing additional instructional space for outdoor science labs, small group instruction, and tiered interventions. This space also serves the community through events such as schoolwide pancake breakfasts.

Facility Assessment Compliance The school maintains compliance with Facility Inspection Tool (FIT) reporting requirements, with results transparently reported through the School Accountability Report Card (SARC), Local Indicators Report, and LCAP, ensuring accountability for facility conditions.

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

No changes are being made to the planned goal for 2025-26. Community Roots Academy will maintain Goal 3's focus on engaging parents as partners through education, communication, collaboration, and shared decision-making to provide students with a safe, welcoming, and inclusive, positive learning environment to ensure students are in class engaged and ready to learn.

Action Refinements Based on Needs Assessment

While the core goal remains unchanged, **actions have been revised to address identified gaps and needs** based on our comprehensive needs assessment and analysis of parent engagement effectiveness and school climate data. These refinements ensure that our family partnership strategies continue to evolve and respond effectively to community needs while maintaining strong connections between home and school.

The action modifications reflect lessons learned from the successful implementation of enhanced PPO meeting formats, particularly the addition of monthly Directors Talks that significantly increased attendance and parent engagement. Educational partner feedback from parents who expressed appreciation for this communication format and requested its continuation has directly informed the refinement of engagement strategies. Parents also advocated for continuing parent workshops on relevant topics and maintaining before-school and after-school tutoring opportunities, which has shaped action planning priorities.

Administrative analysis of school climate data, including Kelvin survey results showing strong participation rates (87-91% across grade levels) and generally positive responses for connectedness and safety, has informed decisions about maintaining successful programs while identifying areas for continued improvement. The positive outcomes from facility improvements, such as bathroom renovations and the new outdoor garden classroom, have demonstrated the effectiveness of creating welcoming physical environments that support the goal objectives.

Enhanced Parent Partnership Strategies

The action refinements specifically address parent feedback regarding the success of programs like Launch Lab, which received strong support for continuation, and the effectiveness of buddy days in building cross-grade connections. Student input requesting expanded recess activities and increased student leadership opportunities has been incorporated to ensure that engagement strategies reflect the voices of all educational partners.

The successful reduction of facility-related concerns, as evidenced by decreased bathroom vandalism and increased student sense of security following renovations, has informed continued focus on creating and maintaining safe, welcoming physical environments that support positive school climate.

Strengthening Communication Systems

Based on the effectiveness of multiple communication platforms including social media, website updates, and ParentSquare messaging, along with continuous access to PowerSchool Parent Portal, the action refinements emphasize maintaining and enhancing these successful communication pathways while exploring additional opportunities for meaningful parent engagement and shared decision-making.

Maintaining Organizational Flexibility

Community Roots Academy will **continue to develop a one-year LCAP** to maintain flexibility in responding to evolving student needs and organizational priorities. This approach allows the school to remain responsive to changing family demographics, emerging community needs, evolving communication preferences, and new opportunities for parent partnership while maintaining focus on core engagement strategies that demonstrate effectiveness.

The one-year cycle enables CRA to incorporate real-time learning from parent engagement initiatives and adjust strategies based on family feedback, school climate data, and student attendance outcomes. This flexibility is particularly important as we continue to strengthen partnerships with families and create inclusive environments that support all students in being present, engaged, and ready to learn.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Community Roots Academy is committed to providing a safe, welcoming, and positive school environment that is essential for student well-being and conducive to learning. The school creates a comprehensive culture of engagement through integrated programming that supports both academic achievement and social-emotional development. **Social-Emotional Learning Integration** CRA integrates SEL monthly themes throughout the school day, incorporating them into morning announcements, lunch activities, and across all academic content areas schoolwide. Monthly Wellness Weeks feature positive SEL activities at recess for all grade levels, providing students with additional opportunities to practice social-emotional skills in a supportive environment. **Student Engagement and Spirit Building** Students participate in outdoor learning opportunities that enhance learning while deepening student engagement and motivation. Monthly spirit days continue throughout the year, enabling students to dress up in themed outfits to build school spirit and community connection. The school hosts Town Halls and pep rallies that kick off sports programs and promote positive school climate.	$673,581	N

		Clubs and Activities CRA provides morning and afternoon clubs including Green Champs, Junior Coaches, Hundred Mile Running Club, and Acting Academy, which promote student engagement and build community connections. The Roots Athletic program continues to offer afterschool sports leagues, with the addition of a Lil Sprouts cheer team where middle school cheerleaders coach second-grade students, fostering mentorship and leadership opportunities. **Social Events and Celebrations** Middle school students participate in social events including dances, movie nights, and fall fairs that strengthen peer relationships and school connection. CRA hosts numerous schoolwide events throughout the year including Annual Expo Night, Multi-cultural Fair, Annual Field Games, Earth Day Celebration, high school fair, and graduation ceremony, creating opportunities for the entire school community to come together in celebration. **Safety and Security** The School Safety Plan is reviewed and revised annually by the leadership team and presented to all staff members. Safety drills take place regularly as required by law, and safety protocols are communicated to families before and after each drill to ensure transparency and preparedness. This comprehensive approach to safety creates an environment where students can focus on learning and personal growth. Through these integrated efforts, Community Roots Academy fosters a positive school climate that supports student engagement, promotes safety, and creates lasting connections within the school community.		
2	PARENT INPUT IN DECISION-MAKING	Community Roots Academy values and actively seeks meaningful parent input in educational decision-making processes to ensure that all families, including those representing Unduplicated Pupils and Students with Disabilities, have opportunities to contribute to their children's educational experience and school improvement efforts. **Parent Advisory Committees**	$0	N

		Parent engagement in decision-making occurs through structured committees that provide formal channels for family voice and input. The English Language Advisory Committee (ELAC) specifically addresses the needs and concerns of English learner families, while the Parent Participation Organization (PPO) and its subcommittees provide broader opportunities for all families to engage in school governance and program development. **Accessibility and Inclusion** To ensure equitable participation for all families, CRA provides translation of materials and interpreter services upon request. These accessibility supports remove language barriers and enable all parents to meaningfully participate in decision-making processes regardless of their primary language or communication needs. **Comprehensive Family Engagement** Through these formal structures and support services, Community Roots Academy ensures that diverse family perspectives inform school policies, programs, and practices. This inclusive approach to decision-making strengthens the partnership between families and school while promoting educational outcomes that reflect the needs and values of the entire school community.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Community Roots Academy recognizes that meaningful parent engagement is essential for student success and actively provides all parents, including those representing Unduplicated Pupils and Students with Disabilities, with comprehensive opportunities to engage as partners in their children's education. **Parent Education and Workshop Series** CRA hosts a variety of parent education workshops led by Directors and guest speakers to build family capacity and strengthen the home-school partnership. The administration continues to implement book clubs and specialized parent workshops that engage parents as essential partners in social-emotional learning initiatives. Family Fun Nights provide informal opportunities for families to connect with the school community while building relationships with other families.	$18,264	N

		Monthly Leadership Communication Monthly Directors Talks kick off Parent Participation Organization meetings, featuring different topics each month designed to inform and engage families. These presentations cover essential topics including safety protocols, homework policies, partnership opportunities with Capo Unified School District, CAASPP testing preparation and expectations, and the school's behavior framework, ensuring parents have current information about key school programs and policies. **Communication Platforms and Access** CRA maintains consistent communication with families through multiple platforms including social media, the school website, and ParentSquare messaging system. Families have continuous access to the PowerSchool Parent Portal, where they can view their child's academic progress, grades, and attendance records while communicating directly with teachers about their child's educational experience. **Family Feedback and Assessment** The school annually surveys families using Kelvin surveys to measure their sense of safety and connectedness while soliciting valuable input about school programs and services. This feedback directly informs school improvement efforts and ensures that family perspectives guide decision-making processes. **Accessibility and Inclusion** To ensure equitable participation for all families, CRA provides translation of materials and interpreter services upon request. These accessibility supports remove language barriers and enable all parents to meaningfully participate in engagement opportunities regardless of their primary language or communication needs. Through these comprehensive engagement strategies, Community Roots Academy fosters strong partnerships with families that support student achievement and create a collaborative educational environment.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Community Roots Academy is committed to providing all students and staff with a safe, clean, and well-maintained school facility that supports effective teaching and learning. The school operates on a site leased from	$631,682	N

		Capistrano Unified School District and maintains high standards for facility conditions and safety. **Facility Improvements and Upgrades** For the 2024-25 school year, CRA is implementing significant facility upgrades to enhance the learning environment. These improvements include comprehensive upgrades to student bathrooms to ensure proper functionality and hygiene standards. Additionally, the school is adding a new outdoor garden and kitchen space that will expand hands-on learning opportunities and support the school's educational programs. **Annual Facility Assessment and Maintenance** Community Roots Academy conducts annual facility assessments using the Facility Inspection Tool (FIT) to systematically evaluate all aspects of the school's physical environment. Any issues or findings identified through this comprehensive inspection process are promptly addressed to maintain optimal facility conditions. The FIT results are transparently reported through multiple channels including the school's School Accountability Report Card (SARC), Local Indicators Report, and this Local Control and Accountability Plan (LCAP), ensuring that families and the community have access to current information about facility conditions. **Ongoing Commitment to Excellence** Through regular maintenance, systematic inspections, and strategic improvements, CRA ensures that the physical learning environment supports student safety, health, and academic success. This comprehensive approach to facility management creates an environment where students and staff can focus on teaching and learning in a well-maintained, functional space.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$223,916	$0

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
2.74%	0%	$0	2.74%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The identified need stems from Community Roots Academy's analysis of their 2024 California School Dashboard data and internal assessments, which revealed significant academic achievement gaps among specific student groups, particularly Socioeconomically Disadvantaged (SED) students, English Learners (EL), and Students with Disabilities (SWD). **Primary Academic Performance Concerns** The most critical finding involves Students with Disabilities in English Language Arts, where the	**Data Shows Unduplicated Pupils Have Greatest Need** The needs assessment clearly demonstrates that the most significant achievement gaps exist among Unduplicated Pupil groups: **Students with Disabilities (SWD)**: Orange performance level in ELA with Distance from Standard of -44.3, and Red performance level in Math with -52.3 Distance from Standard - the most severe performance indicators. **Socioeconomically Disadvantaged (SED)**: Significant performance gaps in mathematics,	The metric that will be used to monitor effectiveness are: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

	SWD student group received an Orange performance level with a Distance from Standard of -44.3, representing low performance. In Mathematics, both SED and SWD student groups demonstrate significant performance gaps, with SWD receiving a Red performance level with -93.9 Distance from Standard, indicating the most severe level of academic concern. **Data-Driven Evidence of Learning Gaps** Internal assessment data reveals that students with disabilities are achieving only 1 year of academic growth in iReady assessments, compared to 1.5 years of growth demonstrated by other student groups. This represents a significant gap in learning acceleration that compounds over time. The data clearly indicates that reading comprehension represents the most significant barrier preventing Students with Disabilities from accessing grade-level content across all subject areas, with students performing significantly below grade level in foundational literacy skills including phonemic awareness, phonics, and fluency.	with students achieving only 1 year of growth in iReady assessments compared to 1.5 years for other populations. **English Learners (EL)**: While showing some progress, still demonstrate needs for targeted literacy and language development support. - **Reading Specialist Focus**: Serves grades K-3 with phonics intervention and Science of Reading methodology, addressing the foundational literacy gaps most pronounced among SWD and EL students. - **Math Intervention Teacher**: Provides Tier 2 support for grades 4-8, with data showing SED and SWD students comprising the majority of students requiring this level of intervention. - **Middle School Interventionist**: Provides Tier 2 support for middle school students, with data showing SED and SWD students comprising the majority of students requiring this level of intervention.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
NA	Not applicable	Not applicable	N/A

For any limited 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, as applicable.

Not applicable

Additional Concentration Grant Funding

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.

Not applicable. Community Roots Academy is not eligible for additional concentration grant add-on funding.

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 8,958,129.03	$ 8,958,879.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 78,300	$ 91,851
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 404,186	$ 407,489
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 235,128	$ 246,602
1	4	BROAD COURSE OF STUDY	No	$ 545,204	$ 464,200
1	5	SERVICES TO SUPPORT SWD	No	$ 1,513,596	$ 1,333,902
1	5	SERVICES TO SUPPORT SWD	Yes	$ 225,645	$ 226,699
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 4,166,453	$ 4,407,210
2	2	PROFESSIONAL DEVELOPMENT	No	$ 57,210	$ 61,683
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 188,994	$ 182,296
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 112,465	$ 110,103
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 784,504	$ 714,607
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 43,271	$ 48,537
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 603,173	$ 663,700

2024-25 Contributing Actions Annual Update Table

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 7 from 4)	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)
$210,700	$ 225,645	$ 226,699	$ (1,054)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	5	SERVICES TO SUPPORT SWD	Yes	$ 225,645	$226,699	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,891,394	$ 210,700	0.000%	2.670%	$ 226,699	0.000%	2.873%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 8,172,111	$ 223,916	2.740%	0.000%	2.740%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,561,590	$ 2,039,602	$ -	$ 441,069	$ 9,042,261.41	$ 7,280,175	$ 1,762,087

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ 46,926	$ -	$ 46,926	$ -	$ -	$ 46,926	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 46,555	$ 198,133	$ 46,232	$ 198,456	$ -	$ -	$ 244,688	0.000%
1	2	MTSS: ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Limited	English Learners and Low-Income	Community Roots Academy	Ongoing	$ 234,089	$ -	$ 234,089				$ 234,089	0.000%
1	3	MTSS: ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 297,138	$ 515	$ 297,653	$ -	$ -	$ -	$ 297,653	0.000%
1	4	BROAD COURSE OF STUDY	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 597,055	$ 73,385	$ 525,370	$ 145,071	$ -	$ -	$ 670,441	0.000%
1	5	SERVICES TO SUPPORT SWD	SPED	No	Schoolwide		Community Roots Academy	Ongoing	$ 1,665,635	$ 80,919	$ 579,208	$ 1,058,847	$ -	$ 108,500	$ 1,746,555	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 4,220,053	$ -	$ 3,827,374	$ 392,679	$ -	$ -	$ 4,220,053	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ 53,138	$ -	$ 53,138	$ -	$ -	$ 53,138	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ 141,826	$ 8,840	$ 132,986	$ -	$ -	$ 141,826	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ 63,367	$ 51,867	$ 11,500	$ -	$ -	$ 63,367	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No	Schoolwide		Community Roots Academy	Ongoing	$ 219,650	$ 453,931	$ 341,012	$ -	$ -	$ 332,569	$ 673,581	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ 18,264	$ 18,264	$ -	$ -	$ -	$ 18,264	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No	Schoolwide		Community Roots Academy	Ongoing	$ -	$ 631,682	$ 631,682	$ -	$ -	$ -	$ 631,682	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 8,172,111	$ 223,916	2.740%	0.000%	2.740%	$ 234,089	0.000%	2.864%	**Total:**	$ 234,089
								LEA-wide Total:	$ -
								Limited Total:	$ 234,089
								Schoolwide Total:	$ -

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	2	MTSS: ADDRESSING ACADEMIC NEED	Yes	Limited	English Learners and Low-Income	Community Roots Academy	$ 234,089	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - 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.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

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

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

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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).

California Department of Education
November 2024